



# EVALUATORS TOOLKIT: Tying Assessment Data Together for Instructional Programming

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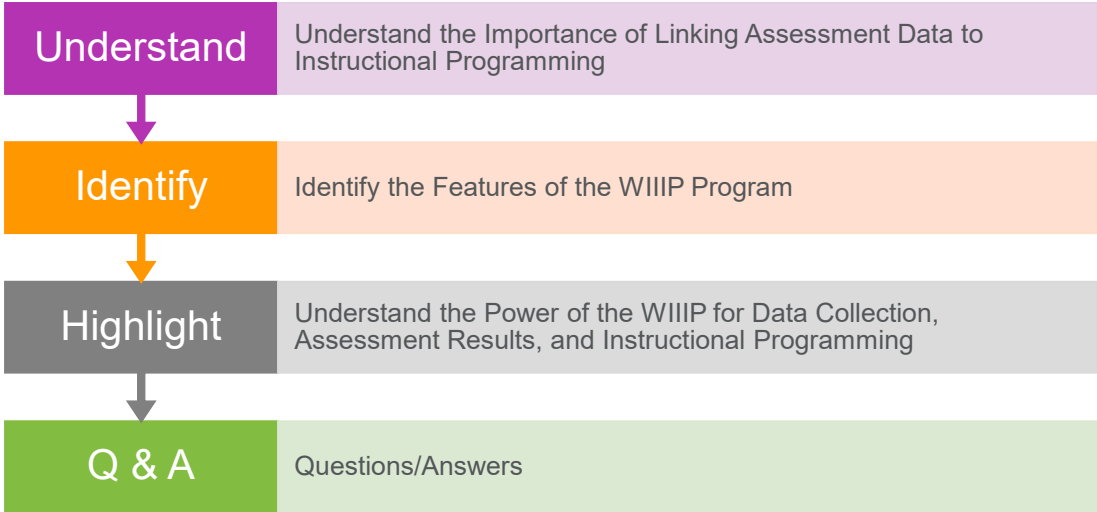


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# Agenda



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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.

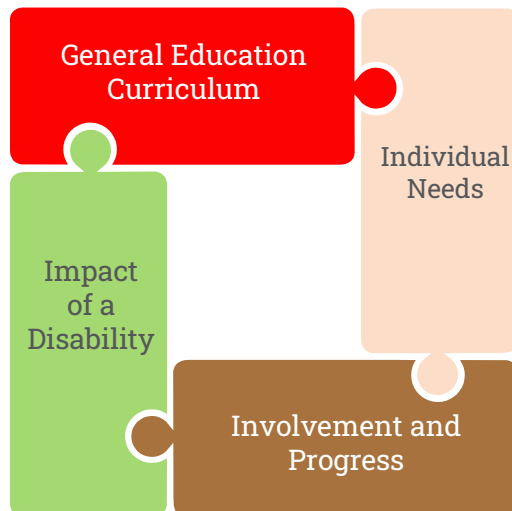
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### **SOME VOCABULARY**

*"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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## THE DATA GATHERING PROCESS: WHAT WE KNOW



May not use a single measure or assessment as the sole criterion.



Must evaluate the child in all areas related to the suspected disability.



Must use technically sound instruments that are:

Racially & culturally fair; administered in the student's native language.  
Used for the purpose in which they are valid and reliable.  
Administered as designed by trained professionals.



Assessment data directly assist the IEP/ARD committee in determining the educational needs of the child.



The evaluation is sufficiently comprehensive to identify the child's special education and related services needs.



Review existing relevant evaluations and data to determine what additional data are needed.

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## DATA GATHERING PROCESS & PROCEDURES

- ❖ When conducting a full and individual initial evaluation (FIE), the LEA must use a variety of assessment tools and strategies to gather relevant information:
  - ❖ Functional
  - ❖ Developmental
  - ❖ Academic information,
  - ❖ Input provided by the **parent**
- ❖ ... that may assist in determining:
  - ❖ Whether a child is a child with a disability and in need of special education services; and
  - ❖ The content of the child's IEP, including information related to enabling a child to be involved in and progress in the general education curriculum.

FINAL Child Find & Evaluation (TEA, 2019)

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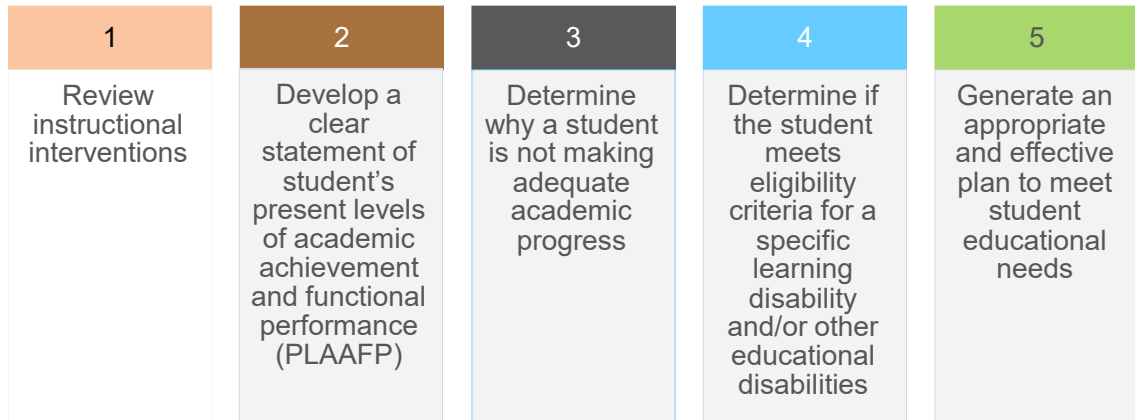
## Full Individualized Evaluation (FIE)

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

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## PURPOSES of a Full Individual EVALUATION



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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

PLAAFPs

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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## WIIP Links Assessment Results to Instructional Programming in a Streamlined Process

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## WJ IV Interpretation and Instructional Interventions Program (WIIP)

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 (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.***

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## 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

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## WJ IV Interpretation and Instructional Interventions Program (WIIP)

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Convenient web-based entry via Riverside Score

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

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Streamlined comprehensive report

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Option to include more interpretive detail for tests and clusters

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Dyslexia and ECAD report options

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## WJ IV Interpretation and Instructional Interventions Program (WIIP)

- Comprehensive report options – (discussed in the next webinar)
- 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

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## Informal Data Integration Using WIIP Resources

Checklists & Observation Forms

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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*

## 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**



## 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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**WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM**

**Reason for Referral Checklist**



Examinee's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Date \_\_\_\_\_

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**Who initiated this referral?**  
(Last Name) \_\_\_\_\_ (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

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## 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

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**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. Stepfather	<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) _____

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**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

# 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: Specify

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.

# 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 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.

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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**

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	<input type="text" value="3. Average"/>
B. Level of listening comprehension	<input type="text" value="3. Average"/>
C. Level of basic reading skill (sight vocabulary and phonic and structural analysis skills)	<input type="text" value="4. Limited"/>
D. Level of reading comprehension	<input type="text" value="4. Limited"/>
E. Level of reading fluency (oral reading ability and reading rate)	<input type="text" value="4. Limited"/>
F. Level of mathematics calculation	<input type="text" value="3. Average"/>
G. Level of mathematics problem-solving (ability to analyze and solve practical problems in mathematics)	<input type="text" value="3. Average"/>
H. Level of basic writing skill (spelling and identification of writing errors)	<input type="text" value="3. Average"/>
I. Level of written expression	<input type="text" value="4. Limited"/>

**Part II: Current Level of Instruction**

1. Oral Language	<input type="text" value="11"/>	3. Mathematics	<input type="text" value="11"/>
2. Reading	<input type="text" value="11"/>	4. Writing	<input type="text" value="11"/>

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# 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.

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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

### *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

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## 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

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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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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
<b>Part I: Handwriting</b>					
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
<b>Part II: Spelling</b>					
A. Spells regular words correctly	0	1	2	3	4
B. Spells exception words correctly	0	1	2	3	4
<b>Part III: Punctuation and Capitalization</b>					
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
<b>Part IV: Vocabulary</b>					
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
<b>Part V: Syntax/Usage</b>					
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
<b>Part VI: Narrative Text Structure</b>					
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
<b>Part VII: Expository or Event Text Structure</b>					
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
<b>Part VIII: Sense of Audience</b>					
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
<b>Part IX: Affective</b>					
A. Maintains positive attitude when writing	0	1	2	3	4
B. Appears confident when writing	0	1	2	3	4
<b>Part X: Observations</b>					

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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## Observations

An integral part of conducting a comprehensive evaluation. Observing the student in the classroom setting & during the testing sessions.

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## Importance of Observations – Legal Requirement

The public agency must ensure that the child is ***observed in the child's learning environment*** (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

**34 Code of Federal Regulations § 300.309**

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## Observations

### Classroom

- Observe within the subject area in which the student is struggling
- Observe within the subject area in which the student is doing well
- Compare student's performance to a peer in the classroom setting (typical vs atypical performance)
- Classroom Language demands

### Testing Session

- Note testing behaviors
- Keep track of strategies/problem solving techniques used
- Note errors, etc.

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**WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM**

**Classroom Behavior Observation Form**

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	Impulsive	Unconventional	Passive	Withdrawn		Aggressive	Other inappropriate	
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													

**WIIP Sample: Classroom Behavior Observation Form**

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**Test 2: Applied Problems**

**Qualitative Observation**

Use data to compare examinee's performance to age mates.

On Applied Problems, which of the following best characterizes the individual's performance? (Mark only one response.)

- 1. Solved problems with no observed difficulties (good comprehension and analytical abilities)
- 2. Solved initial problems with no observed difficulty but demonstrated increasing difficulties solving the latter items (typical)
- 3. Appeared to have limited understanding of grade- or age-appropriate math application tasks
- 4. None of the above, not observed, or does not apply

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# Evidence-Based Interventions

Research supports the effectiveness of the Intervention

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## Evidence-Based Interventions

*WJ IV ACH*: Instructional interventions

*WJ IV OL*: Accommodations and interventions

*WJ IV 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*

<b>CLUSTER/Test</b>	<b>W</b>	<b>AE</b>	<b>RPI</b>	<b>SS (95% Band)</b>
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  $3 \times 2$  and  $2 \times 3$ . 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*

<b>CLUSTER/Test</b>	<b>W</b>	<b>AE</b>	<b>RPI</b>	<b>SS (95% Band)</b>
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 (Glr)
- 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*

<b>CLUSTER/Test</b>	<b>W</b>	<b>AE</b>	<b>RPI</b>	<b>SS (95% Band)</b>
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

### *Availability*

Available for five tests in the *WJ IV* Tests of Achievement Forms A, B, and C:

- Letter-Word Identification
- Applied Problems
- Spelling
- Calculation
- Word Attack

If error types are tallied for Test 8: Oral Reading, a formative intervention for each error type is available.

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Woodcock Johnson IV  
 Dashboard Reports Administration Resources

**WJ IV Tests of Achievement Form A and Extended**

Name: Adam Sample Date of Birth: 08/18/2004 Age: 9 years, 4 months

School Education Organization  
 Teacher Occupation Department  Use adjusted school year  
 Examiner Date of Testing \* Group ID Grade  
 01/01/2014 4 4

**Standard Battery**

- 1. Letter-Word Identification 0 Items
- 2. Applied Problems 0 Items
- 3. Spelling 0 Items
- 4. Passage Comprehension 0
- 5. Calculation 0 Items
- 6. Writing Samples 0 a
- 7. Word Attack 0 Items
- 8A. Oral Reading Items 1-5 0 Errors: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
- 8B. Oral Reading Items 6-10 0 Errors: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
- 8C. Oral Reading Items 11-15 0 Errors: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
- 8D. Oral Reading Items 16-20 0 Errors: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

Select items to enter item-level data

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## Formative Interventions

### Item-Level Data (1, 0) Requirement

**Achievement Test 1 - Letter-Word Identification Item Data**

<input type="checkbox"/>	1	<input type="checkbox"/>	10	<input type="checkbox"/>	19	<input type="checkbox"/>	28	<input type="checkbox"/>	37	<input type="checkbox"/>	46	<input type="checkbox"/>	55	<input type="checkbox"/>	64	<input type="checkbox"/>	73
<input type="checkbox"/>	2	<input type="checkbox"/>	11	<input type="checkbox"/>	20	<input type="checkbox"/>	29	<input type="checkbox"/>	38	<input type="checkbox"/>	47	<input type="checkbox"/>	56	<input type="checkbox"/>	65	<input type="checkbox"/>	74
<input type="checkbox"/>	3	<input type="checkbox"/>	12	<input type="checkbox"/>	21	<input type="checkbox"/>	30	<input type="checkbox"/>	39	<input type="checkbox"/>	48	<input type="checkbox"/>	57	<input type="checkbox"/>	66	<input type="checkbox"/>	75
<input type="checkbox"/>	4	<input type="checkbox"/>	13	<input type="checkbox"/>	22	<input type="checkbox"/>	31	<input type="checkbox"/>	40	<input type="checkbox"/>	49	<input type="checkbox"/>	58	<input type="checkbox"/>	67	<input type="checkbox"/>	76
<input type="checkbox"/>	5	<input type="checkbox"/>	14	<input type="checkbox"/>	23	<input type="checkbox"/>	32	<input type="checkbox"/>	41	<input type="checkbox"/>	50	<input type="checkbox"/>	59	<input type="checkbox"/>	68	<input type="checkbox"/>	77
<input type="checkbox"/>	6	<input type="checkbox"/>	15	<input type="checkbox"/>	24	<input type="checkbox"/>	33	<input type="checkbox"/>	42	<input type="checkbox"/>	51	<input type="checkbox"/>	60	<input type="checkbox"/>	69	<input type="checkbox"/>	78
<input type="checkbox"/>	7	<input type="checkbox"/>	16	<input type="checkbox"/>	25	<input type="checkbox"/>	34	<input type="checkbox"/>	43	<input type="checkbox"/>	52	<input type="checkbox"/>	61	<input type="checkbox"/>	70		
<input type="checkbox"/>	8	<input type="checkbox"/>	17	<input type="checkbox"/>	26	<input type="checkbox"/>	35	<input type="checkbox"/>	44	<input type="checkbox"/>	53	<input type="checkbox"/>	62	<input type="checkbox"/>	71		
<input type="checkbox"/>	9	<input type="checkbox"/>	18	<input type="checkbox"/>	27	<input type="checkbox"/>	36	<input type="checkbox"/>	45	<input type="checkbox"/>	54	<input type="checkbox"/>	63	<input type="checkbox"/>	72		

Items left blank below the basal will be counted as correct for computing the raw score.

Raw Score

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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  $4 \times 5$ . 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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## Summary

### *Key Points*

- **Professional retains control over and responsibility for the report and interventions**
- **WIIP 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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## Contact Information

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