



## FREQUENTLY ASKED QUESTIONS

### **Q-interactive & Q-global**

#### **Q: Do you need the response forms if you are using Q-interactive?**

A: Yes. Students will use the Response Booklets for some subtests when Q-interactive administration is used, for example, Numerical Operations (NO) and Essay Composition (EC).

#### **Q: Is there an example of recommendations based on the paper & pencil scoring and analysis or is this only in the online report? Are recommendations available online?**

A: When scoring by hand, you will want to use the information provided in the **WIAT-III<sup>A&NZ</sup> Examiner's Manual** in **Chapter 6**, Analysis and Interpretation. There are suggestions in this section for intervention planning. The online report through Q-global provides more detailed intervention recommendations based on an item analysis of the assessment results.

#### **Q: Is the skill analysis report included in the annual subscription?**

A: Yes, you can also choose the skills analysis to be part of your Q-global report using either the one-off Report Usage Credit or the unlimited use Annual Subscription. The skill analysis report is also generated via Q-interactive.

#### **Q: I noticed the Q-global report base rates for achieving a score that is 'higher than the predicted score' was not calculated. Is it possible to calculate these by hand? I think this was available in the WIAT-II Australian.**

A: On Q-global reports, base rates and standard deviation discrepancies are not reported when the actual achievement score equals or exceeds the predicted achievement score. The difference is indicated as statistically significant and will have an asterisk \* which indicates that the actual achievement score exceeds the predicted achievement score. The base rate data in the Manuals would be based on the achievement score being lower than the cognitive score as well.

## **Test Kit Options**

### **Q: Will there be a WIAT-III<sup>A&NZ</sup> Abbreviated version in the near future?**

A: No, there will not be a standalone WIAT-III<sup>A&NZ</sup> Abbreviated. However, the WIAT-III<sup>A&NZ</sup> is a flexible battery and not all subtests need to be administered.

### **Q: Can an abbreviated score (previously using only three subtests) still be calculated and compared to WISC-IV Australian?**

A: Each individual subtest score from the WIAT-III<sup>A&NZ</sup> can be compared formally to WISC-V<sup>A&NZ</sup> scores. Composite scores from the WIAT-III<sup>A&NZ</sup> can also be compared to the WISC-V<sup>A&NZ</sup>. The WIAT-III<sup>A&NZ</sup> is linked to the WISC-V<sup>A&NZ</sup>, not to the WISC-IV Australian. The composite score from the WIAT-II Australian Abbreviated does not exist in the current WIAT-III<sup>A&NZ</sup>.

### **Q: Do parallel forms exist?**

A: No, there are no parallel forms for the WIAT-III<sup>A&NZ</sup>.

### **Q: Please outline all the differences between the A&NZ and US versions.**

A: Whilst the test structure is similar between the two countries, additional materials are accessible via CD in the US but Flashdrive in A&NZ and the A&NZ version is fully language/cultural adapted and standardised in Australia and New Zealand whereas the US kit uses US content (spelling, imperial measurement, US currency, etc.) and norms.

### **Q: How much longer can we continue to use the WIAT-II Australian for?**

A: There is no hard and fast rule. As a general guideline, ethically psychologists are expected to "maintain an up- to-date knowledge and skill base, including the administration, scoring and interpretation of new tests or new editions that are of relevance to their area of practice." (APS Code of Ethics, adopted 2007). As a business, Pearson recommends that new editions be adopted within 12 months of the publication date and typically promises to support older editions of tests for up to two years after the release of a new edition but this is not a legal standard. Furthermore, many organisations and departments also have their own guidelines for updating to and using new editions.

## **Age Range & Year Levels**

### **Q: What is the recommended approach for people aged 51 years or older?**

A: Subtest start points should be based on the last school year completed by examinees above age 50:11. The subtests administered will be based on the referral question. Normative data for clients over 50:11 is not available using the WIAT-III<sup>A&NZ</sup>. Any analysis of results for an examinee above 50:11 would be informal and not based on normative data. School Year and Age equivalents could be obtained based on the subtest raw scores obtained, however, would need to be interpreted with extreme caution.

**Q: In Tasmania, Kindergarten children would be assessed using Preschool and students in Prep would be assessed at Foundation?**

A: Yes. For School Year Norms, a child enrolled in the first year of formal school, regardless of which State or Territory they live in, Foundation is the start point. Preschool (PS) is used for children who have not yet enrolled in the first year of formal school. Please refer to **pages 87-88** and **Table 4.9** of the **WIAT-III<sup>A&NZ</sup> Examiner's Manual** for School Year Level Labelling based on curriculum classification and commonly used terminology by region.

## **Administration & Scoring**

**Q: How do the Term-based norms relate to children who are home schooled?**

A: Age norms might be preferred for children who are home schooled if a traditional school year based curriculum is not being followed. Therefore, the scores obtained will compare the child being assessed to children of a similar age, regardless of what school year they are enrolled in.

**Q: Are there different start points for children who have known intellectual disability (ID)?**

A: It is generally acceptable to begin administering a subtest at an earlier start point if the year-appropriate start point is much too difficult for a particular student.

**Q: It is a pity that the Response Booklet 'guidelines' for the Alphabet Writing Fluency (AWF) task still do not have the lower guidelines for the 'tails' of the letters such as g and j.**

A: The scoring criteria for Alphabet Writing Fluency (AWF) is on **page 158** of the **WIAT-III<sup>A&NZ</sup> Examiner's Manual**. The student can use uppercase, lowercase, print or cursive for this task. If the student writes a letter in a style you don't recognise as standard, but is clearly recognisable as that letter, give the student the benefit of the doubt and award credit.

**Q: I would like to know what the recommended WIAT-III<sup>A&NZ</sup> subtests are as a minimum, I realise it is different with the test questions but generally what is the primary tests we should be running?**

A: There is no set of required minimum subtests in the WIAT-III<sup>A&NZ</sup>. The subtests administered will be based on the age of the child and what academic areas need to be assessed, which is based on the referral question.

## **Interpretive Considerations**

**Q: What is the difference between what is measured by the Reading Comprehension (RC) subtest and the questions that the student answers in the Oral Reading Fluency (ORF) subtest?**

A: Reading Comprehension (RC) measures the ability to comprehend information the student has read including literal and inferential comprehension, whereas Oral Reading Fluency (ORF) measures speed, accuracy, fluency, and prosody of contextualised oral reading. Comprehension questions in Oral Reading Fluency (ORF) are asked only to encourage reading for meaning; comprehension performance is not scored quantitatively.

**Q: Is it important to have a FSIQ on the WISC-V<sup>A&NZ</sup> based on non-prorated scores, or are prorated VCI and PRI suitable as well?**

A: There are ability-to-achievement discrepancy analysis tables that link the WIAT-III<sup>A&NZ</sup> to the WISC-V<sup>A&NZ</sup> using a variety of scores, including FSIQ (which is based on seven subtests), GAI (General Ability Index), NVI (Non Verbal Index), VCI and other index scores. The psychologist will need to determine which cognitive measure is the best score to use in the analysis based on their knowledge about the student. There are no pro-rated index scores in the new WISC-V<sup>A&NZ</sup>; however, a prorated FSIQ of 6 subtests could be used when no other solution can be found.

**Q: Using GSV's, is there a way to determine a student's predicted growth, given their first score (i.e. with a score at Time 1 in the 7th percentile, what score is predicted at Time 2 in 12 months time if they remain at the 7th percentile)? That is, have they kept up with their percentile, or have they made more or less progress given their initial score?**

A: Growth Scale Values (GSV's) allow for comparison between performances at various points in time and are based on a student's absolute level of performance. Because they are based on an equal-interval scales using Rasch calibration, they are better suited than raw scores for measuring change over time. GSV's allow us to monitor progress comparing current performance relative to a student's past performance, rather than a comparison to peers. The easiest way to interpret GSV scores are through the online scoring software reports, through generation of a Progress Report. However, the WIAT-III<sup>A&NZ</sup> Examiner's Manual does contain GSV tables where subtest raw scores can be converted to GSV's – so examiners could determine what change in raw score would result in a future GSV score that would represent growth.

## **Norms & Psychometrics**

**Q: Have you found a strong relationship between the Processing Speed Index (PSI) on the WISC-V<sup>A&NZ</sup> and the fluency measures on the WIAT-III<sup>A&NZ</sup>?**

A: The correlation between PSI on the WISC-V<sup>A&NZ</sup> and Alphabet Writing Fluency (AWF) is .31, with Oral Reading Fluency (ORF) it is .40, and with Maths Fluency (MFA, MFS, MFM) it ranges from .53 to .60.

**Q: Was there a special group study with children identified as having Expressive or Receptive Language Disorders?**

A: In the **WIAT-III Technical Manual** on **page 58** there is a Clinical Validity Study with children who have Expressive Language Disorder. In the **WIAT-III<sup>A&NZ</sup> Examiner's Manual** there is also a Clinical Validity Study with children who have ASD with Language Impairment on **page 113**.

**Q: How does the WIAT-III<sup>A&NZ</sup> map onto the Specific Learning Disorder (SLD) criteria when using as part of diagnosis? What was the normative data of students who have an SLD who undertook the WIAT-III<sup>A&NZ</sup>?**

A: To be diagnosed with Specific Learning Disorder (SLD) a student will typically have difficulties in at least one of the following areas, and the difficulties will have been documented as continuing for at least six months despite targeted help. The WIAT-III<sup>A&NZ</sup> can assist in assessing all of the areas listed below:

- i. Difficulty reading
- ii. Difficulty understanding the meaning of what is read
- iii. Difficulty with spelling
- iv. Difficulty with written expression (problems with grammar, punctuation or organisation)
  - v. Difficulty understanding number concepts, number facts or calculation
- vi. Difficulty with mathematical reasoning (applying maths concepts or solving maths problems)
- vii. Difficulties with reading accuracy, reading rate or fluency, and reading comprehension.
- viii. Problems with written expression (difficulties with spelling, grammar and punctuation, and with organization of written expression).
- ix. Problems with maths (difficulties with number sense, memorising maths facts, maths calculations or maths reasoning/problem solving).

For a student with a SLD, their affected academic skills are substantially below what is expected for their age. This can be determined using the WIAT-III<sup>A&NZ</sup> Age Norms. To receive a diagnosis, the difficulties must not be due to an intellectual disability, so it is necessary to rule this out. Using a test such as the WISC-V<sup>A&NZ</sup> can aide in this, and can also help determine if the student's academic achievement is below the level expected based on their cognitive ability. The WISC-V<sup>A&NZ</sup> can also identify working memory and processing speed weaknesses than can be underlying cognitive weaknesses related to a SLD. A GAI-to-CPI analysis on the WISC-V<sup>A&NZ</sup> can be useful here as well. Results of the Clinical Validity Studies with children who have Specific Learning Disabilities can be found in both the WIAT-III<sup>A&NZ</sup> Examiner's Manual and the WISC-V<sup>A&NZ</sup> Administration & Scoring Manual and the WISC-V Technical & Interpretive Manual.

## **User Qualifications**

**Q: The User Level for the WIAT-III<sup>A&NZ</sup> is for allied health and special education professionals. Is this correct given that WISC-V<sup>A&NZ</sup> & FSIQ knowledge is required?**

A: Not all WIAT-III<sup>A&NZ</sup> users will use the ability-achievement analysis with the WISC-V<sup>A&NZ</sup>. This is often used by Psychologists; however, Special Education Teachers can administer, score, and interpret the WIAT-III<sup>A&NZ</sup> in an academic context without the WISC-V<sup>A&NZ</sup> data. Often a multi-disciplinary approach is taken, where the Special Education Teacher administers the WIAT-III<sup>A&NZ</sup> and the Psychologist administers the WISC-V<sup>A&NZ</sup> – the two professionals come together to combine and analyse results as a team. The WIAT-III<sup>A&NZ</sup> is a User Level B assessment and does not require the examinee to be a Psychologist. If you have not been allocated a User Level, please register online with Pearson: <https://www.pearsonclinical.com.au/register>