The Wechsler Individual Achievement Test- 3rd Edition
The WIAT- lll is a standardized individually administered measure of achievement and functioning that examines performance in the areas of Reading, Mathematics, Written Language, and Oral Language. Scores in each of these domains are then combined to provide an overall achievement sore. WIAT-III scores do not reflect the Alberta curriculum or age/grade placement relative to that curriculum.

Elissa's academic abilities were assessed using the Wechsler Individual Achievement Test, Third Edition (WIAT-III). The areas assessed were oral language, reading, writing, and mathematics. During testing, several action breaks and brain breaks were provided for Elissa in order for her to maintain a high level of attention to the tasks. A comprehensive picture of Elissa's current academic functioning is obtained through consideration of her performance within individual domains.

Elissa's Total Reading Composite score which measures her skills at reading comprehension, decoding words and nonwords, and oral reading fluency fell in the Average range (34th percentile). On the *Word Reading* subtest that assesses decoding and word recognition skills and requires the student to read aloud from a graded word list Elissa's score falls in the Average range at the 32nd percentile. On the *Reading Comprehension* subtest which measures various aspects of reading comprehension, including reading passages and answering content questions, and reading short sentences aloud and responding to comprehension questions, her score falls in the Average range at the 53rd percentile. On the *Pseudoword Decoding* subtest that assesses the student's ability to apply phonetic decoding skills and requires her to read out loud a list of nonsense words designed to mimic the phonetic structure of words in the English language, Elissa obtained a score at the 34th percentile in the Average range. On the *Early Reading Skills* subtest, which measures several areas considered important for developing reading skills, Elissa scored in the Average range at the 86th percentile. On the *Oral Reading Fluency* subtest, which examines the speed, accuracy, and rhythm of a student's oral reading, Elissa scored at the 50^{0h} percentile in the Average range. It was noted that while reading, Elissa often did not respect punctuation and pause at the appropriate places when reading aloud. Overall, Elissa is able to understand the basic units of reading and comprehension, which will support her ability to read, and complete assignments based on reading, in the classroom.

Elissa performed in the Average range (68th percentile) on the Written Expression Composite. On the *Sentence Composition* subtest, which determines how well a student can build and combine sentences, her score was at the 82nd percentile in the Average range. Some aspects of Elissa's writing that influenced her score were that Elissa would sometimes write a word using only the initial sound to represent the entire word and she often did not include punctuation at the end of her sentences. Elissa's performance on the *spelling* subtest, in which she was asked to spell words recited to her, was in the Average range in the 50th percentile. In terms of spelling, Elissa utilized a phonetic strategy and spelled most words as they sounded. She was also able to utilize her bank of English sight words to spell words with phonetically irregular spelling patterns. Elissa's performance indicates that she is able to express herself through writing in an effective way with slight omissions in punctuation.

Elissa obtained a Mathematics Composite score in the Average range, at the 21st percentile. The *Numerical Operations* subtest evaluates the student's ability to solve written calculation problems, and solve simple equations involving all basic operations (addition, subtraction, multiplication, and division). Her score on this subtest falls in the Average range at the 27th percentile. The *Math Problem Solving* subtest assesses the student's ability to reason mathematically and requires the student to count, identify geometric shapes, solve single and multi-step word problems, interpret graphs, identify mathematical patterns, and solve problems related to statistics and probability. Elissa's ability to solve mathematical problems is in the Average range at the 23rd percentile. The *Math Fluency* subtests measure the speed and fluency at which students solve math problems. Elissa's performance for addition was in the high end of the Below Average range at the 14th percentile, but slightly higher in the Average range at the 23rd percentile for subtraction. When asked to solve math equations, Elissa demonstrated a limited amount of strategies to compute questions mentally and preferred to use scrap paper or her fingers. Overall, Elissa's performance demonstrates that she is having slight difficulty with understanding the numerical operations needed to solve mathematical problems.

Elissa performed in the Average Range (55th percentile) on the Oral Language Composite. On the *Listening Comprehension* subtest, which measures the ability to make inferences, remember details, and identify vocabulary, Elissa scored in the Average range at the 58th percentile. *Oral Expression* is comprised of three subtests: *Expressive Vocabulary* involves looking at a picture, listening to a definition, and stating the word that corresponds; *Oral Word Fluency* asks the student to name as many items as possible in a category within 60 seconds; and *Sentence Repetition* assesses oral grammatical knowledge and short-term memory and requires the student to listen to a sentence and repeat it back verbatim. In *Oral Expression* Elissa scored in the Average range at the 53rd percentile. Elissa can retrieve and express thoughts and vocabulary at a level comparable to her peers.

Wechsler Individual Achievement Test, Third Edition

The Wechsler Individual Achievement Test, Third Edition (WIAT-III) is a source of information about an individual's academic skills and problem-solving abilities that can be used to guide appropriate intervention. It is a comprehensive yet flexible measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults. The WIAT-III provides composite scores that represent academic ability in several domains (i.e., Reading, Mathematics, Written Communication, and Oral Communication). Percentile scores, scaled scores, and confidence intervals are also provided to assist in interpretation. The Composite and Scaled scores have a mean of 100 and a standard deviation of 15. The composites can be broken down as follows:

Total Reading Composite: is composed of subtests measuring pre-reading, reading, and decoding skills. Early Reading Skills, Word Reading, Reading Comprehension, Pseudoword Decoding, and Oral Reading Fluency are the subtests in this area. (Note: Early Reading Skills subtest is only calculated for students from Kindergarten to Grade Three. Oral Reading Fluency is not used in the calculation of the Total Reading Composite for students in Kindergarten and Grade One).

Mathematics Composite: is composed of subtests measuring the ability to evaluate and write numbers, to solve written calculation problems, identify geometric shapes, solve multi-step problems, and identify mathematical patterns. Numerical Operations and Math Problem Solving are the two subtests in this area.

Math Fluency: is composed of subtests measuring how quickly and accurately students can complete math questions. Separate scores can be derived for Addition, Subtraction and Multiplication (Grades 3-12).

Written Expression Composite: is composed of subtests evaluating spelling and written communication including sentence and paragraph construction. Alphabet Writing Fluency (Grades K-2), Spelling, Sentence Composition (Grades 1-12), and Essay Composition (Grades 3-12) are the subtests in this area.

Oral Language Composite: is composed of subtests measuring the ability to listen for details, generate a word that matches a given picture and oral description, generate stories from visual cues, and generate directions from visual or verbal cues. Listening Comprehension and Oral Expression are the two subtests in this area.

Wechsler Individual Achievement Test, Third Edition (WIAT-III)
Subtest and Composite Scores Summary

Subtest or Composite	Standard Score	95% CI	Percentile	Classification
Oral Language Composite	102	92-112	55	Average
Listening Comprehension	103	89-117	58	Average
Oral Expression	101	90-112	53	Average
Reading Composite	94	90-98	34	Average
Word Reading	93	89-97	32	Average
Reading Comprehension	101	92-112	53	Average
Pseudoword Decoding	94	90-98	34	Average
Oral Reading Fluency	100	92-108	50	Average
Written Expression Composite	107	99-115	68	Average
Spelling	100	94-106	50	Average
Sentence Composition	114	104-124	82	Average
Essay Composition	-	-	-	-
Mathematics Composite	88	81-95	21	Average
Math Problem Solving	89	81-97	23	Average
Numerical Operations	90	80-100	25	Average
Math Fluency Composite	86	78-94	18	Average
Addition	84	71-97	14	Below Average
Subtraction	89	79-99	23	Average
Multiplication	-	-	-	-
TOTAL ACHIEVEMENT				

Recommendations:
Math: Increase Elissa's mastery of basic math skills to increase her math fluency in addition and subtraction by promoting these competencies through direct instruction and meaningful practice to allow her to truly master the facts.

- Create flash cards based on specific basic math strategies (one more, one less, two more, two less, making ten, the doubles, the near doubles, counting backwards and counting on)
- Allow for independent practice through games to build fluency
- Play math games on the tablet to increase Elissa's motivation