

Essentials

of WIAT[®]-II and KTEA-II Assessment

Elizabeth O. Lichtenberger

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*To my sisters,
Laura and Lesley*

*You have both been an inspiration to me as I've watched you
conquer great challenges and persevere through difficulties in your lives.
I am very proud of all you have achieved.*

*With love from your big sister,
Liz*

To the grandkids—

*Ryan, Kevin, T. J., Emily, Caroline, Sean,
Grant, Brayden, Luke, and Brylee.
You put a song in my heart and a smile on my face.*

*I love you.
Grandma*

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SERIES PREFACE

In the *Essentials of Psychological Assessment* series, we have attempted to provide the reader with books that will deliver key practical information in the most efficient and accessible style. The series features instruments in a variety of domains, such as cognition, personality, education, and neuropsychology. For the experienced clinician, books in the series will offer a concise yet thorough way to master utilization of the continuously evolving supply of new and revised instruments, as well as a convenient method for keeping up to date on the tried-and-true measures. The novice will find here a prioritized assembly of all the information and techniques that must be at one's fingertips to begin the complicated process of individual psychological diagnosis.

Wherever feasible, visual shortcuts to highlight key points are utilized alongside systematic, step-by-step guidelines. Chapters are focused and succinct. Topics are targeted for an easy understanding of the essentials of administration, scoring, interpretation, and clinical application. Theory and research are continually woven into the fabric of each book but always to enhance clinical inference, never to sidetrack or overwhelm. We have long been advocates of what has been called “intelligent” testing—the notion that a profile of test scores is meaningless unless it is brought to life by the clinical observations and astute detective work of knowledgeable examiners. Test profiles must be used to make a difference in the child's or adult's life, or why bother to test? We want this series to help our readers become the best intelligent testers they can be.

In *Essentials of WLAT[®]-II and KTEA-II Assessment*, the authors have attempted to provide readers with succinct, straightforward, theory-based methods for competent clinical interpretation and application of the second editions of two widely used tests of individual achievement. Both the WIAT-II and KTEA-II are normed for children, adolescents, and adults from Pre-Kindergarten through college. This book helps ease the transition of examiners who have been longtime users of the first editions of these tests, and provides a solid foundation for new examiners, who are first discovering the abundance of information that can be

gathered from these two individual assessment instruments. Both of these tests of achievement tap the important domains of academic ability required for assessment of learning disabilities. This book thoroughly integrates theory, research, clinical history, and clinical inference, with sets of guidelines that enable the examiner to give, and then systematically interpret and apply, these thoroughly revised and restandardized instruments.

Alan S. Kaufman, PhD, and Nadeen L. Kaufman, EdD, Series Editors
Yale University School of Medicine

One

OVERVIEW

Over the past few years there have been many changes affecting those who administer standardized achievement tests. New, individually administered tests of achievement have been developed and older instruments have been revised or renormed. The academic assessment of individuals from preschool to post high school has increased over the past years due to requirements set forth by states for determining eligibility for services for learning disabilities. Individual achievement tests once used to be primarily norm-based comparisons with peers, but now serve the purpose of analyzing academic strengths and weaknesses via comparisons with conormed (or linked) individual tests of ability. In addition, the focus of academic assessment has been broadened to include not only reading decoding, spelling, and arithmetic, but also reading comprehension, arithmetic reasoning, arithmetic computation, listening comprehension, oral expression, and written expression (Smith, 2001).

These changes in the field of individual academic assessment have led professionals to search for resources that would help them remain current on the most recent instruments. Resources covering topics such as how to administer, score, and interpret frequently used tests of achievement, and how to apply these tests' data in clinical situations, need to frequently be updated. Thus, in 2001, Douglas K. Smith published a book in the *Essentials* series titled *Essentials of Individual Achievement Assessment*, which devoted chapters to four widely used, individually administered tests of achievement.¹ Smith's volume was the inspiration for writing this book, which focuses on the recent second editions of two of the instruments written about in *Essentials of Individual Achievement Assessment*: the Wechsler Individual Achievement Test (WIAT) and Kaufman Test of Educational Achievement (K-TEA). Because both of these instruments are widely used

¹ Another widely used achievement test, the Woodcock Johnson—Third Edition (WJ III) is the topic of its own book in the *Essentials* series, *Essentials of WJ III Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001).

achievement tests in school psychology and related fields, the second editions of the WIAT and of the K-TEA are deserving of a complete, up-to-date book devoted to their administration, scoring, interpretation, and to the clinical applications of the tests. *Essentials of WIAT-II and KTEA-II Assessment* provides that up-to-date information and includes rich information beyond what is available in the tests' manuals. An entire chapter is devoted to illustrative case reports, to exemplify how the results of the WIAT-II and KTEA-II can be integrated with an entire battery of tests to yield a thorough understanding of a student's academic functioning. In a chapter devoted to clinical applications of the tests, the following topics are discussed: the integration of KTEA-II and WIAT-II with their respective conormed tests of cognitive ability, focusing on the conceptual and theoretical links between tests, and the assessment of special populations, including specific learning disabilities and Attention-Deficit/Hyperactivity Disorder (ADHD).

PURPOSES AND USES OF ACHIEVEMENT TESTS

The WIAT-II and KTEA-II are used for many reasons, including diagnosing achievement, identifying processing, analyzing errors, program planning, measuring academic progress, evaluating interventions or programs, making placement decisions, and research. Some pertinent applications of these tests are described in the following pages.

Diagnosing Achievement

The WIAT-II and KTEA-II provide an analysis of a student's academic strengths and weaknesses in reading, mathematics, written language, and oral language. In addition, the reading-related subtests of these tests allow for the investigation of related factors that may affect reading achievement, such as Phonological Awareness and Naming Facility (Rapid Automated Naming, or RAN) on the KTEA-II and the phonemic/phonological awareness and automaticity sections of Word Reading on the WIAT-II.

Identifying Processes

Pairwise comparisons of subtests on both the WIAT-II and KTEA-II allow examiners to better understand how students take in information (Reading Comprehension versus Listening Comprehension) and express their ideas (Written Expression versus Oral Expression).

Analyzing Errors

The KTEA-II provides a detailed quantitative summary of the types or patterns of errors a student makes on subtests in each of the achievement domains (Reading, Math, Written Language, and Oral Language), as well as for Phonological Awareness and Nonsense Word Decoding. Tracking error patterns can help examiners plan appropriate remedial instruction specifically targeting the difficulties a student displays, and the KTEA-II ASSIST software offers instructional strategies to help examiners design appropriate interventions based on a student's error pattern.

The WIAT-II provides a way to qualitatively examine a student's errors, called skills analysis. Each subtest includes sets of items that measure a specific skill or set of skills. The information yielded from analyzing the student's errors through the skills analysis can then be used in the design of an instructional plan or specific intervention for a student. The WIAT-II Scoring Assistant provides a summary by subtest of a student's performance at the individual as well as aggregate skill levels.

Program Planning

The norm-referenced scores, along with the error and skills analysis information, indicate a student's approximate instructional level. These results can help facilitate decisions regarding appropriate educational placement as well as appropriate accommodations or curricular adjustments. The information can also assist in the development of an Individualized Education Program (IEP) based on a student's needs. For young adults, the results can help inform decisions regarding appropriate vocational training or General Equivalency Diploma (GED) preparation.

Measuring Academic Progress

The two parallel forms of the KTEA-II allow an examiner to measure a student's academic progress while ensuring that changes in performance are not due to the student's familiarity with the battery content. Academic progress can also be measured on the WIAT-II with a retest, taking into consideration any potential practice effect.

Evaluating Interventions or Programs

The WIAT-II and KTEA-II can provide information about the effectiveness of specific academic interventions or programs. For example, administering one or

more of the composites could demonstrate the effectiveness of a new reading program within a classroom or examine the relative performance levels between classrooms using different math programs.

Making Placement Decisions

The WIAT-II and KTEA-II can provide normative data to aid in placement decisions regarding new student admissions or transfers from other educational settings.

Research

The WIAT-II and the KTEA-II Comprehensive Form are reliable, valid measures of academic achievement suitable for use in many research designs. Indeed, a brief search of the literature via PsycInfo yielded hundreds of articles that utilized the WIAT and the K-TEA. The two parallel forms of the KTEA-II make it an ideal instrument for longitudinal studies or research on intervention effectiveness using pre- and post test designs.

The WIAT-II Abbreviated form and KTEA-II Brief Form are also reliable, valid measures of academic achievement that are ideal for research designs that call for a screening measure of achievement. The brevity of the WIAT-II Abbreviated Form and KTEA-II Brief Form make them useful in estimating the educational achievement of large numbers of prisoners, patients in hospitals, military recruits, applicants to industry training programs, or juvenile delinquents awaiting court hearings, where administering long tests may be impractical.

Screening

The WIAT-II Abbreviated Form and the KTEA-II Brief Form are intended for screening examinees on their global skills in mathematics, reading, and written language. The results of the screening may be used to determine the need for follow-up testing.

SELECTING AN ACHIEVEMENT TEST

Selecting the appropriate achievement test to use in a specific situation depends on a number of factors.² The test should be reliable, valid, and used only for the

² Portions of this section were adapted from Chapter One of *Essentials of Individual Achievement Assessment* (Smith, 2001).

purposes for which it was developed. The Code of Fair Testing Practices in Education (Joint Committee on Testing Practices, 1988) outlines the responsibilities of both test developers and test users. Key components of the *Code* are outlined in Rapid Reference 1.1.

The first factor to consider in selecting an achievement test is the purpose of the testing. Discern whether a comprehensive measure (covering the areas of achievement specified in the Individuals with Disabilities Improvement Act of 2004 (P.L. 108-446)) is needed or whether a less specific screening measure is appropriate. Another issue is whether an ability-achievement discrepancy will need to be examined. Although P.L. 108-446 recently removed the requirement of demonstrating an achievement-ability discrepancy from determining eligibility for learning disabilities services, states still have the option to include this discrepancy if they choose. For this purpose, using achievement tests with conormed or linked ability tests is best. To gather diagnostic information and information about level of skill development, you should use a test with skills analysis procedures.

The second factor to consider in selecting an achievement test is whether a particular test can answer the specific questions asked in the referral concerns. The specificity of the referral questions will help guide the test selection. For example, if the referral concern is about a child's reading fluency, the test you select should have a subtest or subtests that directly assess that domain.

The third factor to consider in selecting an achievement test is how familiar an examiner is with a certain test. Familiarity with a test and experience scoring and interpreting it is ethically necessary to utilize it in an assessment. If you plan to use a new test in an assessment, you should ensure that you have enough time to get proper training and experience with the instrument before using it.

The fourth factor to consider in selecting an achievement test is whether the test's standardization is appropriate. Consider how recent the test's norms are. Most recent major tests of academic achievement are well standardized, but you should still review the manual to evaluate the normative group. See if students with disabilities were included in the standardization sample (which is important when assessing a student suspected of having a learning disability). Ensure that appropriate stratification variables were used in the standardization sample.

The fifth factor to consider in selecting an achievement test is the strength of the psychometric properties of a test. Consider whether the test's data have adequately demonstrated its reliability and validity. A test's internal consistency, test-retest reliability, correlations with other achievement tests and tests of cognitive ability should all be examined. Additionally consider the floor and ceiling of a test across age levels. Some tests have poor floors at the youngest age levels for the

Rapid Reference 1.1

Excerpts from the Code of Fair Testing Practices in Education

Selecting Appropriate Tests

1. First define the purpose for testing and the population to be tested. Then, select a test for that purpose and that population based on a thorough review of the available information.
2. Investigate potentially useful sources of information, in addition to test scores, to corroborate the information provided by tests.
3. Read the materials provided by test developers and avoid using tests for which unclear or incomplete information is provided.
4. Become familiar with how and when the test was developed and tried out.
5. Read independent evaluations of a test and of possible alternative measures. Look for evidence required to support the claims of test developers.
6. Examine specimen sets, disclosed tests or samples of questions, directions, answer sheets, manuals, and score reports before selecting a test.
7. Ascertain whether the test content and norms group(s) or comparison group(s) are appropriate for the intended test takers.
8. Select and use only those tests for which the skills needed to administer the test and interpret scores correctly are available.

Interpreting Scores

1. Obtain information about the scale used for reporting scores, the characteristics of any norms or comparison group(s), and the limitations of the scores.
2. Interpret scores taking into account any major differences between the norms or comparison groups and the actual test takers. Also take into account any differences in test administration practices or familiarity with the specific questions in the test.
3. Avoid using tests for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use.
4. Explain how any passing scores were set and gather evidence to support the appropriateness of the scores.
5. Obtain evidence to help show that the test is meeting its intended purpose(s).

Striving for Fairness

1. Evaluate the procedures used by test developers to avoid potentially insensitive content or language.
2. Review the performance of test takers of different races, gender, and ethnic backgrounds when samples of sufficient size are available. Evaluate the extent to which performance differences may have been caused by inappropriate characteristics of the test.

3. When necessary and feasible, use appropriately modified forms of tests or administration procedures for test takers with handicapping conditions. Interpret standard norms with care in the light of the modifications that were made.

Informing Test Takers

1. Provide test takers or their parents/guardians with information about rights test takers may have to obtain copies of tests and completed answer sheets, retake tests, have tests rescored, or cancel scores.
2. Tell test takers or their parents/guardians how long scores will be kept on file and indicate to whom and under what circumstances test scores will or will not be released.
3. Describe the procedures that test takers or their parents/guardians may use to register complaints and have problems resolved.

Note. The *Code* was developed in 1988 by the Joint Committee of Testing Practices, a cooperative effort of several professional organizations that has as its aim the advancement, in the public interest, of the quality of testing practices. The Joint Committee was initiated by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME). In addition to these three groups, the American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development, and the American Speech-Language-Hearing Association also now sponsor the Joint Committee.

children with the lowest skills and other tests have poor ceilings at the oldest age levels for the children with the highest skill levels. You can judge the adequacy of the floors and ceilings by examining the standard score range of the subtests and composites for the age range of the student you are assessing.

In chapters 2 and 3 of this book we review what we feel are the strengths and weaknesses of the WIAT-II and KTEA-II, respectively. We encourage examiners to carefully review the test they select to administer, whether WIAT-II, KTEA-II, or another achievement test, to ensure that it can adequately assess the unique concerns of the student for whom the evaluation is being conducted. Rapid Reference 1.2 summarizes the key points to consider in test selection.

ADMINISTERING STANDARDIZED ACHIEVEMENT TESTS

The WIAT-II and KTEA-II are standardized tests, meaning that they measure a student's performance on tasks that are administered and scored under known conditions that remain constant from time to time and person to person. Standardized testing allows examiners to directly compare the performance of one student to the performance of many other students of the same age who were tested in the same way. Strict adherence to the rules allows examiners to know

Rapid Reference 1.2

Summary of Key Points to Consider in Test Selection

Consider the purpose of the assessment and what type of test(s) it demands

- Comprehensive assessment
- Screening assessment
- Ability-achievement discrepancy analysis
- Skills analysis

Consider your experience with the assessment instrument you are planning to administer

- Administration (extensive, some, or no experience)
- Scoring (extensive, some, or no experience)
- Interpretation (extensive, some, or no experience)

Consider the adequacy of the test's standardization

- Are norms recent?
- Was the standardization sample appropriate?
- Were students with learning disabilities included?
- Was the norm sample appropriately stratified according to age, gender, geographic region, ethnicity, and socioeconomic status?

Consider the psychometric qualities of the test

- Is the test's reliability adequate (internal consistency and test-retest reliability)?
- Is the test's validity adequate (correlations with other achievement tests, correlations with ability tests)?
- Does the test have an adequate floor for the age of the student you are assessing?
- Does the test have an adequate ceiling for the age of the student you are assessing?

that the scores obtained from the child they tested are comparable to those obtained from the normative group. Violating the rules of standardized administration renders norms of limited value. Being completely familiar with the test, its materials, and the administration procedures allows examiners to conduct a valid assessment in a manner that feels natural, comfortable, and personal, not mechanical. The specific administration procedures for the WIAT-II are discussed in Chapter 2 and those for the KTEA-II are discussed in Chapter 3.

Testing Environment

Achievement testing, like most standardized testing, should take place in a quiet room that is free of distractions. The table and chairs that are used during the assessment should be of appropriate size for the student being assessed. That is, if you are assessing a preschooler, the table and chairs used should ideally be similar to those that you would find in a preschool classroom. However, if you are assessing an adolescent, adult-size table and chairs are appropriate. The seating arrangement should allow the examiner to see both sides of the easel and to write responses and scores discretely on the record form (out of plain view of the examinee). Many examiners find the best seating arrangement is to be at a right angle from the examinee, but others prefer to sit directly across from the examinee. The test's stimulus easel can be used to shield the record form from the student's view, but if you prefer you can use a clipboard to keep the record form out of view. Most importantly, you should sit wherever it is most comfortable for you and that allows you easy access to all of the components of the assessment instrument.

Establishing Rapport

In order to ensure that the most valid results are yielded from a testing, you need to create the best possible environment for the examinee. Perhaps more important than the physical aspects of the testing environment discussed previously is the relationship between the examiner and the student. In many cases the examiner will be a virtual stranger to the student being assessed. Thus, the process of establishing rapport is a key component in setting the stage for an optimal assessment.

Rapport can be defined as a relationship of mutual trust and/or emotional affinity. Such a relationship typically takes time to develop. To foster the development of positive rapport, you need to plan on a few minutes of relaxed time with the student before diving into the assessment procedures. Some individuals are “slow to warm up” to new acquaintances, whereas others are friendly and comfortable with new people from the get-go. Assume that most students you meet will need time before being able to comfortably relate to you.

You can help a student feel more comfortable through your style of speech and your topics of conversation. Adapt your language (vocabulary and style) to the student's age and ability level (i.e., don't talk to a 4-year-old like you would a teenager, and vice versa). Use a friendly tone of voice and show genuine personal interest and responsiveness. For shy children, rather than opening up immedi-

ately with conversation, try an ice-breaking activity such as drawing a picture or playing with an age-appropriate toy. This quiet interaction with concrete materials may provide an opening to elicit conversation about them.

In most instances it is best not to have a parent, teacher, or other person be present during the assessment, as it can affect the test results in unknown ways. However, when a child is having extreme difficulty separating, it can be useful to permit another adult's presence in the initial rapport-building phase of the assessment, to help the child ease into the testing situation. Once the child's anxiety has decreased, or at least once the child has become interested in playing or drawing with you, encourage the student to begin the assessment without the adult present.

Maintaining rapport requires diligent effort throughout an assessment. Watch students for signs of fatigue, disinterest, and frustration. These signs are clues that you need to increase your feedback, give a break, or suggest a reward for completing tasks. Using good eye contact will help you show interest and enthusiasm for the student's efforts. Use your clinical judgment about how much encouragement a child needs for their efforts. Some children will need more pats on the back than others. Always praise students for their efforts, not the correctness of their responses.

SUMMARY INFORMATION ABOUT THE TESTS AND THEIR PUBLISHERS

The WIAT-II and the WIAT-II Abbreviated are published by Harcourt Assessment, Inc. under the brand of PsychCorp. The KTEA-II Comprehensive Form and KTEA-II Brief Form are published by American Guidance Service (AGS). In Rapid References 1.3 and 1.4, we provide a summary of important information about both the WIAT-II, WIAT-II Abbreviated, KTEA-II Comprehensive Form, and KTEA-II Brief Form. These Rapid References provide information on the following topics: test author, publisher, publication date, what the test measures, age range covered by the test, administration time, qualification of examiners, and test price.

Rapid Reference 1.3

Wechsler Individual Achievement Test—Second Edition

Author	WIAT-II: The Psychological Corporation WIAT-II Abbreviated: The Psychological Corporation
Publication date	2001
What the test measures	WIAT-II measures the following achievement domains: Reading, Mathematics, Written Language, and Oral Language WIAT-II Abbreviated measures the following achievement skills: Spelling, Word Reading, and Numerical Operations
Age range	4–85 years
Administration time	PreK–Kindergarten 45 min Grades 1–6 90 min Grades 7–16 90–120 min WIAT-II Abbreviated: 10–20 min
Qualification of examiners	Examiners must have a master's degree in psychology, education, or a related field, with relevant training in assessment or certification by a professional organization recognized by the publisher
Publisher	Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, TX 78259 800-211-8378 http://harcourtassessment.com
Price (retrieved from <i>harcourtassessment.com</i> in January 2005)	WIAT-II Kit: \$399 Includes Stimulus Book 1, Stimulus Book 2, Record Form (pkg. of 25), Response Booklet (pkg. of 25), Examiner's Manual, Scoring Normative Supplement for Grades PreK–12, Scoring and Normative Supplement for College Students and Adults, Word Cards, audiotape, and bag. WIAT-II Abbreviated Kit: \$165 Includes Manual, 25 Combination Record Forms/Response Booklets, and 2 Word Cards in a bag. WIAT-II Scoring Assistant Software: \$199 CD-ROM Windows or Macintosh

Rapid Reference 1.4

Kaufman Test of Educational Achievement—Second Edition

Authors	Alan S. Kaufman and Nadeen L. Kaufman
Publication date	KTEA-II Comprehensive Form: 2004 KTEA-II Brief Form: 2005
What the test measures	The following achievement domains are measured in both the Comprehensive and Brief Forms: Reading, Mathematics, and Written Language. The Comprehensive Form measures an additional fourth domain: Oral Language
Age range	4:6–25 (Comprehensive Form) 4:6–90+ (Brief Form)
Administration time	Comprehensive Form—(PreK–K) 25 min; (Grades 1–2) 50 min; (Grades 3+) 70 min; Brief Form—(4:6–90 years) 20–30 min
Qualification of examiners	Examiner must have completed graduate training in measurement, guidance, individual psychological assessment, or special appraisal methods appropriate for an individual achievement test
Publisher	AGS Publishing 4201 Woodland Road Circle Pines, MN 55014-1796 800-328-2560 http://www.agsnet.com
Price (retrieved from www.agsnet.com in January 2005)	KTEA-II Comprehensive Form A or B Kit: \$299.99 Includes 2 Easels, Manual, Norms Book, Form A Record Forms (25), Form A Student Response Booklets (25), Form A Error Analysis Booklets (25), 2 each of 3 Form A WE Booklets, all necessary stimulus materials, Form A Administration CD, puppet, and tote bag KTEA-II Comprehensive Computer ASSIST™: \$99.99 CD-ROM Macintosh and Windows KTEA-II Brief Form Kit: \$149.99 Includes 1 easel, 1 manual, 25 record forms, 25 response booklets

WIAT-II

DESCRIPTION OF THE WIAT-II

The Wechsler Individual Achievement Test—Second Edition (WIAT-II; The Psychological Corporation, 2002) consists of two forms: the comprehensive battery and the WIAT-II abbreviated form. The comprehensive battery, consisting of nine subtests and requiring 60 to 90 minutes to administer, is the focus of this chapter. The WIAT-II Abbreviated (WIAT-II-A; The Psychological Corporation, 2001) consists of three subtests (Word Reading, Spelling, and Numerical Operations) that are taken directly from the comprehensive battery. The abbreviated battery, which takes approximately 10 to 15 minutes to administer, can be given alone or administered as a screener to show when a more comprehensive assessment is indicated. The WIAT-II-A is also designed to be a brief assessment of targeted skills for providing a second or alternate measure of achievement, or for monitoring academic progress as a result of intervention. In addition to scores for each of the three subtests, the abbreviated form also yields a composite score as a general indicator of academic achievement. Normative data were derived using the WIAT-II standardization sample. If the two tests are given close in time the three subtests do not need to be readministered, and scores can be incorporated into the comprehensive battery report. The comprehensive form of the WIAT-II covers the age range 4:0 to 85 years and prekindergarten (PreK) to grade 16, and results can be reported using either age- or grade-based scores. The abbreviated form offers similar scores but covers the age range 6 to 85 years and kindergarten through grade 16.

History and Development

The first edition of the WIAT was published in 1992 (WIAT; The Psychological Corporation, 1992) as a measure of academic achievement of students in grades kindergarten through 12, and aged 5:0 years to 19:11 years, and was the only in-

dividually administered achievement test directly linked with the Wechsler intelligence scales (e.g., Wechsler Preschool and Primary Scale of Intelligence—Revised [WPPSI-R], Wechsler Intelligence Scales for Children—Third Edition [WISC-III], and Wechsler Adult Intelligence Scale—Revised [WAIS-R]). The WIAT provided comprehensive coverage of the areas of learning disability specified in the Education for All Handicapped Children Act of 1975 (P.L. 94-142): oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, and mathematics reasoning. Because of the link between the WIAT and the Wechsler intelligence scales, clinicians were able to identify when a student demonstrated a discrepancy between achievement and ability.

Changes from WIAT to WIAT-II

Although the basic structure of the revision retains specific features from the first edition of the WIAT, including domain coverage and linkage with the most current editions of the Wechsler intelligence scales, the WIAT-II incorporates several modifications. These include: the addition of a new subtest (Pseudoword Decoding), the revision of content in all subtests, the extension of the age range down to age 4:0 years and up to age 85 years, improved scoring capabilities, including the computerized WIAT-II Scoring Assistant, and the expansion of the ability-achievement discrepancy tables. A significant change from WIAT to WIAT-II occurred through the strengthening of the link between assessment and instruction/intervention. The unique skill analysis feature of the WIAT was expanded by including an evaluation of both product (e.g., writing sample) and process (e.g., word fluency), qualitative observation checklists, the inclusion of various scoring options (e.g., word reading automaticity), and a quick inventory of a student's skills produced by the WIAT-II Scoring Assistant. Rapid Reference 2.1 illustrates major subtest differences between the WIAT and the WIAT-II.

The comprehensive battery is composed of the following subtests: Word Reading, Pseudoword Decoding, Reading Comprehension, Numerical Operations, Math Reasoning, Spelling, Written Expression, Listening Comprehension, and Oral Expression. The subtests yield four composite scores—Reading, Mathematics, Written Language, and Oral Language—along with a Total Achievement score. For children aged 4:0 to 4:11, or in PreK, subtest scores are reported only for Word Reading, Math Reasoning, Listening Comprehension, and Oral Expression, and the only composite score is for Oral Language. For children aged 5:0 to 5:11, or in kindergarten, all of the subtest scores are reported except Pseudoword Decoding, Reading Comprehension, and Written Expression; therefore,

Rapid Reference 2.1

Subtest Differences between WIAT and WIAT-II

WIAT Subtest	Measures	WIAT-II Subtest	Measures
Basic Reading	<ul style="list-style-type: none"> • Accuracy of word recognition 	Word Reading	<ul style="list-style-type: none"> • Letter identification • Phonological awareness • Alphabet principle (letter-sound recognition) • Accuracy of word recognition • Automaticity of word recognition
Reading Comprehension	<ul style="list-style-type: none"> • Literal comprehension • Inferential comprehension 	Pseudoword Decoding	<ul style="list-style-type: none"> • Phonological decoding • Accuracy of word attack
Numerical Operations	<ul style="list-style-type: none"> • Number writing • Calculation using basic operations • Calculation using fractions, decimals, algebra 	Reading Comprehension	<ul style="list-style-type: none"> • Literal comprehension • Inferential comprehension • Lexical comprehension • Reading rate • Oral reading accuracy • Oral reading fluency • Oral reading comprehension • Word recognition in context
	<ul style="list-style-type: none"> • Number writing • Calculation using basic operations • Calculation using fractions, decimals, algebra 	Numerical Operations	<ul style="list-style-type: none"> • Counting • One-to-one correspondence • Number identification and writing • Calculation using basic operations • Calculation using fractions, decimals, algebra

(continued)

WIAT Subtest	Measures	WIAT-II Subtest	Measures
Math Reasoning	<ul style="list-style-type: none"> Quantitative concepts Problem solving Money, time, and measurement Geometry Reading and interpreting charts and graphs Statistics 	Math Reasoning	<ul style="list-style-type: none"> Quantitative concepts Multistep problem solving Money, time, and measurement Geometry Reading and interpreting charts and graphs Statistics and probability Estimation Identifying patterns
Spelling	<ul style="list-style-type: none"> Alphabet principle Written spelling of regular and irregular words from dictation Written spelling of homonyms (integration of spelling and lexical comprehension) 	Spelling	<ul style="list-style-type: none"> Alphabet principle Written spelling of regular and irregular words from dictation Written spelling of homonyms (integration of spelling and lexical comprehension)
Written Expression	<ul style="list-style-type: none"> Descriptive writing (evaluated on extension and elaboration, grammar and usage, ideas and development, organization, unity and coherence, and sentence structure and variety) Narrative writing (evaluated on the same criteria as descriptive writing) 	Written Expression	<ul style="list-style-type: none"> Timed alphabet writing Written word fluency Sentence combining Sentence generation Written responses to verbal and visual cues Descriptive writing (evaluated on organization, vocabulary, and mechanics) Persuasive writing (evaluated on organization, vocabulary, theme development, and mechanics) Writing fluency