

Wechsler Individual Achievement Test, Third Edition (WIAT-III)

Name of Measure	Wechsler Individual Achievement Test, Third Edition (WIAT-III)
Purpose	To measure the academic strengths and weaknesses of an individual child. Inform decisions regarding special support services eligibility and diagnosis of a learning disability. Provide information about skills in specific academic areas, for instruction or intervention. This measure of academic achievement can be used in clinical, educational, and research settings.
Population	Ages 4 years to 19 years, 11 months (adult norms for ages 20-50 years will be available mid-2010)
Description of Domains (subscales)	There are 16 subtests to measure the 8 areas of achievement specified by US federal legislation (IDEA) to identify and classify learning disabilities. <i>Subtests:</i> Listening Comprehension, Oral Expression, Early Reading Skills, Word Reading, Pseudo word Decoding, Reading Comprehension, Oral Reading Fluency, Alphabet Writing Fluency, Spelling, Sentence Composition, Essay Composition, Math Problem Solving, Numerical Operations, Math Fluency – Addition, Math Fluency – Subtraction, Math Fluency – Multiplication. <i>Composites:</i> Oral Language Total Reading Basic Reading, Reading Comprehension and Fluency, Written Expression, Mathematics, Math Fluency, Total Achievement
Administration and Test Format	<i>Time to complete:</i> Varies by grade and number of subtests administered <i>Testing format:</i> Direct assessment with individual child <i>Training:</i> Knowledge of exact scoring and administration procedures as delineated in the Examiner's Manual. <i>Scoring:</i> Scoring Assistant soft ware or hand scoring, criteria set for each test; scores are age and grade based standard scores (M=100, SD=15), percentile ranks, normal curve equivalents, stanines, age and grade equivalents
Psychometric Properties	<i>Normative sample:</i> Nationally standardized in the US on 2,775 students <i>Reliability:</i> Internal-consistency reliabilities are over .80, except for Listening Comprehension and Sentence Completion (.75 and .79 respectively) <i>Validity:</i> Inter-correlations range from .46 to .93. among the Oral Language, Total Reading, Basic Reading, Reading Comprehension and Fluency, Written Expression, Mathematics, and Math Fluency composites. Stronger correlations among reading composites, and weaker correlations between the Math Fluency composite and other composites.
How to Order	Online: www.pearsonassessment.com Phone: 800-627-7271 Fax: (800-232-1223) Email: ClinicalCustomerSupport@Pearson.com International Ordering: http://www.pearsonassessments.com/pai/ca/IO/International.htm
Key References	Essentials of WIAT-III and KTEA-II Assessment, (2010) by Elizabeth O. Lichtenberger, Kristina C. Breaux, Co, John Wiley & Sons Inc. Learning Disabilities From Identification to Intervention, (2007). J. Fletcher, G. R. Lyon, L. S., Fuchs, and M. A. Barnes, (Eds.), the Guilford press, New York, NY

Ellingsen, K., M., Burch-Lewis, A., & Pham, A. (2012). *Learning and Applying Knowledge* (d, ICF-CY) In Annette Majnemer (Ed.) Measures of outcomes and their determinants for children and youth with developmental disabilities.