Introducing the WIAT-4

Presented by:
Liz Grose, SSP, NCSP
Pearson Clinical Assessment Consultant

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

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- 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

Features of WIAT-4

- Ages: 4–50 years
- Grades: Pre-Kindergarten–12+
- Administration: Paper and Digital
- Publication: Fall, 2020
Getting to know you (Poll)

During the 20/21 school year, I 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 use Pearson assessments.

“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

Examiner-Supplied Materials

- Stopwatch
- Blank, unlined scratch paper
- Audio player with external speakers
- Audio recording device
- Pencils with and without erasers
Comparing WIAT-4 and WIAT-III

The New & Improved WIAT-4

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

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### New Subtests: What They Measure

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

### Phonemic Proficiency

<table>
<thead>
<tr>
<th>Section: Elision of Syllables/Initial Sounds</th>
<th>Accuracy and Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score: 0 1 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section: Elision of Final/Medial Sounds</th>
<th>Accuracy and Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score: 0 1 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section: Substitution</th>
<th>Accuracy and Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score: 0 1 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section: Reversal</th>
<th>Accuracy and Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score: 0 1 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error Analysis</th>
<th>Error</th>
<th>Score</th>
<th>#earned</th>
<th>#incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elision</td>
<td>0 1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Substitution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reversal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Orthographic Choice

**Q-interactive**: welcom welkom welcome **Q-I ONLY**
Introducing the WIAT-4

Orthographic Fluency and Decoding Fluency

door, most, climb, prove, would, busy, fuchsia, colonel

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

Pour me some tea.

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

Number of words written

Target word used, unchanged

Subject-verb agreement

Score

Subtests: WIAT-III and WIAT-4

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>WIAT-III Subtest</th>
<th>WIAT-IV 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>4. Orthographic Choice*</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>8. Oral Reading Fluency</td>
</tr>
<tr>
<td></td>
<td>7. Oral Reading Fluency</td>
<td>9. Orthographic Fluency</td>
</tr>
</tbody>
</table>

*Q-interactive only
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>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>13. Spelling</td>
<td>16. Spelling</td>
</tr>
<tr>
<td></td>
<td>14. Sentence Composition</td>
<td>17. Sentence Composition</td>
</tr>
<tr>
<td></td>
<td>15. Essay Composition</td>
<td>18. Essay Composition</td>
</tr>
<tr>
<td></td>
<td>16. Alphabet Writing Fluency</td>
<td>19. Alphabet Writing Fluency</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)
The Not So Simple View of Reading

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

Language and Literacy

Early development of reading depends critically on whether the receptive phonological component of the aural system and the expressive phonological component of the oral system are developing in an age-appropriate manner (Berninger, 2007).

David Kilpatrick

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)
Introducing the WIAT-4

Learning to Read Words

Ehri (1994); Kilpatrick (Wiley, 2005)

Letter-sound knowledge
Phonemic blending
(letter to sound, part to whole)

Phonic Decoding
Sound the word out

Orthographic Mapping
Letter-sound proficiency
Phonemic proficiency
Vocabulary/Pronunciation

Word Recognition
Instant recognition of specific words/word parts

Compsognathus

Orthographic Lexicon
Orthographic Fluency
Oral Reading Fluency
Orthographic Choice

How does WIAT help?

Identify where the process breaks down

Letter-Sound / Orthographic Knowledge
Spelling
Phonemic Blending
(KTEA-3 Phonological Processing)

Phonic Decoding
Word Reading
Pseudoword Decoding
Decoding Fluency

Orthographic Mapping
Phonological Awareness
(Phonemic Proficiency)

Orthographic Lexicon
Orthographic Fluency
Oral Reading Fluency
Orthographic Choice

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

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General Testing Guidelines

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.

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
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.

Clarifying Responses

- If the examinee's oral response is not heard clearly, follow the instructions for requesting clarification.
- When audio recording is used, refer to the audio recording later to clarify responses and verify scores.
- If the examinee's written response is not legible, ask for clarification and then write the examinee's intended response in the Record Form.
- Requesting clarification of responses is not permitted on Orthographic Fluency, Oral Expression: Oral Word Fluency, Oral Expression: Sentence Repetition, Oral Reading Fluency, and Decoding Fluency due to the speeded or memory demands of the task.
Referral for Comprehensive Evaluation

Recommended: Core Composites plus Oral Language

<table>
<thead>
<tr>
<th>Reading</th>
<th>Written Expression</th>
<th>Mathematics</th>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td>Spelling</td>
<td>Math Problem Solving</td>
<td>Listening Comprehension</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Alphabet Writing Fluency</td>
<td>Numerical Operations</td>
<td>Oral Expression</td>
</tr>
<tr>
<td></td>
<td>Sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay Composition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administer supplemental subtests as needed.

Referral for Reading Difficulties

Recommended: Word Reading and Reading Comprehension

Consider in addition for:

- Listening Comprehension
- Oral Expression
- Language Evaluation
- Orthographic Fluency
- Decoding Fluency
- Phonemic Proficiency
- Spelling
- Pseudoword Decoding
- Decoding Fluency

- IAN
- verbal working memory
- Executive functioning

Referral for Writing Difficulties

Recommended: Spelling, Alphabet Writing Fluency, Sentence Composition and/or Essay Composition

Consider in addition for:

- Orthographic Fluency
- Orthographic Choice
- Phonemic Proficiency
- Listening Comprehension
- Oral Expression
- Sentence Writing Fluency
- Oral Expression
- Visual working memory
- Executive functioning
Referral for Math Difficulties

Recommended: Math Problem Solving, Numerical Operations (Mathematics composite)
Consider in addition for:
Math Fluency (Fact Retrieval) - All
Math Fluency subtests:
- Social-emotional functioning
- Nonverbal reasoning
- Verbal reasoning
- Visual-spatial perception
- Processing/naming speed
- Working memory
- Executive functioning

Subtest Administration and Scoring

Directions for Subtest Administration

Chapter 3. Subtest Administration and Scoring
Introducing the Test

I’ll be asking you to do a number of things today. Some of the things may be easy for you, but some things may seem hard. Most people do not know every answer or finish everything, but please try your best. Do you have any questions?

1. Phonemic Proficiency (PP): Grades PK–12+

The Phonemic Proficiency subtest measures the development of phonological/phonemic skills. Tasks include elision, substitution, and reversal. Items are presented via audio recording. Corrective feedback is provided by the examiner on all items, and scoring incorporates both speed and accuracy.

(See Administration Manual, pp. 49–60; Record Form p. 2)
1. PP: Administration

**Materials**
- Administration Manual
- Record Form
- Audio files and audio player
- Stopwatch (optional)

**Start Point**
- Grades PK-12:
  - Section 1: Demo A, then Item 1
  - Section 2: Demo C, then Item 10
  - Section 3: Demo E, then Item 19
  - Section 4: Demo H, then Item 31

---

1. PP: Audio Files

- Audio files are **required** for item administration. The use of audio files ensures that items are read the same way each time.
- Prepare the audio player and adjust the volume to a comfortable level before the test session.

If Phonemic Proficiency is administered without the use of the audio files, the results must be interpreted qualitatively and with caution because this alters the standard administration procedures.

---

1. PP: Administration

**Discontinue Rule**
- This subtest includes 4 sections. Skip to the next section after 3 consecutive scores of 0. Administer all sections, even if the examinee discontinues in a previous section.

**Timing**
- Timing is required to determine if a correct response is given within 2 seconds (score 2 points) or after 2 seconds (score 1 point). As soon as the task prompt has finished, time 2 seconds by glancing at a running stopwatch or counting silently “one-one-thousand, two-one-thousand.”
1. PP: Item Administration (Demo A)

**Section 1: Elision of Syllables/Initial Sounds**

**Demo A**

Say, let's play a word game. First you will take away part of a word, and then tell me the word that is left. I will play a recording. Listen carefully. You will hear an example first.

**Play Demo A.**

If I say toothbrush but don't say tooth, the word that is left is brush.

Repeat Demo A if needed to make sure the examinee understands the task and can hear the audio files comfortably.

---

1. PP Items: Target Word Prompt and Task Prompt

Each scored item has a **target word prompt** and a **task prompt**.

- The target word prompt provides the target word and asks the examinee to repeat it back.
- The task prompt provides instructions for manipulating the target word.

For example, on the Audio Files, 01A is the target word prompt for item 1; 01B is the task prompt for item 1.

---

1. PP: Item Administration (Item 1)

**Section 1: Elision of Syllables/Initial Sounds**

**Item 1 football**

Make sure the examinee is ready by saying, Ready?

**Listen.**

Play the target word prompt: **ITEM 01A.**

**Say football.**

Wait for a response. If the examinee does not respond correctly, play the target word prompt again.

Play the task prompt: **ITEM 01B.**

**Now say football but don't say ball.**
Introducing the WIAT-4

1. PP: Item Administration (Item 1)

- As soon as the task prompt is finished, look at the examinee expectantly to encourage a response, and begin counting silently "one-one-thousand, two-one-thousand" (or refer to a running stopwatch) to determine if a correct response is given within two seconds.

- If the examinee requests a repetition or gives no response, repeat the task prompt. Note the maximum item score is 1 point after the task prompt is repeated.

<table>
<thead>
<tr>
<th>Correct response</th>
<th>Incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say, That's right.</td>
<td>Say, If we take away ball from football, what's left is feet. You may also say the word one part at a time (foo..., ball) and offer additional help as needed.</td>
</tr>
</tbody>
</table>

1. PP: Record Form

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Correct response within 2 seconds.</td>
</tr>
<tr>
<td>1</td>
<td>Correct response after 2 seconds, including after self-correct or repetition of task prompt.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect or Don't Know response.</td>
</tr>
</tbody>
</table>

1. PP: Error Analysis Worksheet

<table>
<thead>
<tr>
<th>Error category</th>
<th>Correct</th>
<th>Instant</th>
<th>Non Instant</th>
<th>Attempted</th>
<th>% correct (Intent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substitution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reversal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think About It! (Poll)

“Say pant. Now say pant, but don’t say /p/” is an example of
a. Substitution
b. Elision of initial sounds
c. Elision of final sounds
d. Reversal

Think About It! (just for funsies)

“Say pant. Now say pant, but don’t say /t/ is an example of
a. Omitting sounds in the initial position.
b. Substitution.
c. Elision of medial sounds.
d. Elision of final sounds.

7. Orthographic Fluency (OF): Grades 1-12+

- The Orthographic Fluency subtest is designed to measure an examinee’s orthographic lexicon, or sight vocabulary.
- Examinees read aloud a list of irregular words as quickly as possible during two timed trials.

Set A: Grades 1-2
Set B: Grades 3-12+

(See Administration Manual, pp. 111–115; Record Form pp. 13–15)
7. OF: Administration

Materials
- Administration Manual
- Record Form
- Stimulus Book
- Stopwatch
- Audio recorder

Item Set
- Grades 1–2: Set A, Trials 1 and 2
- Grades 3–12: Set B, Trials 1 and 2

Review General Directions (p. 112) and Scoring (p. 113) in the Administration Manual.

Repetitions
- Repeat instructions if the examinee asks for clarification or gives no response.
- Do not stop timing to repeat instructions.

- Review General Directions (p. 112) and Scoring (p. 113) in the Administration Manual.
7. OF: Item Administration

**Set A**

Introduction

Turn to the Set A, Introduction stimulus page. Do not show the Set A, Trial 1 stimulus page yet.

Say: Now I want you to read some words. When I show you the words, read each one out loud starting at the top and going this way (every other finger) from left to right across the page. Read the words as quickly as you can without making mistakes. Keep reading until I tell you to stop. If you want to, you can point to the words while you're reading. Ready?

When the examiner is ready, turn to the Set A, Trial 1 stimulus page.

---

7. OF: Set A Trial 1 – Stimulus Page

Administration Manual

**Trial 1**

Say, Begin. Start timing.

At exactly 20 seconds, say, Stop.

Do not show the Set A, Trial 2 stimulus page yet.

---

7. OF: Record Form

**Set A, Trial 1**

1. top 0 1
2. he 0 1
3. red 0 1
4. the 0 1
5. come 0 1
6. have 0 1
7. who 0 1
8. want 0 1
9. people 0 1
10. could 0 1
11. say 0 1

**Set A, Trial 2**

1. in 0 1
2. go 0 1
3. top 0 1
4. blue 0 1
5. has 0 1
6. train 0 1
7. two 0 1
8. said 0 1
9. fast 0 1
10. give 0 1
11. know 0 1
12. once 0 1

Correct responses in 20 seconds (Max = 12):
Think About It! (Poll)

A grade 2 student earns a Set A raw score of 70 on the Orthographic Fluency subtest. How do you proceed?

a. Administer Orthographic Fluency Set B Trial 1.

b. Discontinue Orthographic Fluency and continue to the next subtest.

c. Say, “now I want you to read some more words.”

d. a and c

8. Sentence Composition (SC): Grades 1–12+

The Sentence Composition subtest is designed to measure sentence formulation skills. Responses are scored based on semantics, grammar, capitalization, and the use of internal and ending punctuation.

Sentence Composition includes two component scores:

- **Sentence Building**
  Examinees write sentences, each of which includes a target word.

- **Sentence Combining**
  Examinees combine the ideas from two or three given sentences into one sentence.

(See Administration Manual, pp. 119–129; Record Form p. 16)

8. Sentence Composition (SC): Grades 1–12+

For the WIAT-4, the order of administration was changed so that Sentence Building is administered first because the task demands are less complex than for Sentence Combining.
Sentence Building and Sentence Combining: Modifications

- The discontinue rule was changed.
- The scoring rules were made easier to use.
- The number of scored items was increased from seven to eight on Sentence Building and from five to six on Sentence Combining.
- The first item was made into a teaching item.
- For Sentence Combining, minor changes were made to three item prompts.

Sentence Building: Record Form

Sentence Building: Scoring Prerequisites

- Complete sentence: If the response is a complete sentence, score as Pass. If the response is a fragment, score as Fail. Run on sentences are not penalized here.
- Target word: If the response uses the target word with appropriate context, score as Pass. If the response omits the target word or does not use the target word with appropriate context, score as Fail. Do not penalize for misspelling the target word unless misspelling forms a different word. Using the target word as another word (e.g., using or in instead of using that to mean which) is not penalized here.

If either Complete sentence or Target word is failed, no credit is given for the item. Cross the other scores out in the Record Form to indicate that. Errors, Grammar, Capitalization, End punctuation, and Initial punctuation are intentionally not scored.
Sentence Building: Scoring Content and Mechanics

<table>
<thead>
<tr>
<th>Content and Mechanics</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantics</td>
<td>Score 1 point if the response conveys a meaningful message.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Score 1 point if the response includes no grammar errors.</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Score 1 point if the response includes no capitalization errors.</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Score 1 point if the response includes no end punctuation errors.</td>
</tr>
<tr>
<td>Internal punctuation</td>
<td>Score 1 point if the response includes no internal punctuation errors.</td>
</tr>
</tbody>
</table>

113

Sentence Building: Scoring Guidelines

114

Sentence Building: Scored Sample Item 1

115
Think About It!

For Sentence Building, the examinee wrote the following given the target word “and.” Me and Sam are friends. Score of 1 or 0 for:

- Semantics
- Grammar
- Capitalization
- End Punctuation
- Internal Punctuation
Sentence Combining: Scoring Prerequisites

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete sentence</td>
<td>If the response is a complete sentence, score as <strong>Pass</strong>. If the response includes multiple sentences, includes a fixed sentence or comma splice, or consists only of a fragment, score as <strong>Fail</strong>.</td>
</tr>
<tr>
<td>Essential information</td>
<td>If the response includes all of the essential ideas listed, score as <strong>Pass</strong>. If the response omits one or more of the essential ideas listed, score as <strong>Fail</strong>. Do not penalize for misspellings or changes in word form (e.g., inflections, tenses). If either Complete sentence or Essential information is failed, no credit is given for the item. Cross the other scores out in the Record Form to indicate that Semantics, Grammar, Extra credit, Capitalization, End punctuation, and Internal punctuation were intentionally not scored.</td>
</tr>
</tbody>
</table>

Sentence Combining: Scoring Content and Mechanics

<table>
<thead>
<tr>
<th>Content and Mechanics</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantics</td>
<td>Score 1 point if the response conveys the same information as the target sentence.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Score 1 point if the response includes no grammar errors.</td>
</tr>
<tr>
<td>Extra credit</td>
<td>Score 1 point if the response (at receives full credit on Semantics and Grammar and 80% on a complex sentence structure i.e., does not use &quot;and&quot; or &quot;but&quot; to combine independent clauses).</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Score 1 point if the response includes no capitalization errors.</td>
</tr>
<tr>
<td>End punctuation</td>
<td>Score 1 point if the response includes no end punctuation errors.</td>
</tr>
<tr>
<td>Internal punctuation</td>
<td>Score 1 point if the response includes no internal punctuation errors.</td>
</tr>
</tbody>
</table>

Sentence Combining: Scoring Guidelines

- Chapter 1: Alphabet Writing Fluency Scoring Rules
- Chapter 2: Sentence Building Scoring Rules
- Chapter 3: Sentence Combining Scoring Rules
- Chapter 4: Essay Expository Scoring Rules
- Chapter 5: Sentence Writing Fluency Scoring Rules
- Chapter 6: Sentence Revising Fluency Scoring Rules
- Chapter 7: Oral Word Fluency Scoring Rules
- Chapter 8: Oral Reading Fluency Scoring Rules
- Chapter 9: Multi-Fluency Scoring Rules

General and Item-Specific Scoring Rules in WIAT-4 Scoring Manual
Think About It! (Poll)

For Sentence Combining, the response “The dog and cat have fur.” for item 1 earns ___ points.

a. 6  
b. 5  
c. 4  
d. 3

Think About It! (Just for funsies)

For item 1 on Sentence Combining, the examinee writes the two original sentences and inserts the coordinating conjunction “and” between the two. How do you score Extra Credit?

a. Pass  
b. Fail  
c. 0  
d. 1


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 (vocabulary, 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: Response Booklet

Write about your favorite game. Include at least 3 reasons why you like it.

11. EC: Record Form
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

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)
11. EC: Q-Global

Automated Scoring

Transcribe and submit the essay through Pearson's Intelligent Essay Analysis™ (IEA). Scores provided by IEA are equivalent to scores generated by human scorers, and IEA has been proven to be as reliable as trained human scorers.

Need to know:
- Essays must include 36 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 6 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.
13. Sentence Writing Fluency (SWF): Grades 1–12+

- The Sentence Writing Fluency subtest measures sentence composition fluency. The examinee writes a sentence for each item using a target word, completing as many items as possible within 5 minutes.
- Scoring incorporates the number of words written, use of the target word, and subject-verb agreement.

(See Administration Manual, pp. 163–167; Record Form p. 31)
13. SWF: Administration

Repetitions
Repeat instructions if the examinee asks for clarification or gives no response. Do not stop timing to repeat instructions.

Review General Directions and Scoring (pp. 163-165) in the Administration Manual.

13. SWF: Record Form

13. Sentence Writing Fluency

Sentence Writing Fluency total raw score
(Mac = 200)

13. SWF: Item Administration – Demo Item

Demonstration
Open the Response Booklet to the appropriate page and place it in front of the examinee. Say, "Now I will ask you to write some sentences.

Point to Demo Item in the Response Booklet and the accompanying prompt. Say, "This says drink. Here is one short sentence that tells about the picture and uses the word drink: The girl has a drink. Another good sentence could be She can drink. Changing the word drink is not allowed. For example, we can't use the word drinks or drinking, only drink. Just writing the word drink is not enough. Your sentence doesn’t need to be very long, but it must be a complete thought."
13. SWF: Item Administration – Sample A

Sample A

Give the examinee a pencil without an eraser. Point to Sample A in the Response Booklet and say, This says dig. Write a sentence using the word dig. If you’re not sure how to spell a word, just do your best. If you make a mistake, cross it out.

When the examinee is finished, administer the relevant feedback provided in the following table.

---

13. SWF: Item Administration - Feedback

Correct response

<table>
<thead>
<tr>
<th>Example</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man can dig</td>
<td>Say, That’s a good sentence. Let’s try another one.</td>
</tr>
<tr>
<td>I will dig a hole</td>
<td></td>
</tr>
<tr>
<td>They dig</td>
<td></td>
</tr>
<tr>
<td>Dig the hole</td>
<td></td>
</tr>
</tbody>
</table>

---

13. SWF: Item Administration - Feedback

<table>
<thead>
<tr>
<th>Error</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response or does not use target word</td>
<td>Say, Can you say a sentence that uses the word dig? Encourage the examinee to say a sentence and then to write it. If more help is needed, say, One sentence that uses this word is The man can dig. Another example is He will dig a hole. Let’s try another one.</td>
</tr>
<tr>
<td>Response includes only 1 word (e.g., Dig)</td>
<td>Say, Write a complete sentence that uses this word. Points to dig</td>
</tr>
<tr>
<td>Lack of subject-verb agreement (e.g., He dig He is dig)</td>
<td>Say, Instead of [examinee’s response], [corrected response] would be correct.</td>
</tr>
<tr>
<td>More than one sentence</td>
<td>Say, You only need to write one sentence.</td>
</tr>
</tbody>
</table>
13. SWF: Item Administration – Test Items

Items 1–40

Turn the page in the Response Booklet to show the test items. Say, When I say Begin, you will do these the same way. Point to Item 1. Start here and go in this order. Point down the page. If you finish this page, go on to the next page. Point to the next page. When you are done with this page, you can go on to the next page. Turn the page. Keep writing until I tell you to stop or you see the STOP sign. Point to the stop sign or the end of the subset in the Response Booklet. If you can’t think of a sentence, just skip that one. Remember to write one sentence for each picture, and use the word under the picture in your sentence(s), without changing the word. Write neatly, but work quickly. You will have 5 minutes to write as much as you can. Do you have any questions? Respond to any questions and clarify the task as needed.


At exactly 5 minutes (300 seconds), say, Stop.

13. SWF: Scoring

Record Form

<table>
<thead>
<tr>
<th>Number of words written</th>
<th>Target word used, unchanged</th>
<th>Subject-verb agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2</td>
<td>0 1 0</td>
<td>0 0 2</td>
</tr>
</tbody>
</table>

Number of Words

Target Word Used, Unchanged

Subject-Verb Agreement

Q-Interactive

13. SWF: Scored Samples (Scoring Manual)

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>Number of words written</th>
<th>Target word used, unchanged</th>
<th>Subject-verb agreement</th>
<th>Item score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cat</td>
<td>I saw a cat</td>
<td>0 1 0 0 0 0 2</td>
<td>0</td>
<td>0</td>
<td>5 points</td>
</tr>
<tr>
<td>2. sat</td>
<td>Do you see the man?</td>
<td>0 1 0 0 0 2</td>
<td>0</td>
<td>2</td>
<td>3 points</td>
</tr>
<tr>
<td>3. eat</td>
<td>He was eating</td>
<td>0 1 0 0 0 0 1</td>
<td>0</td>
<td>4</td>
<td>4 points</td>
</tr>
</tbody>
</table>

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15. Decoding Fluency (DF): Grades 3–12+

- The Decoding Fluency subtest is designed to measure phonic decoding fluency.
- Examinees read aloud a list of pseudowords as quickly as possible during two timed trials.

(See Administration Manual, pp. 173–174; Record Form p. 33–34)

15. DF: Administration

- Materials
  - Administration Manual
  - Record Form
  - Stimulus Book
  - Stopwatch
  - Audio recorder

- Start Point
  - Grades 3–12: Trial 1

- Timing
  - Allow 30 seconds per trial
15. DF: Administration

Repetitions

Repeat instructions if the examinee asks for clarification or gives no response. Do not stop timing to repeat instructions.

Review General Directions and Scoring (pp. 173–174) in the Administration Manual.

15. DF: Item Administration

Introduction

Say: Now I want you to read some words as quickly as you can without stopping or going back. I want you to read as quickly as you can. As I say each one, say it as quickly as you can. These words are made up. You have to read as many words as you can in the time I give you.

When the examinee is ready, turn to the stimulus page.

15. DF: Trial 1 Stimulus Page

Say: Begin. Start timing.

At exactly 30 seconds, say: Stop. Do not show the Trial 2 stimulus page yet.
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
Orthographic Choice: Grades 1–12+

- The new Orthographic Choice subtest is designed to measure orthographic knowledge, or the quality of an examinee's stored orthographic representations.
- For each item, examinees view three choices of letter strings and then touch the one that is spelled correctly.
- This subtest is only available on Q-interactive.

Orthographic Choice (Q-interactive)
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

Ten Supplemental Composites

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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)

<table>
<thead>
<tr>
<th>Language Processing</th>
<th>Standard score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Process</td>
<td></td>
</tr>
<tr>
<td>Phonemic Recognition</td>
<td> </td>
</tr>
<tr>
<td>Phonemic Decoding</td>
<td> </td>
</tr>
<tr>
<td>Sum</td>
<td> </td>
</tr>
<tr>
<td>Orthographic Process</td>
<td></td>
</tr>
<tr>
<td>Orthographic Fluency</td>
<td> </td>
</tr>
<tr>
<td>Spelling</td>
<td> </td>
</tr>
<tr>
<td>Sum</td>
<td> </td>
</tr>
</tbody>
</table>

*Orthographic Fluency, Spelling, Orthographic Choice

Targeted Screening

Word Reading
Phon. Prof.

PK-3 Dyslexia Index SS Risk Level

Word Reading
Pseudo Decod.
Ortho. Fluency

4-12+ Dyslexia Index SS Risk Level

Progress Monitoring Assistant

- Track and analyze examiner’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.

*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

Oral Reading Fluency

- Annual Goal
- The student will read aloud a circle, expository, narrative passage or a ____ reading level at ____ words per minute with no more than ____ errors.

Short-Term Objectives
- Give ____ picture cards with short phrases printed on them that the teacher reads aloud. The student will repeat the phrases on oral cue cards, and will indicate the time it takes to read the phrase cards if timed.

Phrase examples: under the car, near the house, into the room, next to the dog, across the river

Math: Phrases may begin with prepositional phrases and gradually expand to include participant, general, and indefinite phrases.

Option

What’s Included?

WIAT-4 Basic Kit
- The best option for traditional paper-based administration.
+ Administration and Technical Manuals
+ Stimulus Book
+ Oral Reading Fluency Booklet
+ Scoring Manual
+ Record Forms/Response Booklets (25 each)
+ Soft Case
+ USB drive w/ select digital assets

List Price

$675

$750

WIAT-4 Kit w/ Q-Global
- Paper administration with the efficiency of digital scoring.
+ All of the above, plus...
- 1-yr subscription for Q-Global scoring (value $40)
- Immediate access to Q-Global resource library
- Digital Admin and Tech Manuals
- Digital Stimulus Book

List Price

$720

$850

WIAT-4 on Q-i
- Access to fully digital administration.

List Price

$995

$995

Even Superheroes Have a Budget

Let’s Talk DALS

Are you ready to consider …

... streamlining with digital assessment?

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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

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