

Training in the administration of the WIAT-III -T Spelling Test

Materials Needed

- Examiner's Manual
- Record Form pp28-30
- Photocopiable Response sheets from Appendix I pp193-196 of Examiner's Manual
- Correct Spelling Pronunciation Guide (on the USB flashdrive)

Note: There are various age-related start points (See ⇔ arrows and conform to the examinee's age)

Ages 5 – 6

Items requiring letters

Do not penalise letter reversals on any item administered except where the letter reversal forms a different letter.

Say "I am going to ask you to write some letters and words. You will be using a pencil without a rubber, so if you make a mistake just cross it out. Please write your first name".

After writing the letters (Items 2, 3, 4, 5) say to the child "Now let's try writing some words. I will say a word, then use the word in a sentence and then I will say the word again. Listen to the sentence, so you know what word to write. Say and point to 6 (line 6) – Cat. The *cat* is chasing a mouse. Write *cat*" on line 6.

Ages 7 – 17+ only

Say "I want you to write some words. I will say a word, then use it in a sentence and say the word again. Listen to the sentence so you know what word to write".

A reverse rule comes into play for ages 7 upwards. Reverse if the student does not obtain 3 consecutive scores of 1 on the first 3 items. Keep going in reverse until 3 consecutive scores of 1 are earned. Draw a line above this. This is the baseline. Note the number of the item above the baseline and circle it. This is the unearned score which at the end of the test is added to the number of correctly spelled items. Then return to where the examinee got the original item wrong near the entry point and continue testing. A discontinue rule comes into play as a signal to stop testing. Discontinue testing when 4 consecutive incorrect spellings have been produced. Count up the

number of correct spellings and add this to the unearned score above the baseline. This is the raw score. Transfer the raw score to the cover of the examinee's Record Form.

Go to the Examiner's Manual to Table C.1 (p 91 onwards) for the examinee's chronological age and find the test name on top (Spelling). Go down that column until you reach the raw score. So, for an examinee aged 13 years 0 months 0 days to 13 years 3 months 30 days, who has a raw score of 31, proceed down the spelling column. You stop at 31. Look to the right and find a standard score (SS) of 87. Enter the standard score on the front cover of the examinee's Record Form. Go to p.166 of the Examiner's Manual and see standard score 87 converts to the 19th percentile. Enter the percentile on the front cover of the Examinee's Record Form.

At the end of the Spelling Test if you like, you can look at the Skills Analysis Worksheet for Spelling on Appendix A.4 Spelling on Examiner's Manual pp. 75-76. This will indicate what the student knows (and does not know) about spellings and encoding the English language.

This is great for your Continuous Professional Development (CPD) and training, because it outlines what each word type is, or what skill it involves e.g.

- homophones
- prefixes
- suffixes
- split digraphs (e.g. a_e as in *game*)
- irregular vowels (e.g. It *tall*)
- single short/long vowels
- consonant digraphs *th, sh, ph, wh*

The final boxes can show:

- Total Errors by skill
- Maximum Errors by skill
- Percent Correct

Training in the administration of the WIAT-III -T Reading Comprehension

Materials Needed

- Stimulus Book: See Tab for Reading Comprehension
- Record Form opened to page for the examinee
- Examiner's Manual
- Reverse Rules

Let's say the examinee is 14 years 3 months and 12 days. Then open the Record Form to p9 and see the starting point for ages 14 to 17+. This is the appropriate entry point. (There are 4 passages in the item set to be read). Items 60 to 67 are reversal items. This means that the examinee enters and is asked questions at item 60 to 67 after reading the first passage. The examinee must get **more than 2** points to continue. If the examinee earns more than 2 points (i.e. 3 points or more) then administer all passages in the items set. Mark the raw score for each set and total the raw score for each passage read. The maximum score is at the end of the passage set e.g. the maximum score for ages 14-17+ is 50.

If the examinee earns 2 points or less on these first 8 items in the first passage then the reverse rule applies. For the reverse rule go back one start point to age 13. The passage named Yukon Gold is the entry point. There are 3 passages to be read in this item set. Now items 53 to 59 are potential reverse items. The examinee must earn more than 2 points to continue the Reading Comprehension test. If the examinee scores 2 points or less then go back one start point to entry level for a 12 year old. The examinee must score more than 2 points to continue. If the examinee scores 2 or less then reverse to the previous start point for 11 year olds (Science Fun - 3 passages in the set to be read).

The reverse rule applies a maximum of 3 times. Do not go back more than 3 start points from the age-appropriate start point. After reversing 3 times, the full item set must be administered, regardless of the examinee's performance in that set. See Figure 3.1 in the Examiner's Manual for application of reverse rules.

When administering the comprehension test the examinee is allowed/encouraged to continue looking at each reading passages as questions are asked and answered. Do not help the examinee to read any word. If the examinee asks for help say "Just do the best you can". If a response is vague,

or if the examinee points to a passage say “Tell me what it says”. Correct responses have a slash (/; semi colons separate correct responses. Words in parentheses are optional and the response is correct without them.

At beginning of administration say “I have some stories and passages for you to read. You can choose to read out loud or silently. After each story or passage I will ask you questions about what you have read”.

For example let’s say our 14 year-old is administered the 4 passages for examinees with a chronological of 14 years to 17 years+ and the examinee has earned the scores in the item set as laid out in the grid below (8+10+5+3)

8/16	Words of Wisdom
10/16	Humpback Whales
5/10	City Zoo
3/8	On the Rock

This totals to 26. 26 is the raw score. Enter the raw score on the cover of the examinee’s Record Form. To interpret the raw score, go to Table B.1 – Total Raw Score Conversion to Weighted Raw Score for Reading Comprehension (Examiner’s Manual p.79). Go to the column for ages 14-17+. Look down the column until you arrive at 26. Look over to your right and you see that the weighted raw score is 58. Enter the weighted raw score on the cover of the examinee’s Record Form.

Now go to the C.1 Table on p.152 (Examiner’s Manual) for 14 year-olds. Find the column for Reading Comprehension. Look down the column until you find 58 under Reading Comprehension. This is interpreted as a standard score (SS) of 85. Go to p.166 in Examiner’s Manual and see that SS 85 = 16th percentile. Fill in the SS and percentile scores on the cover of the examinee’s Record Form for Reading Comprehension.

Reverse rule example

Let’s say our 14 year old goes in at the normal entry point and questions are posed on the first passage for Items 60-67. If the examinee earns 2, 1 or 0 points then you must reverse to the entry

point of age 13. The examinee now gets the set of 3 passages to read for a 13 year old. Take the score for each passage and sum them. Let's say 10/12 for Yukon Gold you already have a score of let's say 2/16 for Words of Wisdom (which caused you to use the reverse rule) and 1/16 for Humpback Whales = 13/44 in total. Enter the raw score on the cover of the examinee's Record Form. Now go to Table B1 (Examiner's Manual p78 and find Age 13 – Total raw score conversion to weighted raw score – Age 13 (because that's the item set after reversal) even though the child's chronological age (CA) is 14.

Look down the Age 13 column to the score of 13. This is interpreted as a weighted raw score of 46. Enter the weighted raw score on the cover of the examinee's Record Form. For the item set for 13 year-olds use Table C1 to convert the weighted raw score to a standard score. To locate the comprehension standard score refer to the appropriate table corresponding to the examinee's chronological age in Table C.1 (Examiner's Manual p152) and locate the weighted raw score under the appropriate column for a 14 year old. Then reading across from the score of 46 to the far left or right column find the equivalent standard score. This is a SS of 66. Record the SS of 66 and percentile from page 166 on the front cover of the examinee's Record Form.

Note: On p.71 of the Examiner's Manual Appendix A.2 there is a Skills Analyses worksheet for each passage in Reading Comprehension. This will indicate for you whether questions are literal or inferential in each set of passages (Pink for each age level). It tells you (by summing) the:

- Total Errors by skill
- Maximum Literal Errors
- Maximum Inferential Errors
- Percent correct

Training in the administration of the WIAT-III -T Early Reading

Materials Needed

- Examiner's Manual
- Stimulus Book: Tab for Early Reading Skills
- Record Form
- Pen/pencil

This task is suitable/normed for 4 to 8 year olds. There is no discontinue rule. It is not timed. The answers are in the pink column. Item prompts may be repeated as necessary.

Say "Tell me the names of these letters".

Items 1 to 6 and 7 to 11 require the examinee to name the letters displayed on the 1st and 2nd stimulus pages. Each one is scored 0 or 1.

[As extra information I like to ascertain if the examinee can also furnish the **sound** of each letter. This extra information is not included in the score.]

In some cases the examinee has not been taught the names of letters. Instead s/he has been taught the sounds. If this is the case I would note this and advise that they be taught the letter names as well. Extra information may be gained by asking the examinee for the sounds of the letters. Knowledge of this is duly noted but not included in the total.

Read each item and score the response 0 or 1. Be careful with items 20 (*flag, frog, freeze*) and 21 (*clock, cat, clip*) because these questions ask

"Which two words begin with the same **two** sounds?"

Note:

Items 15, 24, 25 and 26 have no visuals. Items 27 to 34 require pointing responses.

Scoring

Total the number of correct responses. Enter the raw score in the appropriate box and then transfer it to the cover of the examinee's Record Form. Look up Table C.1 for the examinee's chronological age (these are in segments of 3 months) between 4 and 8 years. Travel down the column until you arrive at the raw score. Look to the left and see the equivalent standard score (ss). Note the standard score of the examinee's Record Form and find the percentile on p166 of the Examiner's Manual.

Note in Appendix A.1 of the Manual (p 70) there is a Skills Analysis Worksheet which tells you which skill is being tapped. This will indicate each examinee's strengths and weaknesses – (this is the best of Formative Assessment or Assessment for Learning – AfL).

At the end of the Skills Analysis sheet for Early Reading skills there is a box for:

- Total Errors by Skill
- Maximum Errors by Skill
- Percent correct by Skill

Training in the administration of the WIAT-III -T Oral Reading Fluency

Materials Needed

- Oral Reading Fluency Booklet
- Stopwatch or mobile phone
- Audio recorder
- Examiner's Manual
- Record Form

Examiners should learn how to carry out the recording and scoring of errors. This is dealt with at length in the examinee's Record Form (p14). A short summary of this is found below. Audio recording is recommended to facilitate accurate recording of errors.

Notation of Errors

Caret \wedge = for additions of 1 or more words/phrases and record them above the Caret (\wedge).

1 addition of any number of words/phase= 1 error

G = a word is given/supplied by the examiner after a delay of 5 seconds. Each supplied word = 1 error.

/ = Draw a line through substituted, mispronounced or omitted words. Record the substituted or mispronounced words above the line. Each / = 1 error.

Transposition of words

~ = Each transposition of words = 1 error regardless of the number of word transposed.

Deviations from print that are not regarded as errors

Contractions; *it's* for *it is* or vice versa

Self corrections

Repetitions

Skipped line: simply direct the examinee to the correct line but do not stop timing. (Note any skipped line or words and record them on the examinee’s Record Form and mention them in the examinee’s report. A Behavioural Optometry assessment may be appropriate in such cases.

Entry points for Oral Reading Fluency

<i>Age</i>	<i>Passages</i>	<i>Time limit for age entry passages</i>
6-year-olds	A+B	No time limit
7-year-olds	C+D	180 seconds
8-year-olds	E+F	150 seconds
9-year-olds	G+H	120 seconds
10-year-olds	I+J	180 seconds
11-year-olds	K+L	180 seconds
12-13 year olds	M+N	210 seconds
14-17+ years old	O+P	150 seconds

The examinee begins reading the first word of the passage **not the title**. (The title is read by the examiner). Say “This story is called ‘X’. Begin reading here (point to first word).

Each passage at entry level except for 6-year-olds must be read within a certain amount of seconds (see age level entry above).

If the time taken to read a passage is more than the allocated time then the reverse rule is applied. The examiner does not proceed to the second item in the set but goes to the entry point before the child’s CA. So, for a 14 year-old, who takes 179 seconds to read entry passage O, then that item set needs to be stopped. The examiner goes back 1 start point and administers the item set for 12-13 year olds. If the examinee reads the passage within the 210 second time limit then both passages in that set are administered.

If the examinee fails to read the age 12-13 entry passage within 210 second then reverse to the nearest start point i.e. for an 11 year old.

The reverse rule is applied a maximum of TWICE. Do not go back more than 2 start points from the age appropriate start point.

If the examinee fails to read within the time limit which is 2 start points from the age appropriate start point continue timing these two passages and take the reading of error, times, etc.

To score and record time taken at end of each passage

Ask the comprehension question after each passage as this encourages attention. Record the time in seconds in the appropriate place. Count the number of addition errors and other errors for each passage. Transfer these to the boxes under each passage. Transfer these in turn and the word count to p.27 of the examinee's Record Form. Find the Total of the raw scores for fluency, accuracy and speed. Use your calculator to work out raw scores for:

- Oral Reading Fluency
- Oral Reading Accuracy
- Oral Reading Speed

Transfer the raw scores to front cover of the examinee's Record Form. In the Examiner's Manual, look up Table B2 (p82) to convert raw scores to weighted raw scores for Oral Reading Fluency (ORF). Find the age level of the item set that was completely administered. (This may be different to the examinee's chronological age if a reverse rule has been used). Look down the column until you reach the raw score. Look directly left or right to find the weighted raw score. Record this on the front cover for ORF. Go to Table C for the **chronological age (CA)** of the examinee and find the Column called Oral Reading Fluency (e.g. for a 14 year old see p153). The weighted score is reached and then interpreted by going to the right or left to convert to the standard score (ss). The standard score is recorded on the Record Form cover of the examinee. This can be converted to the percentile by going to Table D.1 (p.166 of the Examiner's Manual).

The same process is followed for Oral Reading Accuracy. Oral Reading Accuracy may be recorded on the 2nd line of p.27 (examinees Record Form) by filling in the boxes for the number of words minus the number of addition errors plus the number of other errors. This gives the raw Oral Reading Accuracy score. This is recorded on the cover of the examinee's Record Form. Go to Table B3. (Examiner's Manual p.83) and find the age level column of the set that was administered. Get the weighted raw score for Oral Reading Accuracy and record on the cover of the examinee's Record Form. Then look up Table C1. for the child's chronological age e.g. for a 14 year old Examiner's

Manual pp. 152-153 to convert weighted score to standard score. The same process is followed for Oral Reading Speed. (Time score total)

- Record raw time scores on front cover of Record Form
- Look up Oral Reading speed Table B4 (Examiner's Manual p 86/89)
- Interpret Oral Reading Speed weighted score
- record on the front cover of Record Form

Proceed to Table C1. for the chronological age. Travel down column until Oral Speed weighted look left or right to interpret standard score (ss). Record standard score on front cover and look up percentile on P166 (Examiner's Manual). Record the percentile on the cover of the examinee's Record Form.

Training in the administration WIAT-III-T Word Reading

Materials Needed

- Word Card
- Record Form p12
- Pencil
- Examiner's Manual

For ages 6 to 17 there is only one start point and that is at the beginning.

Examiners are advised to audio record responses for later reference to facilitate accurate scoring and recording of reading errors.

If an examinee makes more than one or a few attempts at reading an item, score only the last attempt.

If the examinee skips a word or a row, redirect the examinee to the appropriate place and make a note of this (Behavioural Optometry assessment may be needed)

If an examinee does not say a word clearly circle the item number and continue testing. When the final item is read point to the row in which the unclear word is and say "I did not hear you clearly. Please read these words again". Score only the target or unclear word. If the response is still unclear score the item as 0. Pronunciations must be fluent to receive credit (parts of words or segmented words are not considered fluently read).

Discontinue rule: Discontinue testing after 4 consecutive scores of 0.

Information regarding age segments

- Ages up to 13 years 11 months and 30 days are in 3 month segments
- Ages from 14–16 onwards are in year segments
- Ages from 17-19 are in 3 year segments
- Ages 20-25 are in a single block

To score the word reading test:

- Count up the number of correct responses.
- Enter this raw score on the front cover of the examinee's Record Form

- Go to the Table C1. (Examiner's Manual) and find the norms for the examinee's chronological age

For example, for an examinee aged 13 years 8 months go to Table C1 (Examiner's Manual p150). Let's say the examinee read 46 items correctly and earned a raw score of 46. Find the heading Word Reading (p150 Examiner's Manual). Go down to 46 and then look to the right. This translates to a standard score of 81. Record this on the front cover of the examinee's Record Form. Go to Table D.1 p.166. A standard score of 81 is interpreted as a percentile score of 10. Enter the percentile on the cover of the examinee's Record Form.

In Appendix A.3 Word Reading (Examiner's Manual pp 73-74) there is a Skills Analysis Worksheet to sensitise the examiner as to what skill a particular word is tapping or getting at e.g.

- morphology types (prefixes, suffices)
- vowel types
- consonant types
- others

At the end of the page there are boxes for

- Total Errors by Skill
- Maximum Errors by Skill
- Percent Correct

Work out the chronological age of an examinee. Do not round up months or years.

Some examples

2019 – 09 – 27 = Today's date

2006 – 08 – 21 = DOB

13 – 01 – 06 = CA 13:01

2019 – 09 – 02 = Today's date

2006 – 08 – 26 = DOB

13 – 00 – 06 = CA = 13:00

2019 – 09 – 02 = Today's date

2007 – 01 – 18 = DOB

12 – 07 – 14 = CA – 12:07

2019 – 04 – 20 = Today's date

2007 – 09 – 28 = DOB

11 – 06 – 22 = CA 11:06