

Examinee: Sarah Sample

Date Tested: 25/07/2006

Date of Birth: 27/11/1996

WIAT-II Achievement Subtest Scores:

| Reading Composite | | Mathematics Composite | | Written Language Composite | | Oral Language Composite | |
|--------------------------|-----------|------------------------------|-----------|-----------------------------------|-----------|--------------------------------|------------|
| Word Reading | 73 | Numerical Operations | 89 | Spelling | 71 | Listening Comprehension | 120 |
| Reading Comprehension | 101 | Mathematical Reasoning | 85 | Written Expression | 87 | Oral Expression | 106 |
| Pseudoword Decoding | 83 | | | | | | |
| Reading Composite | 83 | Mathematics Composite | 85 | Written Language Composite | 78 | Oral Language Composite | 115 |

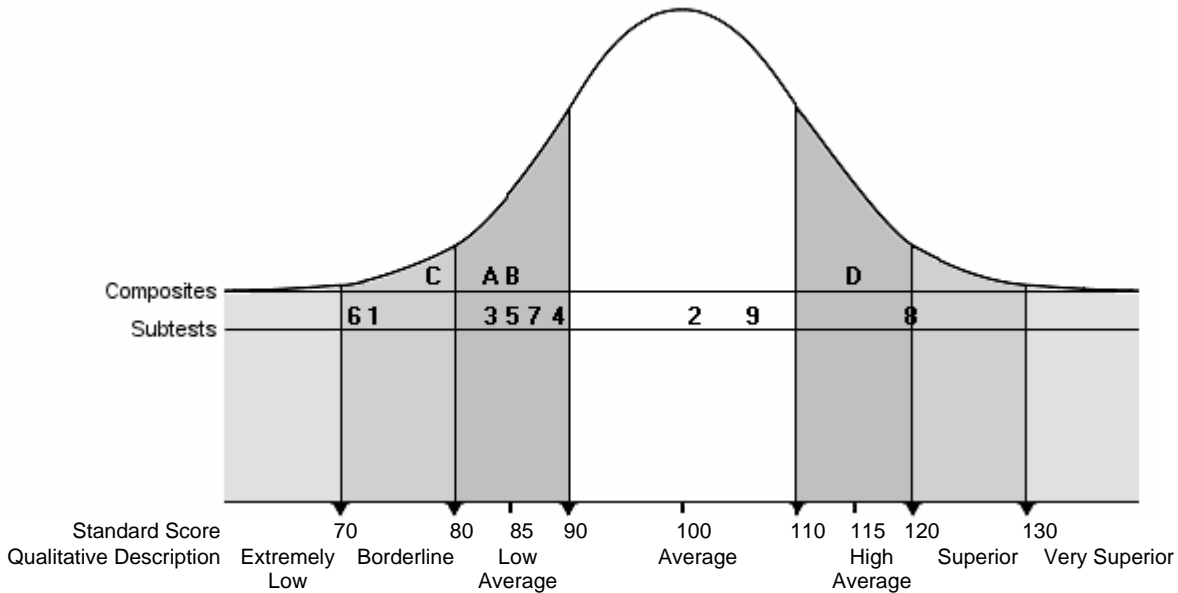
Notes:

Subtests

- 1 - Word Reading
- 2 - Reading Comprehension
- 3 - Pseudoword Decoding
- 4 - Numerical Operations
- 5 - Mathematical Reasoning
- 6 - Spelling
- 7 - Written Expression
- 8 - Listening Comprehension
- 9 - Oral Expression

Composites

- A - Reading Composite
- B - Mathematics Composite
- C - Written Language Composite
- D - Oral Language Composite



Your child was recently administered the Wechsler Individual Achievement Test-Second UK Edition (WIAT-II UK). This test includes nine subtests that measure reading, mathematics, written language, and oral language skills.

The following is a description of each subtest in the WIAT-II UK.

| | |
|--------------------------------|---|
| Word Reading | ■ Depending on the student's age, he or she identifies the letters of the alphabet, beginning and ending sounds of words, and rhyming words, or reads as quickly as possible from a list of words. |
| Pseudoword Decoding | ■ The student uses his or her phonetic knowledge to sound out nonsense or unfamiliar words. |
| Reading Comprehension | ■ The student reads sentences and short passages and then answers questions about the main idea, specific details, or the order of events. He or she is also asked to make inferences, draw conclusions, or define unfamiliar words by using context clues. |
| Numerical Operations | ■ The student solves written mathematical problems requiring addition, subtraction, multiplication, and division using whole numbers, fractions, and decimals. |
| Mathematical Reasoning | ■ The student solves a word or stated problem requiring single or multiple steps related to time, money, measurement, geometry, probability, and reading and interpreting graphs. |
| Spelling | ■ The student spells a target word based on its meaning as it is used in a sentence. |
| Written Expression | ■ The student writes words, sentences and either a paragraph or short essay in response to a topic. Writing is evaluated on organisation, vocabulary, theme development, and mechanics such as spelling and punctuation. |
| Listening Comprehension | ■ The student listens to a word or sentence and matches it to a picture or looks at a picture and responds with the corresponding word. |
| Oral Expression | ■ The student lists words that match a topic, repeats a sentence, tells a story based on a series of pictured events, or describes the steps required to complete a task. |

Understanding the WIAT- II Scores

To evaluate your child's scores, review the graph on the back of the Parent Report. Your child's scores are placed on the graph to indicate how his or her scores fall in relation to each other and in relation to other children's scores.

Children whose scores fall within the *Average* range have skills that are equal to 50% of their peers.

To provide the appropriate intervention, it is important to identify any problem areas in your child's scores. Review the score placement on the graph. Are most scores within the

Average range or are some scores in the *Low* or *High Average* range? Scores that are *below* the average range indicate intervention might be required; scores that are *above* the average range indicate proficiency in the skill area.

You should also note whether the scores of subtests with similar content such as Word Reading and

Reading Comprehension are similar to each other. Since each subtest measures a different group of skills, a child can have both high and low scores, but generally a child's scores within a content area, for example, reading, will be similar to each other. When a child has specific problem areas, the score of the subtest that measures that skill may be much lower.

If an ability score is also reported on the graph, notice how closely your child's WIAT-II scores fall in relation to the ability score. Intervention may be indicated in instances when the ability score is much higher than the WIAT-II achievement subtest scores.

Please discuss any concerns or questions you have about these results with your child's teacher.