



# EVALUATORS TOOLKIT: Using the WIIP to Assist with Report Writing

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**Tammy L. Stephens, Ph.D.**

- Disclosures
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- Educational Diagnostician
- Special Education Teacher

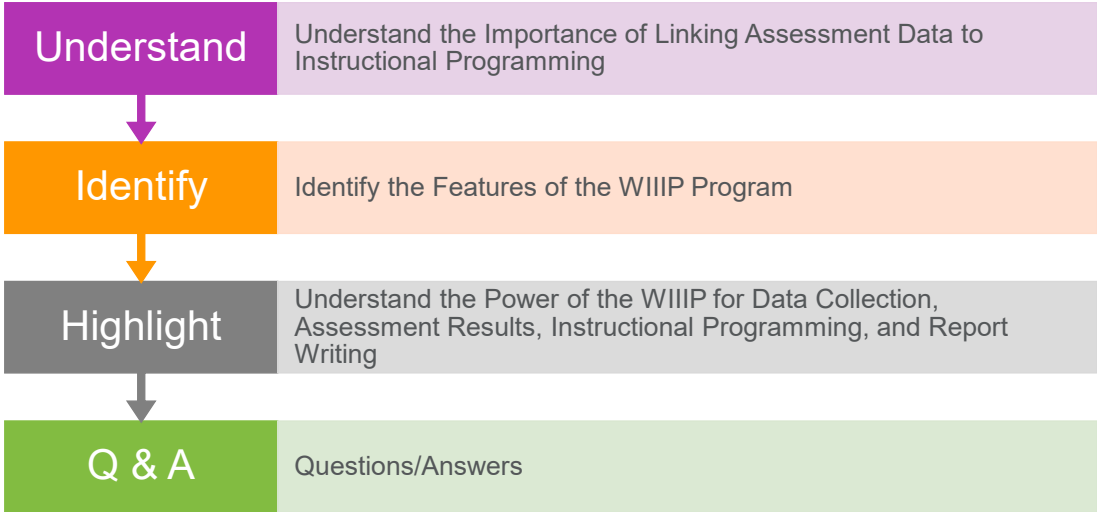


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# Agenda



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# Linking Assessment Results to Instructional Programming: Streamlining the Report Writing Process

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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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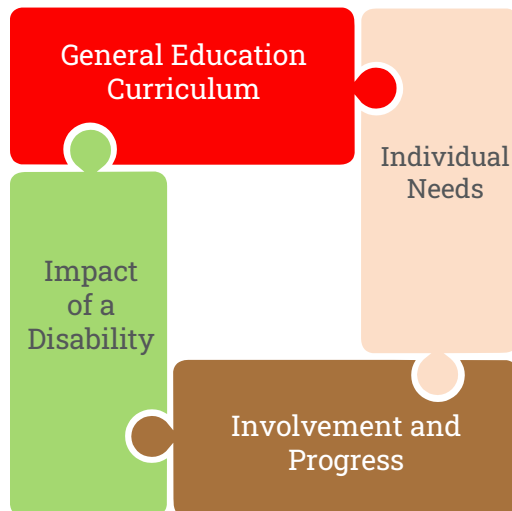
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### **SOME VOCABULARY**

*"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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## DATA GATHERING PROCESS & PROCEDURES

- ❖ When conducting a full and individual initial evaluation (FIIIE), 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) – Report Writing

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

## 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



## The Data Collected 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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# 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

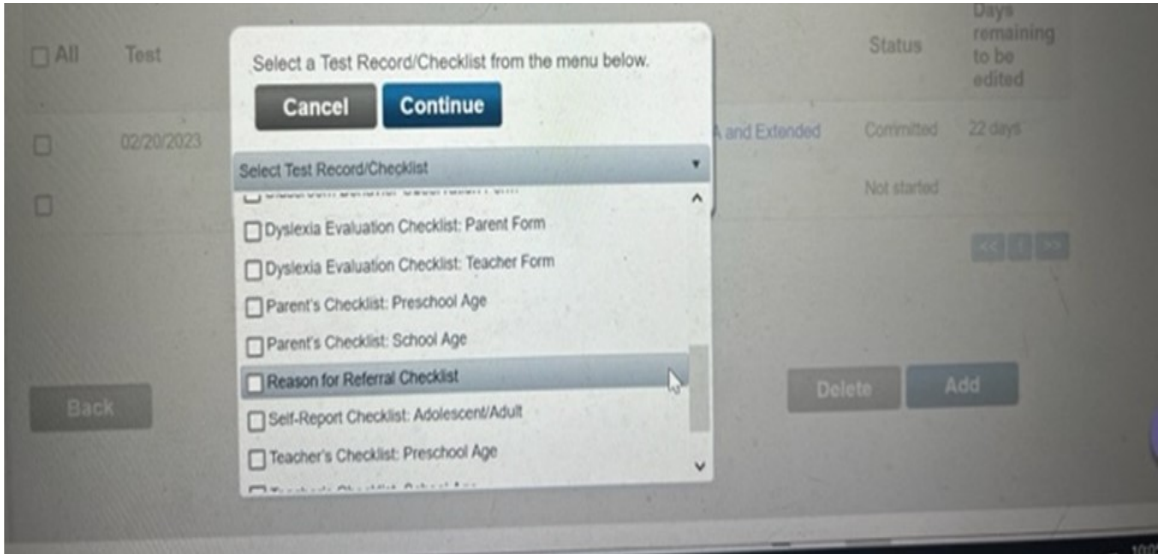
### *Six Reproducible Checklists*

- 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**

## WIIP Checklists



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**WIIP Links Assessment Results to Instructional Programming and Facilitates the Report Writing Process**

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# WJ IV WIIP Comprehensive and Dyslexia Reports

WJ IV Interpretation and Instructional Interventions  
Program (WIIP)

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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)



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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# The Comprehensive Report

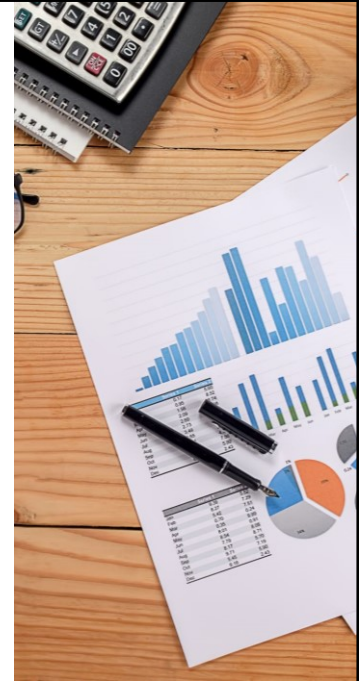
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# The Comprehensive Report

- 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



Dashboard

Reports

Administration

Resources

**Reports**

**Create Report**

**Data Export**

**Report Options**

- WJ IV
- WMLS-R
- ECAD
- Bateria IV

## Create Report

Select report filters from the menu below

*Product \**

WJ IV

*Report Type \**

Comprehensive Report

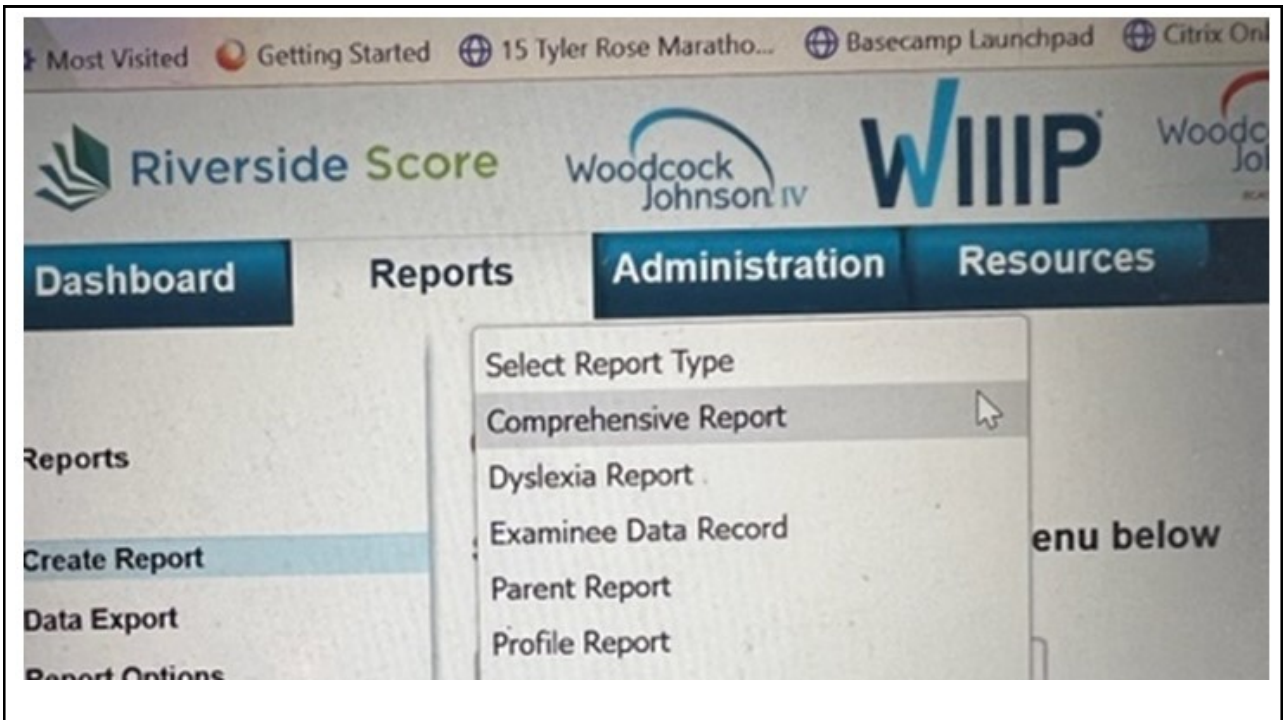
*Examinee Selection \**

[Type examinee's name and click enter]

▶ ■ Referrals - Stephens, Tammy



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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 95% 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.

#### **WJ IV 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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# Evidence-Based Interventions

Research supports the effectiveness of the Intervention

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## Intervention Recommendations

Database ID	Recommendations for Instruction:
<input type="checkbox"/> READNG-080-ListenS	Reading stories aloud to students is a good way for a teacher to enrich students' vocabulary. Reading aloud also introduces the students to comprehension skills such as determining the main idea in the story or the cause-and-effect demonstrated by the story.
<input type="checkbox"/> Read12-130-ThreeH	
<input type="checkbox"/> Read04-030-Imagery	
<input type="checkbox"/> Read04-060-PrioKnow	
<input type="checkbox"/> Read04-070-SelfMont	
<input type="checkbox"/> Read04-080-NewVocab	
<input type="checkbox"/> Read04-100-GraphOrg	
<input type="checkbox"/> Read04-110-MetaCog	
<input type="checkbox"/> Read04-120-RecipTea	
<input type="checkbox"/> Read04-150-WordTech	
<input type="checkbox"/> MATH-010-VerbSteps	
<input type="checkbox"/> MATH-020-Review	
<input type="checkbox"/> MATH-040-ComplInstr	
<input type="checkbox"/> MATH-050-Supplementa	
<input type="checkbox"/> Math02-030-WordProb	
<input type="checkbox"/> Math02-031-QAR	
<input type="checkbox"/> Math02-070-Identify	
<input type="checkbox"/> Math02-080-Transfer	
<input type="checkbox"/> Math02-100-ProblemS	
<input type="checkbox"/> Math02-110-GraphicR	
<input type="checkbox"/> Math05-031-Intermix	
<input type="checkbox"/> Math05-040-MnemonicS	
<input type="checkbox"/> Math05-090-Demo	

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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 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 (Glr)
- Visual Processing (Gv)

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## Evidence-Based Interventions

### *COG Sample 2: John, Age 17-0*

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

Done Clear Cancel

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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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# 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. Proctor, 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

WJ IV Dyslexia Profile of Scores								
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS >110 PR >75	RPI	Comments
<b>Primary Reading and Writing Difficulties</b>	Letter-Sound	Informal	Letter Identification: Case: Lower ___/26 Upper ___/26 Letter sounds: C ___/21 V ___/5 (short)					
	Basic Read. Skills	WJ IV ACH	Test 1: Letter-Word Identification				___/90	
			Test 7: Word Attack				___/90	
	Reading Fluency (rate & accuracy)	WJ IV ACH	<b>Reading Fluency</b>				___/90	
			Test 8: Oral Reading				___/90	
			Test 9: Sentence Reading Fluency				___/90	
			<b>Reading Rate</b>				___/90	
			Test 9: Sentence Reading Fluency				___/90	
			Test 15: Word Reading Fluency				___/90	
	Spell.	WJ IV ACH	Test 3: Spelling				___/90	
			Test 16: Spelling of Sounds				___/90	
			<b>Phoneme-Grapheme Knowledge</b>				___/90	
	Phoneme-Grapheme Knowledge	WJ IV ACH	Test 7: Word Attack				___/90	
Test 16: Spelling of Sounds						___/90		

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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

WJ IV Dyslexia Profile of Scores								
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS >110 PR >75	RPI	Comments
<b>Secondary Reading and Writing Difficulties</b>	Reading Comprehension		<b>Reading Comprehension</b> <input type="checkbox"/> Extended				___/90	
			Test 4: Passage Comprehension				___/90	
			Test 12: Reading Recall				___/90	
			Test 17: Reading Vocabulary (Extended)				___/90	
<b>Secondary Reading and Writing Difficulties</b>	Written Expression		<b>Written Expression</b>				___/90	
			Test 6: Writing Samples				___/90	
			Test 11: Sentence Writing Fluency				___/90	

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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

## Relevant Cognitive Abilities

WJ IV Dyslexia Profile of Scores										
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS >110 PR >75	RPI	Comments		
Cognitive Abilities: Possible Contributing Factors	Phonological Awareness	WJ IV COG	<b>Auditory Processing</b>				.../90			
			Test 5: Phonological Processing				.../90			
			Test 12: Nonword Repetition				.../90			
		WJ IV OL	<b>Phonetic Coding</b>					.../90		
			Test 3: Segmentation					.../90		
			Test 7: Sound Blending					.../90		
	Orthographic Awareness	WJ IV COG	Test 9: Sound Awareness					.../90		
			Test 4: Letter-Pattern Matching					.../90		
			Test 11: Number-Pattern Matching					.../90		
		WJ IV ACH	Test 1: Letter-Word Identification						.../90	
			Test 3: Spelling						.../90	
			Test 7: Word Attack						.../90	
	Memory	WJ IV OL	Test 16: Spelling of Sounds					.../90		
			<b>Auditory Memory Span</b>					.../90		
			Test 5: Sentence Repetition						.../90	
		WJ IV COG	Test 18: Memory for Words						.../90	
			<b>Short-Term Working Memory</b> <input type="checkbox"/> Extended						.../90	
			Test 3: Verbal Attention						.../90	
	Rapid Naming	WJ IV OL	Test 10: Numbers Reversed					.../90		
			Test 16: Object-Number Sequencing (Extended)					.../90		
			<b>Speed of Lexical Access</b>						.../90	
		Processing Speed	WJ IV COG	Test 4: Rapid Picture Naming					.../90	
				Test 8: Retrieval Fluency					.../90	
				<b>Cognitive Processing Speed (Gs)</b>						.../90
WJ IV COG	Test 4: Letter-Pattern Matching						.../90			
	Test 17: Pair Cancellation						.../90			
	<b>Perceptual Speed</b>						.../90			
WJ IV COG	Test 4: Letter-Pattern Matching						.../90			
	Test 11: Number-Pattern Matching						.../90			

## Goals of the Dyslexia Profile Report

Does not “diagnose” Dyslexia

Framework to discuss the primary and secondary characteristics of a student.

Integrates valuable home and school qualitative information

Aligns with the 6<sup>th</sup> ASB’s framework of WJ IV’s use in Dyslexia Assessment

Makes conceptualization easier and more targeted

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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:

- **Gf-Gc 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 WIIP.

### Create Report

Select report filters from the menu below

Product \*  
WJ IV

Report Type \*  
Dyslexia Report

Examinee Selection \*  
Potter, Harry

My Shared Folder - Bryan, Luke  
 My Shared Folder - Malone, Post  
 Referrals - Holder-1, Account  
 Potter, Harry  
 Wesley, Ronald

Test Record/Checklist \*

WJ IV Tests of Achievement Form A and B

WJ IV Tests of Achievement Form A and B

Dyslexia Evaluation Checklist: Parent Form 10/09/2018

Dyslexia Evaluation Checklist: Teacher Form 10/09/2018

Classroom Behavior Observation Form 10/09/2018

Self-Report Checklist: Adolescent/Adult 10/09/2018

Writing Evaluation Scale 10/09/2018

Normative Basis \*

Age

Report Style

Standard Scores Include Test Appendix

Interventions

READING-D1G-MultiComp,READING-D30-C

Output Format \*

Select Output Format

**NEW!** Dyslexia Report selection

Save to My Reports

Run Report

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## Error Message for Missing Tests/Clusters

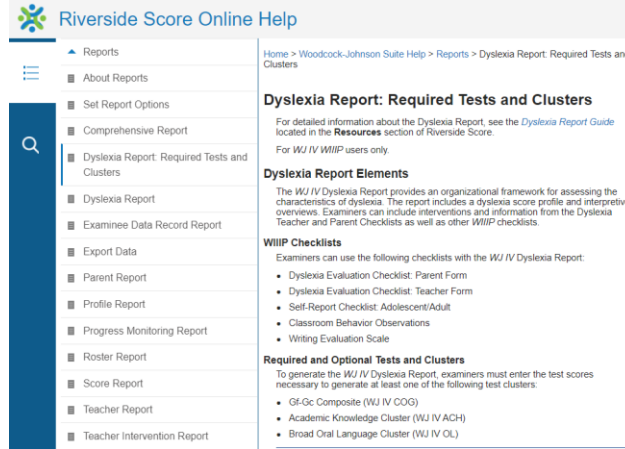
\*If the selected examinee does not have the required tests and clusters administered they will receive the following error message.

The screenshot shows the 'Create Report' interface with a modal error message. The error message states: "This examinee does not meet the minimum testing requirements for generating a Dyslexia Report. Please see our [Help](#) documentation for a list of required and recommended tests to generate a Dyslexia Report." The background form shows the following settings: Product: WJ IV, Report Type: Dyslexia Report, Examinee Selection: Wesley, Ronald. The error message has an 'OK' button.

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## Dyslexia Report Online Help

The hyperlink in the error message will guide you to the following page:

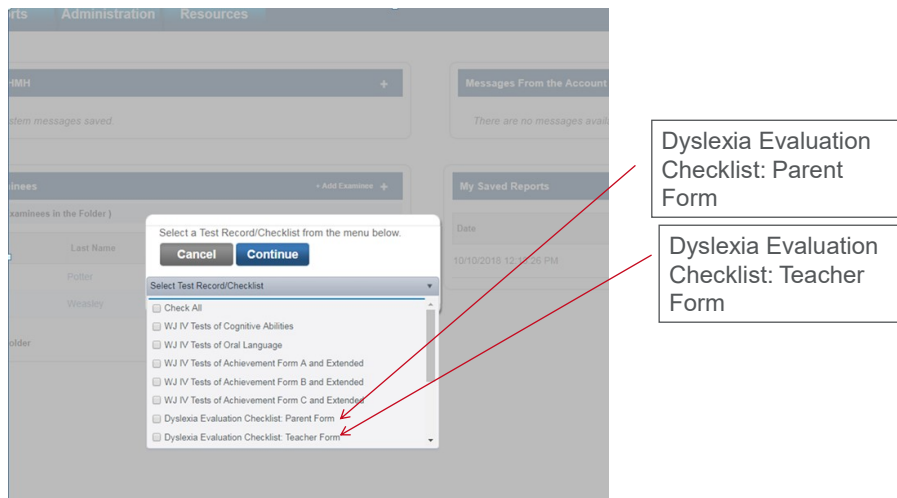


[https://s3.amazonaws.com/onlinehelp.riversideinsights.com/Help/testbed/OSR/index.htm#t=Test\\_Records%2FDyslexia\\_Report\\_Required\\_Tests\\_and\\_Clusters.htm](https://s3.amazonaws.com/onlinehelp.riversideinsights.com/Help/testbed/OSR/index.htm#t=Test_Records%2FDyslexia_Report_Required_Tests_and_Clusters.htm)

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## Dyslexia Evaluation Checklists Teacher & Parent Form

If a user is entitled to WIIP they will find 2 Dyslexia checklists available to them in the Add Test Record drop-down.



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## Dyslexia Evaluation Checklist: Parent Form

### Dyslexia Evaluation Checklist: Parent Form

#### Identifying Information

Examinee's Name: Harry Potter Checklist Date:

Respondent's Name (Last) \*  (First Name) \*

Preferred Form of Address: \*  Relationship: \*  Specify

Check only the items that describe your child. Provide examples where indicated.

#### Development

- 1. Has a history of ear infections
- 2. Had ear tubes inserted
- 3. Had difficulty learning to talk
- 4. Had speech therapy
- 5. Currently has speech therapy
- 6. Had some difficulty pronouncing words
- 7. Currently has some difficulty pronouncing new words
- 8. Mispronounces some words by putting the sounds in the wrong order (e.g., animal for animal or puggetti for spaghetti) or leaving sounds out
- 9. Has difficulty following directions
- 10. Has difficulties remembering the details of a story that has been read aloud
- 11. Has difficulty with word retrieval such as remembering the names of people and places
- 12. Often uses the wrong word when speaking or has difficulty recalling the word he/she wants to use

#### Family History

- 1. Has one or more family members who have/had difficulty learning to read and spell Specify
- 2. Has one or more family members who have/had difficulty with attention Specify

#### Nonreading Skills

- 1. Is creative (e.g., loves to draw, sing, act, invent) Specify
- 2. Is good at assembling puzzles
- 3. Enjoys many activities that do not require reading Specify

#### Prereading Skills

- 1. Likes to listen to books
- 2. Does not like to look at print when listening to books read by others
- 3. Had trouble learning how to rhyme words
- 4. Currently has trouble rhyming words
- 5. Had trouble learning the alphabet
- 6. Has trouble remembering letter sounds
- 7. Has trouble breaking apart the sounds in words and then blending them back together to pronounce the words
- 8. Currently has difficulty recognizing some letters
- 9. Complains about having to read
- 10. Shows anxiety or frustration about having to read
- 11. Dislikes reading aloud

#### Reading Skills

- 1. Confuses little words that look alike (e.g., who and how, was and saw) Specify

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## Dyslexia Evaluation Checklist: Teacher Form

### Dyslexia Evaluation Checklist: Teacher Form

#### Identifying Information

Examinee's Name: Harry Potter Checklist Date:

Teacher's Name (Last) \*  (First Name) \*

Preferred Form of Address: \*

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

#### Oral Language Skills

- 1. Has difficulty rhyming words
- 2. Has difficulty isolating the first and/or last sound in one-syllable words
- 3. Has trouble pronouncing multisyllabic words
- 4. Has trouble retrieving words quickly
- 5. Often uses the wrong word when speaking or has difficulty recalling a word
- 6. Has difficulty following oral multistep directions

#### Nonreading Skills

- 1. Has age-appropriate oral language skills
- 2. Is creative (e.g., art, music, problem solving) Specify
- 3. Enjoys visual-spatial tasks (e.g., puzzles, Legos®, visual designs) Specify
- 4. Enjoys activities that do not require reading Specify

#### Basic Reading Skills

- 1. Has difficulty learning letter names
- 2. Has difficulty learning letter sounds
- 3. Has difficulty retaining the connections between letters and sounds
- 4. Demonstrates difficulty learning phonics
- 5. Learns phonics generalizations but has difficulty applying them to new words
- 6. Is slow to develop a sight vocabulary
- 7. Has difficulty recognizing/reading irregular words
- 8. Reverses/inverts/transposes letters or words with similar visual appearance (e.g., b/d, r/l, was/saw, build/blind) Specify
- 9. Substitutes articles and prepositions when reading (e.g., a/the, for/or) If checked, how frequently does this occur?
  - Sometimes
  - Often
  - Very Often
- 10. Substitutes similar-looking words when reading (e.g., house/horse) If checked, how frequently does this occur?
  - Sometimes
  - Often
  - Very Often
- 11. Has trouble reading words with two or more syllables

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## Riverside Score Resources- Additional Considerations in Dyslexia Assessment

**WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM**

### Additional Considerations in Dyslexia Assessment



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. Prior effective 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 multisyllabic 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 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.

## Dyslexia Report Help and Resources

**Quick Reference Guides** - One-page guides providing step-by-step instructions for specific tasks

- [Navigate the Dashboard](#)
- [Add and Share an Examinee](#)
- [Add Administrators and Examiners](#)
- [Add Test Records and Test Record Date](#)
- [Create a Profile Report](#)
- [Create a Score Report](#)
- [Create a Profile Report](#)
- [Create a Parent Report](#)
- [Assign and View WJIV Licenses](#)
- [Create a Comprehensive Report](#)
- [Create a Dyslexia Report](#)
- [Export Data](#)

Create Dyslexia Report Quick Reference Guide

**Report and Score Interpretation Guides** - Helps administrators and examiners interpret and use results of tests to ensure the greatest benefit from the administration of this assessment

- [WJ IV Report and Score Interpretation Guide Tests of Achievement](#)
- [WJ IV Report and Score Interpretation Guide Tests of Oral Language](#)
- [WJ IV Report and Score Interpretation Guide Tests of Cognitive Abilities](#)
- [WJIV Report and Score Interpretation Guide](#)

**WJ IV Technical Manual** - Provides comprehensive information about the design of Woodcock-Johnson IV and supports aspects of norms and score interpretation related to technical characteristics of the assessment

- [WJ IV Technical Manual](#)

**WJ IV Interpretation and Instructional Interventions Program Digital Walkthrough** - Provides an overview of the WJIV and includes instruction on the steps within the Online Scoring and Reporting workflow

- [WJ IV Interpretation and Instructional Interventions Program Digital Walkthrough](#)

Additional Considerations in Dyslexia Assessment

**WJ IV Interpretation and Instructional Interventions Program Manual and Checklists**

- [WJIV Manual and Checklists](#)
- [Reason for Referral Checklist](#)
- [Parent Checklist\\_School Age](#)
- [Spanish Parent Checklist\\_School Age](#)
- [Teacher Checklist\\_School Age](#)
- [Classroom Behavior Observation Form](#)
- [Self-Report Checklist\\_Adolescent/Adult](#)
- [Writing Evaluation Scale](#)
- [Parent Checklist\\_Preschool Age](#)
- [Spanish Parent Checklist\\_Preschool Age](#)
- [Teacher Checklist\\_Preschool Age](#)
- [Additional Considerations in Dyslexia Assessment](#)
- [Dyslexia Evaluation Checklist\\_Parent Form](#)
- [Dyslexia Evaluation Checklist\\_Teacher Form](#)

Dyslexia Evaluation Checklist: Parent Form PDF

Dyslexia Evaluation Checklist: Teacher Form PDF

## At the Beginning of Every Dyslexia Report

### Purpose of Report and Dyslexia Definitions

#### PURPOSE OF REPORT

This report organizes and presents Antonio's assessment results and other relevant information in a manner that may be useful for determining whether he exhibits a profile that is consistent with the characteristics of dyslexia.

#### DYSLEXIA DEFINITIONS

##### *International Dyslexia Association definition (IDA, 2002)*

The most commonly used definition of dyslexia in the United States is the IDA definition which states, "Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge." (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

##### *Functional definition of dyslexia*

Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses cause difficulties with reading comprehension and written expression. According to research, the major cognitive correlates of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid naming, and perceptual speed. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person's other abilities.

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## Checklist Information Embedded in Report:

### Dyslexia Evaluation Checklist Parent and Teacher Forms

#### DYSLEXIA EVALUATION CHECKLIST: PARENT FORM

Ms. Christine Scott, Antonio's mother, provided the following information regarding Antonio's background and skills by completing the *Dyslexia Evaluation Checklist: Parent Form* on October 10, 2018.

##### **Antonio's Development**

- Has a history of ear infections (had ear tubes inserted).
- Had speech therapy.
- Had some difficulty pronouncing new words.
- Mispronounces some words by putting the sounds in the wrong order or leaving sounds out (aminal for animal).
- Has difficulty remembering the details of a story that has been read aloud.

#### DYSLEXIA EVALUATION CHECKLIST: TEACHER FORM

Ms. Lisa Smith, Antonio's teacher, provided the following information regarding Antonio's reading skills by completing the *Dyslexia Evaluation Checklist: Teacher Form* on October 08, 2018.

##### **Antonio's Oral Language**

- Has difficulty rhyming words.
- Has trouble retrieving words quickly.
- Often uses the wrong word when speaking or has difficulty recalling a word.

##### **Antonio's Nonreading Skills**

- Is creative (loves to sing).
- Enjoys visual-spatial tasks (enjoys building with blocks).
- Enjoys activities that do not require reading (sports and athletic activities).

#### Parent Checklist:

- Development
- Family History
- Nonreading Skills
- Prereading Skills
- Reading Skills
- Spelling and Writing

#### Teacher Checklist:

- Oral Language
- Nonreading Skills
- Basic Reading Skills
- Attitude Towards Reading
- Reading Proficiency and Comprehension
- Spelling and Writing

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# Primary Areas: Reading and Spelling

## Dyslexia Score Profiles

### DYSLEXIA SCORE PROFILE

The table below presents a conceptual framework for interpreting Antonio's performance on the WJ IV tests and clusters that assess primary reading and spelling skills. Difficulties in these areas may be associated with dyslexia. Scores appear in the table for tests and clusters that were administered.

Primary Areas of Reading and Spelling

Area Tested	Battery	Cluster/Test	SS		RPI	Proficiency	
			SS	PR			
Basic Reading Skills	WJ IV ACH	Basic Reading Skills	62	0.5	Very Low	1/90	Extremely Limited
		1. Letter-Word Identification	63	1	Very Low	0/90	Extremely Limited
		7. Word Attack	56	0.2	Very Low	3/90	Extremely Limited
Reading Fluency / Rate	WJ IV ACH	Reading Fluency	66	1	Very Low	1/90	Extremely Limited
		8. Oral Reading	57	0.2	Very Low	1/90	Extremely Limited
		9. Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		9. Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		15. Word Reading Fluency	73	4	Low	0/90	Extremely Limited
Spelling	WJ IV ACH	3. Spelling	66	1	Very Low	3/90	Very Limited
		16. Spelling of Sounds	68	2	Very Low	20/90	Very Limited
Phoneme-Grapheme Knowledge	WJ IV ACH	Phoneme-Grapheme Knowledge	62	1	Very Low	0/90	Very Limited
		7. Word Attack	56	0.2	Very Low	3/90	Extremely Limited
		16. Spelling of Sounds	68	2	Very Low	20/90	Very Limited

Adapted from Dyslexia Profile, © 2017 C. Proctor, N. Mather, T. Stephens-Pisacco, and L. E. Jaffe

Among the primary reading and spelling areas assessed, Antonio's standard scores are within the low range for one cluster (Reading Rate) and two tests (Sentence Reading Fluency and Word Reading Fluency). Antonio's standard scores are within the very low range for three clusters (Basic Reading Skills, Reading Fluency and Phoneme-Grapheme Knowledge) and five tests (Spelling, Letter-Word Identification, Word Attack, Oral Reading and Spelling of Sounds).

Score Profiles available in the following areas:

- Primary Areas of Reading and Spelling
- Secondary Reading and Writing Skills
- Ability Measures
- Cognitive and Linguistic Abilities

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

## Interpretation

### INTERPRETATION

#### Primary Reading, Spelling, and Writing Difficulties

To determine whether Antonio's reading performance is commensurate with his cognitive ability, the Gf-Gc Composite, Broad Oral Language, and Academic Knowledge clusters were administered. The Gf-Gc Composite is a combined measure of fluid reasoning and comprehension-knowledge. The Broad Oral Language cluster is a measure of oral language competency. The Academic Knowledge cluster is a measure of acquired knowledge in the areas of science, social studies, and humanities. Successful performance on these clusters does not require reading. These ability measures were then compared to his reading achievement results.

Primary Reading and Spelling Skills	Predictor of Ability to Learn When Reading is Not Required		
	Gf-Gc Composite	Broad Oral Language	Academic Knowledge
Basic Reading Skills	✓	✓	✓
Reading Fluency	✓	✓	✓
Reading Rate	✓	✓	✓
Phoneme-Grapheme Knowledge	✓	✓	Comparison Not available

✓ indicates that the primary reading and spelling skill is significantly lower than the ability measure used as the predictor, based on a 1.5 SD (1.96) cutoff.

#### Gf-Gc Composite/Reading Comparisons

Compared to Antonio's intellectual level as measured by the Gf-Gc Composite, his Basic Reading Skills, Reading Fluency, Reading Rate, and Phoneme-Grapheme Knowledge scores are unexpectedly low.

#### Broad Oral Language/Reading Comparisons

Compared to Antonio's level of oral language ability as measured by the Broad Oral Language cluster, his Basic Reading Skills, Reading Fluency, Reading Rate, and Phoneme-Grapheme Knowledge scores are unexpectedly low.

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

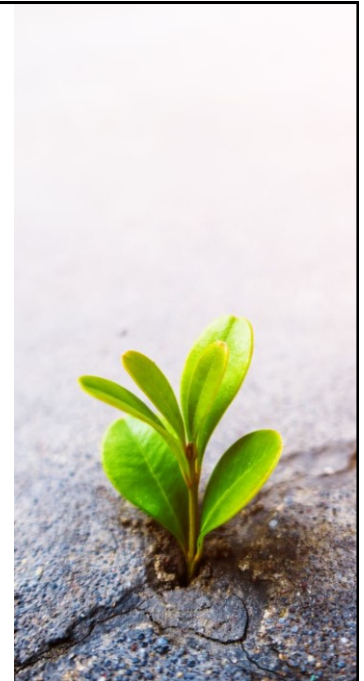
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## Comparison Methods:

- **GIA/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 Gf-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 98). 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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# Adam Sample

A Case Study – Using the WIIP

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## Reason for Referral



## Comprehensive Report

WIIP INTERVENTION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

**Reason for Referral Checklist**

Examinee's Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Who initiated this referral? (Last Name) (First Name)

Referral (Type of Address) (M) (M) (M) (M) (M) (M)

**A. Reasoning**

1. Teacher  2. Counselor  3. Student

4. Parent  5. Counselor  6. Nurse

7. Counselor  8. Counselor  9. Counselor

10. Counselor  11. Counselor  12. Other (specify)

**B. Referral Reason for Referral**

1. Suspected learning disability (specify) \_\_\_\_\_

2. Suspected reading problem (specify) \_\_\_\_\_

3. Difficulty attending (specify) \_\_\_\_\_

4. Obsessive-compulsive and/or anxiety disorder (specify) \_\_\_\_\_

5. Suspected attention problem (specify) \_\_\_\_\_

6. Suspected health problem (specify) \_\_\_\_\_

7. Suspected problem (specify) \_\_\_\_\_

8. Suspected emotional problem (specify) \_\_\_\_\_

9. Suspected developmental delay (specify) \_\_\_\_\_

10. Obsessive-compulsive disorder (specify) \_\_\_\_\_

11. Assessment for program placement (specify) \_\_\_\_\_

12. Gifted/talented (specify) \_\_\_\_\_

13. Other (specify) \_\_\_\_\_

14. Miscellaneous \_\_\_\_\_

**C. If there are additional reasons for this 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 underlying developmental issue?

3. What are the individual's cognitive and academic developmental levels?

4. Other: This evaluation is intended to answer the following question: \_\_\_\_\_

Name: Sample, Adam  
 Date of Birth: 07/23/2005  
 Age: 9 years, 3 months  
 Sex: Male  
 Dates of Testing:  
 10/09/2014 (COG)  
 10/10/2014 (OL)  
 10/08/2014 (ACH)

Grade: 4.1  
 Examiner: Miriam Smart

### REASON FOR REFERRAL

Miss Miriam Smart, Adam's teacher, referred him for an evaluation of a suspected learning disability. This evaluation is intended to address the following questions: What cognitive, language, and/or academic strengths and weaknesses exist? What are Adam's cognitive, language, and academic developmental levels?

### TESTS ADMINISTERED

Woodcock-Johnson IV Tests of Cognitive Abilities  
 Woodcock-Johnson IV Tests of Oral Language  
 Woodcock-Johnson IV Tests of Achievement Form B

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## Teacher Report

### TEACHER'S REPORT

Miss Miriam Smart, Adam's teacher, responded to a checklist on 09/23/2014 to provide information based on recent direct observations of, and typical experience with, Adam.

Miss Smart described Adam as motivated and intelligent, but also insecure. At school, his mood is typical of others of his age. He needs more one-to-one attention but completes about as much schoolwork as other boys his age.

Adam generally persists with difficult tasks. He always, or almost always, listens when spoken to directly. His oral responses to questions are slow but careful. Adam usually organizes his tasks and activities, follows instructions, and finishes his schoolwork. He usually keeps assignments and school supplies in order and remembers what he is supposed to do. He reacts normally to distractions and adapts to them. Some reported behaviors may be inhibiting classroom performance. Adam frequently fails to give close attention to details or makes careless mistakes. He seems to have difficulty sustaining attention in tasks or play activities. He usually remains seated when expected to. Adam'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. Adam's social interaction skills are typical for boys his age. For example, he takes turns appropriately. Miss Smart is most concerned about the amount of one-to-one attention he requires in the classroom. This behavior interferes with his classroom performance from time to time.

Miss Smart provided the following observations about Adam's behavior in the classroom. He demonstrates slightly serious anxiousness and withdrawal in the classroom. However, these behaviors are not disruptive.



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## Test Session Observations

### TEST SESSION OBSERVATIONS

Observations of Adam's behavior were made during administration of the *Tests of Cognitive Abilities* and the *Tests of Oral Language*. His conversational proficiency seemed typical for his age level. He was cooperative throughout the examinations but he appeared fidgety or restless at times. He appeared tense or worried, and often distracted, during the examinations. He sometimes responded too quickly to test questions, and he gave up easily after attempting difficult tasks.

Further observations of Adam's behavior were made during administration of the *Tests of Achievement*. His conversational proficiency seemed typical for his age level. He was cooperative throughout the examination but he appeared fidgety or restless at times. He appeared tense or worried, and often distracted, during the examination. He responded very slowly and hesitantly to test questions. He generally persisted with difficult tasks.

On word identification tasks, he required increased time and greater attention to phoneme-grapheme relationships to determine the correct response. On a passage comprehension test, Adam appeared to read passages very slowly. On a word attack (phonics) test, Adam appeared to have limited ability to apply phoneme-grapheme relationships. On a sentence reading fluency test, Adam appeared to read sentences slowly for his age.

The examiner listened to Adam read aloud from a story with sentences of increasing difficulty. When the sentences were at an easy to moderate reading level for him, the following errors were observed: hesitation (2), repetition (1), transposition (1), and ignoring punctuation (1). When the reading material was at his frustration level, the following errors were observed: mispronunciation (4) and hesitation (2).

Adam's performance on Applied Problems tasks appeared to be typical for his age. On math calculation tasks, Adam solved many problems quickly with no observed difficulties. Adam solved problems quickly on a test of fluency with basic math facts.



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## Interpretative Overview of Scores

### INTERPRETIVE OVERVIEW OF SCORES

The scores derived from this administration can be interpreted at different levels. Some measures are based upon single tests. Other measures are based upon logical-empirical combinations of tests called clusters. Variations within groups of scores are evaluated to determine if any relative strengths and weaknesses exist.

Adam's overall intellectual ability, as measured by the WJ IV General Intellectual Ability (GIA) standard score, is in the average 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 86 to 95. A composite index of Adam's fluid and crystallized intellectual abilities is also in the average range.

Among the WJ IV cognitive measures, Adam's standard scores are within the high average range for one test (Number Series). His scores are within the average range for four clusters (Comprehension-Knowledge, Comprehension-Knowledge 3, Fluid Reasoning, and Visual Processing) and eight tests (Oral Vocabulary, Visualization, General Information, Concept Formation, Numbers Reversed, Non-word Repetition, Visual-Auditory Learning, and Picture Recognition). His scores are within the low average range for four clusters (Short-Term Working Memory, Auditory Processing, Long-Term Retrieval, and Number Facility) and three tests (Verbal Attention, Phonological Processing, and Number-Pattern Matching); and within the low range for three clusters (Perceptual Speed, Cognitive Efficiency, and Cognitive Efficiency-Extended) and two tests (Letter-Pattern Matching and Story Recall).

An analysis of variations among Adam's cognitive scores (including some cognitive-linguistic scores) suggests that Number Series, Number Matrices, and Fluid Reasoning are relative strengths for him. He demonstrated relative weaknesses in Letter-Pattern Matching, Story Recall, and Perceptual Speed.

Among the WJ IV achievement measures, Adam's standard scores are within the average range for six clusters (Oral Language, Broad Oral Language, Oral Expression, Listening Comprehension, Phonetic Coding, and Vocabulary) and five tests (Picture Vocabulary, Oral Comprehension, Sentence Repetition, Understanding Directions, and Sound Blending). His scores are within the low average range for one cluster (Speed of Lexical Access) and three tests (Segmentation, Rapid Picture Naming, and Retrieval Fluency).

An analysis of variations among Adam's oral language scores (including some cognitive-linguistic scores) revealed no pattern of relative strengths and weaknesses.

Adam's overall academic achievement, as measured by the WJ IV Broad Achievement standard score, is in the low average range of others his age.

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## Instructional Recommendations & Interventions

### INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

Adam may gain the most from reading instruction presented within the late first grade to early second grade range. In addition, Adam 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.

The most effective program for Adam may be a multicomponent reading intervention program that simultaneously addresses phonology, orthography, morphology, syntax, and semantics.

Interactive learning environments help promote reading and writing proficiency in the context of social interaction. In an interactive learning environment, Adam would engage in reading and writing activities with a more mature reader and writer, such as an older student, a parent working in the classroom, or a teacher or aide. The more mature readers and writers act as models and provide individualized, guided instruction. This environment may help Adam learn from others, initially by observation and subsequently by internalizing the academic skills that are exhibited by more experienced readers and writers.

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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

5/3/2023

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