



## WIAT®-4 Overview

Presented by Hillary Blake, PsyD., HSPP

Date: Friday, March 6, 2026

Time: 12:00 p.m. – 3:45 p.m. ET

Delivery method: Live Webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

### Course Description

This training session provides an overview of the Wechsler Individual Achievement Test® (4th ed.; WIAT-4). The WIAT-4 is designed to measure academic achievement in individuals ages 4 to 50 and students from prekindergarten through Grade 12. Participants will explore the key features of the WIAT-4, including its updated norms and improved content coverage. The session will give a brief overview of the test structure and subtests. Participants will engage in hands-on practice administering and scoring the subtests that comprise the Total Achievement Composite. They will also learn how to derive raw scores and how to convert them to standardized scores.

### Learner Outcomes

*After completing this learning track, the participants will be able to:*

1. Identify the key features, test structure, and subtests of the WIAT-4
2. Practice administration and scoring of selected subtests
3. Derive subtest raw scores and convert raw scores to standardized scores

### Time-ordered Agenda

60 minutes	Overview of WIAT-4 core and supplemental composites and subtests
60 minutes	Administration and scoring of select WIAT-4 subtests
90 minutes	Interpretation and analyzing WIAT-4 results

### About the Presenter

Dr. Blake graduated from the University of Indianapolis in 2014. She completed her internship at the Youth Opportunity Center and her postdoctoral fellowship at the Riley Hospital for Children Christian Sarkine Autism Treatment Center. Dr. Blake was an assistant professor at the IU School of Medicine. She was the clinical director of headache clinic and the associate clinic director of consultation liaison. Dr. Blake transitioned to private practice in 2022 where she provides psychotherapy and psychological assessments. Dr. Blake has provided psychological assessments across a variety of settings including juvenile detention centers, schools, inpatient hospitals, outpatient centers, and residential treatment centers. Dr. Blake completes assessments for ADHD, ASD, Intellectual Disability, learning disorders, and clarification of diagnosis. She is well versed in a variety of Pearson assessments and utilizes them in her practice.

## Disclosure

### Financial

Hillary Blake is employed by Pearson Clinical Assessment.

### Non-financial disclosure:

There are no relevant non-financial relationships to disclose.

NCS Pearson, Inc., the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will only include information that pertains to the effective and appropriate use and interpretation of the Wechsler Individual Achievement Test (4th ed.; WIAT-4), published by NSC Pearson. No other assessments will be discussed during this presentation.

## References

- Splett, J. W., Brann, K. L., Trainor, K. M., & Shen, Z. (2023). Examining utility and impact of social, emotional, and behavioral screening to identify and address needs. *School Psychology, 38*(3), 137–147. <https://doi.org/10.1037/spq0000540>
- Dombrowski, S. C., & Casey, C. (2022). Test Review: Wechsler Individual Achievement Test, Fourth Edition (WIAT-4). *Journal of Psychoeducational Assessment, 40*(8), 1033–1038. <https://doi.org/10.1177/07342829221116808>
- Beaujean, A. A., & Parkin, J. R. (2022). Evaluation of the Wechsler Individual Achievement Test-Fourth Edition as a measurement instrument. *Journal of Intelligence, 10*(2), 30. <https://doi.org/10.3390/jintelligence10020030>
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention* (2nd ed.). Guilford Press.
- Joyner, R. E., & Wagner, R. K. (2020). Co-occurrence of reading disabilities and math disabilities: A meta-analysis. *Scientific Studies of Reading, 24*(1), 14–22. <https://doi.org/10.1080/10888438.2019.1593420>

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