

Review and Practice of the Woodcock Johnson IV

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Objectives

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

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NEW! Cognitive: 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


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Core Tests

- Cog: Tests 1-7
- OL: Test 1-4
- ACH: Test 1-6



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Woodcock
Johnson® IV

TESTS OF COGNITIVE ABILITIES

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**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

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**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

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**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

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**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*)

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**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*)

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**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*)

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**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

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Cognitive Standard Battery (Tests 1–10)

**GIA
Core Tests
Required
for
Intra-Cog
Variation**

- 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*)

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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

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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



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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

VIDEO

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Test 1A: Oral Vocabulary– Synonyms



Sample Items

Point to *near* on subject's page and say: Another word that means near is *close* (pronounced klōs, not klōz).

A. Point to *big* on subject's page and say: Tell me another word for *big*.

▲ **Correct:** large, gigantic, huge

◆ **A: Error or No Response**
Score item 0. Say: Another word for *big* is *large*. Repeat Sample Item A.

B. Point to *nap* and say: Tell me another word for *nap*.

▲ **Correct:** sleep, rest, snooze, pile

◆ **B: Error or No Response**
Score item 0. Say: Another word for *nap* is *sleep*. Repeat Sample Item B.

Gc-VL (Lexical Knowledge)

Test 1B: Oral Vocabulary– Antonyms



Sample Items

Now we are going to do something different. Point to *day* on subject's page and say: The opposite of *day* is *night*.

A. Point to *yes* on subject's page and say: Tell me the opposite of *yes*.

▲ **Correct:** no

◆ **A: Error or No Response**
Score item 0 and say: The opposite of *yes* is *no*. Repeat Sample Item A.

B. Point to *up* and say: Tell me the opposite of *up*.

▲ **Correct:** down

◆ **B: Error or No Response**
Score item 0 and say: The opposite of *up* is *down*. Repeat Sample Item B.

Gc-VL (Lexical Knowledge)

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 subject's page and say: Look at these numbers and tell me the number that belongs in the empty box.

2	3	4	
---	---	---	--

▲ **Correct:** 5

◆ A: Error or No Response

Score item 0. Say: When you count, two comes first, then three, then four. What number comes after four? (5) Pause for response. If subject does not respond or response is incorrect, say: The answer is five. Now try it again. Point to item and say: What number belongs in the empty box?

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

Test 2: Number Series

10	11	12	
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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

NEW! 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

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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.)
▲ **Correct:** dog

◆ **A: Error or No Response**
Score item 0 and say: The animal is dog. Now try it again. Repeat Sample Item A.

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. kitten . . . 4. Tell me the number.
▲ **Correct:** 4

◆ **B: Error or No Response**
Pause audio recording. Score item 0 and say: The answer is four. Now try it again. Repeat Sample Item B from audio recording.

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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)

Gwm-WM (Working Memory)

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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

Gwm-WM (Working Memory)

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Test 18: Memory for Words

- Creates 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)



Gwm-MS (Memory Span)

Cognitive Processing Speed (Gs)

- 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

NEW! 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



Gs-P (Perceptual Speed)

Test 4: Letter-Pattern Matching

Practice Exercise

Now look at these rows and sets of letters. Point to first row in the Practice Exercise. Draw lines through the letters or sets of letters that are alike in each row. Do them as quickly as you can.

Go ahead.

f	l	o		
h	h	b		
h	t	h	x	
h	h	bk	fv	
h	nb	h	ms	
h	fp	qw	h	uK

Gs-P (Perceptual Speed)

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 if 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)

- Test 5: Phonological Processing
- Test 12: Nonword Repetition

Other Ga tests

- OL Test 3: Segmentation
- OL Test 7: Sound Blending

Important for academic success, especially during skill acquisition

Strong *g* loading: .77



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)

NEW! 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.

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Test 5A: Phonological Processing–Word Access

Starting point for Preschool to K

Sample Items

A. Point to picture of ball on subject's page and say: This is a picture of a ball.

Run your finger across three pictures at bottom of page and say: Point to the picture down here that starts with the same sound as *ball* (point to picture of ball at top of page).

(▲ indicates correct response)

▲ *Correct:* points to boy

◆ *A: Error or No Response*
Score item 0. Point to picture of boy and say: *Boy* and *ball* start with the same sound. It is the /b/ sound. Run your finger across three pictures at bottom of page and say: Now you point to the picture that starts with the same sound as *ball*.

If 0 correct on Items 1–3, discontinue testing

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Test 5A: Phonological Processing–Word Access

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

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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

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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 Items

Say: I can change one part of a word to make a new word. If I say “Rainy” and then change *rain* to *sun*, the new word would be *sunny*. If I say “Jumped” and then change *jump* to *hop*, the new word would be *hopped*. Now you try some.

A. If I say “Penny” and then change *pen* to *sun*, the new word would be . . . what? (Pause for subject to respond.)
 ▲ **Correct:** sunny

◆ **A: Error or No Response**
 Score item 0 and say: If I say “Penny” and then change *pen* to *sun*, the new word would be *sunny*. Try it again. Repeat Sample Item A.

B. If I say “Taller” and then change *tall* to *small*, the new word would be . . . what? (Pause for subject to respond.)
 ▲ **Correct:** smaller

◆ **B: Error or No Response**
 Score item 0 and say: If I say “Taller” and then change *tall* to *small*, the new word would be *smaller*. If necessary, present additional words from list below:
juster . . . fast to slow
zinger . . . go to laugh
opened . . . open to close

NEW! Test 12: Nonword Repetition



- 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)

Test 12: Nonword Repetition



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



Start audio recording and present test items.

Track: 51

- 8. ▲ **Correct:** marg (mārg)
- 9. ▲ **Correct:** prid (prīd)
- 10. ▲ **Correct:** fordin (fōr-dīn)
- 11. ▲ **Correct:** gorg (gōrg)
- 12. ▲ **Correct:** ratner (rāt-nār)

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:** inexculpaiory (īn-ĕks-kəl-pĕ-ə-tōr-ĕ)
- 37. ▲ **Correct:** tintinnadugratory (tīn-tīn-ō-dyōō-grā-shĕn-ār-ĕ)

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

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

Test 6: Story Recall



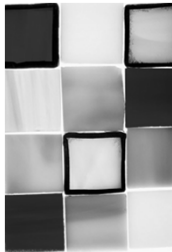
- Use audio recording.
- Select appropriate starting point.
- Follow Continuation Instructions to determine when to give additional stories or when to discontinue testing.
- Scoring of recalled elements is based on a key word in each element.
- Story Recall moved from WJ III ACH to WJ IV COG.

Glr-MM (Meaningful Memory)

Visual Processing (Gv)

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

Important to math success
Moderate *g* loading: .68



Test 7: Visualization ^{NEW} 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)

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.

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).



(Δ indicates correct responses)

Turn page and present Sample Item A.

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

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

All items have a 30-second guideline. If examinee is still trying to solve the problem, allow more time.

◆ **2: Error or Over 30 Seconds**

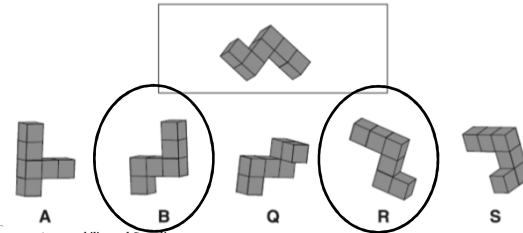
If subject makes an error or does not appear actively engaged in solving problem, score item 0, turn page, point to next item, and say: Try this one.

◆ **6–7: Over 30 Seconds**

If subject does not appear actively engaged in solving problem, say: Which two? If subject does not respond promptly, score item 0, point to next item, and say: Try this one.

**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).



TESTS OF ORAL LANGUAGE

NEW! **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

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NEW! Test 3: Segmentation

- A measure of phonetic coding, an aspect of Auditory Processing (*Ga*), that contributes to the Phonetic Coding cluster
- Select appropriate starting point.
- Basal/Ceiling rules:
 - 5 lowest correct or Item 1
 - 5 highest incorrect or last item
- Items may be repeated upon request.

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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).**

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Test 3: Segmentation

Starting point for Grade 3 to 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).

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Test 3: Segmentation

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

Say: Tell me the parts of each word.

- 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.

- 16. master
▲ *Correct:* mas-ter or mast-er (2 parts)

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/ /ī/ /m/. Listen to the sounds in the word *play*—/p/ /l/ /ā/. Say each sound, pausing briefly between each one.

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

Say: That's right, *toe* would be /t/ /ō/.

Test 3: Segmentation

Say: Tell me the sounds in each word.

- 21. so
▲ *Correct:* /s/ /ō/

- 22. me
▲ *Correct:* /m/ /ē/



- 33. understandably
▲ *Correct:*
/ū/ /n/ /d/ /æ/ /s/ /t/ /ū/ /n/ /d/ /ə/ /b/ /l/ /ē/

Examiner pronounces the whole word fluently.

Examinee must say the individual sounds to receive credit.

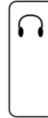
Auditory Memory Span

(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



Do not repeat or replay any items except as directed in Test Book.

Test 5: Sentence Repetition

Score all items 1 or 0. Item must be repeated exactly to receive a 1.

- 16 ____ Use the telephone to call your friend.
- 17 ____ The company employs many people.
- 18 ____ The spicy food brought tears to my eyes.
- 19 ____ Lilly packed her clothes in the suitcase.
- 20 ____ The spider caught a moth in its web.
- 21 ____ Rocks may be used to make an interesting garden.

Items are printed in Test Record for easy scoring.

Test 5: Sentence Repetition

- 16 0 Use the telephone to call ^a your friend.
~~has~~
- 17 0 The company employ~~s~~ many people.
- 18 1 The spicy food brought tears to my eyes.
- 19 0 ^{Luc} ~~ly~~ packed her clothes in the suitcase.
- 20 1 The spider caught a moth in its web.
- 21 1 Rocks may be used to make an interesting garden.

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



**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

**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

**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

18. Say, "Snap" without */n/*.

▲ **Correct:** sap

**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)

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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.

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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

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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

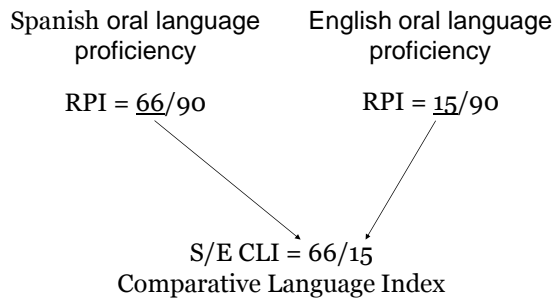
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Comparative Language Index (CLI)

Comparative Language Index	
English Cluster	Spanish Cluster
Oral Language Test 1: Picture Vocabulary Test 2: Oral Comprehension	Lenguaje oral Test 10: Vocabulario sobre dibujos Test 11: Comprensión oral
Broad Oral Language Test 1: Picture Vocabulary Test 2: Oral Comprehension Test 6: Understanding Directions	Amplio lenguaje oral Test 10: Vocabulario sobre dibujos Test 11: Comprensión oral Test 12: Comprensión de indicaciones
Listening Comprehension Test 2: Oral Comprehension Test 6: Understanding Directions	Comprensión auditiva Test 11: Comprensión oral Test 12: Comprensión de indicaciones

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Comparative Language Index (CLI)

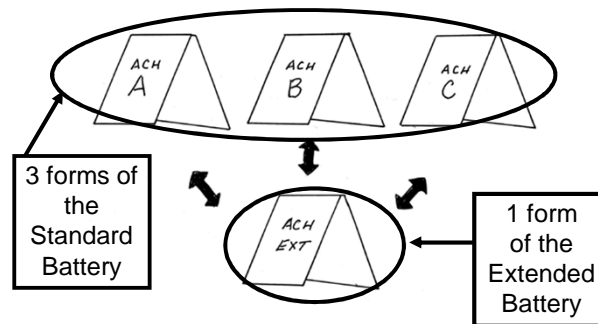


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Organization



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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)

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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

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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

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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

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**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 **NEW!**
 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

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Reading

- Includes 8 tests measuring various aspects of reading
 - Test 1: Letter-Word Identification
 - Test 4: Passage Comprehension
 - Test 7: Word Attack
 - Test 8: Oral Reading **NEW!**
 - Test 9: Sentence Reading Fluency
 - Test 12: Reading Recall **NEW!**
 - Test 15: Word Reading Fluency **NEW!**
 - Test 17: Reading Vocabulary

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Reading

- Provides 7 clusters for a comprehensive evaluation of reading performance
 - Reading
 - Broad Reading
 - Basic Reading Skills
 - Reading Comprehension *(and Extended)* **NEW!**
 - Reading Fluency **NEW!**
 - Reading Rate **NEW!**

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****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

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Test 8: Oral Reading

Types of reading errors that may occur:

- Mispronunciation—Pronounces the word incorrectly
- Omission—Leaves out a word
- 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.

Test 8: Oral Reading

Starting With Item 1

Say: I want to listen to you read aloud. Read as carefully as you can, not as fast as you can. If you come to a word you cannot read, just do your best and then go on to the next word. **Point to Item 1 on subject's page and say:** Start here and read a story about bees.

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

A Story About Bees

- Bees are little.
- They are bugs.
- Bees can make wax.
- Bees have lots of jobs.

Test 8: Oral Reading

Test 8 Oral Reading

Note: Basal and ceiling rules do not apply to this test. Scoring is based on the administration of specific groups of items.

Score 2, 1, 0

1	1	A Story About Bees	a boat
2	2	Bees are little.	
3	1	They are bugs.	There
4	0	Bees can make wax.	honey
5	1	Bees have lots of jobs.	

Qualitative Observation Tally							
Mispronunciation	Omission	Insertion	Substitution	Hesitation	Repetition	Transposition	Ignores Punctuation
1							
1							
	1		1				
				1			
2	1		1	1			

Items 1-5 **5** (A: Number of Points (0-10)) Number of Errors Items 1-5

5 or fewer points: Discontinue testing.
6 or more points: Administer Items 6-10 unless already administered

Test 8: Oral Reading

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

Items 1-5 Continuation Instructions

- ◆ **5 or Fewer Points**
If subject has 5 or fewer points on Items 1 through 5, discontinue testing.
- ◆ **6 or More Points**
If subject has 6 or more points on Items 1 through 5, administer Items 6 through 10. If Items 6 through 10 have already been administered, discontinue testing.

NEW! Test 12: Reading Recall

- A measure of reading skill that contributes to the Reading Comprehension cluster
- Select starting point based on examinee’s estimated achievement level.
- Ceiling: Determined by cutoffs
- Scoring 1 or 0 for each element
 - 1 if element is recalled correctly
 - 0 if element is not recalled or is recalled incorrectly

Test 12: Reading Recall

Introduction

Say: I want you to read some short stories. Please read each story silently one time. When you finish, I want you to tell it back to me. You don’t have to tell it back exactly, but try to remember all of the things you can.

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

Test Items

Go ahead and read this to yourself. When you have finished, look up at me.

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

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.

NEW! **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

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, tree, moon, and banana*, you would draw a line through *apple* and *banana* because they are both fruit. If the words were *pear, drum, couch, and chair*, you would draw a line through *couch* and *chair* because they are both furniture.

Test 15: Word Reading Fluency
Practice Exercise

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

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

◆ **C-F: 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.

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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)

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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)

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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)

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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)

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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

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Mathematics

- Provides 4 clusters to evaluate performance in mathematics
 - Mathematics
 - Broad Mathematics
 - Math Calculation Skills
 - Math Problem Solving

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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.



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Test 13: Number Matrices

Sample A: Start here for K to Grade 8

2	3
4	

Sample B: Start here for Grade 9 to Adult

5	3	1
6	4	

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

Test 13: Number Matrices

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 answer or explain further.

Test 13: Number Matrices

6	4	
8	6	4
	8	

◆ 12: Responds to Shaded Boxes
If subject provides numbers for shaded boxes (2, 10), say: Just tell me the number that belongs in the empty box (point).



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 (*Gq, Gs*)

2-test cluster of math achievement, including computational skills, automaticity with basic math facts, and cognitive processing speed (*Gs*) ability

Test 5: Calculation

Test 10: Math Facts Fluency

Median reliability: .96 (5–19) .97 (adult)

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Math Problem Solving (*Gq, Gf*)

2-test cluster of math achievement and reasoning, including problem solving, analysis, and fluid reasoning (*Gf*) ability

Test 2: Applied Problems

Test 13: Number Matrices

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

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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

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Written Language

- Provides 4 clusters to evaluate performance in written language
 - Written Language
 - Broad Written Language
 - Basic Writing Skills
 - Written Expression

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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)

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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)

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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

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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)

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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

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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

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QUESTIONS



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