"I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles."

– Superman
Test Security

Ensure the security of the test materials.
- Maintain the materials in a secure environment.
- Expose materials only to qualified individuals.

Safeguard the proper use of test materials. Do not disclose or copy test materials. This would compromise the security, validity, or value of the test as a measurement tool.

These security provisions apply to the materials for this online training, which include actual test items.

The Master Plan

Describe changes from WIAT-III to WIAT-4
- Theoretical Foundations
- In-depth Look at New Subtests
- Interpretation of WIAT-4 Scores

What is WIAT-4?

Comprehensive achievement test measuring listening, speaking, reading, writing, and mathematics.

Designed with flexibility to assess a broad range of skills OR specific areas of need.
Introducing the WIAT-4

Features of WIAT-4

- Ages: 4–50 years
- Grades: Pre-Kindergarten–12+
- Administration: Paper and Digital
- Publication: Fall, 2020

Getting to know you… (Poll)

If I were going to use the WIAT-4, I would primarily plan to use...

a. Paper pencil admin and hand scoring
b. Paper/pencil admin and digital scoring
c. Digital administration and scoring
d. I don't know or Not Applicable

“Hi WIAT-4! Nice to Meet You!”

- Administration Manual
- Stimulus Book
- Scoring Manual
- Oral Reading Fluency Booklet
- Record Form
- Dyslexia Index Record Form
- Response Booklet
- Flash Drive
Comparing WIAT-4 and WIAT-III

The development team poured through massive volumes of customer feedback, isolating real pain points:

- Lengthy Forms
- Scoring Difficulties
- Multiple Desks

What's New for WIAT-4?

- New Subtests
- New Composite Scores
- Dyslexia Index Scores (Included)
- Automated Scoring of Essay Composition
- Simplified Scoring of Sentence Composition
### New Subtests: What They Measure

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Proficiency</td>
<td>Measures speed and accuracy of phoneme manipulation.</td>
</tr>
<tr>
<td>Orthographic Choice*</td>
<td>Measures recognition spelling skills. (*Q-interactive only)</td>
</tr>
<tr>
<td>Orthographic Fluency</td>
<td>Measures speed of irregular word reading.</td>
</tr>
<tr>
<td>Decoding Fluency</td>
<td>Measures speed of pseudoword reading.</td>
</tr>
<tr>
<td>Sentence Writing Fluency</td>
<td>Measures speed of sentence composition.</td>
</tr>
</tbody>
</table>

### Phonemic Proficiency

**Elision:** Say classroom...Now say classroom but don’t say class.
- Syllables, initial sound, final sound. (Say lake but don’t say /l/.)

**Substitution:** Say prize. Now say prize but change /p/ to /t/.
- Initial, final, and medial.

**Reversal:** Say spill. Now say spill backwards.
- Words and nonwords.

**Key features**
- Phoneme manipulation
- 2-1-0 score based on speed and accuracy - easy!
- Irregularly spelled words discourage visual orthographic strategy
- Excellent reliability

---

### Orthographic Choice

**Instructions**
Here are three words. Only one of them is a real word that is spelled correctly. Look carefully at each one. Touch the word that is spelled correctly.

misspell mispell misspel
Introducing the WIAT-4

Orthographic Fluency and Decoding Fluency

Orthographic Fluency
Timed reading of irregular words
(20 sec or 30 sec per trial)
Set A and Set B

Decoding Fluency
Timed reading of nonsense words
(30 sec per trial)

Sentence Writing Fluency

Write one sentence. Use the word under the picture in your sentence without changing the word.

Subtests: WIAT-III and WIAT-4

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>WIAT-III Subtest</th>
<th>WIAT-4 Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>1. Listening Comprehension</td>
<td>1. Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td>2. Oral Expression</td>
<td>2. Oral Expression</td>
</tr>
<tr>
<td></td>
<td>3. Phonemic Proficiency</td>
<td>NEW</td>
</tr>
<tr>
<td></td>
<td>4. Orthographic Choice</td>
<td>(*Q-interactive only)</td>
</tr>
<tr>
<td>Reading</td>
<td>3. Early Reading Skills</td>
<td>5. Word Reading</td>
</tr>
<tr>
<td></td>
<td>4. Word Reading</td>
<td>6. Pseudoword Decoding</td>
</tr>
<tr>
<td></td>
<td>5. Pseudoword Decoding</td>
<td>7. Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>6. Reading Comprehension</td>
<td>NEW</td>
</tr>
<tr>
<td></td>
<td>7. Oral Reading Fluency</td>
<td>9. Orthographic Fluency</td>
</tr>
<tr>
<td></td>
<td>8. Oral Reading Fluency</td>
<td>10. Decoding Fluency</td>
</tr>
</tbody>
</table>
Introducing the WIAT-4

Subtests: WIAT-III and WIAT-4

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>WIAT-III Subtest</th>
<th>WIAT-4 Subtest</th>
</tr>
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<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Sentence Composition</td>
<td>17. Sentence Composition</td>
<td></td>
</tr>
<tr>
<td>15. Essay Composition</td>
<td>18. Essay Composition</td>
<td></td>
</tr>
<tr>
<td>16. Alphabet Writing Fluency</td>
<td>19. Alphabet Writing Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20. Sentence Writing Fluency</td>
<td>NEW</td>
</tr>
</tbody>
</table>

Theoretical Foundations

The Simple View of Reading

- Reading (Comprehension)
  - Decoding (Word Reading)
  - Language Comprehension

Gain meaning from written language

(Gough & Tunmer, 1986; Juel et al., 1986)
Introducing the WIAT-4

The Not So Simple View of Reading

Direct and Indirect Effects Model of Reading (DIER), Kim (2017, 2020)

David Kilpatrick
PHD, WIAT-4 Consultant

NY State Certified School Psych, 27 yrs
Associate Professor of Psychology
State University of New York

Author of:
Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (2015)

Learning to Read Words

Deinonychus

- Letter-sound knowledge
- Phonemic blending
- Orthographic mapping (phoneme ↔ grapheme)

Phonemic proficiency
Vocabulary/Pronunciation

- Phonic decoding
  Sound the word out (grapheme → phoneme)

- Word recognition
  Words/word parts are familiar (recognized instantly)
The WIAT-4 can help

Identify where the process breaks down

- Letter-sound / orthographic knowledge
- Word Reading (Part 1)
- Phonemic blending
  - KTEA-3 Phonological Processing
- Orthographic mapping
  - Phonemic Proficiency

Phonic decoding
  - Word Reading
  - Pseudoword Decoding
  - Decoding Fluency

Orthographic lexicon
  - Orthographic Fluency
  - Spelling
  - Orthographic Choice

See Fig 4.2

---

Orthographic Learning

Degree of orthographic specificity

- Low
- Medium to high
- Highest

Subtest

- Word Reading, Orthog Fluency
- Orthographic Choice
- Spelling

---

Phonemic Proficiency

Data to support

- More associated with word reading than basic PA tests
- Moderate correlation (.60) with KTEA-3 Phonological Processing
- Timed manipulation tasks contribute to word learning over and above pseudoword reading tasks, RAN, and most importantly, untimed phonemic tasks

---
“The greatest power on Earth is the magnificent power we all of us possess... the power of the human brain!”
— Professor X

In Depth Look at New Subtests

Standard Administration

To ensure WIAT-4 results are reliable and valid...

Follow administration procedures used during standardization.

Present stimuli in a standardized way, and provide the instructions as printed in the Administration Manual.
Subtest Administration Order

- Administer subtests in the standard order as presented on the Record Form and in the Administration Manual.
- If not all grade-appropriate subtests are administered, skip the omitted subtests and continue administration in the standard order.

If the standard subtest order is altered, two restrictions in subtest sequence should be followed:
- Word Reading must be given before Orthographic Fluency; and
- Pseudoword Decoding must be given before Decoding Fluency.

COVID-19 & Personal Protective Equipment

Guidance Documents
- Disinfecting test materials
- Using PPE During Assessment
- Special Considerations for Scoring Interpretation
- Educational history
- Multiple assessments
- Grade and Age based norms

www.PearsonAssessments.com/telepractice

Demonstration, Sample/Teaching Items

Demonstration Items
- On demo items, the examinee hears or sees a response that earns full credit. During a demo item, the examinee can ask questions but does not need to respond.

Sample/Teaching Items
- Unscored sample items: Examinee practices task before test items are administered and then receives teaching or corrective feedback.
- Scored teaching items: Examinee receives teaching or corrective feedback on test items, typically the first item.
- Phonemic Proficiency is the only subtest for which corrective feedback is provided on all test items.
Computing Error Analysis Totals

<table>
<thead>
<tr>
<th>Error Analysis on Record Form</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Error category</td>
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</tr>
<tr>
<td>Phonemic</td>
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<tr>
<td>Simplified Syntax</td>
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</tr>
<tr>
<td>Word by Word</td>
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</tr>
<tr>
<td>Word in Context</td>
<td>Word in Context</td>
</tr>
<tr>
<td>Numerical Operations</td>
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<td>Numerical Operations</td>
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Error Analysis Worksheets

Summary Worksheet

<table>
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<td>Numerical Operations</td>
<td>Numerical Operations</td>
</tr>
</tbody>
</table>

Subtest Administration and Scoring

Batman knows. Knowledge is power.

The Essay Composition subtest is designed to measure text writing fluency using a spontaneous writing prompt. The examinee is asked to write a descriptive essay within a 10-minute time limit.

Performance on Essay Composition reflects proficiency with:

- **Transcription Skills**: (handwriting/letter formation; spelling)
- **Oral Language**: (semantics, grammar, syntax)
- **Written Mechanics**: (capitalization, punctuation, spelling)

(See Administration Manual, pp. 155-157; Record Form p. 29)

---

11. EC: Modifications

- Word Count and Theme Development and Text Organization dropped as contributing scores.
- Correct and Incorrect Word Sequences used to derive primary WIAT-4 subtest score.
- Qualitative analyses added for content and organization.
- Error analysis added to evaluate the types of semantics, grammar, and mechanics errors made.
- Automated scoring option added to Q-global and Q-interactive. (Intelligent Essay Assessor™ (IEA)).

---

11. EC: Record Form

- The Record Form is designed to capture information related to the Essay Composition subtest.
- Options for scoring are provided, including hand-scored and automated scoring.
- The form includes space for scoring instructions and types of errors.

---

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11. EC: Word Count

The examinee's essay must include a minimum of 30 words to be scored. Essays of 40 or more words are preferred.

Counting the total number of words written, beyond the required 30 or 40 words, is not necessary for scoring, but it may be helpful for qualitative purposes.

Word count: ________ (minimum = 30)  □ Prompted to write more

11. EC: Two Options for Scoring

**Automated Scoring**
- Q-Global
- Q-interactive

**Hand Scoring**
- WIAT-4 Record Form
- WIAT-4 Manuals

11. EC: Automated Scoring

1. Examinee handwrites essay.
2. Examiner transcribes essay verbatim, then submits for scoring.
3. Intelligent Essay Assessor (IEA) scores essay and returns results.

OR

Platform access (Q-global + WIAT-4 or Q-interactive + WIAT-4)
Introducing the WIAT-4

11. EC: Q-Global

Automated Scoring

Need to know...

- Essays must include 26 words or more to be scored. Essays with at least 40 words are preferred to provide an adequate writing sample. Essays that are highly unusual or include words in another language should not be scored.
- Results of the automated scoring will be made available when a report is generated.

11. EC: Transcribe Essay

Automated Scoring

11. EC: Submit Essay for Scoring

Automated Scoring

Submit essay for automated scoring

What happens next?

When you click "Submit," the essay will be queued for processing. This process will take a few moments, but no longer than 5 minutes. Status of the scored essay is viewable on the Assessment Details page.

Reminder: Results of the automated scoring will be made available when a report is generated.
11. EC: Error Analysis

Think About It! (Poll)

The Decoding Fluency subtest is the speeded equivalent of which subtest?

a. Phonemic Proficiency
b. Reading Comprehension
c. Pseudoword Decoding
d. Word Reading

Scores and Interpretation
Suggested Qualitative Descriptors

WIAT-4 Interpretive Approach

**Step 1:** Interpret the Total Achievement Composite
**Step 2:** Interpret the Other Composite Scores and the Subtest Scores
**Step 3:** Identify Composite Strengths and Weaknesses
**Step 4:** Make Planned Comparisons

Four Core Academic Composites

<table>
<thead>
<tr>
<th>Composite Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>K-12+ WR RC</td>
</tr>
<tr>
<td>Written</td>
</tr>
<tr>
<td>K-1 SP AOFF</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
</tr>
<tr>
<td>2-3 SP SC</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>4-12+ SC EC</td>
</tr>
<tr>
<td><strong>Total Achievement</strong></td>
</tr>
<tr>
<td>K-1 WR RC SP AOFF MP NO</td>
</tr>
<tr>
<td>2-3 WR RC SP SC MP NO</td>
</tr>
<tr>
<td>4-12+ WR RC SP EC MP NO</td>
</tr>
</tbody>
</table>
Ten Supplemental Composites

**Reading-Related**
1. Basic Reading (NEW! Subtest Composition)
2. Decoding

**Academic Fluency**
3. Reading Fluency NEW!
4. Writing Fluency NEW!
5. Math Fluency

---

Ten Supplemental Composites – cont’d

**Language Processing**
6. Oral Language
7. Phonological Processing NEW!
8. Orthographic Processing NEW!
9. Orthographic Processing Extended* NEW! (Q-interactive only)

---

Targeted Screening

- Word Reading
- Phonem. Prof.
- Word Reading
- Pseudo Decod.
- Ortho. Fluency

PK-3 Dyslexia Index SS Risk Level
6-12+ Dyslexia Index SS Risk Level
Progress Monitoring Assistant

- Track and analyze examinee's Growth Scale Values (GSVs) and standard scores by subtest across two or more administrations.
- Determine if differences between GSVs and between standard scores are significant.
- Provide interpretive statements for describing changes in GSVs in relation to changes in standard scores.

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>GSV</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>588</td>
<td>88</td>
</tr>
</tbody>
</table>

Learned new math skills; improved at same rate as peers.

*Provided on the WIAT-4 flash drive and in the Q-global Resource Library*

What’s next? Intervention Guide

- LD Profiles Intervention Report (integration coming soon)
- Goal Statements

Case Study
**Case Study**

**Background**

Name: Man, Spider  
Age: 10:2  
Grade: 4th Grade

**Problem Solving Team Referral:** Struggling with basic reading skills, not responding to phonics-based interventions

**Teacher:** Strong grades in math, not a "behavior problem", hard worker, does not always complete work during allotted time
**Case Study**

**Intervention Recommendations**

- Consider a Speech to Print approach for targeted reading instruction, targeting phonemic proficiency.
- Leverage oral language strengths.
- Protect strong math performance.
- Consider the need for extended time and read aloud.

**Even Superheroes Have a Budget**

<table>
<thead>
<tr>
<th>Option</th>
<th>What’s Included?</th>
<th>List Price</th>
</tr>
</thead>
</table>
| WIAT-4 Basic Kit | - Administration and Technical Manuals  
                  - Oral Reading Fluency Booklet  
                  - Scoring Manual  
                  - Record Format/Response Booklets (25 each)  
                  - Soft Case  
                  - USB drive w/ select digital assets | $750       |
| WIAT-4 Kit w/ Q-Global | - 1-yr subscription for Q-G scoring (value > $40)  
                  - Immediate access to Q-G scoring Briefly booklet (approx $100 value), INCLUDING  
                  - Digital Admin and Tech Manuals  
                  - Digital Stimulus Bank  
                  - USB drive w/ select digital assets | $800       |
| WIAT-4 on Q-i | Access to fully digital administration  
                  - 1-yr subscription for Q-G scoring (value > $40)  
                  - Immediate access to Q-G scoring Briefly booklet (approx $100 value), INCLUDING  
                  - Digital Admin and Tech Manuals  
                  - Digital Stimulus Bank  
                  - USB drive w/ select digital assets | $750 (per subtest) |
Let’s Talk DALS

Are you ready to consider …

... streamlining with digital assessment?

Questions?
Elizabeth.Grose@pearson.com

“Not everyone is meant to make a difference. But for me, the choice to lead an ordinary life is no longer an option.” — Spiderman

Elizabeth.Grose@pearson.com