



Assessment Solutions

Greater Data, Greater Impact



# Current Challenges- Poll

**Of the following choices, what is the most pressing challenge you face or anticipate facing this school year?**



# Challenges



Increase in referrals



Staffing shortages



Vague/unclear/broad referral concerns



Disruptions in learning



Other



# Current Testing Practices



Over testing students

"Kitchen sink approach" to testing  
"Standard protocol approach" to testing



Interpreting from the standard score, alone

Relative Proficiency Index (RPI)  
Task Demand Analysis



Lack of integration of testing results with other sources of data when decision making



Minimized incorporation of testing observations within the interpretation process



Limited linkage between assessment data and recommendation/instructional programming

# Levels of Interpretation

**Table 5-1.**  
*Hierarchy of WJ IV ACH  
Test Information*

Level	Type of Information	Basis	Information and Scores	Uses
1	Qualitative (Criterion-Referenced)	Observations during testing and analysis of responses	Description of examinee's reaction to the test situation  Performance on finely defined skills at the item content level	<ul style="list-style-type: none"> <li>■ Appreciation of the examinee's behavior underlying obtained test score</li> <li>■ Prediction of the examinee's behavior and reactions in instructional situations</li> <li>■ Specific skill instructional recommendations</li> </ul>
2	Level of Development (Norm-Referenced)	Sum of items scores  Age or grade level in the norming sample at which the average is the same as the examinee's score	Raw score  * Rasch Ability score (Example: Test or cluster <i>W</i> score)  Age Equivalent (AE)  Grade Equivalent (GE)	<ul style="list-style-type: none"> <li>■ Reporting an examinee's level of development</li> <li>■ Basis for describing the implications of developmental strengths and weaknesses</li> <li>■ Basis for initial recommendations regarding instructional level and materials</li> <li>■ Placement decisions based on a criterion of significantly advanced or delayed development</li> </ul>
3	Proficiency (Criterion-Referenced)	Examinee's distance on a Rasch scale from an age or grade reference point	Quality of performance on reference tasks  * Rasch Difference score (Example: Test or cluster <i>W</i> DIFF)  Relative Proficiency Index (RPI)  CALP Level  Instructional or Developmental Zone	<ul style="list-style-type: none"> <li>■ Proficiency on tasks of average difficulty for peers</li> <li>■ Developmental level at which typical tasks will be perceived as easy by the examinee</li> <li>■ Developmental level at which typical tasks will be perceived as very difficult by the examinee</li> <li>■ Placement decisions based on a criterion of significantly good or poor proficiency</li> </ul>
4	Relative Standing in a Group (Norm-Referenced)	Relative position  (A transformation of a difference score, such as dividing by the standard deviation of the reference group)	Rank order  * Standard Score (SS) (Including <i>T</i> score, <i>z</i> score, NCE, Discrepancy <i>SD</i> DIFF)  Percentile Rank (PR) (Including Discrepancy PR)	<ul style="list-style-type: none"> <li>■ Communication of an examinee's competitive position among peers</li> <li>■ Placement decisions based on a criterion of significantly high or low standing</li> </ul>

\*Equal interval units; preferred metric for statistical analyses



# Selective Testing

What is it and how can it help?



## What is Selective Testing?

**Selective Testing** is the careful selection of instruments to further assess skill areas pertinent to the referral concerns, when deemed necessary based on clinical judgment.



## Benefits of Selective Testing

- **Selective Testing Improves Efficiency.**
- **Selective Testing Reduces Test Fatigue.**





## Selective Testing and the WJ IV

Not designed to be administered in its entirety

Tests not subtests

Selective testing table

As a result, they are strong measures to serve as the foundation of our assessment solutions

# Understanding what the Test Measures

Need to know the test to select the most relevant components for your referral concern.

Key to be able to conduct selective testing.

# Selective Testing Tables – Guidance for Selective Testing



			Cognitive Composites			CHC Factors						Narrow Ability and Other Clinical Clusters						
			General Intellectual Ability (GIA)	Brief Intellectual Ability	Gf-Gc Composite	Comprehension-Knowledge (Gc)	Fluid Reasoning (Gf)	Short-Term Working Memory (Gwm)	Cognitive Processing Speed (Gsm)	Auditory Processing Speed (Gs)	Long-Term Retrieval (Ga)	Visual Processing (Gvr)	Quantitative Reasoning (Gy)	Auditory Reasoning (Rq)	Number Memory Span (MS)	Perceptual Speed (N)	Vocabulary (V/LD)	Cognitive Efficiency
Standard Battery	COG-01	Oral Vocabulary	■	■	■	■											■	
	COG-02	Number Series	■	■	■		■					■						
	COG-03	Verbal Attention	■	■				■										□
	COG-04	Letter-Pattern Matching	■					■							■			■
	COG-05	Phonological Processing	■						■									
	COG-06	Story Recall	■							■								
	COG-07	Visualization	■								■							
	COG-08	General Information			■	■												
	COG-09	Concept Formation			■		■											
	COG-10	Numbers Reversed						■						■				■
Extended Battery	COG-11	Number-Pattern Matching											■	■				□
	COG-12	Nonword Repetition							■									
	COG-13	Visual-Auditory Learning								■								
	COG-14	Picture Recognition								■								
	COG-15	Analysis-Synthesis					□					■						
	COG-16	Object-Number Sequencing						□										
	COG-17	Pair Cancellation							■									
	COG-18	Memory for Words											■					
Oral Language Battery	OL-01	Picture Vocabulary				□											■	
	OL-05	Sentence Repetition										■						

- Tests required to create the cluster listed.
- Additional tests required to create an extended version of the cluster listed.

# Selective Testing Table – Guidance for Selective Testing



			Reading					Mathematics				Writing			Cross-Domain Clusters						
			Reading	Broad Reading	Basic Reading Skills	Reading Comprehension <sup>1</sup>	Reading Fluency	Reading Rate	Mathematics	Broad Mathematics	Math Calculation Skills	Math Problem Solving	Written Language	Broad Written Language	Basic Written Language	Written Expression	Academic Skills	Academic Fluency	Academic Applications	Phoneme-Grapheme Knowledge	Brief (or Broad) Achievement
Standard Battery	ACH-01	Letter-Word Identification	■	■	■										■					■	
	ACH-02	Applied Problems						■	■	■							■			■	
	ACH-03	Spelling									■	■	■		■					■	
	ACH-04	Passage Comprehension	■	■		■												■		●	
	ACH-05	Calculation						■	■	■						■				●	
	ACH-06	Writing Samples										■	■		■			■		●	
	ACH-07	Word Attack			■															■	
	ACH-08	Oral Reading					■														
	ACH-09	Sentence Reading Fluency		■			■	■									■				●
	ACH-10	Math Facts Fluency							■	■							■				●
	ACH-11	Sentence Writing Fluency											■		■		■				●
Extended Battery	ACH-12	Reading Recall				■															
	ACH-13	Number Matrices								■											
	ACH-14	Editing												■							
	ACH-15	Word Reading Fluency					■														
	ACH-16	Spelling of Sounds																		■	
	ACH-17	Reading Vocabulary					□														
	ACH-18	Science																■			
	ACH-19	Social Studies																	■		
	ACH-20	Humanities																	■		

- Tests required to create the cluster listed.
- Additional test required to create an extended version of the cluster listed.
- Additional tests required to create Broad Achievement.

# What's In a Test?



FOR EXAMPLE, THE **WORD ATTACK** OF THE WOODCOCK JOHNSON IV TESTS OF ACHIEVEMENT (WJIV-ACH) REQUIRES THE “ACHIEVEMENT” AREAS OF READING AND WRITING ABILITY AND READING DECODING, AND THE COGNITIVE PROCESS OF **AUDITORY PROCESSING AND PHONETIC CODING** (MCGREW ET AL.; 2014).

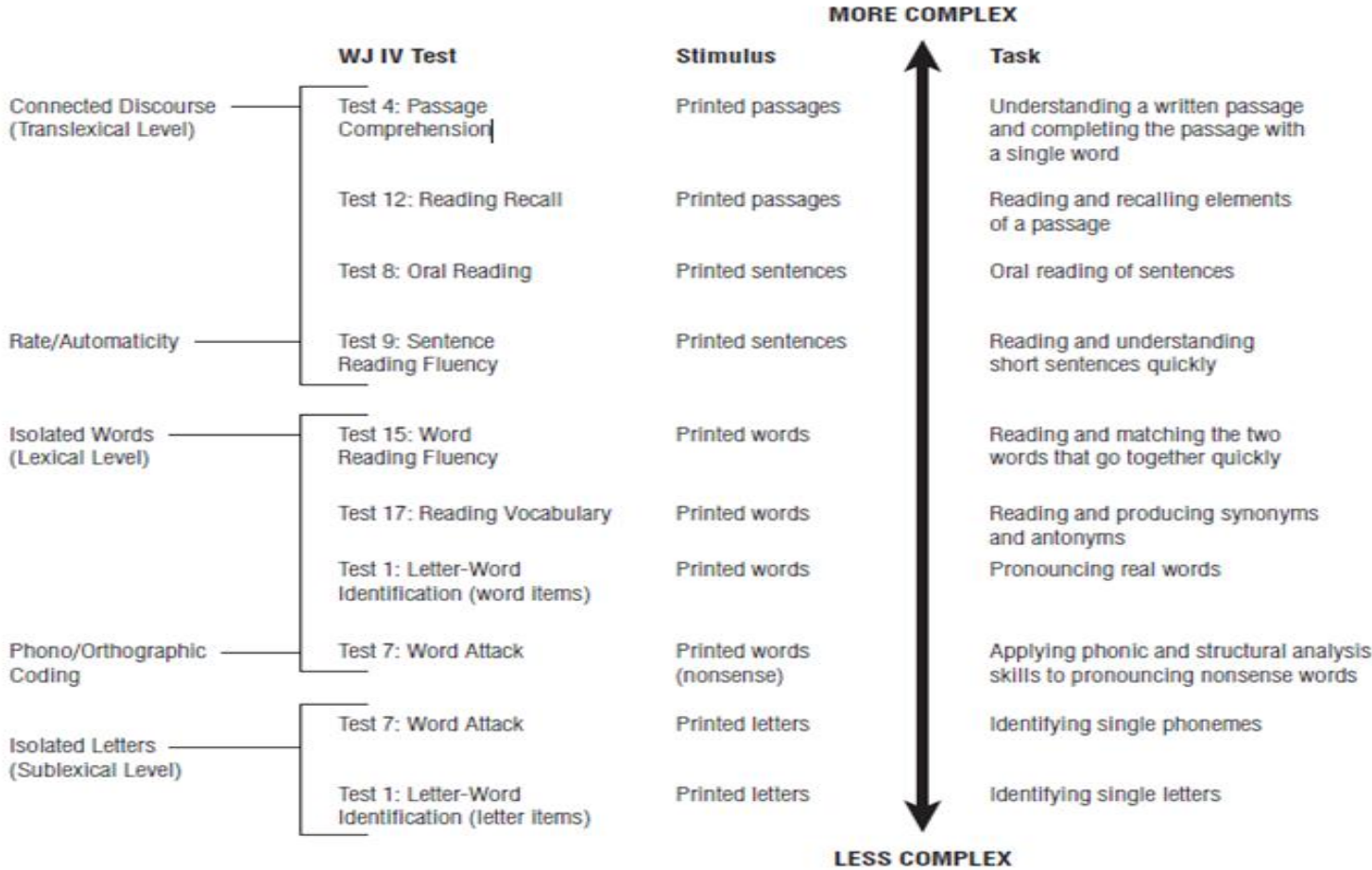
7: Word Attack	Reading & Writing Ability ( <i>Grw</i> ) <i>Reading decoding</i> (RD)  Auditory Processing ( <i>Ga</i> ) <i>Phonetic coding</i> (PC)	Visual (word)	Reading phonically regular nonwords	Grapheme-to-phoneme translation and accessing pronunciations of pseudowords not contained in the mental lexicon	Oral (words)
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Consideration of language demands (receptive and expressive), sensory input, sensory output, and whether there is a time limit associated with the task.

# Reading Skills Complexity Continuum – WJ IV ACH



**Figure 5-2.**  
*Various skills measured by the WJ IV ACH reading tests.*





## Assessment Solutions

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Multi battery playbooks that utilize selective testing to provide evaluators with an assessment roadmap to investigate a variety of conditions.

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Use to strategize testing plans and get the results you need to better understand your learner.

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Make evaluations effective and efficient by providing a recommended list of tests needed to investigate the most salient features of a particular condition or function.



# Assessment Solutions Coming Soon to Our Website!

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## Dyslexia Evaluations for Early Childhood

Assessment for younger children should place an **emphasis on the foundational skills for reading**: oral language, phonological awareness, rapid naming, letter recognition, and sound-symbol association.

Riverside Insights offers **powerful tools in the assessment of Dyslexia**, allowing examiners to assess various latent and applied abilities pertinent to early childhood reading achievement.

[Assessment Plan](#)[Profile Sheet](#)[Product List](#)



# Assessment Plan: An Early Childhood Guide for Evaluating Dyslexia

According to the International Dyslexia Association (IDA, 2002),

*"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."*

Assessment for younger children should place an emphasis on the foundational skills for reading: oral language, phonological awareness, rapid naming, letter recognition, and sound-symbol association. *Riverside Insights* offers powerful tools in the assessment of Dyslexia, allowing examiners to assess various latent and applied abilities pertinent to early childhood reading achievement.

Dyslexia Early Childhood Bundle (Ages 3.6 - 7.11)		
Screeners (Pages 3-6)	Comprehensive Measures (Pages 6-14)	Selective Measures (Pages 7-15)
BEAS	WJ ECAD	PTONI
Test of Early Reading Ability, 4th Edition (TERA-4)	WJ IV OL	BDI-3 Developmental Complete
-	GORT-5 (for those aged 6-7.11)	-
-	PAT-2	-
-	DAR-2 (for those aged 5.0-5.11)	-
-	Letter & Sound Assessment	-

## Component 1: Assessment Guides

Assessment Guides describe how each test informs a comprehensive evaluation.

Area Tested	Battery	WJ Batteries: Cluster/Test DAB-4: Subtests GORT-5: Oral Reading Task	Standard Score (SS)	Scaled Score (ss)	Percentile Rank	SS/PR	RPI <sup>7</sup>
						Classification ss/PR	Classification
Primary Reading and Spelling Difficulties	Letter-Sound Associations	Letter names: <i>Poor Typical Advanced</i>					
		Case: Lower <input type="text"/> /26					
		Case: Upper <input type="text"/> /26					
		Letter sounds: <i>Poor Typical Advanced</i>					
		Consonants <input type="text"/>					
	Vowels <input type="text"/>						
Basic Reading Skills	ECAD	Test 8: Letter-Word Identification					
Reading Fluency/Rate	GORT-5	Reading Fluency					
		Oral Reading Rate					
		Oral Reading Accuracy					
	DAR-2 <sup>d</sup>	Oral Reading					
Spelling	ECAD	Test 10: Writing					
Phoneme-Grapheme Knowledge	PAT-2	Phoneme-Grapheme Correspondence					
		Phonemic Decoding					

# Component 2: Score Profile Sheets

Score Profile Sheets help evaluators organize their data, facilitating analysis and interpretation of test results.

<sup>a</sup> Atypical performance depends on the developmental appropriateness of any errors committed. For example, if a 5- or 6-year-old commits a reversal error with letters b, d, p, q, that can be considered an expected mistake considering reversals are developmentally appropriate until age 7. For other letters/sounds 2+ errors may signify atypical performance. It is also possible to divide the number incorrect by the total numbers to calculate the percentage correct. This percentage can be compared to other sources of data (curriculum benchmarks, prior letter identification assessment performance, etc.) to determine if performance is atypical in relation to established standards.

<sup>d</sup> The DAR-2 is recommended for use when working with examinee's too young to be administered the GORT-5 (i.e., 5-year-old examinees).

## English Learners Bundle

ITEM	NAME	PRICE
1016829	TPAS Complete Kit	\$113.00
1512287	TAPS-3 Spanish Bilingual Kit	\$175.00
1683304	Woodcock-Muñoz Language Survey III English Form A & Spanish Complete Kit	\$1,386.00
2000015	Woodcock-Muñoz Language Survey III English Form A & Spanish Complete Kit with Digital Test Records - with Paper Test records	\$1,386.00
1729881	Batería IV Woodcock-Muñoz Cognitive Battery with Case	\$1,779.00
1729892	Batería IV Woodcock-Muñoz Achievement Battery with Case	\$1,149.00
1729896	Batería IV Woodcock-Muñoz Complete Battery without Case	\$2,530.00
1043740	Primary Test of Nonverbal Intelligence (PTONI)	\$260.00
1474763	Test of Nonverbal Intelligence, Fourth Edition (TONI-4)	\$425.00

## Component 3: Product List

The Product List identifies those instruments that may be useful for the assessment of each condition by group.



## Solution "Walk Through"- Dyslexia 7+

According to the International Dyslexia Association (IDA, 2002 ):

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with **accurate and/or fluent word recognition and by poor spelling and decoding abilities**. These difficulties typically result from a deficit in the **phonological component of language** that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”



# Academic Characteristics

## **WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT, FOURTH EDITION (WJ IV ACH)**

The **WJ IV ACH** can be used to assess primary and secondary reading and writing difficulties. Primary reading and spelling achievement areas include basic reading skills, reading fluency, spelling, and phoneme-grapheme knowledge (Proctor et al., 2015).

**Basic Reading Skills** involve identification of words that appear frequently in text (sight words), in addition to application of phonics (the application of knowledge related to sound-symbol correspondences to pronounce novel words). The WJ IV ACH has two tests which assess these aspects of functioning, respectively.

- **Letter-Word Identification** assesses an examinee's word identification skills. Initial items require the examinee to identify individual letters, while latter items demand the examinee to read aloud individual words. The words become less frequent in English text as the examinee progresses through the test.
- **Word Attack** assesses an examinee's ability to apply phonic and structural analysis to pronounce unfamiliar words that are either low frequency in English text or pseudowords.

**Reading Fluency** involves reading words accurately with little effort, while maintaining an appropriate rate and prosody (pattern of stress and intonation in spoken language; Proctor et al., 2015). Each component of reading fluency (at the word, syntactic, and passage levels) plays a role in higher-order reading skills (e.g., reading comprehension; Klauda & Guthrie, 2008<sup>6</sup>).

- **Oral Reading** is a measure of story reading accuracy and prosody, which requires the examinee to read text aloud that increases in difficulty. The





# Underlying Cause

## **COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING, SECOND EDITION (CTOPP-2)**

The **CTOPP-2** is designed to identify individuals with phonological capabilities well below their peers and provides an analysis of strengths and weaknesses in already developed phonological processes. The CTOPP-2 is recommended for 2<sup>nd</sup> grade individuals and up as it has the most items tapping phoneme manipulation (the most highly correlated skill to reading growth for that point within the lifespan). The CTOPP-2 is comprised of 12 subtests which tap relevant cognitive functioning which underlie reading and spelling weaknesses:

- **Elision** tests the ability to omit phonological segments from spoken words to form another word.
- **Blending Words** tests how well an examinee can combine phonological segments to form words.
- **Sound Matching** requires the examinee to identify words that have the same beginning and ending sounds.
- **Phoneme Isolation** measures the ability to isolate individual sounds within words.
- **Blending Nonwords** tests the ability to combine sounds to create pseudowords.
- **Segmenting Nonwords** involves breaking pseudowords into their constituent phonemes.



# Unexpectedness

The WJ IV ACH further allows for an assessment of abilities to learn independent of reading. Proctor et al. (2015) note that a “hallmark of dyslexia is that the primary and secondary characteristics and related cognitive ability weaknesses are unexpected” when compared to the abilities to learn independent of reading. On the WJ IV ACH, domains falling under this independent category include ***Math*** and ***Academic Knowledge***.

Within the domain of Math, examiners can review **Math Calculation Skills** and **Math Problem Solving**.

**Math Calculation Skills** tests include:

- **Calculation** tests an examinee’s ability to perform a range of mathematical computations ranging from basic operations to more advanced operations (e.g., geometry, trigonometry, calculus). The calculations also test knowledge of specific concepts (e.g., negative numbers, percentages, fractions, whole numbers).
- **Math Facts Fluency** is a speeded measure requiring the examinee to solve basic addition, subtraction, and multiplication facts.

**Math Problem Solving** is measured by administering the following tests:

- **Applied Problems** tasks the examinee with analyzing and solving math problems. The examinee is required to listen to a problem, determine the



# Linking Assessment Results to Instructional Programming

## **WOODCOCK-JOHNSON INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM™ (WIIP®)**

The **WIIP®** is an add-on subscription offering a research-based supplement that can serve as a starting point for analysis, discussion, and implementation of teaching strategy, generating personalized interventions and accommodations based on an individual's WJ IV and ECAD (Early Cognitive and Academic Development) results.

It includes checklists that can be synthesized into a [Comprehensive Report](#). Checklists include Reason for Referral, Parent's Checklist: School Age, Teacher's Checklist: School Age, Parent's Checklist: Preschool Age, Teacher's Checklist: Preschool Age, Classroom Behavior Observation Form, Self-Report Checklist: Adolescent/Adult, and a Writing Evaluation Scale. Evidenced-based and formative interventions also can be integrated into comprehensive reports from an interventions bank that is included with a WIIP subscription. Suggested interventions are based on an examinee's performance across assessed domains.

Of interest to dyslexia assessment, the WIIP also offers a [Dyslexia Report](#). The report is based on the conceptual framework offered by Proctor et al. (2015). In addition to this reporting option, the WIIP also offers Dyslexia specific checklists that can be synthesized into the report for interpretation purposes.







## WJ Training Program

Refresh or expand your knowledge of the WJ IV with free, on-demand training modules.

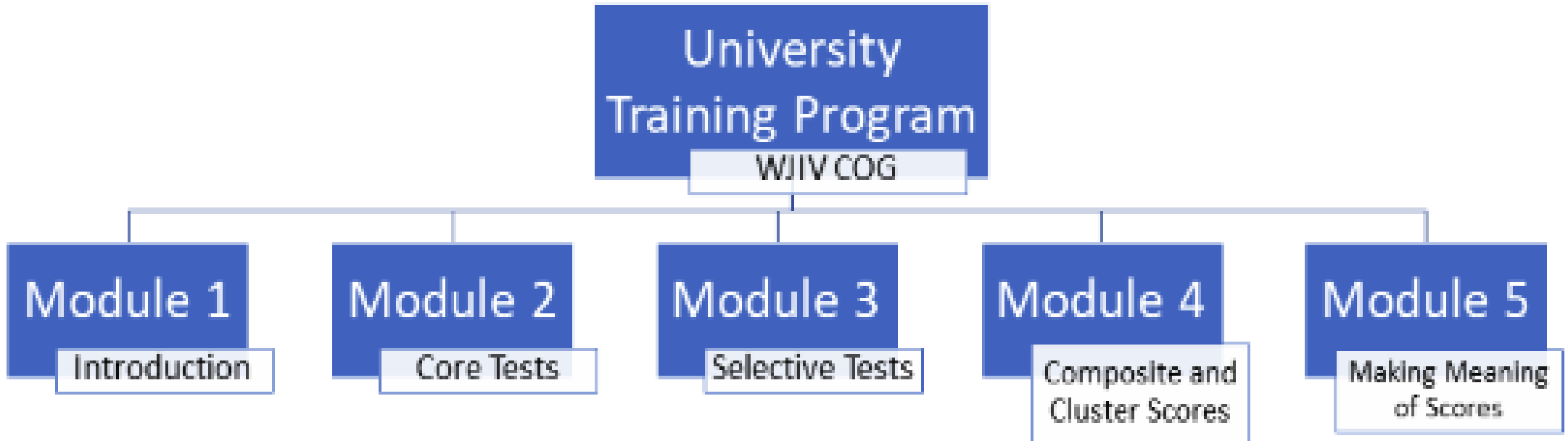
Designed to facilitate your administration, scoring, and interpretation of the WJ IV suite of assessments.

Divided into modules for each test battery, allowing users to quickly locate the learning courses most applicable to their professional development needs

Includes knowledge checks, supplementary resources

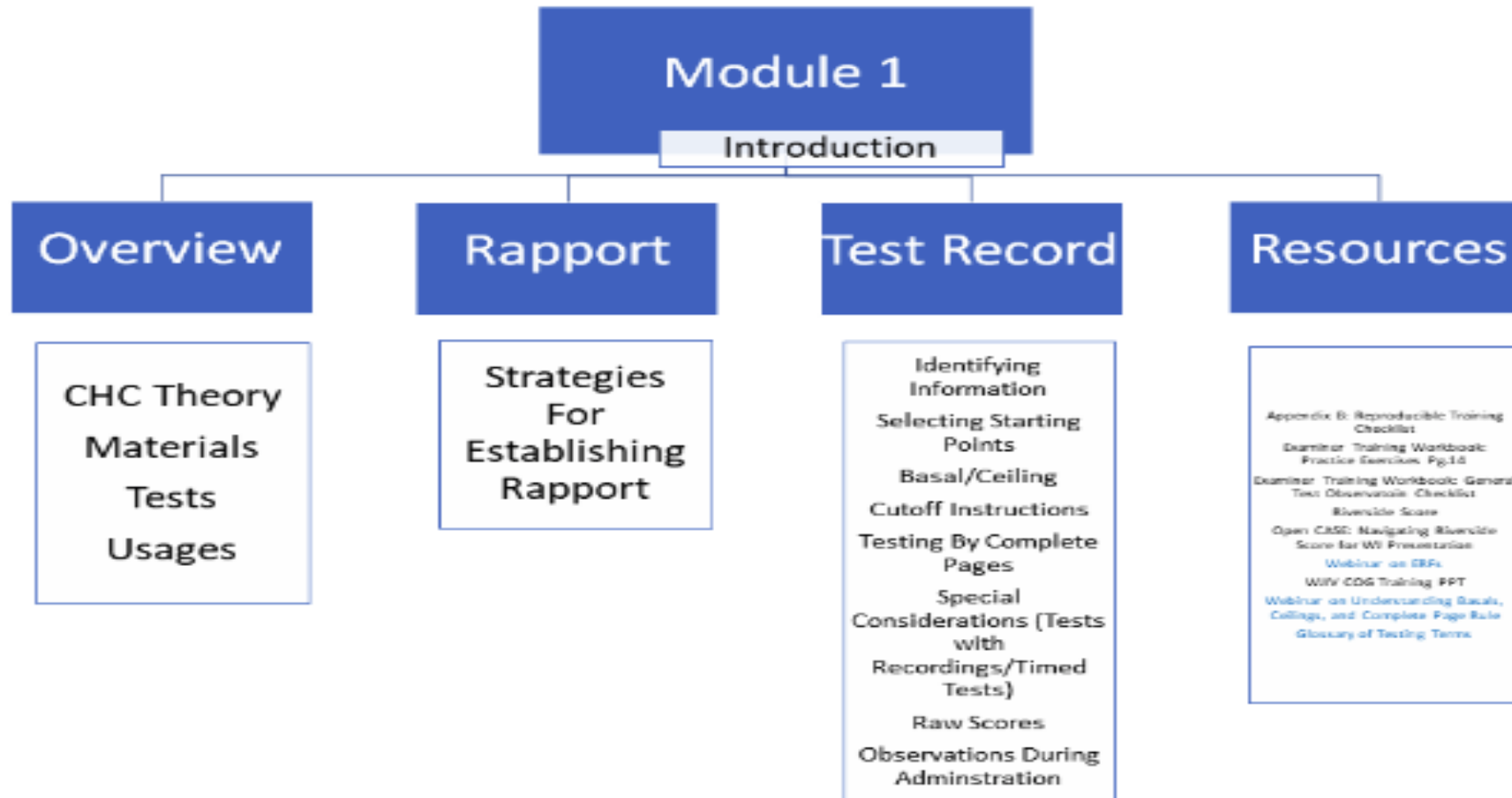


# WJ Training Modules





# WJ Training Modules





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