



WIAT®-III^{A&NZ}

Wechsler Individual Achievement Test®-Third Edition: Australian & New Zealand
Score Report

Examinee Name	Sarah Sample	Date of Report	08/09/2016	
Examinee ID	ID268	Year Level	Year 4 (AU) / Year 5 (NZ)	
Date of Birth	17/06/2006	Primary Language	English	
Gender	Female	Handedness	Right	
Ancestry/Ethnicity	Australian	Examiner Name	Edward Examiner	
Date of Testing	16/08/2015	Age at Testing	9 years 1 month	Retest? No

Norms:

A&NZ norms used for students in years AU PS-12/NZ 0-13 and/or ages 4:0-19:11

US norms used for ages 20:0 to 50:11

Comments:



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[1.3 / RE1 / QG1]

WIAT-III^{A&NZ}

Age Based Scores

Subtest Score Summary

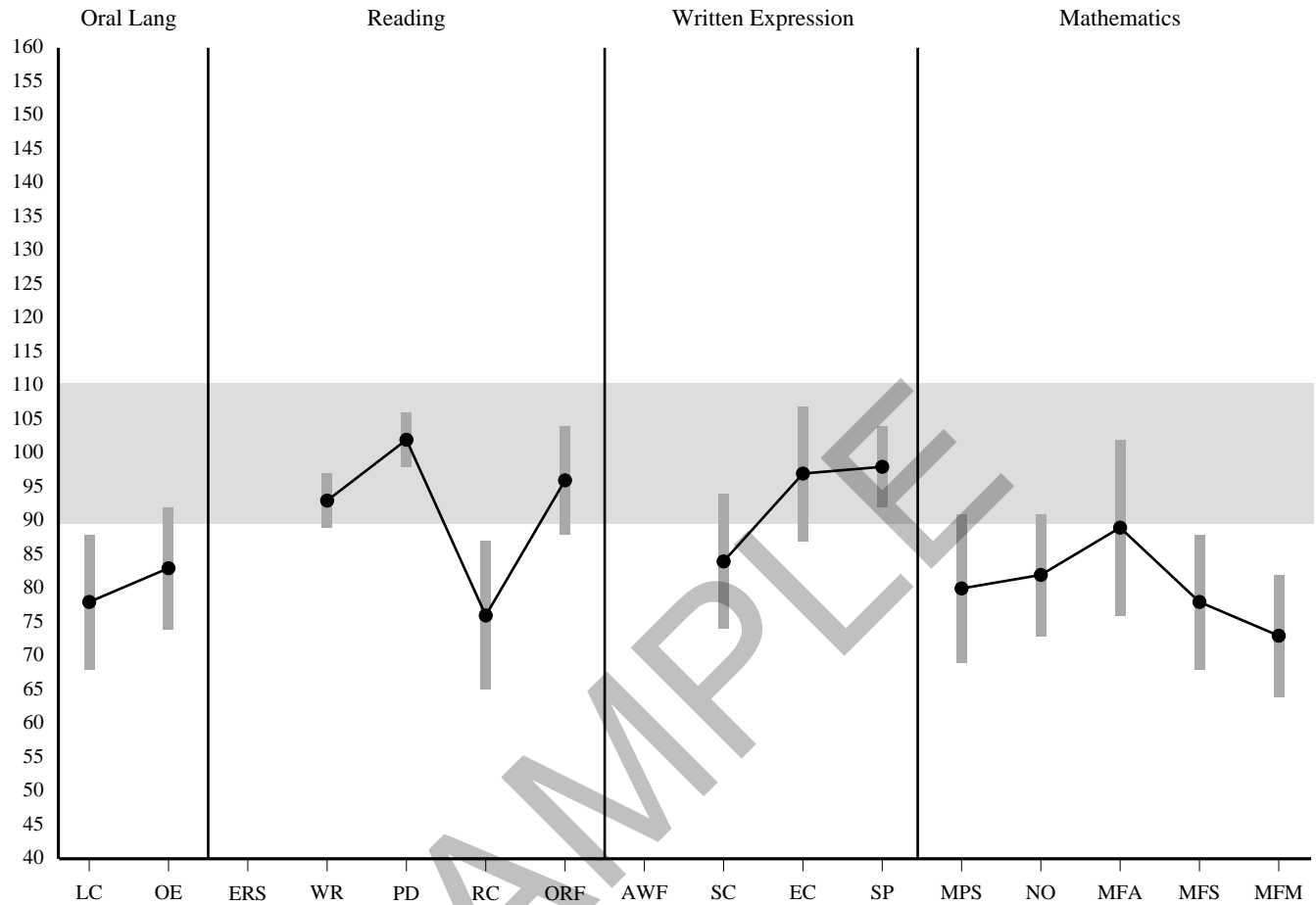
Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Year Equiv. (AU/NZ)	Age Equiv.	Growth Score
Listening Comprehension	-	78	68-88	7	19	2	1.2/2.2	6:2	469
Reading Comprehension	11 ¹	76	65-87	5	16	2	1.1/2.1	6:0	458
Maths Problem Solving	36	80	69-91	9	22	2	2.2/3.2	7:4	447
Sentence Composition	-	84	74-94	14	28	3	2.1/3.1	7:0	482
Word Reading	34	93	89-97	32	40	4	3.1/4.1	8:0	498
Essay Composition	-	97	87-107	42	46	5	3.3/4.3	8:4	503
Pseudoword Decoding	27	102	98-106	55	53	5	4.2/5.2	9:4	510
Numerical Operations	18	82	73-91	12	25	3	2.2/3.2	7:4	439
Oral Expression	-	83	74-92	13	26	3	1.4/2.4	6:9	474
Oral Reading Fluency	91 ¹	96	88-104	39	44	4	3.3/4.3	8:4	500
Spelling	22	98	92-104	45	47	5	3.3/4.3	8:8	527
Maths Fluency-Addition	17	89	76-102	23	35	4	2.3/3.3	7:8	435
Maths Fluency-Subtraction	5	78	68-88	7	19	2	1.3/2.3	6:4	381
Maths Fluency-Multiplication	2	73	64-82	4	12	2	<3.1/4.1	<8:0	415

- Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

¹ Indicates a raw score that is converted to a weighted raw score (not shown).

² Indicates that a raw score is based on a below year level item set.

Subtest Score Profile



Note. The vertical bars represent the confidence interval at 95%.

Supplemental Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Year Equiv. (AU/NZ)	Age Equiv.	Growth Score
Essay Composition: Grammar and Mechanics	-2	82	69-95	12	25	3	<3.1/4.1	<8:0	N/A
Oral Reading Accuracy	248*	98	86-110	45	47	5	3.3/4.3	8:4	N/A
Oral Reading Rate	164*	97	87-107	42	46	5	3.2/4.2	8:4	N/A

*Indicates a raw score that is converted to a weighted raw score (not shown).

Cumulative Percentages

Word Reading Speed	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.
Pseudoword Decoding Speed	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.

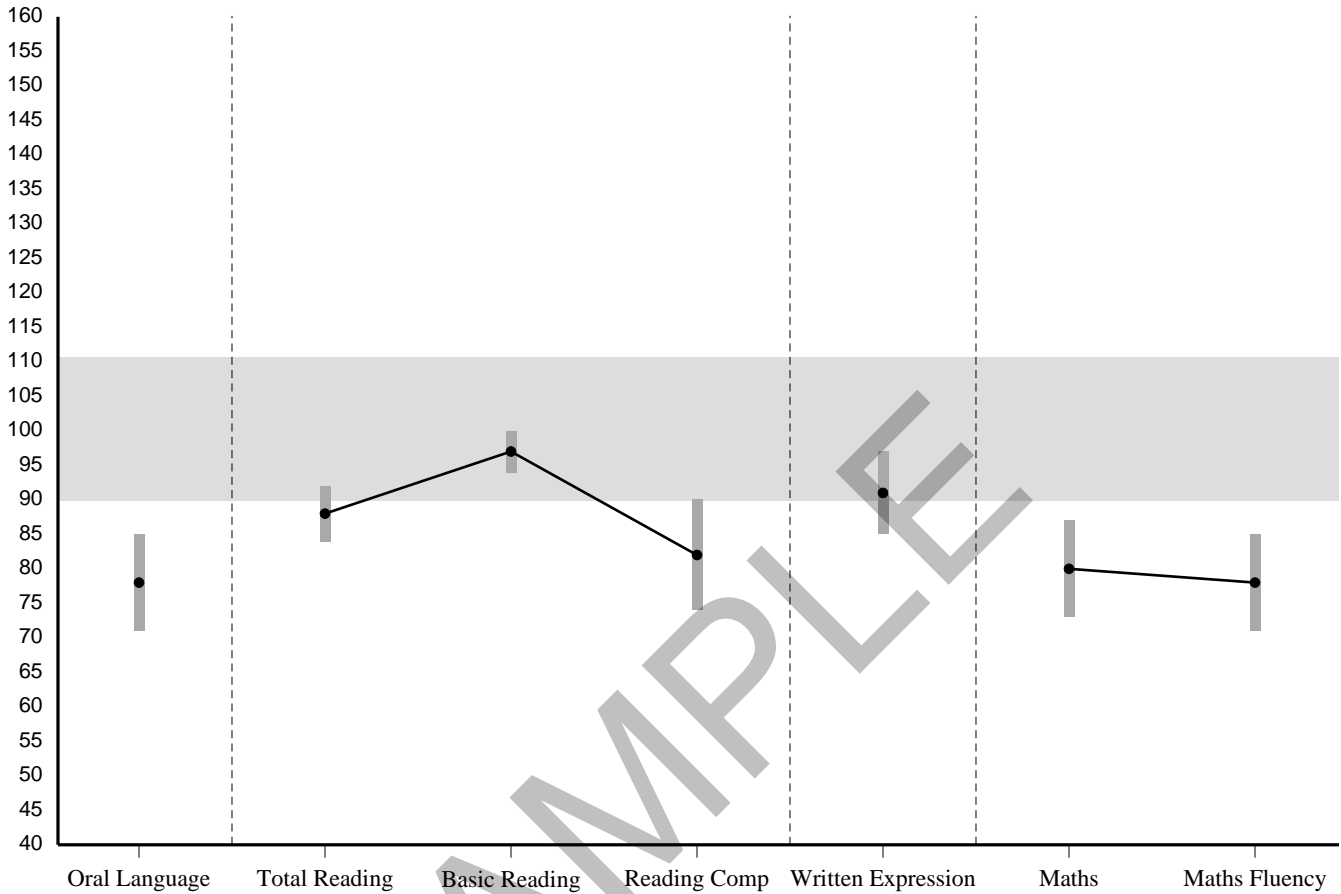
Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
Listening Comprehension						
Receptive Vocabulary	8	83	13	26	3	Low Average
Oral Discourse Comprehension	10	80	9	22	2	Low Average
Sentence Composition						
Sentence Combining	5	88	21	33	3	Low Average
Sentence Building	9	82	12	25	3	Low Average
Essay Composition						
Word Count	48	96	39	44	4	Average
Theme Development and Text Organisation	5	97	42	46	5	Average
Oral Expression						
Expressive Vocabulary	7	88	21	33	3	Low Average
Oral Word Fluency	26	91	27	37	4	Average
Sentence Repetition	12	81	10	23	2	Low Average

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	161	78	71-85	7	19	2	Very Low
Total Reading	367	88	84-92	21	33	3	Low Average
Basic Reading	195	97	94-100	42	46	5	Average
Reading Comprehension and Fluency	172	82	74-90	12	25	3	Low Average
Written Expression	279	91	85-97	27	37	4	Average
Mathematics	162	80	73-87	9	22	2	Low Average
Maths Fluency	240	78	71-85	7	19	2	Very Low
Total Achievement	871	82	78-86	12	25	3	Low Average

Composite Score Profile



Note. The vertical bars represent the confidence interval at 95%.

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	-10	11.19	N	>15%
Oral Language vs. Basic Reading	-19	10.83	Y	>15%
Oral Language vs. Reading Comprehension and Fluency	-4	13.57	N	>15%
Oral Language vs. Written Expression	-13	13.09	N	>15%
Oral Language vs. Mathematics	-2	12.12	N	>15%
Oral Language vs. Maths Fluency	0	12.81	N	>15%
Total Reading vs. Basic Reading	-9	6.51	Y	<=10%
Total Reading vs. Reading Comprehension and Fluency	6	10.45	N	>15%
Total Reading vs. Written Expression	-3	9.83	N	>15%
Total Reading vs. Mathematics	8	8.49	N	>15%
Total Reading vs. Maths Fluency	10	9.45	Y	>15%
Basic Reading vs. Reading Comprehension and Fluency	15	10.06	Y	>15%

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Basic Reading vs. Written Expression	6	9.41	N	>15%
Basic Reading vs. Mathematics	17	8.00	Y	>15%
Basic Reading vs. Maths Fluency	19	9.01	Y	>15%
Reading Comprehension and Fluency vs. Written Expression	-9	12.46	N	>15%
Reading Comprehension and Fluency vs. Mathematics	2	11.44	N	>15%
Reading Comprehension and Fluency vs. Maths Fluency	4	12.17	N	>15%
Written Expression vs. Mathematics	11	10.87	Y	>15%
Written Expression vs. Maths Fluency	13	11.63	Y	>15%
Mathematics vs. Maths Fluency	2	10.53	N	>15%

Note. A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

SAMPLE

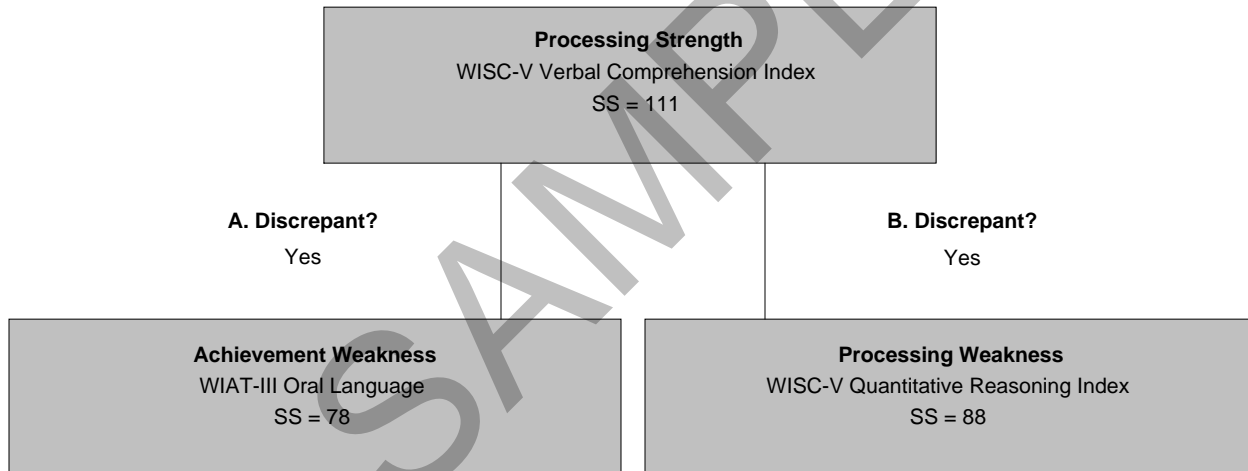
PATTERN OF STRENGTHS AND WEAKNESSES ANALYSIS

Area of Achievement Weakness	WIAT-III	Oral Language: 78
Area of Processing Weakness	WISC-V	QRI: 88
Area of Processing Strength	WISC-V	VCI: 111

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
A Processing Strength/ Achievement Weakness	111	78	33	15.00	Y	Yes
B Processing Strength/ Processing Weakness	111	88	23	13.00	Y	Yes

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model



ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS

Ability Score: WISC-V FSIQ: 104

Date of Testing: WISC-V 08/03/2015; WIAT-III 16/08/2015

Predicted Difference Method

	Predicted WIAT-III Score	Actual WIAT-III Score	Difference	Critical Value .01	Significant Difference Y/N	Base Rate	Standard Deviation Discrepancy ≥ 1.0 SD
WIAT-III Subtest							
Listening Comprehension	103	78	25	15.41	Y	≤2%	Y
Reading Comprehension	103	76	27	14.89	Y	≤2%	Y
Maths Problem Solving	103	80	23	11.89	Y	≤2%	Y
Sentence Composition	103	84	19	14.89	Y	≤5%	Y
Word Reading	103	93	10	7.54	Y	≤25%	N
Pseudoword Decoding	102	102	0	8.15	N	N/A	N/A
Numerical Operations	103	82	21	11.62	Y	≤5%	Y
Oral Expression	103	83	20	14.06	Y	≤5%	Y
Oral Reading Fluency	102	96	6	11.09	N	>25%	N
Spelling	103	98	5	9.27	N	>25%	N
WIAT-III Composite							
Oral Language	103	78	25	12.35	Y	≤2%	Y
Total Reading	103	88	15	7.49	Y	≤10%	Y
Basic Reading	103	97	6	6.23	N	>25%	N
Reading Comprehension and Fluency	103	82	21	12.59	Y	≤5%	Y
Written Expression	103	91	12	10.17	Y	≤15%	N
Mathematics	103	80	23	9.82	Y	≤2%	Y
Maths Fluency	103	78	25	10.01	Y	≤2%	Y
Total Achievement	103	82	21	7.24	Y	≤2%	Y

Note. Base rates and standard deviation discrepancies are not reported when the actual achievement score equals or exceeds the predicted achievement score.

End of Report