Review and Practice of the Woodcock Johnson IV

Objectives

- Gain understanding of the changes on the WJ IV
- Overview of the new tests

Cog: What’s New?

- Emphasis on core set of tests (1–7)
- Gf-Gc composite
- 6 new or modified tests: Nonword Repetition, Phonological Processing, Letter-Pattern Matching, Verbal Attention, Visualization, and Oral Vocabulary
- New clusters focusing on important narrow abilities, including perceptual speed, number facility, quantitative reasoning, auditory memory span, vocabulary, and cognitive efficiency

Core Tests

- Cog: Tests 1-7
- OL: Test 1-4
- ACH: Test 1-6
Comprehension-Knowledge (Gc) Cluster Composition

- **WJ IV Gc Cluster**
  - Test 1: Oral Vocabulary
    - (2 subtests: Synonyms and Antonyms)
  - Test 8: General Information

- **WJ III Gc Cluster**
  - Test 1: Verbal Comprehension
    - (4 subtests: Picture Vocabulary, Synonyms, Antonyms, Verbal Analogies)
  - Test 11: General Information

Fluid Reasoning (Gf) Cluster Composition

- **WJ IV Gf Cluster**
  - Test 2: Number Series
  - Test 9: Concept Formation

- **WJ III Gf Cluster**
  - Test 5: Concept Formation
  - Test 15: Analysis-Synthesis

Short-Term Working Memory (Gwm) Cluster Composition

- **WJ IV Gwm Cluster**
  - Test 3: Verbal Attention
  - Test 10: Numbers Reversed

- **WJ III Gsm Cluster**
  - Test 7: Numbers Reversed
  - Test 17: Memory for Words
Cognitive Processing Speed (Gs) Cluster Composition

WJ IV Gs Cluster
Test 4: Letter-Pattern Matching
Test 17: Pair Cancellation

WJ III Gs Cluster
Test 6: Visual Matching (Number-Pattern Matching)
Test 16: Decision Speed (dropped)

Auditory Processing (Ga) Cluster Composition

WJ IV Ga Cluster
Test 5: Phonological Processing
Test 12: Nonword Repetition

WJ III Ga Cluster
Test 4: Sound Blending (moved to OL)
Test 14: Auditory Attention (dropped)

Long-Term Retrieval (Glr) Cluster Composition

WJ IV Glr Cluster
Test 6: Story Recall
Test 13: Visual-Auditory Learning

WJ III Glr Cluster
Test 2: Visual-Auditory Learning
Test 12: Retrieval Fluency (moved to OL)

Visual Processing (Gv) Cluster Composition

WJ IV Gv Cluster
Test 7: Visualization
Test 14: Picture Recognition

WJ III Gv Cluster
Test 3: Spatial Relations (subtest in Visualization)
Test 13: Picture Recognition
Cognitive Standard Battery (Tests 1–10)
- Test 1: Oral Vocabulary (Gc)
- Test 2: Number Series (Gf)
- Test 3: Verbal Attention (Gwm)
- Test 4: Letter-Pattern Matching (Gs)
- Test 5: Phonological Processing (Ga)
- Test 6: Story Recall (Glr)
- Test 7: Visualization (Gv)
- Test 8: General Information (Gc)
- Test 9: Concept Formation (Gf)
- Test 10: Numbers Reversed (Gwm)

GIA Core Tests Required for Intra-Cog Variation

General Intellectual Ability Options
- General Intellectual Ability (GIA)
  Tests 1–7 (35–40 minutes)
  Median reliability: .97
- Brief Intellectual Ability (BIA)
  Tests 1–3 (10–15 minutes)
  Median reliability: .94
- Gf-Gc Composite
  Tests 1, 2, 8, & 9 (15–20 minutes)
  Median reliability: .95

Comprehension-Knowledge (Gc)
- Test 1: Oral Vocabulary
- Test 8: General Information (was in WJ III)
  Other Gc tests
  OL Test 1: Picture Vocabulary

Important for academic success, across domains and ages
Strong g loading: .74

Test 1: Oral Vocabulary
1A Synonyms, 1B Antonyms
- Both subtests must be administered.
- Basal/Ceiling rules apply to each subtest: (test by complete pages)
  - 6 lowest correct or Item 1
  - 6 highest incorrect or last item
- Expanded correct and incorrect keys
- Test modified from WJ III COG (Verbal Comprehension): 2 subtests instead of 4
Test 1A: Oral Vocabulary—Synonyms

Sample Item:
Point to each word and say. Another word that means near is close (pronounced kloz, not klee).
A. Point to big on subject’s page and say ‘Tell me another word for big.’
   Correct: large, gigantic, huge

B. Point to sup and say. ‘Tell me another word for sup.’
   Correct: sleep, rest, immense, pile

Test 1B: Oral Vocabulary—Antonyms

Sample Item:
Now we are going to do something different. Point to each word and say. The opposite of each word.
A. Point to yes on subject’s page and say ‘Tell me the opposite of yes.’
   Correct: no

B. Point to upp and say. ‘Tell me the opposite of up.’
   Correct: down

Fluid Reasoning (Gf)

- Test 2: Number Series
- Test 9: Concept Formation (was in WJ III)

Other Gf tests
- Test 15: Analysis-Synthesis (was in WJ III)

Important for academic success, especially applying skills
Strong g loading: .78

Test 2: Number Series

- Basal/Ceiling rules:
  - 5 lowest correct or Item 1
  - 5 highest incorrect or last item

- Provide worksheet and pencil when directed.

- Monitor response time (1 minute per item).

- Number Series was in the WJ III COG DS.

VIDEO

Gf-RQ (Quantitative Reasoning)
Gf-I (Inductive Reasoning)
Test 2: Number Series

Sample Item
A. Point to Sample item A on subjects page and say: Look at these numbers and tell me the number that belongs in the empty box.

2 3 4
✓ Correct: 5

After subject responds correctly, say: That is correct. Five goes in the empty box.

You can cover additional problems with your hand or a paper if more than one item per page confuses the examinee.

Test 9: Concept Formation

- Creates Gf cluster when combined with Test 2: Number Series
- Starting Point: Introduction 1 or 2
- Cutoffs determine when to discontinue testing.
- Controlled learning task
- Concept Formation was in WJ III COG.

Gf-I (Inductive Reasoning)

Short-Term Working Memory (Gwm)

- Test 3: Verbal Attention
- Test 10: Numbers Reversed

Other Gwm tests
- Test 16: Object-Number Sequencing
- Test 18: Memory for Words
- OL Test 5: Sentence Repetition

Important for academic success across domains and ages
Strong g loading: .76
Test 3: Verbal Attention

- New test
- Use audio recording.
- Do not repeat any items during test.
- Starting point: Sample Item A or Sample Item C
  - Sample Item A start: If 2 or fewer correct on Items 1–8, discontinue testing
  - Sample Item C start or continuing from Item 8:
    - Basal: 6 lowest correct or Item 1
    - Ceiling: 6 highest incorrect or last item

VIDEO & Activity

Test 3: Verbal Attention

Sample Items
Say: I am going to say some animals and some numbers. After I say them, I am going to ask you to tell me something.

A. Look at subject and say: 3 . . . dog. Tell me the animal.
   (Pause for subject to respond.)
   A. Correct: dog

Say: Now you will hear some animal names and some numbers through these headphones (this speaker). After you hear the two beeps, tell me the answer.

Start audio recording and present Sample Item B. Track: 2

B. Item 3 . . . 4. Tell me the number.
   A. Correct: 4

Test 10: Numbers Reversed

- Creates Gwm cluster when combined with Test 3: Verbal Attention
- Use audio recording.
- Use suggested starting points.
- Basal: 5 lowest correct or Item 1
- Ceiling: 5 highest incorrect or last item
- Modified from WJ III COG (change in basal/ceiling rules—no longer by group)

Test 16: Object-Number Sequencing

- Creates Gwm—Extended cluster when combined with Test 3: Verbal Attention and Test 10: Number Reversed
- Use audio recording.
- After Sample Item A, use suggested starting points.
- Basal: 5 lowest correct or Item 1
- Ceiling: 5 highest incorrect or last item
- Modified from WJ III COG (Auditory Working Memory); scoring changed to 1 or 0
Creating Auditory Memory Span cluster when combined with OL Test 5: Sentence Repetition
Use audio recording.
After Sample Items A and B, use suggested starting points.
Basal: 4 lowest correct or Item 1
Ceiling: 4 highest incorrect or last item
Modified from WJ III COG (change in Basal/Ceiling rules—no longer by group)

Test 18: Memory for Words

Cognitive Processing Speed (Gs)

Test 4: Letter-Pattern Matching
• Test 4: Letter-Pattern Matching
• Test 17: Pair Cancellation (was in WJ III)

Other Gs tests
• Test 11: Number-Pattern Matching (as Visual Matching in WJ III COG)

Important for academic success, especially during skill acquisition
Moderate g loading: .62

Test 4: Letter-Pattern Matching
• New test
• Timed test: 3 minutes
• Use Response Booklet.
• Begin with Sample Item A and Practice Exercise.
• Measures important Gs ability, perceptual speed
• Provides a measure of orthographic processing

Test 4: Letter-Pattern Matching
Test 4: Letter-Pattern Matching

Open the Response Booklet to Letter-Pattern Matching test items and hold up booklet so subject cannot study items. Say: Start here (point to first row) and draw lines through the letters or sets of letters that are alike in each row. After you get to the bottom (point to bottom of first column), go to the top (point to top of second column, turn page to show third column) and keep working until I tell you to stop. Work as quickly as you can without making mistakes. If you do make a mistake, cross out the one you do not want. You will have three minutes. Tell me when you finish before I say, “Stop.”

Hold the Response Booklet up and point as directed.
Do not lay the Response Booklet in front of the examinee while giving the directions.

Auditory Processing (Ga)

- Increased cognitive complexity in the WJ IV Ga cluster
- Very different from WJ III Ga cluster
- Two new tests measuring multiple abilities
  - Word fluency, speed of lexical access, phonological storage, phonetic coding, working memory
  - Strong g loading: .77

Test 5: Phonological Processing

- New test
- Measures 3 aspects of speech sound processing that lead to the construction of sound-based lexical representations
- 3 subtests: Word Access, Word Fluency, and Substitution
- Administer all 3 subtests to obtain a score.

Ga-PC (Phonetic Coding)
Glr-LA (Speed of Lexical Access)
Gs-FW (Word Fluency)
Test 5A: Phonological Processing–Word Access

- Use audio recording for Items 4 and higher.
- Select appropriate starting point
  - Sample Item A: Preschool–Kindergarten
  - Sample Item C: Grade 1–Adult
- Responses must be real words in English to receive credit.
- Ask for a one-word response if examinee gives two or more words.

Starting point for Grade 1 and higher

C. Tell me a word that starts with the /b/ sound. /b/.
   ▲ Correct: any word that starts with /b/ sound (e.g., boy, big)

Basal: 6 lowest correct or Item 1
Ceiling: 6 highest incorrect or last item

Test 5B: Phonological Processing–Word Fluency

- Administer both items to all examinees.
  - Item 1: words that begin with /m/ sound as in milk
  - Item 2: words that begin with /d/ sound as in dog
- Use tally marks to record correct responses.
  - Do not accept duplicate responses.
  - Do not accept the example word as correct.
- Time limit: 1 minute for each item
Test 5C: Phonological Processing–Substitution

- Use audio recording for Sample Items C and D and Items 3 and higher.

- Basal/Ceiling rules:
  - 6 lowest correct or Item 1
  - 6 highest incorrect or last item

- If examinee has no correct responses on Sample Items A and B, discontinue testing.

Test 5C: Phonological Processing–Substitution

Sample Item
Say: I change one part of a word to make a new word. If I say “train” and then change one to run, the new word would be sunny. If I say “jumped” and then change jumped to hop, the new word would be hopped. Now you try some.

A. IF say “soup” and then change soup to sun, the new word would be __________. (Place phrase to respond.)
   - Correct: sunny

B. IF say “holler” and then change holler to hop, the new word would be __________. (Place phrase to respond.)
   - Correct: hopped

Test 12: Nonword Repetition

News:
- New test measuring phonological short-term memory
- Creates Ga cluster when combined with Test 5: Phonological Processing
- Use audio recording.
- Do not repeat any items during test.
- Basal: 6 lowest correct or Item 1
- Ceiling: 6 highest incorrect or last item
- Begin with sample items for all examinees, then select appropriate starting point.

Ga-UM (Memory for Sound Patterns)

Narrow ability definition expanded to include phonological storage ability or short-term memory for speech sounds.

Related constructs include phonological short-term memory and echoic memory.
Test 12: Nonword Repetition

Use audio recording beginning with Item 8.

Responses must be pronounced smoothly as a whole word to receive credit.

Test 12: Nonword Repetition

36. Correct: inexcelpatory
37. Correct: tuntanadrgurationary

• Audio recording ensures each examinee hears the same stimulus.
• Listen carefully to the stimulus and response to facilitate scoring.

Test 6: Story Recall

• Use audio recording.
• Select appropriate starting point.
• Follow Continuation Instructions to determine when to give additional stories or when to discontinue testing.
• Scoring of recalled elements is based on a key word in each element.
• Story Recall moved from WJ III ACH to WJ IV COG.

Glr-MM (Meaningful Memory)

Long-Term Retrieval (Glr)

• Test 6: Story Recall
• Test 13: Visual-Auditory Learning

Important for academic success, especially in skill acquisition
Strong \( g \) loading: \( .72 \)
### Visual Processing (Gv)

- **Test 7**: Visualization (spatial relations)
- **Test 14**: Picture Recognition

**Important to math success**

**Moderate g loading: .68**

### Test 7: Visualization

**7A Spatial Relations, 7B Block Rotation**

- **New test**
- **Both subtests must be administered.**
- **Basal/Ceiling rules apply to each subtest.**
- **Modified from WJ III COG (Spatial Relations) and WJ III COG DS (Block Rotation)**

**Gv-Vz (Visualization)**

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**Test 7B: Visualization—Block Rotation**

- Select appropriate starting point.
  - Preschool to Grade 6: Introduction 1
  - Grade 7 to Adult: Introduction 3
- Ceiling: 5 highest items incorrect or last item
- If necessary, use hand or piece of paper to reveal only one item at a time.
- Be sure to point as directed.
- Position yourself to see examinee side of Test Book to insure accurate pointing.

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**Test 7B: Visualization—Block Rotation**

**Introduction 1: Starting point for Preschool to Grade 6**

Look at this drawing (point to circle in box on subject's page). It looks just like this drawing (point to circle M) and this drawing (point to circle Q).

Both drawings must be correctly identified to be scored as correct (1).

(A indicates correct response)

Turn page and present Sample Item A.
All items have a 30-second guideline. If examinee is still trying to solve the problem, allow more time.

Test 7B: Visualization–Block Rotation

- Beginning with Item 6, examinees may not touch the page.
- Both drawings must be correctly identified to be scored as correct (1).

Oral Language Battery

- One easel-style Test Book
- 12 tests (9 English, 3 Spanish)
- Core set of tests (1–4)
  - Serves as basis for intra-oral language variation procedure
  - Measures 4 aspects of oral language
- Uses Broad Oral Language as the predictor in an ability/achievement procedure
- Provides 3 parallel English and Spanish tests
**Oral Language Battery**

- 4 tests relocated from WJ III COG or DS
  - Sound Blending, Rapid Picture Naming, Retrieval Fluency, Sentence Repetition
- 4 tests relocated from the WJ III ACH
  - Picture Vocabulary, Oral Comprehension, Understanding Directions, Sound Awareness
- 1 new test: Segmentation
- 3 Spanish tests: parallel to Picture Vocabulary, Oral Comprehension, and Understanding Directions

**Test 3: Segmentation**

Starting point for Preschool to Grade 2

**Introduction 1**

Say: I'm going to break up one word into two words. Point to picture of cupcake and say: The word **cupcake** has two words in it. If we took it apart, it would be **cup** (point to picture of cup) and **cake** (point to picture of cake).

**Test 3: Segmentation**

Starting point for Grade 3 to Adult

**Introduction 2**

Say: I am going to say a word and then say its parts. The word **doctor** has two syllables or parts. Listen. Doc...tor.

C. Now you do one. Say the word **paper**. Pause for subject to respond. Now say the two parts in **paper**. Pause for subject to respond.  
   ▲ Correct: **pa-per** (2 parts)

Say: That's right. The two parts in the word **paper** are **pa-per** (pause about 1 second between parts of word).
Test 3: Segmentation

Examiner pronounces the whole word fluently. Do not pause between syllables.

11. forget
   ▲ Correct: for-get (2 parts)
12. recall
   ▲ Correct: re-call (2 parts)

Test 3: Segmentation

Items 11–20:
Score any reasonable break between syllables as correct. It must have the same number of parts as shown in the key.

Ma-ster would also be correct.

Test 3: Segmentation

Introduction 3 (after Item 20)
Say: I am going to say all of the sounds in a word one at a time. For example, the word dime would be /d/ /i/ /m/. Listen to the sounds in the word play—/p/ /l/ /æ/. Say each sound, pausing briefly between each one.

E. Now you do one. Say each sound in the word toe.
   ▲ Correct: /t/ /o/

Say: That’s right, toe would be /t/ /o/.

Test 3: Segmentation

Examiner pronounces the whole word fluently.

Examinee must say the individual sounds to receive credit.
**Auditory Memory Span**  
(requires 1 test from WJ IV COG)  
- Includes 2 tests measuring the narrow short-term working memory ability of auditory memory span  
  - Test 5: Sentence Repetition (from WJ IV OL)  
  - Test 18: Memory for Words (from WJ IV COG)  
- Median reliability: .88 (5–19) .91 (adult)

**Test 5: Sentence Repetition**  
- A measure of auditory memory span, an aspect of Short-Term Working Memory (Gwm), that contributes to 2 clusters: Oral Expression, Auditory Memory Span  
- Use audio recording for Sample Item B and Item 9 and higher.  
- Select appropriate starting point.  
- Basal/Ceiling rules:  
  - 4 lowest correct or Item 1  
  - 4 highest incorrect or last item

**Test 5: Sentence Repetition**  
Starting point for Preschool to Grade 1  
**Sample Item**  
Say, I’m going to say something, then I want you to say it back to me.  
A. hot food  
△ Correct: hot food

Items are printed in Test Record for easy scoring.
Test 5: Sentence Repetition

<table>
<thead>
<tr>
<th>16</th>
<th>Use the telephone to call your friend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>The company employs my people.</td>
</tr>
<tr>
<td>18</td>
<td>The spicy food brought tears to my eyes.</td>
</tr>
<tr>
<td>19</td>
<td>Luc packs her clothes in the suitcase.</td>
</tr>
<tr>
<td>20</td>
<td>The spider caught a moth in its web.</td>
</tr>
<tr>
<td>21</td>
<td>Rocks may be used to make an interesting garden.</td>
</tr>
</tbody>
</table>

You can mark errors in the Test Record for qualitative information.

Test 9: Sound Awareness

9A Rhyming, 9B Deletion

- A screening measure of phonological awareness, an aspect of Auditory Processing (Ga)
- Use only as a screening measure for K–3 or older examinees with limited phonological awareness.
- Administer both subtests: 9A Rhyming and 9B Deletion.

Test 9A: Sound Awareness—Rhyming

- Select appropriate starting point.
- Words must be real words that rhyme with the target to receive credit.
- Early items require pointing to 2 pictures that end alike or rhyme.
- Later items require providing a rhyming word.
- Ceiling: 6 highest incorrect or last item

Test 9A: Sound Awareness—Rhyming

Introduction 1

Sample Item

- Cat
- Sun
- Hat
- Moon
- Dog
- Spoon
**Test 9A: Sound Awareness—Rhyming**

Examples of other item types

B. Point to picture of ball on subject's page and say: Use this picture to finish what I say with a word that ends alike or rhymes. I looked over the wall, (pause) and there was a . . . (point to ball again).

▲ Correct: ball

D. What rhymes with go?

▲ Correct: no, show, toe

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**Test 9B: Sound Awareness—Deletion**

- All examinees start with Sample Item A.
- Use audio recording for Sample Item B and all test items.
- Ceiling: 6 highest incorrect or last item

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**Test 9B: Sound Awareness—Deletion**

Items progress from deleting a word from a compound word, to deleting a syllable, to deleting a specific sound.

A. Now you try one. Say, “Fireman” without saying fire.

▲ Correct: man

5. Say, “Running” without /ing/.

▲ Correct: run


▲ Correct: sap

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**Administering the Spanish Tests**

- There are 3 parallel tests in English and Spanish.
- Ideally, a proficient bilingual examiner (English and Spanish) should administer the parallel tests.
- Use the primary/ancillary examiner team approach if a bilingual examiner is not available.
- See Chapter 6 of the WJ IV OL Examiner’s Manual for details on implementing the primary/ancillary examiner team approach.
**Oral Expression**
- Includes 2 tests measuring various aspects of oral expression, including lexical knowledge, language development, and syntactic knowledge
  - Test 1: Picture Vocabulary
  - Test 5: Sentence Repetition
- Median reliability: .88 (5–19) .92 (adult)

**Listening Comprehension**
- Includes 2 tests measuring listening ability, verbal comprehension, and short-term working memory for language
  - Test 2: Oral Comprehension
  - Test 6: Understanding Directions
- Median reliability: .89 (5–19) .90 (adult)
- Parallel Spanish cluster is Comprensión auditiva.

**Lenguaje oral**
- Includes 2 tests measuring various aspects of oral language, including lexical knowledge, listening comprehension, and verbal comprehension
  - Test 10: Vocabulario sobre dibujos
  - Test 11: Comprensión oral
- Parallel to the Oral Language cluster

**Comprensión auditiva**
- Includes 2 tests measuring listening ability, verbal comprehension, and short-term working memory for language
  - Test 11: Comprensión oral
  - Test 12: Comprensión de indicaciones
- Parallel to the Listening Comprehension cluster
Comparative Language Index (CLI)

<table>
<thead>
<tr>
<th>English Cluster</th>
<th>Spanish Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>Lenguaje oral</td>
</tr>
<tr>
<td>Test 1: Picture Vocabulary</td>
<td>Test 10: Vocabulario sobre dibujos</td>
</tr>
<tr>
<td>Test 2: Oral Comprehension</td>
<td>Test 11: Comprensión oral</td>
</tr>
<tr>
<td>Broad Oral Language</td>
<td>Amplio lenguaje oral</td>
</tr>
<tr>
<td>Test 1: Picture Vocabulary</td>
<td>Test 10: Vocabulario sobre dibujos</td>
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<td>Test 12: Comprensión de indicaciones</td>
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<tr>
<td>Listening Comprehension</td>
<td>Comprensión auditiva</td>
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<td>Test 2: Oral Comprehension</td>
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<td>Test 6: Understanding Directions</td>
<td>Test 12: Comprensión de indicaciones</td>
</tr>
</tbody>
</table>

Comparative Language Index (CLI)

Spanish oral language proficiency
RPI = 66/90

English oral language proficiency
RPI = 15/90

S/E CLI = 66/15
Comparative Language Index

Organization

3 forms of the Standard Battery

1 form of the Extended Battery
Achievement

- 3 forms of the Standard Battery (Forms A, B, C)
  - Tests 1–11
- 1 Extended Battery (use with all 3 forms)
  - Tests 12–20
- Core set of tests (1–6)
  - Measures reading, writing, and mathematics achievement areas
  - Creates the intra-achievement variation procedure
  - Provides Brief Achievement cluster (Tests 1–3)

Achievement: What's New?

- 7 new or extended tests
  - Oral Reading, Reading Recall, Word Reading Fluency
  - Number Matrices
  - Science, Social Studies, Humanities
- 8 new clusters
  - Reading, Reading Comprehension—Extended, Reading Fluency, Reading Rate
  - Written Language
  - Mathematics
  - Brief Achievement, Broad Achievement

Achievement

- 20 tests
  - 11 in Standard Battery (3 forms)
  - 9 in Extended Battery (1 form)
- 22 clusters
  - 15 in Standard Battery
  - 7 additional when using Extended Battery

Achievement: What's New?

- Co-normed with WJ IV Tests of Cognitive Abilities and WJ IV Tests of Oral Language
- Qualitative Observation checklists for Tests 1–11
  - Located in Test Record
  - Help document important information about how examinee performed on the task
  - Include data on percentage of age mates at each rating
Achievement Standard Battery (Tests 1–11) (Forms A, B, C)

- Test 1: Letter-Word Identification
- Test 2: Applied Problems
- Test 3: Spelling
- Test 4: Passage Comprehension
- Test 5: Calculation
- Test 6: Writing Samples
- Test 7: Word Attack
- Test 8: Oral Reading
- Test 9: Sentence Reading Fluency
- Test 10: Math Facts Fluency
- Test 11: Sentence Writing Fluency

Core Tests (1–6)
- Required for intra-ACH variation
- Creates:
  - Brief ACH
  - Reading
  - Mathematics
  - Written Language

NEW!

Test 8: Oral Reading

- A measure of oral reading skill that contributes to the Reading Fluency cluster
- Select starting point based on examinee’s estimated achievement level.
- Ceiling: Determined by cutoffs
- Scoring 2, 1, or 0
  - 2 if sentence is read with no errors
  - 1 if sentence is read with one error
  - 0 if sentence is read with two or more errors
Test 8: Oral Reading

Types of reading errors that may occur:
- Mispronunciation—Pronounces the word incorrectly
- Omission—Leaves out a word or words
- Insertion—Adds a word or words
- Substitution—Says a word that is incorrect but that maintains the sentence meaning (e.g., “house” for “home”)
- Hesitation—Does not pronounce the word within 3 seconds. If this happens, say: Go on to the next word.
- Repetition—Repeats a word or words
- Transposition—Reads words in the wrong order (e.g., “bright and sunny” instead of “sunny and bright”)
- Ignores Punctuation—Does not observe punctuation (e.g., fails to pause for a comma or fails to raise voice for a question mark)

Self-corrections within 3 seconds do not count as errors.

Mark each error on the Test Record with a slash (/) at the point in the sentence the error occurs.

Follow Continuation Instructions to determine when to give additional items or when to discontinue testing.

Items 1–5 Continuation Instructions:
- 5 or Fewer Points: Re-administer items 1 through 5, discontinue testing.
- 6 or More Points: If student has 6 or more points on items 1 through 5, adminster items 6 through 10. If items 6 through 10 have already been administered, discontinue testing.
Test 12: Reading Recall

Turn the page after examinee has read the story one time.

Tell me everything about the story you remember.

1. Ann lost her cat. She looked under the car. Then she saw it in a tree.

Test 12: Reading Recall

Ann lost her cat. She looked under the car. Then she saw it in a tree.

Test Items

Place a check mark over each element the examinee recalls correctly. Order does not matter.

/ Ann / lost her cat. / She looked under the car. / Then she saw it / in a tree. /

This story has 5 elements. The bold words are the keys to receiving credit for the elements.
Test 12: Reading Recall

Example response:

Her cat was lost and she found it in a tree.

/ Ann / lost her cat / She looked under the car / Then she saw it in a tree. /

Examinee earns 2 points for this response.

Test 15: Word Reading Fluency

- A measure of reading skill that contributes to the Reading Rate cluster
- Administer sample items and practice exercise to all examinees.
- Timed test: 3 minutes
- Scoring 1 or 0 (use scoring guide overlay)
- Do not tell the examinee any words on the test.

Test 15: Word Reading Fluency

*Sample Items*

Open Response Booklet to Word Reading Fluency sample items and place directly in front of subject. Say: I want you to read some words and then decide which two words go together. If the words were apple, ice, moon, and banana, you would draw a line through apple and banana because they are both fruit. If the words were pear, drum, coach, and chair, you would draw a line through coach and chair because they are both furniture.

*Practice Exercise*

Follow Error and No Response directions carefully to ensure examinee understands task.

- **C-E: Error**
  - Say: Read the words aloud and tell me the two words that go together. If subject gives incorrect answer, explain the two words and correct answer.

- **C-E: No Response**
  - Say: Read the words aloud and tell me the two words that go together. If subject cannot read words, point to next item and say: Try the next one.

If examinee has 1 or 0 correct on Practice Exercise, discontinue testing and record a score of 0 for the test.
Test 15: Word Reading Fluency

Scoring

- Record exact finishing time in minutes and seconds.
  - Early finishers who do well will receive a higher score than individuals who work for the full 3 minutes.
- Count number correct.
- Do not count skipped items.
- Remind examinee to read silently, cross out instead of erasing, and to do all 3 pages.

Basic Reading Skills (Grw)

2-test cluster of basic reading skills, including decoding, sight vocabulary, phonics, structural analysis, and reading-writing (Grw) abilities

Test 1: Letter-Word Identification
Test 7: Word Attack

Median reliability: .95 (5–19) .96 (adult)

Reading Comprehension

(Reading Comprehension–Extended)

2-test cluster of reading comprehension, reasoning, (Grw abilities), and to a lesser extent, long-term retrieval (Glr) ability

Test 4: Passage Comprehension
Test 12: Reading Recall

Median reliability: .93 (5–19) .93 (adult)

Reading Comprehension–Extended adds a third test, Test 17: Reading Vocabulary.

Median reliability: .96 (5–19) .94 (adult)

Reading Fluency (Grw, Gs)

2-test cluster measuring aspects of fluency, including prosody, automaticity, accuracy, reading-writing (Grw), and cognitive processing speed (Gs) abilities

Test 8: Oral Reading
Test 9: Sentence Reading Fluency

Median reliability: .96 (5–19) .96 (adult)
**Reading Rate (Grw, Gs)**

2-test cluster measuring automaticity with reading at the single word and sentence levels, reading-writing (Grw), and cognitive processing speed (Gs) abilities

- Test 9: Sentence Reading Fluency
- Test 15: Word Reading Fluency

Median reliability: .96 (5–19) .96 (adult)

**Mathematics**

- Includes 4 tests measuring various aspects of math achievement
  - Test 2: Applied Problems
  - Test 5: Calculation
  - Test 10: Math Facts Fluency
  - Test 13: Number Matrices

**Test 13: Number Matrices**

- A measure of math reasoning that contributes to the Math Problem Solving cluster
- Select appropriate starting point.
- Basal/Ceiling rules: *(test by complete pages)*
  - 6 lowest correct or Item 1
  - 6 highest incorrect or last item
- Provide worksheet in Response Booklet and pencil when directed.
- Number Matrices was in WJ III DS.
**Test 13: Number Matrices**

To be correct, number must solve the puzzle vertically and horizontally.

**Sample A: Start here for K to Grade 8**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Sample B: Start here for Grade 9 to Adult**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Monitor response time**

- Items 1–11 have a 30 second guideline.
- Items 12 and higher have a 1-minute guideline.

If subject does not appear actively engaged in solving problem, encourage response. If subject still does not respond, score item 0. Point to next item and say: *Try this one. Do not give an answer or explain further.*

**Test 13: Number Matrices**

- If examinee provides a response that is not a whole number, ask him or her to solve the problems using whole numbers only.
- If examinee is confused by more than one matrix per page, you may uncover one at a time (use hand or paper to block).
- A few matrices have more than one possible answer listed in the correct key. Only one correct answer is required to receive credit.
Math Calculation Skills \((G_q, G_s)\)
2-test cluster of math achievement, including computational skills, automaticity with basic math facts, and cognitive processing speed \((G_s)\) ability

- Test 5: Calculation
- Test 10: Math Facts Fluency

Median reliability: \(.96 \text{ (5–19)} \quad .97 \text{ (adult)}\)

Math Problem Solving \((G_q,G_f)\)
2-test cluster of math achievement and reasoning, including problem solving, analysis, and fluid reasoning \((G_f)\) ability

- Test 2: Applied Problems
- Test 13: Number Matrices

Median reliability: \(.95 \text{ (5–19)} \quad .96 \text{ (adult)}\)

Written Language
- Includes 5 tests measuring various aspects of written language
  - Test 3: Spelling
  - Test 6: Writing Samples
  - Test 11: Sentence Writing Fluency
  - Test 14: Editing
  - Test 16: Spelling of Sounds

Written Language
- Provides 4 clusters to evaluate performance in written language
  - Written Language
  - Broad Written Language
  - Basic Writing Skills
  - Written Expression
### Written Expression (Grw, Gs)

2-test cluster measuring meaningful written expression and fluency (reading-writing [Grw] abilities) and cognitive processing speed (Gs) ability

- Test 6: Writing Samples
- Test 11: Sentence Writing Fluency

Median reliability: .91 (5–19) .92 (adult)

### Phoneme-Grapheme Knowledge

- Includes 2 tests
  - Test 7: Word Attack
  - Test 16: Spelling of Sounds
- Yields 1 cluster: Phoneme-Grapheme Knowledge
- Requires both phonology and orthography
- Provides insight into examinee’s knowledge of sounds and symbols

Median reliability: .93 (5–19) .94 (adult)

### General Administration Points

- Follow the standardized procedures for each test
- Use the suggested starting points
- Know the basal/ceiling rules for each test
- Know the pronunciation of all items
- Test by complete pages when items are visible on the examinee’s page
- Score the last response given
- Do not penalize for mispronunciations that are due to speech difficulties, regional, or dialect differences

### Correct and Incorrect Keys

- Use judgement on responses that aren’t listed
- If can’t decide on two answers, score one as correct (1) and ones as incorrect (0)
- On a few tests, the correct keys contain the only right responses (e.g. spelling, spelling of sounds)
Basal and Ceiling Rules

- Provide guides for minimizing testing time
- Reduce frustration
- Allow estimates of the total score as if all of the items had been administered
- Basal: the lowest set of consecutive correct specified or item 1
- Ceiling: the highest set of consecutive incorrect responses specified or the last item
- Noted in both the Test Book and Test Record

Complete Page Rule

- Test by complete pages when stimulus items in the easel book are visible to the examinee
- Complete the page even if it appears a ceiling has been reached
- If the examinee gets an item correct in the process of completing the page, score the item “correct” and continue testing until a ceiling is reached, or the last item has been administered

QUESTIONS

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