



WIAT®-4 Overview

Presented by Kristin Makena, PH.D., LEP

Date: Wednesday, July 8, 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. Kristin Makena, Ph.D., LEP, ABSNP, is a Licensed Educational Psychologist with extensive experience in psychoeducational assessment. She earned master's degrees in Educational Psychology and Counseling from Loyola Marymount University and a doctorate in Mind-Body Medicine with a specialization in Integrated Mental Health from Saybrook University. She is board certified in School Neuropsychology and has completed multiple advanced programs and certifications, including trauma, ADHD, executive functioning, and interpersonal neurobiology. Dr. Makena spent 18 years in K-12 as a school psychologist and administrator and serves as an adjunct professor in psychology. She has held leadership roles with the California Association of School Psychologists and Cross-Battery Assessment, LLC, and frequently presents at professional conferences. Her areas of expertise include learning disabilities, ADHD, executive functioning, law/ethics, and cognitive and achievement assessment using the Dual Discrepancy/Consistency (DD/C) model.

Disclosure

Financial

Kristin Makena 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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