

# BEYOND THE SCORE: Coffee & Tea with the WMLS III

Tammy L. Stephens, Ph.D.

Manager, Clinical Product Support & Training

Riverside Insights



1



## Presenter

---

- **Tammy L. Stephens, Ph.D.**
- Manager, Clinical Product Support & Training
- Senior Clinical Assessment Consultant, Riverside Insights
- Educational Diagnostician
- Author of C-SEP
- Creator of BTS

2

# Housekeeping Items



HANDOUTS ARE LOCATED AS PDF'S ON THE CONTROL PANEL



POST ANY QUESTIONS THAT ARISE DURING THIS PRESENTATION IN THE CHAT/QUESTION BOX ON CONTROL PANEL



PLEASE REMEMBER TO SIGN UP FOR FUTURE BEYOND THE SCORE WEBINAR OFFERINGS



CERTIFICATES OF PARTICIPATION WILL BE EMAILED OUT AT THE CONCLUSION OF THE WEBINAR.



THE SESSION IS BEING RECORDED FOR THOSE INTERESTED IN LISTENING.

3

Sign Up  
today..... Stay  
Up-to-Date

## C-SEP Newsletter:

<https://mailchi.mp/10c093068ff8/c-sep-newsletter>

## C-SEP Website:

<http://csep.online/>

Assessment Services Bulletin's on C-SEP: WJ IV Online Scoring Platform under "Resources" Tab.

6

# Agenda

- Overview of the WMLS III
- Highlight the Versatility of the Assessment
- WMLS III & Dyslexia Evaluations
- WMLS III & Dysgraphia Evaluations
- Link to Interventions, Curriculum & Books
- Remote Testing Option
- Conclusions
- Questions

8

8



Woodcock-Muñoz  
Language Survey III

## Woodcock-Munoz Language Survey III

9

## Overview of WMLS III

Provides a broad sampling of academic language proficiency in the areas of:

- Listening
  - Speaking
  - Reading
  - Writing
  - English or Spanish Language Ability
- Oral Language  
Reading-Writing  
Comprehension

Appropriate for use with **ages 3 through 22 years** of age  
Available in **English and Spanish**

10



## Components

- Test Books: English Form A & B, Spanish Form
- Test Record
- Response Booklet
- Audio Recording
  - In online scoring & reporting program
- Comprehensive Manual
- Online Scoring & Reporting
- Online training video

*WMLS III Online Parent and Teacher Intervention System*



11

## What's New About the WMLS III?

- Includes 8 tests
- Offers 2 forms in English and 1 form in Spanish
- Can be used with the WJ IV and/or the Bateria IV for comprehensive evaluations
- Provides online scoring and reporting
- Improves cluster composition to better measure listening, speaking, reading, and writing domains
- Links assessment results to interventions, curriculum, and book recommendations (*WMLS III Online Parent & Teacher Intervention System*).

12

## What's New About the WMLS III?

### Includes 3 new tests:

- Oral Comprehension
- Oral Language Expression
- Written Language Expression

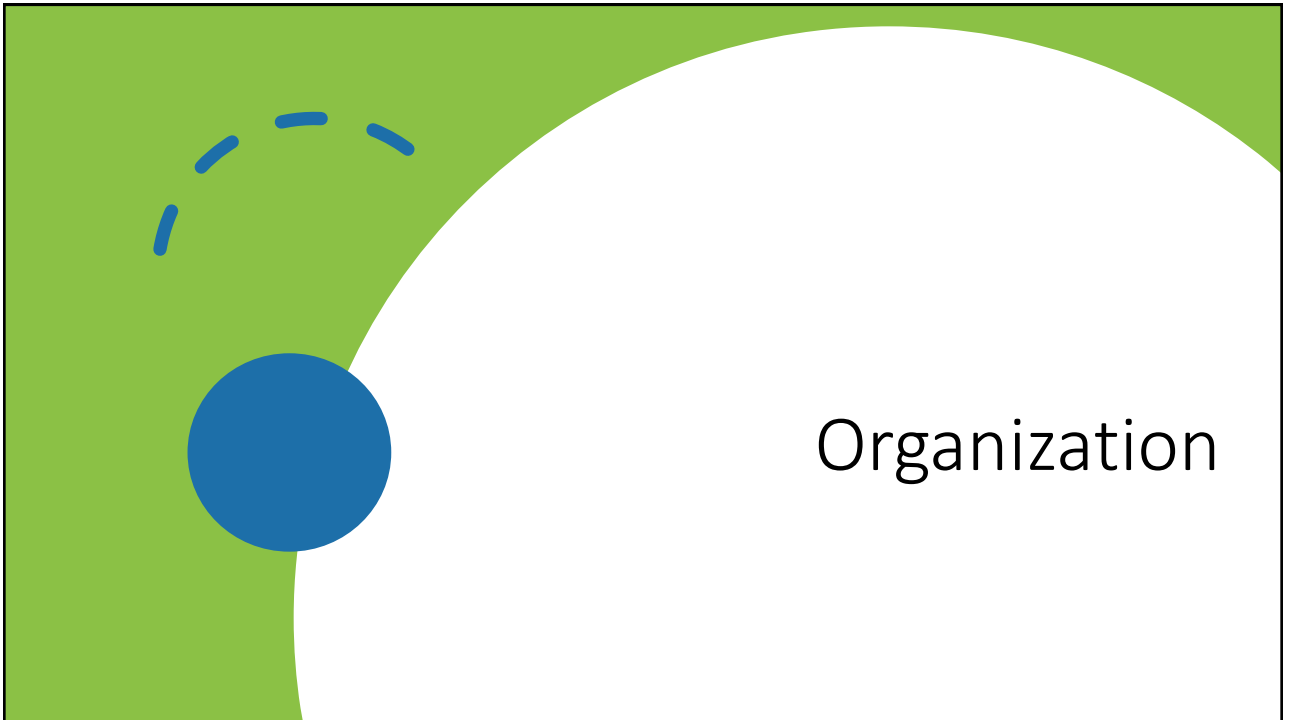
### Retains 5 tests from WMLS-R:

- Analogies
- Picture Vocabulary
- Letter-Word Identification
- Passage Comprehension
- Dictation

### Eliminates 2 tests from WMLS-R:

- Understanding Directions
- Story Recall

13



14

## WMLS III Tests in English and Spanish

### English A & B

1. Analogies
2. Oral Comprehension 🎧
3. Picture Vocabulary
4. Oral Language Expression
5. Letter-Word Identification
6. Passage Comprehension
7. Dictation 📖
8. Written Language Expression 📖

### Spanish

1. Analogías
2. Comprensión oral 🎧
3. Vocabulario sobre dibujos
4. Expresión de lenguaje oral
5. Identificación de letras y palabras
6. Comprensión de textos
7. Dictado 📖
8. Expresión de lenguaje escrito 📖

15

## WMLS III Structure

- Designed to provide 2 tests for each language domain—one test of ***basic or foundational skills*** and one test of skill ***application or functional skills***:
  - Listening
  - Speaking
  - Reading
  - Writing
- The Comprehension cluster is designed to measure functional skills in listening comprehension and reading comprehension

16

## WMLS III: English Selective Testing Table

	Listening and Speaking						Reading and Writing				Cross-Domain Clusters			
	Listening	Speaking	Broad English Oral Language	Basic English Oral Language	Applied English Oral Language	Reading	Writing	Broad Reading and Writing	Basic Reading and Writing	Applied Reading and Writing	Comprehension	Broad English Language Ability	Basic English Language Ability	Applied English Language Ability
Test 1: Analogies	■		■	■							■	■		
Test 2: Oral Comprehension	■		■		■						■	■		■
Test 3: Picture Vocabulary		■	■	■							■	■		
Test 4: Oral Language Expression		■	■		■						■			■
Test 5: Letter-Word Identification						■		■	■		■	■		
Test 6: Passage Comprehension						■		■		■	■	■		■
Test 7: Dictation							■	■	■		■	■		
Test 8: Written Language Expression							■	■		■	■			■

■ Tests required to create the cluster listed.

17

17

## WMLS III: Spanish Selective Testing Table

	Escuchar y hablar					Leer y escribir				Cross-Domain Clusters				
	Escuchar	Hablar	Lenguaje oral amplio en español	Lenguaje oral básico en español	Lenguaje oral aplicado en español	Leer	Escribir	Lectura y escritura amplias en español	Lectura y escritura básicas en español	Lectura y escritura aplicadas en español	Comprensión	Habilidad amplia de lenguaje en español	Habilidad básica de lenguaje en español	Habilidad aplicada de lenguaje en español
Prueba 1: Analogías	■		■	■							■	■		
Prueba 2: Comprensión oral	■		■	■							■	■		■
Prueba 3: Vocabulario sobre dibujos		■	■	■							■	■		
Prueba 4: Expresión de lenguaje oral		■	■		■						■	■		■
Prueba 5: Identificación de letras y palabras						■		■	■			■	■	
Prueba 6: Comprensión de textos						■		■		■	■	■		■
Prueba 7: Dictado							■	■	■		■	■		
Prueba 8: Expresión de lenguaje escrito							■	■		■	■	■		■

■ Tests required to create the cluster listed.

18

18

## WMLS III: Tests to Assess *Basic Skills*

### Listening

- Test 1: Analogies / Analogías

### Speaking

- Test 3: Picture Vocabulary / Vocabulario sobre dibujos

### Reading

- Test 5: Letter-Word Identification / Identificación de letras y palabras

### Writing

- Test 7: Dictation / Dictado

19

19



WMLS III:  
Tests to  
Assess  
*Applied Skills*

**Listening**

- **Test 2: Oral Comprehension / Comprensión oral**

**Speaking**

- **Test 4: Oral Language Expression / Expresión de lenguaje oral**

**Reading**

- **Test 6: Passage Comprehension / Comprensión de textos**

**Writing**

- **Test 8: Written Language Expression / Expresión de lenguaje escrito**

20

20

Tests

21

## WMLS III: Listening Tests

New!

### Analogies

#### Basic Skills

18. **On is to start, as off is to . . .** (pause).  
 ▲ **Correct:** stop, end, finish  
 ▼ **Incorrect:** on, dark, go, turn off  
 Q **Query:** shut down—**Tell me another answer.**
19. **Food is to hunger, as water is to . . .** (pause).  
 ▲ **Correct:** thirst  
 ▼ **Incorrect:** drink, hydrate, thirsty
20. **Shirt is to coat, as sock is to . . .** (pause).  
 ▲ **Correct:** shoe, boot  
 ▼ **Incorrect:** wear



### Oral Comprehension

#### Applied Skills

2. **My mommy reads me a \_\_\_\_\_.**  
 ▲ **Correct:** book, story
3. **A duck quacks, but a dog \_\_\_\_\_.**  
 ▲ **Correct:** barks, ruffs, woofs
4. **Games are to play; books are to \_\_\_\_\_.**  
 ▲ **Correct:** read, look at

22




22

## WMLS III: Speaking Tests

New!



### Picture Vocabulary

#### Basic Skills

9.  Point to picture on examinee's page and say: **What is this?**  
 ▲ **Correct:** apple
10.  Point to picture and say: **What is this?**  
 ▲ **Correct:** frog, froggy, toad
11.  Point to picture and say: **What is this?**  
 ▲ **Correct:** book

### Oral Language Expression

#### Applied Skills

18.  Point to picture and say: **Use the word *gliding* in a complete sentence that tells about the picture. Do not change the word in any way. *Gliding*.**  
 ▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture  
**Example:** We saw the eagle gliding overhead.
19.  Point to picture and say: **Use the word *shivering* in a complete sentence that tells about the picture. Do not change the word in any way. *Shivering*.**  
 ▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture  
**Example:** She was all bundled up, but she was still shivering.

23

23

## WMLS III: Reading Tests

### Letter-Word Identification

#### Basic Skills

57. ▲ **Correct:** routine
58. ▲ **Correct:** leagues
59. ▲ **Correct:** sufficient
60. ▲ **Correct:** domesticated
61. ▲ **Correct:** physics
62. ▲ **Correct:** therapeutic

### Passage Comprehension

#### Applied Skills

12.  The boy is \_\_\_\_\_.  
▲ **Correct:** running, fast

13.  The bug is on the \_\_\_\_\_.  
▲ **Correct:** leaf

14.  The book is under the \_\_\_\_\_.  
▲ **Correct:** table

24

## WMLS III: Writing Tests

### Dictation

#### Basic Skills

25. (S) **Number twenty-five. Write the word jump. I like to jump. Jump.**  
▲ **Correct:** jump
26. (P) **Number twenty-six. Make an exclamation point.**  
▲ **Correct:** ! (exclamation point; must be dotted)
27. (S) **Number twenty-seven. Write the word are. You are my best friend. Are.**  
▲ **Correct:** are
28. (S) **Number twenty-eight. Write the word under. Look under the bed. Under.**  
▲ **Correct:** under



walked  
up  
stairs



girl  
baby  
kissed

New!!

### Written Language Expression

#### Applied Skills

**Number thirteen. Look at the picture and the words *walked, up, stairs* (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.**

▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture

**Examples:** (1) The lady walked up the stairs.  
(1) That Grandma walked upstairs.  
(0) I waked up the stairs. (*misspelling forms real word*)  
(0) Walked up stairs. (*incomplete sentence*)

**Number fourteen. Look at the picture and the words *girl, baby, kissed* (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.**

▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture

**Examples:** (1) The girl kissed the baby.  
(1) The mom kissed the baby girl.  
(0) She kissed the baby. (*omitted stimulus word*)  
(0) baby kissed girl (*incomplete sentence*)

25

## Complete Identifying Information Section

### Identifying Information

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
 Sex:  M  F ID \_\_\_\_\_  
 Date of Birth: \_\_\_ / \_\_\_ / \_\_\_ Group ID \_\_\_\_\_  
                   MM          DD          YYYY  
 School/Organization \_\_\_\_\_  
 Teacher/Department \_\_\_\_\_  
 Date of Testing: \_\_\_ / \_\_\_ / \_\_\_  
                   MM          DD          YYYY  
 Grade \_\_\_\_\_ Age \_\_\_\_\_  
 Examiner's Name \_\_\_\_\_  
 Normative Basis (Check one)  Age  Grade (K,0–12,9)  2-Year College (13.0–14.9)  4-Year College/University (13.0–18.0)

### Additional Information

Does the examinee have glasses?  
 Yes  No  
 Were they used during testing?  
 Yes  No  
 Does the examinee have a hearing aid?  
 Yes  No  
 Was it used during testing?  
 Yes  No  
 Other Information \_\_\_\_\_

#### Adjusted School-Year Dates (Optional)

School-year start date \_\_\_ / \_\_\_ / \_\_\_

School-year end date \_\_\_ / \_\_\_ / \_\_\_

Can be done prior to testing or during rapport building

26

## Complete Language Background Information Section

### Language Background Information

#### 1. Information about the examinee collected from (select all that apply):

- Parent(s)  Examinee self-report  
 Teacher(s)  Home Language Survey  
 School records  Other

#### 2. Examinee can be classified as (select one):

- Native English speaker (skip 3 through 7)  
 Second-language learner of English (complete 3 through 7)  
 Native English speaker learning \_\_\_\_\_ (language) as a foreign or heritage language (complete 4 through 7)  
 Simultaneous bilingual individual (speaking multiple languages from a very young age) (complete 3 through 7)

#### 3. Examinee's first or native language(s) (select all that apply):

- English  Tagalog  French  
 Spanish  Arabic  Chinese (Cantonese)  
 Vietnamese  Hindi  Chinese (Mandarin)  
 Korean  German  Other \_\_\_\_\_ (language)

Optional: Provides important qualitative information.

#### 4. In the examinee's home, others speak (select one):

- Only \_\_\_\_\_ (language)  
 Primarily \_\_\_\_\_ (language)  
 Both \_\_\_\_\_ (language) and \_\_\_\_\_ (language)

#### 5. At home, examinee speaks (select one):

- Only \_\_\_\_\_ (language)  
 Primarily \_\_\_\_\_ (language)  
 Both \_\_\_\_\_ (language) and \_\_\_\_\_ (language)

#### 6. With peers, examinee speaks (select one):

- Only \_\_\_\_\_ (language)  
 Primarily \_\_\_\_\_ (language)  
 Both \_\_\_\_\_ (language) and \_\_\_\_\_ (language)

#### 7. At school, examinee speaks (select one):

- Only \_\_\_\_\_ (language)  
 Primarily \_\_\_\_\_ (language)  
 Both \_\_\_\_\_ (language) and \_\_\_\_\_ (language)

27

## Complete Academic Language Exposure Section

### Academic Language Exposure

The examinee is currently attending a/an (select all that apply):

- English-only program for \_\_\_ years \_\_\_ months
  Newcomer program for \_\_\_ years \_\_\_ months  
 Bilingual program in English and \_\_\_\_\_ for \_\_\_ years \_\_\_ months
  Other: \_\_\_\_\_ for \_\_\_ years \_\_\_ months  
(language) (program)  
 Dual-language program in English and \_\_\_\_\_ for \_\_\_ years \_\_\_ months
  Examinee is currently not attending an educational program.  
(language)  
 Sheltered English program for \_\_\_ years \_\_\_ months

Outside of the United States, the examinee received prior academic language instruction in (complete all that apply):

Country: \_\_\_\_\_ Language of academic instruction: \_\_\_\_\_ Number of years: \_\_\_\_\_  
 Country: \_\_\_\_\_ Language of academic instruction: \_\_\_\_\_ Number of years: \_\_\_\_\_

In the United States, the examinee previously attended a/an (select all that apply):

- English-only program for \_\_\_ years \_\_\_ months
  Newcomer program for \_\_\_ years \_\_\_ months  
 Bilingual program in English and \_\_\_\_\_ for \_\_\_ years \_\_\_ months
  Other: \_\_\_\_\_ for \_\_\_ years \_\_\_ months  
(language) (program)  
 Dual-language program in English and \_\_\_\_\_ for \_\_\_ years \_\_\_ months
  No prior formal academic instruction  
(language)  
 Sheltered English program for \_\_\_ years \_\_\_ months

If applicable, the examinee will be attending a/an:

- English-only program
  Sheltered English program  
 Bilingual program in English and \_\_\_\_\_
  Newcomer program  
(language)  
 Dual-language program in English and \_\_\_\_\_
  Other: \_\_\_\_\_  
(language) (program)

Optional: Provides important qualitative information.

28



## Levels of Information

29

## Age- and Grade-Based Norms

- Age norms: Ages 3—22
- Grade norms: Kindergarten through college
  - Separate norms for 2-year and 4-year college students
- Choose most appropriate comparison group.
- Selection of age- or grade-based norms does not change age or grade equivalents.
- Standard scores and percentile ranks are impacted by choice of norm basis.

30

## Hierarchy of Test Information

- Level 1: Qualitative
  - Information about language use, academic history, behaviors observed during testing, error analysis
- Level 2: Level of Development
  - Age or grade equivalents, raw score, *W* score
- Level 3: Level of Proficiency
  - Relative proficiency index (RPI), language proficiency level, instructional or developmental zones
- Level 4: Relative standing in a group
  - Standard scores, percentile ranks

31

## Level 1: Qualitative Information

- Test Record includes 3 checklists to assist with gathering information:
  - Language Background Information
  - Academic Language Exposure
  - Test Session Observation Checklist
- Conduct an error analysis within and across tests
- Record any comments, notes, or behaviors of interest during testing session

32

## Level 2: Development

- Age- or Grade-equivalents are based on raw score
- Reflects age or grade level in norm sample at which median score is the same as the examinee's raw score
- Abbreviated AE or GE
- Written with hyphen (AE) or period (GE)  
(AE: 8-4, GE: 3.8)
- Not affected by choice of age or grade norms

33

## Level 3: Proficiency

- Criterion-referenced information
- Indicates the quality of performance or level of proficiency
- Indicates the range of development or instruction (independent to frustration)
- Types of Level 3 Scores: relative proficiency index (RPI), instructional zones, language proficiency levels, comparative language index (CLI)

34

## Understanding RPIs

- RPIs are expressed as a fraction with the denominator fixed at 90. The numerator indicates the examinee's proficiency on that task and predicts level of success on similar tasks.
- Ranges from 0/90 to 100/90.
- 90/90: Examinee has average proficiency on task.
  - 96/90: Independent (easy) level
  - 75/90: Frustration (difficult) level

Example: An RPI of 10/90 indicates the examinee has 10% proficiency on a task on which average age or grade mates have 90% proficiency.

35



## Six Language Proficiency Levels

- Initial Development
- Early Development
- Continuing Development
- Emerging Proficiency
- ~~Proficient~~
- ~~Advanced Proficient~~

These levels replace the CALP levels in the WMLS-R.

See Table 5-4 in the Comprehensive Manual for an in-depth description of each level.

36

### Six Language Proficiency Levels

- Proficiency levels are based on how far above or below the examinee's score falls from the average score for age or grade mates.

- The *W* Difference score represents this distance.

- RPIs also use the *W* Diff.

WMLS III Language Proficiency Levels		
Language Proficiency Level	<i>W</i> Difference Score Range	Relative Proficiency Index (RPI)
Initial Development	-51 and below	0/90 to 3/90
Early Development	-50 to -35	3/90 to 17/90
Continuing Development	-34 to -20	17/90 to 51/90
Emerging Proficiency	-19 to -11	51/90 to 74/90
Proficient	-10 to +10	74/90 to 97/90
Advanced Proficient	+11 and above	97/90 to 100/90

37

## Comparative Language Index (CLI)

- Compares Spanish and English proficiency on selected clusters
- Helpful in determining language dominance
- Uses the numerator from the obtained RPIs to create the CLI
  - Spanish numerator is used as the numerator on the CLI
  - English numerator is used as the denominator on the CLI

38

## Comparative Language Index (CLI)

Spanish oral  
language proficiency

$$\text{RPI} = \frac{66}{90}$$

English oral language  
proficiency

$$\text{RPI} = \frac{15}{90}$$

S/E CLI =  $\frac{66}{15}$   
Comparative Language  
Index

39

## Level 4: Peer Comparison

- Norm-referenced information
- Reflects relative standing within peer group (age or grade)
- Standard scores (SS)
- Percentile ranks (PR)
- NCE, z score, *T* score

40

Digital Test Records are Available

41



## Digit Test Records Available

- Immediate input of item level data during administration with automatic score generation.
- Guided administration with basal and ceiling rules (increased fidelity of the assessment and ensures accurate administration across all examiners).
- Real-time in the moment scores
- Examinee Data Records capturing item level response notes.

42

42

Raw Score (0-35) 0 AE Score 0-0 GE Score 0,0

B. 1 0 1 0 sister

C. 1 0 1 0 in

**Test Items** Suggested Starting Point:  [Hide Scoring Instructions](#)

**Basal:** Test until the 6 lowest-numbered administered items.

**Ceiling:** Test until the 6 highest-numbered administered items.

Score items by clicking the J button (correct answer will be highlighted). You can optionally enter a response or comment for an item on the comment line.

Item Score	Response	Examiner Comments
1. 1 0	meow	
2. 1 0	teeth	
3. 1 0	small	
4. 1 0	eyes	
5. 1 0	dogs	
6. 1 0	pens	
7. 1 0	four	

43

The screenshot shows a web browser window displaying a test interface. At the top, the URL is 'xshare.com/#p=test\_2&g=1'. Below the URL, there are score indicators: 'Raw Score (0-35) 0', 'AE Score 0-0', and 'GE Score 0.0'. The main content area displays a list of questions, each with a '1' in a box, a '0' in a box, and a dropdown menu. A tooltip labeled 'Suggested Starting Point' with an 'X' icon is visible over question 4. The questions are numbered 3 through 15. On the left side, there is a navigation menu with items like 'Record Prototype', 'Info Page', 'Overview - WMLS-R', 'Overview - WMLS III', 'Test Online Flows', 'Pattern Sketches', and 'HISTORY'. The right side of the page shows page numbers: 'Page 39', 'Page 41', and 'Page 43'.

44

## Online Scoring and Reporting Program

- Included with purchase of test records (25 per packet)
- Resource Tab provides access to the audio file needed for the Oral Comprehension test

45



## WMLS III Reports

Examinee Data Record  
Roster  
Progress Monitoring  
Teacher  
Parent

2/16/2023

46

46



Woodcock-Muñoz  
Language Survey III

## Teacher Report

**Name:** C, Kim  
**Date of Birth:** 01/30/2008  
**Age:** 9 years, 2 months  
**Sex:** Female  
**Date of Testing:** 04/03/2017

**School/Organization:** King Elementary  
**Teacher/Department:** Mr. Davis  
**Grade:** 4.0  
**ID:**  
**Examiners:** Ms. Johnson

### EXAMINEE INFORMATION

Kim C is a 9-year-old student currently enrolled in Grade 4 at King Elementary. She has been enrolled in an English-only program for 5 years, 6 months.

### LANGUAGE BACKGROUND INFORMATION

Information about Kim's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Kim is a second-language learner of English. Her native language is Vietnamese. Others in her home speak primarily Vietnamese. At home, Kim speaks primarily Vietnamese. With peers, Kim speaks primarily English. At school, Kim speaks only English.

### TEST(S) ADMINISTERED

Kim was administered the *Woodcock-Muñoz Language Survey® III (WMLS III™)*. On 04/03/2017, she took English Form A of the WMLS III.

47



## Parent Report

**Name:** N, Ada  
**Date of Birth:** 12/25/2008  
**Age:** 8 years, 3 months  
**Sex:** Female  
**Date of Testing:** 04/03/2017

**School/Organization:** Lincoln Elementary  
**Teacher/Department:** Ms. Sanchez  
**Grade:** 3.0  
**ID:**  
**Examiners:** Mrs. Alvarado

### EXAMINEE INFORMATION

Ada N is an 8-year-old student currently enrolled in Grade 3 at Lincoln Elementary. She has been enrolled in a bilingual program in English and Spanish for 2 years, 9 months. She had 1 year of prior academic instruction in Spanish in Mexico.

### LANGUAGE BACKGROUND INFORMATION

Information about Ada's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Ada is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Ada speaks primarily Spanish. With peers, Ada speaks both English and Spanish. At school, Ada speaks both English and Spanish.

### TEST(S) ADMINISTERED

Ada was administered the *Woodcock-Muñoz Language Survey® III (WMLS III™)*. On 04/03/2017, she took English Form A of the WMLS III. On 04/03/2017, she took the Spanish form of the WMLS III.

Ada's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same

48



## Informe para los padres

**Nombre:** Silvia Arce  
**Fecha de nacimiento:** 07/01/2006  
**Edad:** 11 años, 1 mes  
**Sexo:** Femenino  
**Fecha del examen:**  
 08/01/2017 (WMLS III English Form A)  
 08/03/2017 (WMLS III Spanish)

**Escuela:** Hadley Junior High School  
**Maestro (a):** Mr. Ortiz  
**Grado:** 6.0  
**Identificación:** 874632  
**Examinador(es):**  
 Mr. Lofgren  
 Mrs. Alvarado

### INFORMACIÓN SOBRE EL EXAMINADO

Silvia Arce, quién tiene 11 años de edad, actualmente se encuentra en Grado 5º en Skyview Junior High School. Ha asistido a un programa de enseñanza solo en inglés durante 2 años, 1 mes. Silvia tuvo 2 años de educación académica en español en Guatemala. También tuvo 2 años de educación académica en español en México.

### INFORMACIÓN SOBRE EL CONTEXTO LINGÜÍSTICO

La información acerca del ambiente lingüístico de Silvia, ha sido obtenida de su padre y/o madre, sus maestros, su autoevaluación y la Encuesta sobre el idioma que se habla en el hogar. Español es el idioma nativo de Silvia, quién además está aprendiendo inglés como segunda idioma. Las otras personas

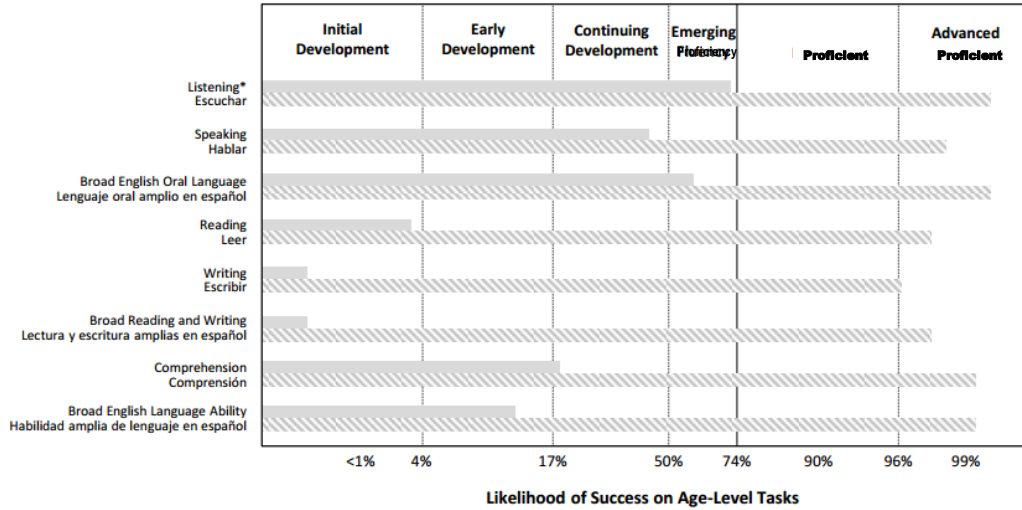
49

49

# WMLS III: Sample Plot of Scores

## PLOT OF SCORES

Jose Delgado, Age 9-3



50

50

# WMLS III: Sample Table of Scores

CLUSTER/Test	Language			
	GE	RPI	Proficiency Level	PR (68% Band)
LISTENING (1,2)	<K.0	22/90	Continuing Devt	<1 (<1-1)
SPEAKING (3,4)	<K.0	12/90	Early Devt	<1 (<1-<1)
BROAD ENG ORAL LANG (1-4)	<K.0	16/90	Early Devt	<1 (<1-<1)
BASIC ENG ORAL LANG (1,3)	<K.0	24/90	Continuing Devt	<1 (<1-1)
APPLD ENG ORAL LANG (2,4)	<K.0	11/90	Early Devt	<1 (<1-<1)
1. Analogies	K.3	40/90	Continuing Devt	3 (1-7)
2. Oral Comprehension	<K.0	10/90	Early Devt	<1 (<1-1)
3. Picture Vocabulary	<K.0	13/90	Early Devt	<1 (<1-1)
4. Oral Lang Expression	K.0	11/90	Early Devt	<1 (<1-1)
READING (5,6)	1.6	19/90	Continuing Devt	7 (5-9)
WRITING (7,8)	1.0	7/90	Early Devt	2 (1-2)
BROAD READNG/WRTNG (5-8)	1.3	11/90	Early Devt	4 (3-5)
BASIC READNG/WRTNG (5,7)	1.7	21/90	Continuing Devt	9 (7-12)
APPLD READNG/WRTNG (6,8)	1.0	6/90	Early Devt	1 (1-2)
5. Letter-Word ID	2.1	39/90	Continuing Devt	19 (14-25)
6. Passage Comprehension	1.2	8/90	Early Devt	2 (1-3)
7. Dictation	1.2	10/90	Early Devt	4 (3-7)
8. Written Language Expression	K.9	4/90	Early Devt	2 (1-3)
COMPREHENSION (2,6)	K.7	9/90	Early Devt	<1 (<1-<1)
BROAD ENG ABILITY (1-8)	K.9	14/90	Early Devt	1 (<1-1)
BASIC ENG ABILITY (1,3,5,7)	1.2	23/90	Continuing Devt	2 (1-3)
APPLD ENG ABILITY (2,4,6,8)	K.7	8/90	Early Devt	<1 (<1-1)

Maribel  
Norms based on grade 3.4

Optional columns can be added to the Table of Scores.

51

51



## User Qualification Levels of the WMLS III

- **Administration & Scoring Requirements**

- Examiners who administer and score the WMLS III should have proper training in the administration and scoring of the WMLS III.
  - Teachers, Educational Diagnosticians, Speech-Language Pathologists, School Psychologists

- **Interpretation Requirements**

- Examiners who interpret the WMLS III test results should have proper training in interpretation of the WMLS III, graduate-level training in language assessment, and a background in diagnostic decision making.

52

## Primary Uses of the WMLS III

- Determine language proficiency (English/Spanish)
- Determine oral language dominance (English/Spanish)
- Monitor growth or change in language ability
- Determine eligibility for bilingual education/ESL services
- Assess readiness for English-only instruction
- Assess for SLD in Reading, Writing, Listening, or Speaking

53

## Additional Uses of the WMLS III

- Helps determine eligibility for language impairment
- Provides information for assessment of dyslexia and dysgraphia
- Assists with educational planning and program evaluation
- Describes examinees' language characteristics in research studies

54

## Assessing Language Proficiency and/or Dominance Using the WMLS III

55

## Language Proficiency

- Language Proficiency is the ability of an individual to speak or perform in a language (speaking, listening, reading, and writing).
- Cummins (1984) described language proficiency as having two components:
  - *Basic Interpersonal Communication Skills (BICS)*: Playground language; less cognitively demanding (2-3 years to acquire)
  - *Cognitive Academic Language Proficiency (CALP)*: Academic language; more cognitively demanding (5-7 years to acquire)
- Cognitive Academic language proficiency (CALP) is necessary for success in all areas of academics.

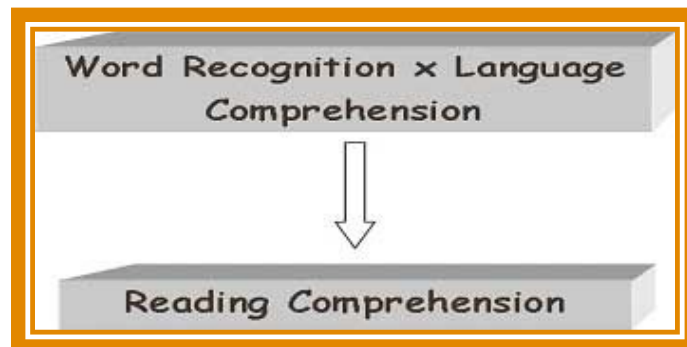
56

56

## Language and Reading

### Theories of Reading

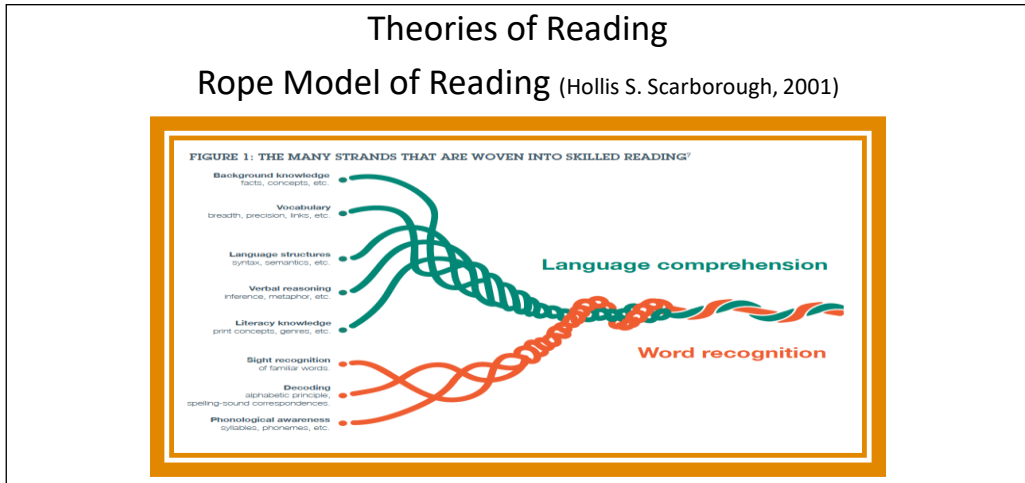
Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990)



61

61

# Language and Reading



62

62

## WMLS III: Language Proficiency Levels

Language Proficiency Level	W Difference Score Range	Relative Proficiency Index (RPI)
Advanced Proficient	+11 and above	97/90 to 100/90
Proficient	-10 to + 10	74/90 to 97/90
Emerging Proficiency	-19 to -11	51/90 to 74/90
Continuing Development	-34 to -20	17/90 to 51/90
Early Development	-50 to -35	3/90 to 17/90
Initial Development	-51 and below	0/90 to 3/90

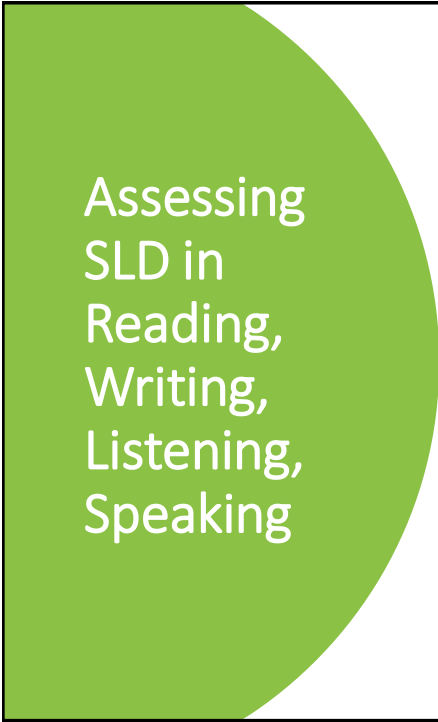
65

65



## Assessing a Specific Learning Disability Using the WMLS III

66



## Assessing SLD in Reading, Writing, Listening, Speaking

- **Specific Learning Disability**
- ...Means a **DISORDER** in one or more basic psychological processes, involved in understanding or in using **LANGUAGE**, either written or **spoken**, which may manifest itself in an imperfect ability to **listen, think, speak, read, write, spell**, or do mathematical calculations....

67

67

## Specific Learning Disability (SLD) (English)

SLD Eligibility Area	WMLS III Tests
Reading	Test 5: Letter-Word Identification Test 6: Passage Comprehension
Writing	Test 7: Dictation Test 8: Written Language Expression
Listening Comprehension	Test 1: Analogies Test 2: Oral Comprehension
Oral Expression	Test 3: Picture Vocabulary Test 4: Oral Language Expression

68

68

## Specific Learning Disability (SLD) (Spanish)

SLD Eligibility Area	WMLS III Tests
Leer	Prueba 5: Identificación de letras y palabras Prueba 6: Compresion de textos
Escribir	Prueba 7: Dictado Prueba 8: Expresion de lenguaje escrito
Escuchar	Prueba 1: Analogias Prueba 2: Comprension oral
Hablar	Prueba 3: Vocabulario sobre dibujos Prueba 4: Expresion de lenguaje oral

69

69

## Using Core-Selective Evaluation Process (C-SEP) for SLD Evaluation in English or Spanish

- If the WMLS III tests had been administered previously, the results should be reviewed and compared with multiple forms of data (e.g., RTI, work samples, benchmarks, state testing, etc.) and used in the planning of a comprehensive evaluation.
- For a special education referral in Basic Reading, Written Expression, Listening Comprehension, or Oral Expression, the WMLS III tests can serve as the “core” or foundation of the comprehensive evaluation. More “selective” testing can be used from the WJ IV Achievement or Bateria IV.

70


70

## Bilingual Evaluation for Special Education

- Bilingual special education evaluation means testing in two languages (e.g., English & Spanish)
- A student may require an assessment that is almost all in English with minimal Spanish testing or an assessment that is predominantly in Spanish with minimal English testing or anywhere in between.
- The student’s language status, linguistic environment, and educational history will dictate the amount of testing in a given language.

71

71



## Assessing Listening Comprehension & Oral Expression Skills Using the WMLS III

72

### Part of a Speech & Language Evaluation (English or Spanish)

SLD Eligibility Area	WMLS III Tests
Listening Comprehension	Test 1: Analogies Test 2: Oral Comprehension
Oral Expression	Test 3: Picture Vocabulary Test 4: Oral Language Expression
Escuchar	Prueba 1: Analogías Prueba 2: Comprensión oral
Hablar	Prueba 3: Vocabulario sobre dibujos Prueba 4: Expresión de lenguaje oral

73

73



## Speech and Language Evaluation

WMLS III Clusters	CASL Core Composite		OWLS Oral Composite	
	Ages 3-6	Ages 7-17	Ages 3-6	Ages 7-17
Listening	.58	.74	.47	.57
Speaking	.61	.81	.59	.63
Broad English Oral Language	.63	.79	.56	.61

Correlations provide concurrent validity evidence that the 3 WMLS III clusters are measures of general oral language ability.

74

74



Assessing Dyslexia for  
English & Spanish Speakers  
Using the WMLS III

75

# Dyslexia Testing

## Academic Skills

- Letter knowledge
- Reading words in isolation
- Decoding unfamiliar words
- Reading fluency (rate/accuracy)
- Reading comprehension
- Spelling

## Cognitive Processes

- Phonological/phonemic awareness
- Rapid naming

## Additional Areas

- Vocabulary
- Listening Comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter sequences
- Phonological memory
- Verbal working memory
- Processing speed

76

Oral Language	<b>WMLS III English</b> <b>Test 1: Analogies</b> <b>Test 2: Oral Comprehension</b> <b>Test 3: Picture Vocabulary</b> <b>Test 4: Oral Language Expression</b>	and	<b>WMLS III Spanish</b> <b>Test 1: Analogies</b> <b>Test 2: Oral Comprehension</b> <b>Test 3: Picture Vocabulary</b> <b>Test 4: Oral Language Expression</b>
Phonological Processing	<b>WJ IV</b> <b>Auditory Process. COG Tests 5, 12</b> <b>Phonetic Coding COG Tests 3, 7, 9</b> <b>TAPS-4 Phonologic Subtests 1, 2, 3</b> <b>CTOPP</b>	or/ and	<b>Bateria IV</b> <b>Auditory Processing COG Tests 5, 12</b>  <b>TAPS-3: SBE Phonologic Subtests 1, 2, 3</b>
Academic Testing	<b>WMLS III English</b> <b>Test 5: Letter-Word Identification</b> <b>Test 6: Passage Comprehension</b> <b>Test 7: Dictation</b> <b>Test 8: Written Lang. Expression</b> <b>WJ IV</b> <b>Basic Reading ACH 1, 7</b> <b>Reading Fluency ACH 8, 9</b> <b>Reading Comprehension ACH 4, 12</b> <b>Spelling ACH 3, 16</b> <b>Written Expression ACH 6, 11</b> <b>EasyCBM Sent. Read. Fluency Gr K-2</b>	and /or	<b>WMLS III Spanish</b> <b>Test 5: Letter-Word Identification</b> <b>Test 6: Passage Comprehension</b> <b>Test 7: Dictation</b> <b>Test 8: Written Language Expression</b> <b>Bateria IV</b> <b>Basic Reading ACH 1, 7</b> <b>Reading Fluency: ACH 8, 9</b> <b>Reading Comprehension ACH 4, 12</b> <b>Spelling: ACH 3</b> <b>Written Expression ACH 6, 11</b> <b>EasyCBM Sent. Read. Fluency Gr 1-2</b>

77

## Bilingual Dyslexia Testing

- **“Assessment of dyslexia for bilingual students requires knowing the student’s ability in his/her two or more languages.**
- **By comparing the student’s abilities, side-by-side, in his/her two or more languages, the examiner gets insight into whether a profile is indicative of developmental dyslexia or from issues associated with second language acquisition.”**

Dr. Criselda Alvarado, July 2015

79

## Assessing Dysgraphia Using the WMLS III

80

## Dysgraphia Evaluation

- The Dyslexia Handbook-Revised 2018: Procedures Concerning Dyslexia and Related Disorders
  - Provides guidelines for dyslexia evaluations and related disorders such as dysgraphia
  - Guidelines for dysgraphia evaluations are provided in Chapter 5.

THE  
DYSLEXIA  
HANDBOOK

2018 Update

Procedures Concerning  
Dyslexia and Related  
Disorders

The International Dyslexia Association • Austin, Texas  
November 2018

81

81

## Dysgraphia Evaluation

- There is not one definitive definition for dysgraphia.
- Many research-based definitions of dysgraphia exist:

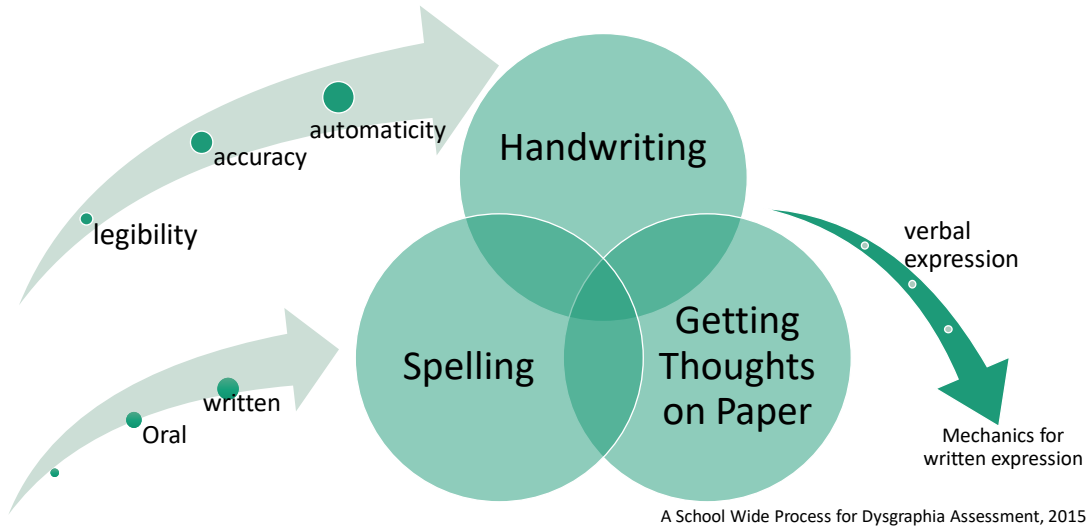


A School Wide Process for Dysgraphia Assessment, 2015

82

82

## Common Difficulties found in the Research



83

83

## Building an Assessment Battery

### Primary Characteristics

- Difficulties with handwriting
- Difficulties with spelling
- Difficulties getting thoughts on paper

### Associated Processes

- Graphomotor processing
- Orthographic processing
- Phonological processing

### Unexpected in Relation to ...

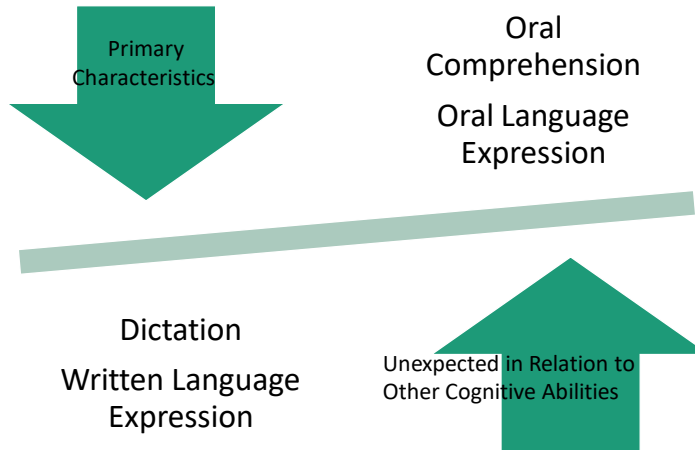
- Other cognitive abilities
- Effective classroom instruction

A School Wide Process for Dysgraphia Assessment, 2015

84

84

## Dysgraphia Evaluation and the WMLS III



A School Wide Process for Dysgraphia Assessment, 2015

85

85

## Dysgraphia Evaluation and the WMLS III

- Opportunity for evaluator to collect qualitative data for handwriting difficulties:
  - Observe how much time and effort to complete task (automaticity)
  - Observe for body posture, handedness, pencil grip, controlled strokes, and erasures
  - Review completed tasks for letter formation, size and proportion, spacing, slant, alignment and line quality

86

86



# Linking Assessment Results to Interventions

87

## WMLS III: Online Teacher and Parent Intervention System

- Statements on the Linguistic Characteristic of Examinee (*in teacher report*)
- Statements on the Linguistic Status of Examinee (*in teacher report*)
- Current Language Proficiency Levels (*in teacher report*)
- Diagnostic Statements (*in teacher report*)
- Classroom Interventions (*in teacher report*)
- “Examples of Books for Listening” and “Examples of Books for Reading” Based on Tested Ability (*in teacher and parent report*)
- Home-Based Activities (*in parent report*)
- ESL Program Recommendations with Second-Language Scaffolding Suggestions (*planned enhancement in teacher report*)
- Leveled Readers Recommendations with Second-Language Scaffolding Suggestions (*planned enhancement, in teacher report*)

88

88

## Home-Based Activities

OL1 (age 2-5)	OL2 (age 6-8)	OL3 (age 9-12)	OL4 (age 13-14)	OL5 (Age 15+)
Make homemade bubble solution with dish soap and water and experiment using different bubble blowing tools like rings, string, and straws. Talk about why the bubbles are different sizes and shapes. Use words like bubbles, air, small, large, . . .	Have (name of examinee) find items outside the house, such as sticks, rocks, leaves, etc. Ask (him/her) what those items have in common (they were found outside, brown, etc.).	Have (name of examinee) measure large objects in his/her bedroom, such as the bed, dresser, bookshelf, and the size of the room itself. Talk to (him/her) about the process. Use words such as tape measure, measure, feet, inches, long, wide, etc. Have (him/her) create a "map" of their room to scale by drawing pieces of paper in the same dimensions as the large objects of the room . . .	Most communities have many free local activities for your family to attend. Check your community newspaper, library, school, bulletin boards, and online. Have your family discuss these activities and decide which activity interests them most. Have each family member . . .	Switch roles with your parents for a pretend day. While you are the "parent", do you have any other rules you would like to enforce? What are the responsibilities of a parent? Do you think that the job as a parent is , , ,? Use words like parent, responsibilities, rules, harder, easier, etc.

89



## Teacher Intervention Report

WMLS III Teacher Intervention Report, 8/25/2017  
LaFuente, Lucy, Age 9-2

**Name:** LaFuente, Lucy  
**Date of Birth:** 07/01/2008  
**Age:** 9 years, 2 months  
**Sex:** Female  
**Date of Testing:** 08/25/2017

**School/Organization:** Churchill School  
**Teacher/Department:** Ms. Alvarado  
**Grade:** 5.0  
**ID:** 87336  
**Examiners:** Alfonso Ortiz

### EXAMINEE INFORMATION

Lucy LaFuente is a 9-year-old student currently enrolled in Grade 5 at Churchill School. She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. She had 4 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

### LANGUAGE BACKGROUND INFORMATION

Information about Lucy's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Lucy is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Lucy speaks primarily Spanish. With peers, Lucy speaks both English and Spanish. At school, Lucy speaks both English and Spanish.

### TEST(S) ADMINISTERED

Lucy was administered the *Woodcock-Muñoz Language Survey® III (WMLS III™)*. On 08/25/2017, she took English Form A of the WMLS III. On 08/25/2017, she took the Spanish form of the WMLS III.

Lucy's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same grade level. Lucy's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals at the same grade level.

### TEST SESSION OBSERVATIONS

Observations of Lucy's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

90





## Parent Intervention Report

WMLS III Parent Intervention Report, 8/25/2017  
LaFuente, Lucy, Age 9-2

**Name:** LaFuente, Lucy  
**Date of Birth:** 07/01/2008  
**Age:** 9 years, 2 months  
**Sex:** Female  
**Date of Testing:** 08/25/2017

**School/Organization:** Churchill School  
**Teacher/Department:** Ms. Alvarado  
**Grade:** 5.0  
**ID:** 87336  
**Examiners:** Alfonso Ortiz

### EXAMINEE INFORMATION

Lucy LaFuente is a 9-year-old student currently enrolled in Grade 5 at Churchill School. She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. She had 4 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

### LANGUAGE BACKGROUND INFORMATION

Information about Lucy's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Lucy is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Lucy speaks primarily Spanish. With peers, Lucy speaks both English and Spanish. At school, Lucy speaks both English and Spanish.

### TEST(S) ADMINISTERED

Lucy was administered the *Woodcock-Muñoz Language Survey® III (WMLS III™)*. On 08/25/2017, she took English Form A of the WMLS III. On 08/25/2017, she took the Spanish form of the WMLS III.

Lucy's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same grade level. Lucy's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals at the same grade level.

### TEST SESSION OBSERVATIONS

Observations of Lucy's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

Observations of Lucy's behavior were made during the administration of the Spanish WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

91

## Remote Testing Options Available

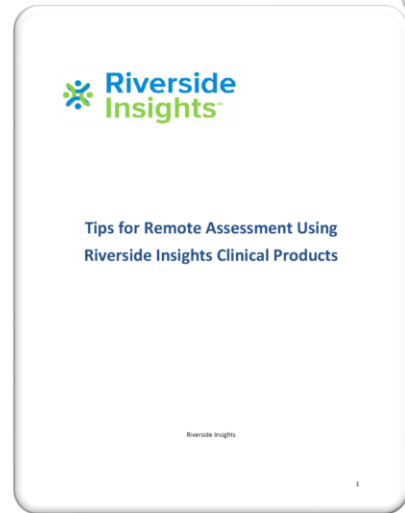
- Available in the WJ IV Online Scoring Platform-**Resources** tab
- Digital Manuals Available
- Digital Test Easels with Stimulus
- Digital Test Records Available

\*Evaluators still need to have access to test kits with directions and Response Booklets need to be sent to the examinee prior to testing.

\*Visit the WJ IV Online Scoring platform to download the pdf (**Tips for Remote Testing**) from Resources

93

# WJ IV Online scoring Platform: Resources



94

## Riversidescore.com

Accessing Digital Stimulus Books

The screenshot shows the "Resources" section of the Riversidescore.com website. At the top, there are logos for WJIV, WIIP, Woodcock Johnson IV, and Bateria IV. Below the logos is a navigation bar with "Reports", "Administration", and "Resources" tabs. The "Resources" tab is active. The main content area includes:

- Stimulus Books** - Examinee stimulus books will be temporarily available to accommodate remote administration. Please reference our [tele-assessment statement](#) for more information.
  - WJIV Tests of Achievement Stimulus Book - Form A
  - WJIV Tests of Cognitive Abilities Stimulus Book
  - WJIV Tests of Oral Language Stimulus Book
  - Bateria IV Woodcock-Muñoz Pruebas de habilidades cognitivas libro de estímulo
  - Bateria IV Woodcock-Muñoz Pruebas de aprovechamiento libro de estímulo
- Bateria IV Woodcock-Muñoz (Bateria IV™) Getting Started E-Learning Course** - This overview of the Bateria Woodcock-Muñoz, 4th Edition, which includes an introduction to the test, test components administration instructions and demonstrations of each test, scoring overview, and a preview to the Online Scoring
  - Bateria IV Getting Started E-Learning Course
- WJ IV Audio Files** - [Stream or Download Audio Files](#) - Quick instructions for streaming or downloading audio files
  - WJ IV Tests of Achievement Audio Files
  - WJ IV Tests of Cognitive Abilities Audio Files
  - WJ IV Tests of Oral Language Audio Files

2/16/2023

95

95

## Summary: WMLS III

- Yields important information about oral language abilities, reading, and writing skills
- Offers two English forms and one parallel Spanish form
- Allows comparison of English and Spanish oral language, reading, and writing abilities
- Explores language proficiency and dominance
- Linked to the WJ IV for more comprehensive evaluations
- Online Parent & Teacher Intervention Program & Electronic Record Form

96



## Contact

**Tammy Stephens**

*Senior Clinical Assessment Consultant*

[tammy.stephens@riversideinsights.com](mailto:tammy.stephens@riversideinsights.com)

Now Available!



Digital Test Record  
[www.wmlsiii.com](http://www.wmlsiii.com)



Spanish Cognitive and Achievement  
[www.bateria-iv.com](http://www.bateria-iv.com)

Future Releases:



Developmental Inventory  
3rd Edition  
[www.bdi-3.com](http://www.bdi-3.com)

97