



Evaluator Toolkit: The Referral Process and the Role of the WIIP (Part 1 of 3)

Tammy L. Stephens, Ph.D.
Riverside Insights
Tammy.Stephens@riversideinsights.com

Copyright © 2023 by Riverside Assessments, LLC.

3/8/2023

1

1



Upcoming Offerings – Focusing on the WIIP

April 21: Tying Assessment Data Together for Instructional Programming (Part 2)

May 3: Using the WIIP to Assist with Report Writing

3/16/2023

2

2



Presenter

Tammy L. Stephens, Ph.D.

- Senior Manager, Clinical Product Support & Training, Riverside Insights
- Senior Clinical Assessment Consultant
- University Professor
- Educational Diagnostician
- Special Education Teacher
- Author of C-SEP
- Creator of BTS

3



Housekeeping Items

- Handout is located as a PDF 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.

3/16/2023

4

4



Learning Objectives

1. Understand the importance of collecting and analyzing multiple sources of data as part of the assessment process
2. Understand the components of the WIIP program
3. Obtain an understanding of how the components of the WIIP can assist the evaluator in collecting multiple sources of data

3/8/2023

5

5



Agenda

What is the WIIP?

The Pre-Referral Process

Multi-tiered System of Supports (MTSS) /
Response-to-Intervention (RTI)

Role of the WIIP in the Referral Process

3/8/2023

6

6

WJ IV Interpretation and Instructional Interventions Program (WIIP)

3/16/2023

7

7

WJ IV Interpretation and Instructional Interventions Program (WIIP)

- Created to meet practice needs linking WJ IV assessment results with instructional interventions
- Created out of a need for enhancement and quality changes to a student's educational programming.
- Legal and regulatory mandates designed to improve educational outcomes
 - NCLB, 2001
 - IDEA, 2004

General Ed and Special Ed have a need for evidence-based interventions.

8



WJ IV Interpretation and Instructional Interventions Program (WIIP)



Helps educators meet legal and regulatory mandates



Supports a widely used, comprehensive assessment (*WJ IV Suite of Assessments: COG, OL, ACH, and ECAD*)



Provides evidence-based interventions based on individual needs



Facilitates data-based decision making

3/16/2023

9

9



WJ IV Interpretation and Instructional Interventions Program (WIIP)

Convenient web-based entry via Riverside Score

Increased number of interventions and accommodations (over 500 in the WIIP database)

Streamlined comprehensive report

Option to include more interpretive detail for tests and clusters

Dyslexia and ECAD report options

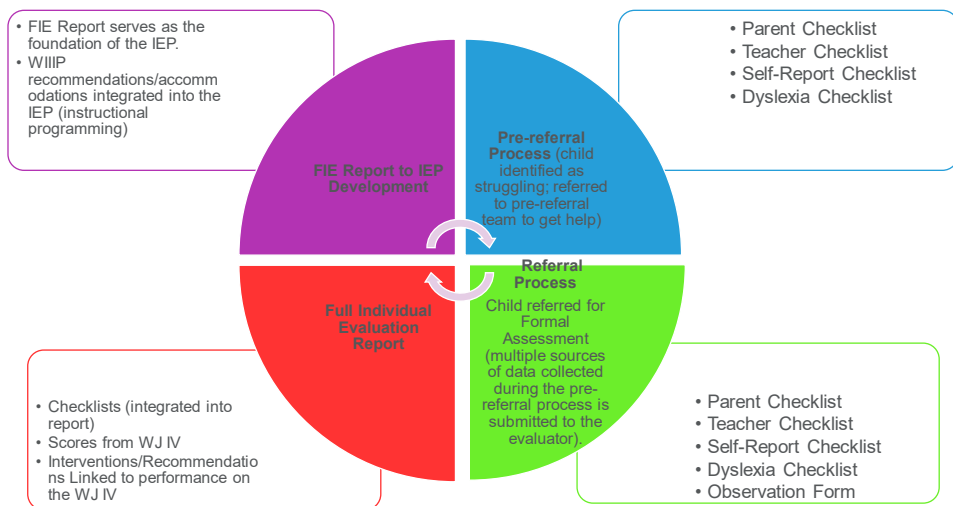
10

WJ IV Interpretation and Instructional Interventions Program (WIIP)

- Comprehensive report options
- Qualitative checklists
- Hundreds of formative and evidence-based interventions
- Formative interventions for five ACH tests (over 400 in the WIIP database)
- Interventions for oral reading errors

11

Special Education Assessment & WIIP



12



FAPE

Every child with a disability has been entitled to a free and appropriate public education (FAPE) designed to meet his individual needs under the rules and regulations of the Individuals with Disabilities Education Act (IDEA).

IDEA governs all special education services and provides funding to state and local education agencies to guarantee special education and related services for those students who meet the criteria for eligibility.

3/8/2023

13

13



Assessment Process

Student is receiving instruction in the general education classroom and failing to meet grade level standards

Pre-referral services started (Response-to-Intervention/MTSS). Data collected to monitor student response and progress

Students who are unresponsive to intervention and other pre-referral attempts are referred for a special education evaluation

Special education evaluator (e.g., educational diagnostician, school psychologist, special education teacher, etc.) completes a comprehensive assessment using multiple sources of data (e.g., checklists, grades, work samples, observations, and norm-referenced tests)

Assessment results are written up in a report

Findings presented to the IEP committee to determine eligibility and services

IEP written for student

3/8/2023

14

14



Pre-Referral Process

3/8/2023

15

15



Pre-Referral

Children are regularly assessed during schooling.
 General Ed. Testing; Grades (Report Cards)
 Benchmarks; Screeners; Standardized Testing
 Observations

When a child is observed experiencing learning or behavioral difficulties, a pre-referral procedure is implemented.

This is a “preventative” measure to ensure the child’s success.

The child is referred to a Pre-Referral Team.

3/8/2023

16

16



Pre-Referring a Child

Anyone can refer a child. However, a parent or the child's teacher most often initiates a pre-referral. Students can also be referred for not meeting state standards.



The referring individual will be asked to specify particular areas of concern, such as failure to turn in assignments, receiving poor grades in a subject area, failing to pay attention, or having difficulty comprehending homework or assignments, etc.

3/8/2023

17

17



The Pre-Referral Team Members

The team usually consists of general education instructors, who are familiar with the general education classroom and curriculum, and a counselor or administrator. A school psychologist, special education instructor, or other support staff (e.g., a speech and language pathologists), and a parent, may also be part of the team's composition.

3/8/2023

18

18



Pre-Referral Data Collection

The team, or one or more of its members, will then collect data on the child whereupon decisions can be made.

- Acquired from peers, family and instructors
- Informal data including attendance and school records.
- Formal pieces such as past assessment results and work samples.

3/8/2023

19

19



Pre-Referral Data Review

The Pre-Referral Team will then collaboratively analyze the data to determine individualized strategies and interventions.

They will take into consideration, among other things:

- A student's competencies, strengths and weaknesses.
- The reason for the pre-referral.
- Past interventions (if any) and any findings acquired from those.
- Peer norms.
- The education curriculum.
- Applicable federal and state laws.

3/8/2023

20

20



Pre-Referral Recommendations

The team then recommends strategies and interventions to address the child's individual needs.

- Each area of concern should be addressed.
- Multiple strategies can be offered for each area of concern.

3/8/2023

21

21



Pre-Referral Implementation

The strategies and interventions decided are then implemented to aid the child's academic or behavioral outcomes.

- For instance, classroom modifications (e.g., student seating).
- Ideally, the measures implemented will target the child's specific needs and leverage their strengths.
- The child's progress within the context of the interventions will be regularly monitored and evaluated.

When interventions prove successful, the child will not be referred for Special Education at the time.

3/8/2023

22

22

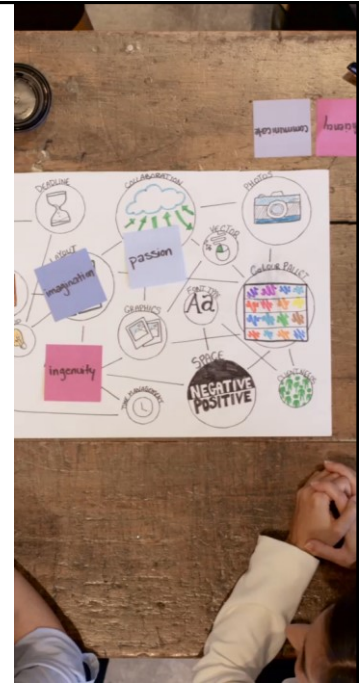


Addressing Weaknesses through MTSS

A Multi-Tiered System of Supports (MTSS) is a comprehensive and strategic prevention-based framework for continuous improvement.

It capitalizes on data at multiple levels to identify priorities and make decisions that improve educational experiences and outcomes for all students.

This decision-making process should support the allocation of resources that build and sustain the knowledge and capacity of all stakeholders to select, implement, and evaluate initiatives, and programs that improve educational experiences and outcomes for all students.



3/8/2023

23

23



MTSS

Five Components of an MTSS

1. Team-Driven Shared Leadership
2. Data-Based Problem Solving and Decision-Making,
3. Family, School, and Community Partnering
4. Layered Continuum of Supports, and
5. Evidence-Based Practice

3/8/2023

24

24



RTI

Response To Intervention (RTI) is designed to prevent students from developing more serious academic and behavior issues.

1. Provides high-quality instruction/intervention that meet a student's specific needs.
2. Considers a child's learning rate over time and their level of performance when making important educational decisions.

RTI is general implemented as a three-tier model that leverages research-based interventions to help a student become more successful.

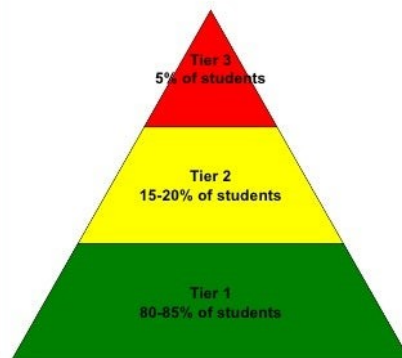
3/8/2023

25

25



Three-Tier Model of RTI




- **Tier 1-Core Instructional Interventions**
 - All students
 - Preventive, proactive
- **Tier 2-Targeted Group Interventions**
 - Some students (at-risk)
 - Assessment-based
 - High efficiency
 - Rapid Response
- **Tier 3-Intensive, Individual Interventions**
 - Individual students
 - Assessment-based
 - High intensity
 - Of longer duration

Tenhagen/Kueht 2007

23

26

26





WJ IV WIIP Checklists, Comprehensive and Dyslexia Reports

WJ IV Interpretation and Instructional Interventions
Program (WIIP)

3/8/2023 27

27



Role of the WIIP in the Pre-Referral Process

WJ IV Interpretation and Instructional Interventions
Program (WIIP)

3/8/2023 28

28



Legal and Federal Regulations

Individuals with Disabilities Education Act (IDEA, 2004)

Use a variety of assessment tools and strategies to gather **relevant functional, developmental, and academic** information about the child. Including information provided by the parent, that may assist in determining whether a child has a disability; and use it for individualized educational planning.

3/8/2023

29

29



Checklists

- *Help collect, organize, and document important information about the examinee*
- *Highlights and reinforces the importance of qualitative information in the evaluation process*

3/8/2023

30

30

Checklists

Six Reproducible Checklists

- Reason for Referral Checklist
- Parent’s Checklist: School Age & Preschool
- Teacher’s Checklist: School Age & Preschool
- Classroom Behavior Observation Form
- Self-Report Checklist: Adolescent/Adult
- Writing Evaluation Scale
- Dyslexia Evaluation Checklist (Parent & Teacher)

Additional checklists included in test record:

- **All three batteries include Test Session Observations Checklist to capture qualitative data for the overall administration of each battery**
- **ACH tests (Standard Battery: 1-11) include qualitative observations checklists**

31

Checklists

Reason for Referral Checklist

- Can be included as a brief introductory section in the Comprehensive Report which captures:
 - Name of referee and relationship to examinee
 - Primary reason for referral
 - Common questions and additional specifics are also included.
- Can be completed before online entry using the reproducible checklist or during online entry
- Checklists located under “Add a Test Record” section

32

Checklists

Sample Information

REASON FOR REFERRAL

Mrs. Lindsay Mason, John's mother, referred him for an evaluation of a suspected learning disability.


Specifically, it was reported that he has difficulty decoding words, reading fluently, and comprehending text. This evaluation is intended to address the following questions: What cognitive, language, and/or academic strengths and weaknesses exist? What are John's cognitive, language, and academic developmental levels?

Checklist Information Appears in the Comprehensive Report.

33

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Reason for Referral Checklist



Examinee's Name (Last) _____ (First) _____ Date _____

Who initiated this referral? _____ (First Name) _____

Preferred Form of Address: Mr. Mrs. Ms. Miss

A. Relationship:

<input type="checkbox"/> 1. Teacher	<input type="checkbox"/> 7. Grandmother	<input type="checkbox"/> 13. Brother
<input type="checkbox"/> 2. Mother	<input type="checkbox"/> 8. Grandfather	<input type="checkbox"/> 14. Aunt
<input type="checkbox"/> 3. Father	<input type="checkbox"/> 9. Principal	<input type="checkbox"/> 15. Uncle
<input type="checkbox"/> 4. Stepmother	<input type="checkbox"/> 10. Social Worker	<input type="checkbox"/> 16. Personal friend
<input type="checkbox"/> 5. Stepfather	<input type="checkbox"/> 11. Counselor	<input type="checkbox"/> 17. Self
<input type="checkbox"/> 6. Guardian	<input type="checkbox"/> 12. Sister	<input type="checkbox"/> 18. Other (specify) _____

B. Primary Reason for Referral

- 1. Suspected learning disability (specify) _____
- 2. Observed learning problems (specify) _____
- 3. Difficulty achieving (specify) _____
- 4. Observed attention and concentration problems (specify) _____
- 5. Apparent motivation problem (specify) _____
- 6. Suspected health problem (specify) _____
- 7. Discipline problem (specify) _____
- 8. Suspected emotional problem (specify) _____
- 9. Suspected developmental delay (specify) _____
- 10. Observed interpersonal problems (specify) _____
- 11. Gifted evaluation _____
- 12. Assessment for program planning (specify) _____
- 13. Court-ordered assessment (specify) _____
- 14. Reevaluation _____

C. If there are additional reasons for the referral, please specify.

D. What questions should this evaluation address? (Check all that apply.)

- 1. What cognitive, language, and/or academic strengths and weaknesses exist?
- 2. Is there evidence of an ability/achievement discrepancy?
- 3. What are the individual's cognitive and academic developmental levels?
- 4. Other: This evaluation is intended to answer the following question: _____

Sample

34

Checklists

Parent's Checklist: School Age

- Intended for use by parents (or caregivers) of school-aged children
- Includes eight parts:
 - Parts I through V: Developmental History
 - Part VI: Current Temperament and Mood
 - Part VII: Current Behaviors
 - Part VIII: Behavior Problems at Home

35

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Parent's Checklist: School Age

Woodcock
Johnson IV

Child's Name (Last) _____ (First) _____ Date _____

Respondent's Name (Last) _____ (First) _____

Preferred Form of Address: Mr. Mrs. Ms. Miss

Relationship:

<input type="checkbox"/> 1. Mother	<input type="checkbox"/> 5. Steptather	<input type="checkbox"/> 9. Brother
<input type="checkbox"/> 2. Father	<input type="checkbox"/> 6. Grandmother	<input type="checkbox"/> 10. Aunt
<input type="checkbox"/> 3. Guardian	<input type="checkbox"/> 7. Grandfather	<input type="checkbox"/> 11. Uncle
<input type="checkbox"/> 4. Stepmother	<input type="checkbox"/> 8. Sister	<input type="checkbox"/> 12. Other (specify) _____

Part I: Current Home and Health Status
Please check one item for each category.

A. With whom does your child live?

1. Both parents (together in one home)

2. Mother

3. Father

4. Mother and stepfather

5. Father and stepmother

6. Both parents (in two different homes)

7. Foster parents

8. Other (specify) _____

B. Was your child adopted?

0. I don't know

1. No

2. Yes (At what age? _____)

C. Are any languages other than English spoken in your home?

1. No

2. Yes (specify language[s]) _____

D. How many other children live in your home?

0. None

1. One (age _____)

2. Two (ages _____, _____)

3. Three (ages _____, _____, _____)

4. Four (ages _____, _____, _____, _____)

5. Other (ages _____, _____, _____)

F. What is your child's overall physical health?

0. I don't know

1. Is usually in good health and physically fit

2. Is generally in good health

3. Has a health condition that does not require medication (specify health condition) _____

4. Has a health condition that requires medication (specify health condition) _____

G. Has your child ever sustained a head injury?

0. I don't know

1. No

2. Yes

If Yes, please answer parts a, b, and c below.

a. How serious was this injury?

1. Not serious

2. Slightly serious

3. Serious

4. Very serious

b. How long ago did the injury occur?

1. Within the past year

2. 1 to 2 years ago

3. 2 to 3 years ago

4. 3 to 4 years ago

5. More than 4 years ago

c. Was the child unconscious?

0. I don't know

1. No

Sample

36

Checklists

Online Entry of Parent's Checklist

Parent's Checklist: School Age

Identifying Information

Examinee's Name: John Mason Checklist Date: * 08/27/2021

Respondent's Name (Last) * Mason (First Name) * Lindsay

Preferred Form of Address: * Mrs. Relationship: * 1. Mother Specify

Part I: Current Home and Health Status

A. With whom does the examinee live? 2. Mother Specify

B. Was the examinee adopted? 1. No Examinee's age at adoption:

C. Are any languages other than English spoken in the examinee's home? 1. No Specify

D. How many other children live in the examinee's home? 1. One Enter ages Another child, aged 1, lives in ...

E. Have there been any recent changes in family life (for example, a birth, a divorce, or a move to a new home)? 1. No Specify

F. What is the examinee's overall physical health? 1. Is usually in good health and physically fit Specify

G. Has the examinee ever sustained a head injury? 1. No If yes, please answer parts a, b, and c below.

37

Checklists

Sample Information

PARENTS REPORT

Mrs. Lindsay Mason, John's mother, provided the following information.

John lives with his mother. One other child, aged 1, lives in the same home. There have been no significant changes in John's family life recently.

John is usually in good health and is physically fit. Mrs. Mason reported that he has normal vision and was evaluated recently by an optometrist (July 2021). No hearing problems were reported; his hearing was tested recently by an audiologist (May 2021). At night, John typically sleeps for 6 or 7 hours, often waking up at least during the night.

During pregnancy, John's mother had no significant health problems. John's delivery was normal. Immediately after birth, John was healthy.

Mrs. Mason remembers John as being an affectionate, an alert, and an active infant and toddler. John's early motor skills, such as sitting up, crawling, and learning to walk, developed later than for most other children. His early language skills, such as speaking first words, asking simple questions, and talking in sentences, also developed later than for most other children.

John attended preschool beginning at age 3. He seemed to learn things later, or with more difficulty, than other children did. He seemed to have more difficulty developing social skills than most other children. No atypical behavior management problems were recalled from his preschool years.

Mrs. Mason believes that John has learning problems (especially reading) and has been concerned about this for about five years.

38

Checklists

Teacher's Checklist: School Age

- Intended to integrate information provided by student's teacher
- Includes six parts:
 - Part I: Ratings of Oral Language and Achievement
 - Part II: Current Level of Instruction
 - Part III: Student's Temperament and Mood
 - Part IV: Current Classroom Functioning
 - Part V: Primary Concern
 - Part VI: Problem Behaviors in the Classroom

39

Checklists

Online Entry of Teacher's Checklist

Teacher's Checklist: School Age

Identifying Information

Examinee's Name: John Mason

Teacher's Last Name: Checklist Date:

Teacher's First Name: Preferred Form of Address:

Part I: Ratings of Oral Language Ability and Achievement

A. Level of oral expression

B. Level of listening comprehension

C. Level of basic reading skill (sight vocabulary and phonic and structural analysis skills)

D. Level of reading comprehension

E. Level of reading fluency (oral reading ability and reading rate)

F. Level of mathematics calculation

G. Level of mathematics problem-solving (ability to analyze and solve practical problems in mathematics)

H. Level of basic writing skill (spelling and identification of writing errors)

I. Level of written expression

Part II: Current Level of Instruction

1. Oral Language 3. Mathematics

2. Reading 4. Writing

40

Checklists

Sample Information

TEACHER'S REPORT

Mr. Sam Sample, John's teacher, responded to a checklist on 09/01/2021 to provide information based on recent direct observations of, and typical experience with, John.

Mr. Sample described John as attentive, caring, and accommodating. He is usually happy. He needs more one-to-one attention and completes less schoolwork than most boys his age.

John usually listens when spoken to directly, follows instructions and finishes his schoolwork. He usually keeps assignments and school supplies in order and remembers what he is supposed to do.

Some reported behaviors may be inhibiting classroom performance. John frequently fails to give close attention to details or makes careless mistakes. He seems to have difficulty organizing and sustaining attention during his tasks and play activities. At times, he responds too quickly to questions. John usually attempts, but gives up easily, when confronted with difficult tasks. He is easily distracted. He usually remains seated when expected to. John's activity level and style of motor activity are similar to other boys his age. He can play quietly when required. He generally talks much less than other boys his age. John typically avoids interacting with his peers. But when he does, he often has difficulty awaiting his turn. Mr. Sample is most concerned about the amount of one-to-one attention he requires in the classroom. This behavior generally impairs his classroom performance.

Mr. Sample provided the following observations about John's behavior in the classroom. He demonstrates serious withdrawal in the classroom. This behavior is moderately disruptive. He demonstrates slightly serious inattentiveness, impulsiveness and anxiousness in the classroom; these behaviors are slightly disruptive.

41

Checklists

Classroom Behavior Observation Form

- Allows the examiner to integrate direct observations into the Comprehensive Report
- Can include one or two classroom observations in the comprehensive report
- Includes three parts:
 - Part I: Time Sampling Form
 - Comparison Student (typical peer) and Referred Student
 - Part II: Impact of Problem Behaviors on learning and classroom environment
 - Part III: Review of Primary Problem Behavior- identify primary problem and provide additional information.

42

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Classroom Behavior Observation Form

Woodcock Johnson IV

Student's Name (Last) _____ (First) _____ Date _____
 Teacher's Name (Last) _____ (First) _____ Time _____
 Observer's Name (Last) _____ (First) _____

Part I: Time Sampling of Behavior

At the end of each 30 second interval, first observe the comparison student's behavior and record a + in the column for on-task behavior or a - in the column for off-task behavior. Then observe the referred student and record a + or - as described above. Categorize the referred student's problem behaviors by placing a check mark in the appropriate column(s). Make brief notes to help identify the antecedents, consequences, or perceived reason for each problem behavior.

Time	Comparison Student (+/-)	✓ Problem Behaviors (Referred Student)							Notes
		✓ On-task	✓ Off-task	✓ Inattentive	✓ Disruptive	✓ Inappropriate	✓ Withdrawn	✓ Aggressive	
30 sec	+								
1 min	+								
30 sec	-		✓						Playing with pencil
2 min									
30 sec									
3 min									
30 sec									
4 min									
30 sec									
5 min									
30 sec									
6 min									
30 sec									
7 min									
30 sec									
8 min									
30 sec									
9 min									
30 sec									
10 min									
30 sec									
11 min									
30 sec									
12 min									
30 sec									
13 min									
30 sec									
14 min									
30 sec									
15 min									

Sample

43

Checklists

Self-Report Checklist: Adolescent/Adult

- Intended for use by adolescent or adult who is capable of reading and understanding the questions
- Modification of the Parent's Checklist: School Age
- Includes five parts:
 - Part I: Current Home and Health Status
 - Part II: Self-Description of Attitudes
 - Part III: Self-Rating of Abilities and Skills
 - Part IV: School History
 - Part V: Recollections of Early Schooling

44

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Self-Report Checklist: Adolescent/Adult



Name (Last) _____ (First) _____ Date _____

Part I: Current Home and Health Status

Please check one item for each category.

A. With whom do you live?

- 0. No one (I live alone)
- 1. Both parents (together in one home)
- 2. Mother
- 3. Father
- 4. Mother and stepfather
- 5. Father and stepmother
- 6. Both parents (in two different homes)
- 7. Foster parents
- 8. Husband
- 9. Wife
- 10. Friend
- 11. Friends (How many? _____)
- 12. Roommate
- 13. Roommates (How many? _____)
- 14. Other (specify) _____

B. How many people live in your home?

- 1. One
- 2. Two
- 3. Three
- 4. Four
- 5. Five
- 6. Other (please specify) _____

C. Have there been any recent changes at home (for example, a birth, a divorce, or a move to a new home)?

- 1. No
- 2. Yes (specify) _____

D. Are any languages other than English spoken in your home?

- 1. No
- 2. Yes (specify language(s)) _____

E. What is your overall physical health?

- 0. I don't know
- 1. I'm usually in good health and physically fit
- 2. I'm generally in good health
- 3. I have a health condition that does not require medication (specify health condition) _____
- 4. I have a health condition that requires medication (specify health condition) _____

F. Have you ever sustained a head injury?

- 0. I don't know
- 1. No
- 2. Yes

If Yes, please answer parts a, b, and c below.

a. How serious was this injury?

- 1. Not serious
- 2. Slightly serious
- 3. Serious
- 4. Very Serious

b. How long ago did the injury occur?

- 1. Within the past year
- 2. 1 to 2 years ago
- 3. 2 to 3 years ago
- 4. 3 to 4 years ago
- 5. More than 4 years ago

c. Were you unconscious?

- 0. I don't know
- 1. No
- 2. Yes (specify amount of time) _____

G. Do you have seizures?

- 0. I don't know
- 1. No
- 2. Yes

If Yes, how frequent are the seizures?

- a. I don't know
- b. Less than once a month
- c. About once a month
- d. More than once a month
- e. About once a week
- f. More than once a week

H. How would you describe your vision?

- 0. I don't know
- 1. I have normal or near normal vision without corrective lenses
- 2. I have normal or near normal vision when corrective lenses are worn
- 3. I have visual difficulties but do not wear corrective lenses
- 4. I have visual difficulties despite wearing corrective lenses
- 5. I have a severe visual impairment

Sample

45

Checklists

Sample Information

SELF-REPORT CHECKLIST

John responded to a checklist on 10/06/2021 to provide information about current home and health status, a self-description of current habits and behaviors, self-ratings of abilities and skills, and recollections about school.

John's mother lives with him. Altogether, there are three people in John's home.

John described his typical patterns of behavior over the past year. John is very enthusiastic about school and tries very hard to succeed at schoolwork. He reported recently experiencing feelings of sadness, irritability, guilt and failure. He has recently felt a lack of confidence and lack of interest in anything.

John rated several types of abilities and skills in terms of how easy or difficult they are for him. He rated comprehension-knowledge, fluid reasoning and visual-spatial thinking as being very difficult.

John responded to questions based on his recollections of experiences during first through sixth grade. John generally liked school and tried very hard to succeed at schoolwork. John frequently didn't give close attention to details and made careless mistakes.

46

Checklists

Writing Evaluation Scale

- Provides narrative interpretation of examinee’s writing skills
- Supplements test results and provides more detail on individual’s writing competency
- Helps identify instructional goals
- Assists in monitoring progress

47


WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Writing Evaluation Scale

Student's Name (Last) _____ (First) _____ Date _____

Type of text: Narrative (skip Part VII) Expository (skip Part VI)

Assignment _____



Components	Very Poor	Poor	Adequate	Good	Very Good
Part I: Handwriting					
A. Forms letters correctly	0	1	2	3	4
B. Uses consistent spacing	0	1	2	3	4
C. Stays on line	0	1	2	3	4
D. Forms letters automatically	0	1	2	3	4
Part II: Spelling					
A. Spells regular words correctly	0	1	2	3	4
B. Spells exception words correctly	0	1	2	3	4
Part III: Punctuation and Capitalization					
A. Ends sentences with correct punctuation	0	1	2	3	4
B. Uses internal punctuation correctly	0	1	2	3	4
C. Uses capital letters correctly	0	1	2	3	4
D. Indents paragraphs	0	1	2	3	4
Part IV: Vocabulary					
A. Uses age-appropriate vocabulary	0	1	2	3	4
B. Uses varied vocabulary	0	1	2	3	4
C. Uses precise vocabulary	0	1	2	3	4
Part V: Syntax/Usage					
A. Uses correct word endings	0	1	2	3	4
B. Maintains verb tense	0	1	2	3	4
C. Uses pronouns correctly	0	1	2	3	4
D. Writes complete sentences	0	1	2	3	4
E. Writes sentences with varied lengths and structures	0	1	2	3	4
Part VI: Narrative Text Structure					
A. Provides setting (time, place)	0	1	2	3	4
B. Describes external characteristics of characters	0	1	2	3	4
C. Describes internal responses of characters	0	1	2	3	4
D. Sequences ideas logically	0	1	2	3	4
E. Highlights important events	0	1	2	3	4
F. Includes major details	0	1	2	3	4
G. Uses appropriate words to link ideas	0	1	2	3	4
H. Combines sentences into cohesive paragraphs	0	1	2	3	4
I. Describes ending or outcome	0	1	2	3	4
Part VII: Expository or Event Text Structure					
A. Highlights important ideas and main concept	0	1	2	3	4
B. Sequences ideas logically	0	1	2	3	4
C. Includes major details	0	1	2	3	4
D. Uses appropriate words to link ideas together	0	1	2	3	4
E. Combines sentences into cohesive paragraphs	0	1	2	3	4
Part VIII: Sense of Audience					
A. Maintains focus and intent	0	1	2	3	4
B. Maintains appropriate voice	0	1	2	3	4
C. Maintains discourse genre	0	1	2	3	4
Part IX: Affective					
A. Maintains positive attitude when writing	0	1	2	3	4
B. Appears confident when writing	0	1	2	3	4
Part X: Observations					

Sample

48

Checklists

Sample Information

WRITING EVALUATION SCALE

Additional information about John's writing abilities was obtained from an evaluation of a narrative writing assignment.

John's handwriting was rated as very poor. His abilities to form letters correctly, to use consistent spacing, to stay on the line and to form letters automatically were very poor. His spelling of regular and exception words was very poor. His punctuation and capitalization skills were very poor to adequate. Specifically, his ability to use capital letters correctly was adequate; his abilities to use internal punctuation correctly and to indent paragraphs were poor; and his ability to end sentences with correct punctuation was very poor. His use of vocabulary (including age-appropriate, varied, and precise vocabulary) was poor. His syntax and usage (including using correct word endings, maintaining verb tense, using pronouns correctly, writing complete sentences, and writing sentences of varied length and structure) was rated as poor.

49



Summary

IDEA mandates FAPE

IDEA mandates a variety of assessment tools and strategies be used when determining eligibility

Features of the WIIP can be used within the pre-referral process (e.g., checklists)

3/8/2023

50

50



Questions?

Tammy.Stephens@RiversideInsights.com