

17. Impact data

About the Wechsler Individual Achievement Test 3rd Edition for Teachers

This test battery consists of subtests in **Reading Comprehension**, **Word Reading**, **Oral Reading Fluency** and **Spelling**. All the scores achieved by the pupils in the pilot are presented on the table in Figure A16.1. In the **Reading Comprehension** test, which measures an individual's ability to understand text, the learner is required to read three passages either aloud or silently. After each passage, s/he is asked questions about it. In the **Word Reading** test, which measures a learner's ability to read words in isolation, s/he reads a list of words out of context. The **Oral Reading Fluency** test measures a combination of speed and accuracy when reading passages. The learner reads two passages, and the reading is timed, with errors recorded. Three scores are obtained for this test. **Reading Speed** and **Reading Accuracy** are measured, and these are combined to make an **Oral Reading Fluency** score. The **Spelling** test measures an individual's ability to spell words out of context.

Three types of score are provided, along with descriptors, for each sub-test. These are:

- **Standard score:** this measures the learner's performance against other learners of the same age. A standard score of 100 is the mean, or average, and a score between 85 and 115 is within the average range, representing 68% of the population. Learners making expected progress would hold the same standard score – it is not expected to improve over time.
- **A percentile:** this offers a form of "ranking". A percentile score of 40 would indicate that the individual performed better than 39% of other individuals of the same age. 60% would have scored higher. Percentiles are linked to standard scores, and as such would not be expected to improve over time.
- **Reading age or spelling age:** the age equivalent represents the age at which a particular score is obtained by the average pupil. For example, if the average raw score of a pupil aged 10 years and 0 months on a spelling test is 40, any pupil with a raw score of 40 will have a spelling age of 10 years and 0 months. In contrast with standard scores and percentiles, reading and spelling ages are expected to improve over time, as the individual gets older.

Individual test results and progress (WIAI 3T)

Reading Comprehension														Word Reading												
Pupil name			Year group			Weeks of intervention			Reading age: entry			Reading age: final			SS / %ile: entry			SS / %ile: final			Descriptive band: entry			Descriptive band: final		
Elsie			5			12			9:0			19:1			99/47			117/87			Mid Average			Above Average		
Mary			6			9			10:0			17:0			100/50			111/77			Mid Average			High Average		
Matty			5			11			6:8			13:8			79/8			107/68			Well Below Average			Mid Average		
Tamsin			6			9			8:4			15:0			89/23			105/63			Low Average			Mid Average		
Ivan			6			9			7:0			8:8			78/7			92/30			Well below Average			Mid Average		
Nathan			5			9			8:4			15:0			94/34			109/73			Mid Average			Mid Average		
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Oral Reading Fluency						Spelling					
Reading age: entry	Reading age: final	SS & %ile: entry	SS & %ile: final	Descriptive band: entry	Descriptive band: final	Spelling age: entry	Spelling age: final	SS & %ile: entry	SS & %ile: final	Descriptive band: entry	Descriptive band: final
7:8	8:8	89/23	95/37	Low Average	Mid Average	8:0	8:8	90/25	93/32	Mid Average	Mid Average
8:4	9:4	89/23	92/30	Low Average	Mid Average	7:8	8:4	83/13	85/16	Below Average	Low Average
9:8	10:4	104/61	106/66	Mid Average	Mid Average	8:8	9:8	96/39	101/53	Mid Average	Mid Average
6:8	7:0	66/1	68/2	Very Low	Very Low	7:4	9:0	76/5	86/18	Well Below Average	Low Average
7:8	8:8	76/5	80/9	Well Below Average	Below Average	6:4	7:8	67/1	74/4	Very Low	Well Below Average
9:8	10:8	104/61	107/68	Mid Average	Mid Average	7:4	7:8	82/12	83/13	Below Average	Below Average

Scores show progress during the 6-month period between initial and final testing. Reading ages are represented as years: months. SS refers to standard score. %ile refers to percentile. Scores which are highlighted indicate where more than expected progress has been made (accelerated progress).

Individual test results and progress (non-standardised Morph Mastery tests)

This table shows individual test results using the non-standardised tests within Morph Mastery: **Morphological Awareness, and Knowledge of Morphemes** for reading and spelling.

Pupil name	Year Group	Weeks of Intervention	Morphological Awareness			Knowledge of Morphemes (Reading)			Knowledge of Morphemes (Spelling)			Total Score		
			Entry Score /50	Final Score /50	Progress	Entry Score /50	Final Score /50	Progress	Entry Score /50	Final Score /50	Progress	Entry Total score /150	Entry Final Score	Progress
Elsie	5	12	31	45	14	45	47	2	21	42	21	97	134	37
Mary	6	9	41	47	6	47	49	2	31	46	15	119	142	23
Matty	5	11	34	43	9	44	50	6	37	49	12	115	142	27
Tamsin	6	9	47	48	1	36	47	11	19	45	26	102	140	38
Ivan (group)	6	9	16	28	12	48	48	0	13	32	19	77	108	31
Nathan (group)	5	9	28	40	12	41	44	3	10	43	33	79	127	48

Combined test results: combined test results: average progress

Figure A16.3 shows average progress in each of the subtests of the WIAT 3T.

	Average increase in age equivalent (shown in months)	Average increase in standard score (shown in SS points)	Average increase in percentile
Reading Comprehension	80	17	38
Word Reading	10	3	4
Oral Reading Fluency	10	4	6
Spelling	11	5	7

Combined accelerated progress

Test	Targeted Area	% of learners who made accelerated progress in age equivalent*
WIAT3 T	Reading Comprehension	100
	Word Reading	50
	Oral Reading Fluency	83
	Spelling	83
		% of learners who made accelerated progress compared with 6 months prior to intervention**
Teacher Assessment	Reading	67%
	Writing	50%

*Age equivalents were considered to indicate accelerated progress if they increased in more months than the number of months that had passed chronologically.

** According to teacher assessment, the progress made in the six months following the initial Morph Mastery assessments was compared with the progress each learner made in the six months prior to the initial Morph Mastery assessments. If the rate of progress, according to teacher assessment, had increased, the learner was considered to have made accelerated progress.