


Linking Assessment Data to Instructional Programming Using the WIIP

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Agenda

Understand	Understand the Importance of Linking Assessment Data to Instructional Programming
Identify	Identify the Features of the WIIP Program
Highlight	Understand the Power of the WIIP for Data Collection, Assessment Results, and Instructional Programming
Q & A	Questions/Answers

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Linking Assessment Results to Instructional Programming

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Legal and Federal Regulations

Individuals with Disabilities Education Act (IDEA, 2002)

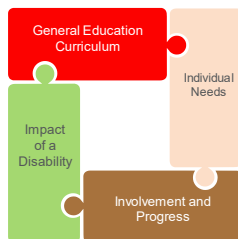
Use a variety of assessment tools and strategies to gather **relevant functional, developmental, and academic** information about the child. Including information provided by the parent, that may assist in determining whether a child has a disability; and use it for individualized educational planning.

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SOME VOCABULARY

"The beginning of wisdom is the definition of terms."
Socrates



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IDEA (2004)

- Sets the guidelines for identifying a student with a disability;
- Specifies which conditions qualify a student for special education services.

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Full Individualized Evaluation (FIE)

The first step in understanding the Student's Strengths and Needs


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PURPOSES of a Full Individual EVALUATION

1	2	3	4	5
Review instructional interventions	Develop a clear statement of student's present levels of academic achievement and functional performance (PLAAFP)	Determine why a student is not making adequate academic progress	Determine if the student meets eligibility criteria for a specific learning disability and/or other educational disabilities	Generate an appropriate and effective plan to meet student educational needs

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FIE IS THE LEGAL FOUNDATION OF THE IEP



The more comprehensive the FIE, the stronger the IEP

Better understanding of the child's strengths & weaknesses.

Appropriate eligibility determination based on multiple sources of data

Stand up in Due Process

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The Data Acquired and Presented in the FIE is the Driver of the IEP



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Relationship between Evaluation Data and the IEP

Solid data from multiple sources creates a strong foundation

Evaluation Data

PLAAPPs

Educational Needs

Goals/Accommodations

Placement

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Comprehensive in Nature


Does the FIE Include All Areas of Suspected Disability and Related Needs?

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Strengths & Weaknesses Identified and Noted

 Academic

- Have strengths and weaknesses been clearly identified?

 Processing

- Do the MSD converge in these areas, and has any conflicting data been addressed?

 Functional

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FIE Elements

- How does the disability affect the student's access and progress in the general curriculum, and
- What unique and individualized recommendations are included?

How the Disability Affects Involvement and Progress in the General Curriculum.

Programming Recommendations

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COMPREHENSIVE EVALUATION



- Teachers*
 - Gen Ed; Special Ed; etc.
- Interventions
- Parent input*
- Observations*
- Nurse; Healthcare
- School data:
 - Attendance; Discipline

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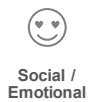
A COMPREHENSIVE EVALUATION - ACADEMICS

- **Performance in Math; Reading; Writing, Science; Social Studies; etc.**
 - Including their current functioning level in relation to expected functioning level
 - Go beyond presenting grades and/or standardized scores
- **Acquired via:**
 - Work Samples
 - Progress monitoring
 - Accommodations*
 - Curriculum based assessments
 - State and District benchmarks
 - Tests and Evaluation results*
 - Classroom observations*
 - Formative assessment*
 - IEP Progress Reports

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A COMPREHENSIVE EVALUATION - FUNCTIONAL



Social /
Emotional



Behavioral

- **Acquired via:**
 - Classroom reports
 - Observation*
 - Office referral and discipline
 - Family input*
 - Attendance

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A COMPREHENSIVE EVALUATION - FUNCTIONAL

Acquired via:

- Reports
- Observation*
- Language evaluation*
- Language skills* (including English Language Learners with exceptionalities)

Communication

Language

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A COMPREHENSIVE EVALUATION - FUNCTIONAL

Acquired via:

- Family report*
- Teacher reports*
- Student self-report*
- In-school observations*
- Transition assessments

Motor

Independent functioning

Assistive Technology

- Give special attention to frequency, duration, intensity

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A COMPREHENSIVE EVALUATION

Acquired via:

- Family reports*
- Comprehensive evaluations
- In-school nurse reports
- Physical education
- Self-report*

Physical Development:

- Milestones
- Processing
- Health

Unique Characteristics:

- Interests
- Participation in home and community

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WIIIP Links Assessment Results to Instructional Programming in a Streamlined Process

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WJ IV WIIIP Comprehensive and Dyslexia Reports

WJ IV Interpretation and Instructional Interventions
Program (WIIIP)

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WJ IV Interpretation and Instructional Interventions Program (WIIIP)

Designed to help examiners create comprehensive psychological and educational reports

Facilitates report writing to increase focus on interpretation and program planning

Links WJ IV results to evidence-based and formative interventions

Provides criterion-referenced checklists for documenting and integrating direct observations, self-reports, teacher-reports, and parent-reports.

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WJ IV Interpretation and Instructional Interventions Program (WIIIP)

- 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.

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WJ IV Interpretation and Instructional Interventions Program (WIIIP)



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

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WJ IV Interpretation and Instructional Interventions Program (WIIIP)

Convenient web-based entry via Riverside Score

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

Streamlined comprehensive report

Option to include more interpretive detail for tests and clusters

Dyslexia and ECAD report options

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WJ IV Interpretation and Instructional Interventions Program (WIIIP)

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

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The Comprehensive Report

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The Comprehensive Report

- Report provides interpretive overview narrative of performances on the tests and clusters administered
- More detail can be included by selecting the "Appendix A: Detailed Interpretation of Clusters and Tests" report option
- If selected, checklists, evidence-based and formative interventions can be included
- Score report is included in body of report



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The Comprehensive Report

Two Options for Basis of Interpretation

The Comprehensive Report narrative can be based on:

- Standard Scores (SS)
 - Peer comparison
- Proficiency (RPI based on the W-Difference Score)
 - Describes functionality

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The Comprehensive Report

Standard Score Option Report Excerpt

John's overall intellectual ability, as measured by the WJ IV General Intellectual Ability (GIA) standard score (73), is in the low range of others his age. There is a 68% probability that his true GIA score would be included in the range of standard scores from 69 to 77.

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The Comprehensive Report

Standard Score Option- overview of WJ IV COG Measures

Among the WJ IV cognitive measures, John's standard scores are within the superior range for one test (Letter-Pattern Matching); and within the high average range for one test (Verbal Attention). John's scores are within the average range for two tests (Phonological Processing and Story Recall). John's scores are within the low range for two tests (Number Series and Visualization). His performance is somewhat lower than expected for his age level on one test (Oral Vocabulary).

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The Comprehensive Report

Proficiency Option Report Excerpt

John's overall intellectual ability, as measured by the WJ IV General Intellectual Ability cluster, is limited when compared to others of his age.

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The Comprehensive Report

Proficiency Option- Overview of Cognitive Measures

Among the WJ IV cognitive measures, John's proficiency level is within the very advanced range for one test (Letter-Pattern Matching); and within the advanced range for one test (Verbal Attention). John's proficiency is within the average range for two tests (Phonological Processing and Story Recall). John's proficiency is within the limited range for one test (Visualization); and within the very limited range for one test (Number Series). His performance is somewhat lower than expected for his age level on one test (Oral Vocabulary).

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The Comprehensive Report

Letter-Pattern Matching

Letter-Pattern Matching: SS is 127

His Letter-Pattern Matching standard score is in the superior range (percentile rank of 96; standard score of 127)

Letter-Pattern Matching: RPI is 100/90

His speed of orthographic processing is very advanced (RPI of 100/90); he will probably find it extremely easy to succeed on age-level tasks requiring rapid discrimination among letter patterns.

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The Comprehensive Report

Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of John's developmental level, a comparison to age peers using a standard score range classification, and a description of his proficiency level.

WJIV Tests of Cognitive Abilities

Intellectual Ability

General Intellectual Ability represents a measure of John's overall intelligence. John's performance on General Intellectual Ability is comparable to that of the average individual at age 10-1. His general intellectual ability standard score is in the low range (percentile rank of 4; standard score of 73). His overall intellectual ability is limited (RPI of 54/90).

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The Comprehensive Report

Summary

- Choose SS or Proficiency for basis of interpretation
- You retain responsibility and control over content of report and interpretation
- Output reports in Word, PDF, or web-based format
- Detailed score interpretation can be included in Test Appendix A- Detailed Interpretation of Clusters and Tests
- Interventions can be included
- One or more checklists can be included

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Checklists

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

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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

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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

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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.

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Checklists

Online Entry of Parent's Checklist

Parent's Checklist: School Age

Identifying Information

Examiner's Name: John Mason Checklist Date: 08/27/2021
 Respondent's Name (Last): Mason (First Name): Lindsay
 Preferred Form of Address: Ms. Relationship: Mother

Part I: Current Home and Health Status

A. With whom does the examinee live? 2 Mother
 B. Has the examinee adopted? 1 No
 C. Are any languages other than English spoken in the examinee's home? 1 No
 D. How many other children live in the examinee's home? 1 One 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
 F. What is the examinee's overall physical health? 1 is usually in good health and physically fit
 G. Has the examinee ever sustained a head injury? 1 No If yes, please answer parts A, E, and G below.

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Checklists

Sample Information

PARENT'S 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 8 or 9 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 reported from his preschool years.

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

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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

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Checklists

Online Entry of Teacher's Checklist

Teacher's Checklist: School Age

Identifying Information

Examiner's Name: John Mason

Teacher's Last Name: Sample

Teacher's First Name: Sam

Checklist Date: 08/01/2021

Preferred Form of Address: Mr.

Part I: Ratings of Oral Language Ability and Achievement

A. Level of oral expression	3. Average
B. Level of listening comprehension	3. Average
C. Level of basic reading and sight vocabulary and phonics and structural analysis skills	4. Limited
D. Level of reading comprehension	4. Limited
E. Level of reading fluency (oral reading ability and reading rate)	4. Limited
F. Level of mathematics calculation	3. Average
G. Level of mathematics problem-solving (ability to analyze and solve practical problems on math problems)	3. Average
H. Level of basic writing and copying and identification of writing elements	3. Average
I. Level of written expression	4. Limited

Part II: Current Level of Instruction

A. Oral Language	15	B. Mathematics	15
C. Reading	15	D. Writing	15

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Checklists

Sample Information

TEACHER'S REPORT

Mr. Sam Sample, John's teacher, responded to a checklist on 08/01/2021 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.

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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.

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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.

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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

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W-10 INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM					
Writing Evaluation Scale					
Student's Name (Last, First, MI)	IPF#	State			
Test Date	IPF#	State			
IPF#	State	State			
Item	Very Poor	Poor	Average	Good	Very Good
Part I: Reading					
1. Understands the meaning of the text.	1	2	3	4	5
2. Understands the meaning of the text.	1	2	3	4	5
3. Understands the meaning of the text.	1	2	3	4	5
4. Understands the meaning of the text.	1	2	3	4	5
5. Understands the meaning of the text.	1	2	3	4	5
6. Understands the meaning of the text.	1	2	3	4	5
7. Understands the meaning of the text.	1	2	3	4	5
8. Understands the meaning of the text.	1	2	3	4	5
9. Understands the meaning of the text.	1	2	3	4	5
10. Understands the meaning of the text.	1	2	3	4	5
11. Understands the meaning of the text.	1	2	3	4	5
12. Understands the meaning of the text.	1	2	3	4	5
13. Understands the meaning of the text.	1	2	3	4	5
14. Understands the meaning of the text.	1	2	3	4	5
15. Understands the meaning of the text.	1	2	3	4	5
16. Understands the meaning of the text.	1	2	3	4	5
17. Understands the meaning of the text.	1	2	3	4	5
18. Understands the meaning of the text.	1	2	3	4	5
19. Understands the meaning of the text.	1	2	3	4	5
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74. Understands the meaning of the text.	1	2	3	4	5
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87. Understands the meaning of the text.	1	2	3	4	5
88. Understands the meaning of the text.	1	2	3	4	5
89. Understands the meaning of the text.	1	2	3	4	5
90. Understands the meaning of the text.	1	2	3	4	5
91. Understands the meaning of the text.	1	2	3	4	5
92. Understands the meaning of the text.	1	2	3	4	5
93. Understands the meaning of the text.	1	2	3	4	5
94. Understands the meaning of the text.	1	2	3	4	5
95. Understands the meaning of the text.	1	2	3	4	5
96. Understands the meaning of the text.	1	2	3	4	5
97. Understands the meaning of the text.	1	2	3	4	5
98. Understands the meaning of the text.	1	2	3	4	5
99. Understands the meaning of the text.	1	2	3	4	5
100. Understands the meaning of the text.	1	2	3	4	5

Sample

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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.

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Evidence-Based Interventions

Research supports the effectiveness of the Intervention

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Evidence-Based Interventions

WJIV ACH: Instructional interventions

WJIV OL: Accommodations and interventions

WJIV COG: Accommodations and interventions

- Written in narrative style for reports
- Based on individual's performance
- Generated when performance falls within limited or lower range

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Evidence-Based Interventions

The Tests of Achievement (ACH) Measure:

- Reading
- Mathematics
- Written Language
- Academic Knowledge

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Evidence-Based Interventions

ACH Sample 1: John, Age 17-1

CLUSTER/Test	W	AE	RPI	SS (95% Band)
Math Facts Fluency	464	7-8	0/90	50 (43-56)

John needs interactive and intensive practice to master his math facts. It is best to use distributed practice, presenting smaller, but frequent, practice sessions. Also, focus on a few facts at a time, rather than on all the facts. Emphasize reverses or turnarounds, such as $6 + 4$ and $4 + 6$ or 3×2 and 2×3 . Teach the zero facts and rules. Computer programs and games also are good ways to provide additional practice.

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Evidence-Based Interventions

ACH Sample 2: John, Age 17-1

CLUSTER/Test	W	AE	RPI	SS (95% Band)
Passage Comp	418	5-10	0/90	<40 (<40-<40)

The 3-H strategy (Here, Hidden, Head) is a mnemonic designed to aid John's reading comprehension by teaching him how to ask and answer questions about a text. The first H, Here, represents explicit questions and answers that are found in the text. The second H, Hidden, represents questions and answers that are implied by the text. The third H, Head, represents information that is not in the text but that is in the student's background knowledge. Model the strategy using a think-aloud approach followed by guided practice for John. One application of this strategy requires students to read the assigned text and then to work in pairs to generate questions for each H for another pair of students to answer.

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Evidence-Based Interventions

The Tests of Cognitive Abilities (COG) Measure:

- Comprehension-Knowledge (Gc)
- Fluid Reasoning (Gf)
- Short-term Working Memory (Gwm)
- Cognitive Processing Speed (Gs)
- Auditory Processing (Ga)
- Long-term Retrieval (Glir)
- Visual Processing (Gv)

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Evidence-Based Interventions

COG Sample 1: John, Age 17-0

CLUSTER/Test	W	AE	RPI	SS (95% Band)
Comp-Knowledge	461	5-3	1/90	<40 (<40-41)

When presenting new information, it may be necessary to help John associate the key points with his prior knowledge or personal experiences.

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Evidence-Based Interventions

COG Sample 2: John, Age 17-0

CLUSTER/Test	W	AE	RPI	SS (95% Band)
Fluid Reasoning	506	12-0	76/90	90 (87-94)

Teach John to analyze number patterns that require multiplying by a specific number to obtain the next number in the sequence. Begin with a simple pattern that requires multiplying by 2. For example, write 2, 4, 8, ____ on the board and ask John to provide the next number. Help him discover that the rule is multiply by 2. Tell him that any number can be used as the multiplier in a pattern. Have John try one more pattern by writing 1, 3, 9, ____ and asking him to tell you the next number. Help John discover that the rule is multiply by 3. Provide additional practice in analyzing number patterns requiring multiplication.

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Evidence-Based Interventions

The Tests of Oral Language (OL) Measure:

- Oral Expression
- Listening Comprehension
- Phonetic Coding and Phonological Awareness
- Speed of Lexical Access

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Evidence-Based Interventions

OL Sample: Cira, Age 13-8

CLUSTER/Test	W	AE	RPI	SS (95% Band)
Oral Language	491	8-6	54/90	76 (71-81)

Reading lessons aloud to Cira, either individually or as part of a small group, is a way to identify words she does not understand. Cira should listen to the oral reading while reading along and ask a question if she does not understand a word or concept. If asking a question presents too great a language load, Cira can signal her lack of understanding by using an agreed-upon gesture or by marking the word with a sticky note. Then pause and explain the meaning of the word or concept, using examples, synonyms, or words with similar derivations or structure. Pay particular attention to any false cognates, as these words can lead to misunderstandings.

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Formative Interventions

Designed to improve day-to-day teaching and meet the specific needs of the student

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Formative Interventions

Other Information

- Generates formative intervention when unexpected error occurs
- Provides intervention for teaching specific skill or concept
- Based on sound teaching practices, but effectiveness is not necessarily backed by research as in evidence-based interventions

Unexpected Error: An incorrect response followed by one or more correct responses.

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Formative Interventions

Example 1

Test 1: Letter-Word Identification (teaching closed/open syllables)

John will benefit from learning about types of syllables. Review closed and open syllables with John. Explain that a **closed syllable** ends in a consonant and has a short vowel sound, whereas an **open syllable** ends in a vowel and has a long vowel sound. Present different, two-syllable words, some with closed syllables and some with open syllables. Write each word on the board and ask John to read each word aloud and draw lines or slash marks (/) between the syllables to divide it. Then ask John to underline the first syllable and tell you whether it is closed (ends on a consonant and has a short vowel sound) or open (ends on a long vowel sound).

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Formative Interventions

Example 2

Test 2: Applied Problems (teaching simple multiplication word problems)

Explain that multiplication helps us solve problems easily when groups are of equal size. Illustrate the principle using this example: Four children are playing tennis. Each child has five tennis balls. How many tennis balls are there altogether? Ask Missy to draw 4 children using stick figures and then to draw 5 tennis balls by each child. Point out that there are 4 groups of equal size in this problem, which can be represented by writing 4×5 . Present additional simple word problems requiring multiplication. Ask Missy to write a multiplication sentence for each problem. Remind her that she can draw pictures to help.

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Dyslexia Report

Offers a framework using various WJ IV clusters and tests to assist in:

- The organization of assessment data
- The determination of dyslexia

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Dyslexia Report


Dyslexia Report Elements
 The WJ IV Dyslexia Report provides an organizational framework for assessing the characteristics of dyslexia. The report includes a dyslexia score profile and interpretive overviews with comparisons. Examiners can include interventions and information from the new Dyslexia Teacher and Parent Checklists, as well as other WIIP checklists.

WIIP Checklists
 Examiners can use the following checklists with the WJ IV Dyslexia Report:

Dyslexia Evaluation Checklist: Parent Form
Dyslexia Evaluation Checklist: Teacher Form
Self-Report Checklist: Adolescent/Adult
Classroom Behavior Observations
Writing Evaluation Scale

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WJ IV ASB- Assessment of Dyslexia
(2015)



Assessment Service Bulletin Number 6

Use of the Woodcock-Johnson® IV for the Assessment of Dyslexia

Carla M. Prater PhD, LDT
 Nancy Mather PhD
 Tammy L. Stephens, PhD

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Concept Behind the ASB:

- Identifying PRIMARY Reading and Spelling Difficulties
- Phoneme-Grapheme Knowledge
 - Word Attack, Spelling of Sounds
- Basic Reading Skills
 - Letter-Word Identification, Word Attack
- Reading Rate
 - Sentence Reading Fluency, Word Reading Fluency
- Spelling
 - Spelling, Spelling of Sounds
- Oral Reading Fluency
 - Oral Reading

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WJ IV Dyslexia Profile of Scores

Scores in the Primary Reading and Writing Difficulties

Area Tested	Battery	Test Date	Cluster/Test	Low/High Average SS 40-49 PS 41-49	Average SS 50-110 PS 50-70	High/Low Average SS >110 PS >70	SDPI	Comments
Primary Reading and Writing Difficulties	Letter-Word Identification	Internal	Letter Identification					
			Letter sounds: C...G...V...S (short)					
	Word Attack	WJ IV ACH	Test 1: Letter-Word Identification					
			Test 2: Word Attack					
	Reading Fluency	WJ IV ACH	Test 3: Word Reading Fluency					
			Test 4: Oral Reading Fluency					
	Spelling	WJ IV ACH	Test 5: Sentence Reading Fluency					
			Test 6: Word Reading Fluency					
	Phoneme-Grapheme Knowledge	WJ IV ACH	Test 7: Spelling					
			Test 8: Spelling of Sounds					

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Identifying SECONDARY Reading and Writing Difficulties:

- Reading comprehension
 - WJ IV ACH Passage Comprehension
 - WJ IV ACH Reading Recall
- Written expression
 - WJ IV ACH Writing Samples
 - WJ IV ACH Writing Fluency
- Vocabulary and Academic knowledge
 - WJ IV ACH, COG, OL

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WJ IV Dyslexia Profile of Scores

Scores in the Secondary Reading and Writing Difficulties

Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-49 PS <1-24	Average SS 50-119 PS 25-75	High/Above Average SS >120 PS >75	RPI	Comments
Secondary Reading and Writing Difficulties	Reading Comprehension	WJ IV ACN	Reading Comprehension - Extended			...	.60	
			Test 4: Passage Comprehension			...	.60	
			Test 12: Reading Recall			...	.60	
			Test 17: Reading Vocabulary (Extended)			...	.60	
			Written Expression			...	.60	
	Writing Difficulties	WJ IV ACN	Test 5: Writing Samples		60	
			Test 11: Sentence Writing Fluency		60	
						...		
						...		
						...		

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Cognitive Characteristics of Dyslexia

Non-reading related areas spared

Average to above average overall cognitive functioning

Oral language and math skills may be intact

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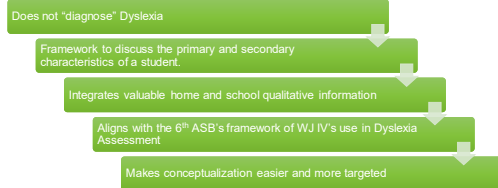
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Relevant Cognitive Abilities

Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-49 PS <1-24	Average SS 50-119 PS 25-75	High/Above Average SS >120 PS >75	RPI	Comments
Cognitive Abilities Profile Subtest Scores	Reading Comprehension	WJ IV CCR	Auditory Processing			...	.60	
			Test 3: Phonological Processing			...	.60	
			Test 10: Rapid Automatized Naming			...	.60	
			Test 13: Spelling			...	.60	
			Test 14: Spelling			...	.60	
	Writing Difficulties	WJ IV CCR	Test 4: Letter-Phoneme Mapping			...	.60	
			Test 5: Letter-Phoneme Mapping			...	.60	
			Test 6: Letter-Phoneme Mapping			...	.60	
			Test 7: Letter-Phoneme Mapping			...	.60	
			Test 8: Letter-Phoneme Mapping			...	.60	
Cognitive Abilities Profile Subtest Scores	Reading Comprehension	WJ IV CCR	Auditory Memory Span			...	.60	
			Test 9: Auditory Memory Span			...	.60	
			Test 10: Memory for Words			...	.60	
			Test 11: Memory for Words			...	.60	
			Test 12: Memory for Words			...	.60	
	Writing Difficulties	WJ IV CCR	Visual-Spatial Working Memory - Extended			...	.60	
			Test 15: Visual-Spatial Working Memory			...	.60	
			Test 16: Visual-Spatial Working Memory			...	.60	
			Test 17: Visual-Spatial Working Memory			...	.60	
			Test 18: Visual-Spatial Working Memory			...	.60	
Cognitive Abilities Profile Subtest Scores	Reading Comprehension	WJ IV CCR	Speed of Letter Naming			...	.60	
			Test 19: Speed of Letter Naming			...	.60	
			Test 20: Speed of Letter Naming			...	.60	
			Test 21: Speed of Letter Naming			...	.60	
			Test 22: Speed of Letter Naming			...	.60	
	Writing Difficulties	WJ IV CCR	Cognitive Processing Speed (CPS)			...	.60	
			Test 23: Cognitive Processing Speed			...	.60	
			Test 24: Cognitive Processing Speed			...	.60	
			Test 25: Cognitive Processing Speed		60	
			Test 26: Cognitive Processing Speed		60	

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Goals of the Dyslexia Profile Report



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Dyslexia Report Components

- Dyslexia Report
- Dyslexia Evaluation Checklist: Parent Form
- Dyslexia Evaluation Checklist: Teacher Form
- Additional Considerations in Dyslexia Assessment (Document)

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Required & Optional Tests/Clusters

Required and Optional Tests and Clusters
To generate the WJ IV Dyslexia Report, examiners must enter the test scores necessary to generate at least one of the following test clusters:

- Of-Of Composite (WJ IV COG)
- Academic Knowledge Cluster (WJ IV ACH)
- Broad Oral Language Cluster (WJ IV OL)

*Examiners can choose to use all three clusters but at least one is required to generate the Dyslexia Report.

Examiners are also required to enter test scores for the following test and clusters all included within the Achievement Form:

- Spelling Test (WJ IV ACH)
- Basic Reading Skills Cluster (WJ IV ACH)
- Phoneme-Grapheme Knowledge (WJ IV ACH)
- Reading Fluency Cluster (WJ IV ACH)

*The Reading Fluency Cluster is required for all examinees ages 7 and older or grade 2 and above.

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Required Tests

- Letter Word Identification
 - Word Attack
 - Oral Reading
 - Sentence Reading Fluency
 - Spelling of Sounds
 - Spelling
-
- Picture Vocabulary
 - Oral Comprehension
 - Understanding Directions
-
- Oral Vocabulary
 - Number Series
 - General Information
 - Concept Formation

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Dyslexia Report

To generate a Dyslexia Report you can navigate to the Create Reports page from the Reports tab on the Dashboard. You will see Dyslexia Report under Report Type Options in the WJIV product if you are entitled to WIIIIP.

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Error Message for Missing Tests/Clusters

*If the selected examinee does not have the required tests and clusters administered they will received the following error message.

The screenshot shows the GitHub 'Create report' interface. At the top, there are tabs for 'New' and 'Reports', and links for 'Administration' and 'Repository'. The main heading is 'Create report'. Below this, a sub-heading reads 'Select report type from the menu below'. A dropdown menu is open, displaying a search bar and a list of report types: 'General feedback', 'Feedback on content', 'Feedback on interface', 'Feedback on navigation', 'Feedback on search', 'Feedback on social', 'Feedback on support', 'Feedback on training', 'Feedback on user experience', 'Feedback on website', and 'Feedback on other'. A modal dialog is open in the center, containing the text: 'This is a public report on your repository. All comments will be generated as a GitHub report. Please use the GitHub repository for your report. Please use the GitHub repository for your report. Please use the GitHub repository for your report.' and a 'Close' button.

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Dyslexia Evaluation Checklist: Teacher Form

Dyslexia Evaluation Checklist: Teacher Form

Identifying Information

Economics Home: _____ Phone Number: _____
 Teacher Name: _____ (First Name)
 Principal Name: _____ (First Name)

Check only the items that apply to the student. Provide examples where indicated.

Oral Language Skills

- ☐ 1-144 orally repeating words
- ☐ 1-145 orally repeating two or more test words not found in oral syllables words
- ☐ 1-146 imitating pronunciation difficulties
- ☐ 1-147 imitating spelling words
- ☐ 1-148 imitating spelling words using a letter that differs from the word
- ☐ 1-149 orally following oral mid-sentence sentences

Nonwriting Skills

- ☐ 1-144 oral dictionary and language skills
- ☐ 1-145 student oral or visual problem solving skills
- ☐ 1-146 correct spelling words (e.g., spelling, capital, vowel changes) _____
- ☐ 1-147 correct spelling words (e.g., spelling, capital, vowel changes) _____
- ☐ 1-148 correct spelling words (e.g., spelling, capital, vowel changes) _____

Basic Reading Skills

- ☐ 1-144 orally repeating letter names
- ☐ 1-145 orally repeating letter names and sounds
- ☐ 1-146 orally repeating letter names and sounds
- ☐ 1-147 orally repeating letter names and sounds
- ☐ 1-148 orally repeating letter names and sounds
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- ☐ 1-200 orally repeating letter names and sounds

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Riverside Score Resources-Additional Considerations in Dyslexia Assessment

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Additional Considerations in Dyslexia Assessment

Woodcock Johnson IV

Woodcock Johnson IV

When assessing for dyslexia, teams should consider factors such as family history of dyslexia, prior interventions, school attendance, and Response to Intervention data. In addition, the following issues should be considered:

1. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine whether there is evidence of previous phonological/phonemic awareness interventions. Poor effects of instruction in phonological/phonemic awareness may have remediated these skills in isolation, while the student might continue to have difficulties in reading and spelling. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in more advanced phonological tasks involving multi-syllabic words and manipulation, as well as in word reading and/or spelling.
2. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of irregular word reading and spelling. People with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound rather than the way they look.
3. As a person grows older and reads less, the limited reading affects the development of both vocabulary and academic knowledge, areas generally assessed by standardized cognitive ability tests. As a result, a person may not have a discrepancy between cognitive abilities and his or her present level of reading skill.

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Comparison to Predictors: Gf-Gc, OL, Academic Knowledge

Interpretation

INTERPRETATION

Primary Reading, Spelling, and Writing Difficulties

To determine whether Anderson's reading performance is commensurate with his cognitive ability, the Gf-Gc Composite Broad Oral Language and Academic Knowledge cluster score is calculated. The Gf-Gc Composite is a combined measure of all measures that comprise the composite score. The Broad Oral Language cluster is a measure of oral language competence. The Academic Knowledge cluster is a measure of acquired knowledge in the areas of science, social studies, and humanities. Anderson's performance on these clusters does not require reading. These ability measures were then compared to his reading achievement results.

Primary Reading and Spelling Skills	Gf-Gc Composite	Broad Oral Language	Academic Knowledge
Basic Reading Skills	✓	✓	✓
Reading Fluency	✓	✓	✓
Reading Rate	✓	✓	✓
Phonemic Awareness Knowledge	✓	✓	✓

✓ Anderson's oral language and spelling skills are significantly lower than his ability measures on the composite. Anderson is 1.5 SD below level.

Gf-Gc Composite/Reading Composite

Compared to Anderson's intellectual level as measured by the Gf-Gc Composite, his Basic Reading Skills, Reading Fluency, Reading Rate, and Phonemic Awareness Knowledge scores are commensurate.

Broad Oral Language/Reading Composite

Compared to Anderson's level of oral language ability as measured by the Broad Oral Language cluster, his Basic Reading Skills, Reading Fluency, Reading Rate, and Phonemic Awareness Knowledge scores are commensurate.

Interpretation available in the following areas:

- Primary Reading, Spelling, and Writing Difficulties
- Secondary Reading and Writing Difficulties
- Possible Contributing Factors: Cognitive and Linguistic Abilities

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Interpretation Information:

- **Variations:** Procedures that analyze variability in an individual's performance within the cognitive, oral language or achievement domains to identify a pattern of strengths and weaknesses.
 - Uses the average of the other subtests in the "core" to get the predicted score
 - Cognitive: Tests 1-7
 - Achievement: Tests 1-6
 - Oral Language: Tests 1-4
- SCORES and INTERPRETATION CHAPTER
- **Comparisons:** Procedures that analyze if a student's performance is discrepant from a predictor.
 - Standard Deviation

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Comparison Methods:

- **Gf/Gc/Achievement; Gf-Gc/Other Ability; Scholastic Aptitude/Achievement**
 - Requires the WJ Cognitive
- **Oral Language/Achievement**
 - Requires WJ Oral Language
- **Academic Knowledge/Achievement**
 - Requires WJ Achievement

*Each considered a predictor in this method

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Recommendations and Interventions:

INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

Antonio may gain the most from reading instruction presented within the middle to late kindergarten range. In addition, Antonio may benefit from a program of supplemental reading interventions. The interventions should be explicit (skills should be taught directly), intensive (a concentrated number of related learning opportunities should be provided), delivered in small groups of 2-7 students when possible, and should employ scaffold learning principles with emotional support.

Phoneme matching activities may help Antonio identify initial phonemes in a word. For example, provide picture cards that begin with one of three different consonant sounds. Provide a worksheet divided into three columns with one consonant written at the top of each column. Ask Antonio to say the name of the picture for each card and place it in the appropriate column. Eventually, more consonants can be introduced, and Antonio can sort the picture cards into groups with the same beginning sound without using a worksheet.

Antonio may benefit from an assisted-reading intervention. In assisted reading, Antonio reads aloud while an accomplished reader follows along silently. If Antonio makes an error, the helping reader corrects his error. Antonio should then repeat the word and continue reading.

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Detailed Interpretation of Clusters and Tests:

Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Antonio's developmental level, a comparison to age peers using a standard score range classification, and a description of his proficiency level.

WJ IV Tests of Cognitive Abilities

Intellectual Ability

The GAI-Gc Composite is a combined measure of Antonio's lexical (word) knowledge, general cultural knowledge, and quantitative, deductive, and inductive reasoning. Antonio's fluid and crystallized intellectual ability composite is comparable to those of the average individual at age 7-9. His composite standard score is in the average range (percentile rank of 44; standard score of 88). His combined fluid reasoning and comprehension-knowledge abilities are average (RPI of 88/90).

Cognitive Clusters

Short-Term Working Memory (Gwm) measured Antonio's ability to attend to, hold, and manipulate information in working memory. Although Antonio's short-term working memory standard score is within the low average range, his performance varied on two different types of tasks requiring working memory. Antonio's performance is average on working memory capacity tasks. His performance is very limited on verbal working memory tasks.

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Summary

Key Points

- **Professional retains control over and responsibility for the report and interventions**
- **WIIIP facilitates the process**
 - Generates interventions based on examinee's age and areas of concern (academic, language, and cognitive)
 - Generates narrative report and scores so examiner can focus on interpretation
 - Generates framework from which a Dyslexia assessment can be conducted

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Summary

Key Points

- **Relevant**
 - Links *WJ IV* evaluations to instruction
 - Provides evidence-based and formative interventions
 - Focuses on the educational needs of the individual
- **Convenient**
 - Provides interventions for all *WJ IV* academic, language, and cognitive areas in one place
 - Matches interventions to individual based on needs
 - Generates comprehensive report and all scores
 - Includes checklists if completed

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Summary

- Convenient web-based entry
- Large number of interventions and accommodations
- Streamlined Comprehensive Report
 - Test Appendix A provides optional, more detailed interpretation

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