



Woodcock-Johnson® IV

Tests of Cognitive Abilities

Examiner Training Workbook

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Overview

The *Woodcock-Johnson*® IV (WJ IV®) (Schrank, McGrew, & Mather, 2014a) consists of three assessment instruments: the *Woodcock-Johnson IV Tests of Cognitive Abilities* (WJ IV COG) (Schrank, McGrew, & Mather, 2014b); the *Woodcock-Johnson IV Tests of Oral Language* (WJ IV OL) (Schrank, Mather, & McGrew, 2014b); and the *Woodcock-Johnson IV Tests of Achievement* (WJ IV ACH) (Schrank, Mather, & McGrew, 2014a). Consult the appropriate Examiner's Manual or the *Woodcock-Johnson IV Technical Manual* (McGrew, LaForte, & Schrank, 2014) for comprehensive information about these three assessment instruments.

The WJ IV Tests of Cognitive Abilities consists of 18 tests organized into a standard and an extended battery. Tests 1 through 7 serve as a core set of tests. Table 1 provides an overview of the organization of the WJ IV COG.

Table 1.
*Organization of the
WJ IV COG Tests*

WJ IV TESTS OF COGNITIVE ABILITIES		
Cognitive Ability/Factor	Standard Battery	Extended Battery
Comprehension-Knowledge (<i>Gc</i>)	Test 1: Oral Vocabulary Test 8: General Information	
Fluid Reasoning (<i>Gf</i>)	Test 2: Number Series Test 9: Concept Formation	Test 15: Analysis-Synthesis
Short-term Working Memory (<i>Gwm</i>)	Test 3: Verbal Attention Test 10: Numbers Reversed	Test 16: Object-Number Sequencing Test 18: Memory for Words
Cognitive Processing Speed (<i>Gs</i>)	Test 4: Letter-Pattern Matching	Test 11: Number-Pattern Matching Test 17: Pair Cancellation
Auditory Processing (<i>Ga</i>)	Test 5: Phonological Processing	Test 12: Nonword Repetition
Long-term Retrieval (<i>Glr</i>)	Test 6: Story Recall	Test 13: Visual-Auditory Learning
Visual Processing (<i>Gv</i>)	Test 7: Visualization	Test 14: Picture Recognition

The Examiner Training Workbook provides a reference to facilitate administration and scoring of the WJ IV. This workbook is to be used in conjunction with the *Woodcock-Johnson IV Tests of Cognitive Abilities Examiner's Manual* (Mather & Wendling, 2014b), not in place of the manual. The content focuses on manual scoring options including (a) item-level scoring, (b) raw score calculation, and (c) obtaining estimated age and grade equivalents. An illustration of the uniqueness of the scores available in the WJ IV is presented. Important administration points required for correct raw score calculation are covered. This includes basal and ceiling rules and directions on scoring tests with sets or blocks of items or multiple parts.

To aid examiners in building competency with the test, Practice Exercises are included to reinforce mastery of basal and ceiling rules, raw score calculation, and determination of estimated age and grade equivalents. In addition, two reproducible checklists are included. The first is the WJ IV General Test Observations Checklist that may be used by an experienced examiner when observing a new examiner. The second, the *WJ IV Tests of Cognitive Abilities Examiner Training Checklist*, is a test-by-test form that may be used as an observation or self-study tool.

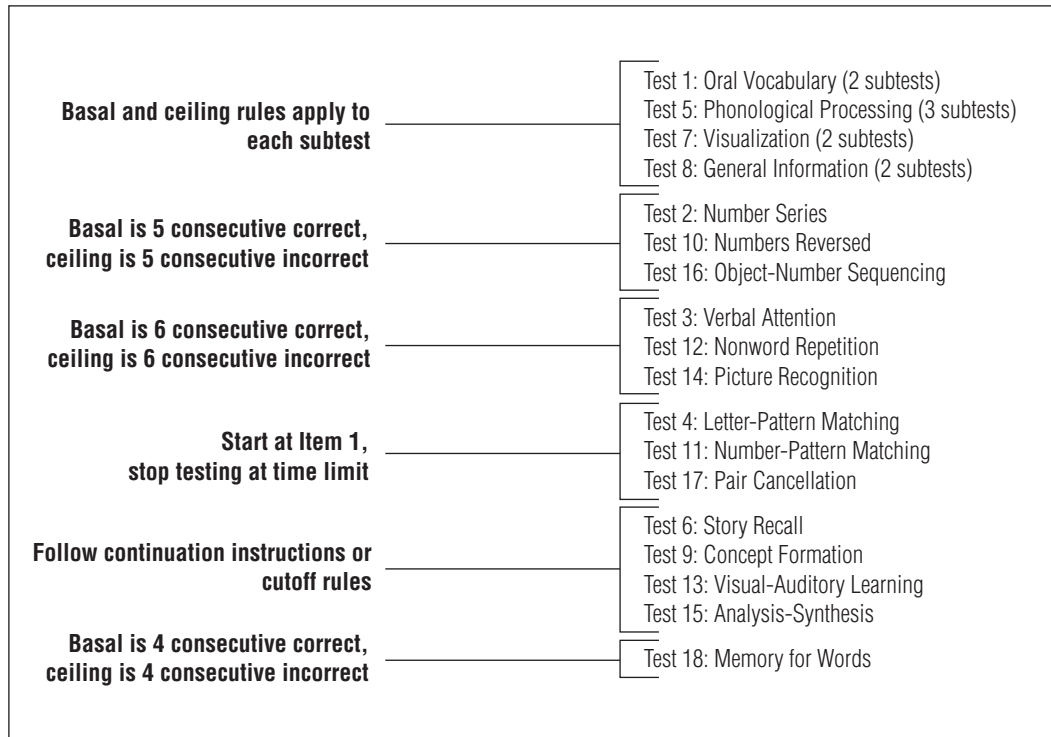
Basal and Ceiling Rules

The purpose of basal and ceiling requirements is to limit the number of items administered but still be able to estimate, with high probability, the score that would have been obtained if all items were administered. By not administering items that are extremely easy or difficult, the number of administered items is minimized and the examinee's tolerance for the testing situation is maximized.

Many of the WJ IV COG tests require the examiner to establish a basal and a ceiling.

Exceptions are timed tests, such as Test 4: Letter-Pattern Matching, or tests with cutoffs, such as Test 9: Concept Formation. For some tests, all examinees begin with the sample item(s) and then proceed to Item 1; these tests require the examiner to establish a ceiling only (the basal is Item 1). Correct administration following the basal and ceiling rules is necessary to obtain the correct raw score. Figure 1 illustrates the basal and ceiling rules for each test in the WJ IV COG tests.

Figure 1.
Basal and ceiling rules for
the WJ IV COG tests.



Meeting Basal and Ceiling Criteria

When required, the basal and ceiling criteria are included in each test in the Test Book and are stated briefly at the top of each test in the Test Record. Because the basal and ceiling criteria are not the same for each test, review the criteria before testing.

It is important to note that in cases where the basal criterion is not met on the first items administered, the examiner needs to test backward until either the basal is established or Item 1 is administered. If the specified number of correct responses is not obtained, Item 1 serves as the basal. In addition, if a ceiling criterion is not met, the examiner needs to continue testing until the last item is administered. The last item serves as the ceiling.

The best practice is to test by complete pages when stimulus material appears on the examinee's side of the Test Book. If an examinee reaches a ceiling in the middle of a test page and there is no stimulus material on the examinee's side, the examiner may discontinue testing. Because examinees do not see any of the pages that fall below the basal level or above the ceiling level, they are essentially unaware that there are other items in the test.

Applying Basal and Ceiling Rules to Subtests

Test 1: Oral Vocabulary, Test 5: Phonological Processing, Test 7: Visualization, and Test 8: General Information, consist of subtests (see Figure 1). The basal and ceiling rules apply to each of the subtests and all subtests in each test must be administered to obtain a score for that test. For each of the two subtests in Oral Vocabulary, the basal and ceiling rules are the same: the six lowest-numbered items correct, or Item 1, form the basal and the six highest-numbered items incorrect, or the last item, form the ceiling. For two of the three subtests

in Phonological Processing, 5A: Word Access and 5C: Substitution, the basal and ceiling rules are the same: six lowest-numbered items correct, or Item 1, form the basal and the six highest-numbered items incorrect, or the last item, form the ceiling. For subtest 5B: Word Fluency, both items are administered to all examinees and each item has a 1-minute time limit. Although each of the two subtests in Visualization has a different starting point, the ceiling rule is the same: five highest-numbered items incorrect, or the last item, form the ceiling. For the two subtests in General Information, the basal and ceiling rules are the same: the four lowest-numbered items correct, or Item 1, form the basal and the four highest-numbered items incorrect, or the last item, form the ceiling. Figure 2 illustrates the application of this principle for Test 8A: General Information–Where. Figure 2 also illustrates that testing by complete pages is unnecessary on tests that do not have stimulus material on the examinee’s page. Testing began with Item 7 and the basal was established when the examinee answered Items 7 through 10 correctly. Testing continued until the examinee reached a ceiling when Items 12 through 15 were answered incorrectly. Because there are no stimuli visible to the examinee, the examiner did not need to complete the page, so Items 16 and 17 were not administered.

Figure 2.
Establishing a basal and ceiling on Test 8A: General Information–Where.

Test 8 General Information

8A: Where
Basal: 4 lowest correct
Ceiling: 4 highest incorrect

Score 1, 0

1 ___ on top of a house
 2 ___ shirt
 3 ___ street
 4 ___ on a face
 5 ___ on a sink
 6 ___ hand

⑦ 1 on a deer
 8 1 tree
 9 1 court
 10 1 sky
 11 1 horse

12 0 mouth
 13 0 orchestra
 14 0 bones
 15 0 music

16 ___ on a face
 17 ___ construction site
 18 ___ towels
 19 ___ on a boat
 20 ___ sailboat
 21 ___ in the ocean
 22 ___ on a weather map

8A Number Correct (0–22)

1 Basal and ceiling rules apply to each subtest.

2 Testing begins with Item 7 and a basal is established when Items 7–10 are answered correctly.

3 Testing continues until a ceiling is reached when Items 12–15 are answered incorrectly.

4 Items 16 and 17 are not administered because no stimulus material is visible to the examinee. Testing by complete pages is unnecessary.

Following Cutoff Instructions

As noted in Figure 1, Test 9: Concept Formation does not have basal and ceiling rules, but rather it uses cutoff instructions. Figure 3 illustrates the application of the cutoff instructions in determining when to discontinue, or cutoff, administration of Test 9: Concept Formation. Testing began with Introduction 2, then Samples C through E, and then Item 6. On Items 6 through 11, the examinee got 4 correct. Note that the cutoff box after Item 11 indicates that the score entered is based on Items 1 through 11. Credit is given for Items 1 through 5 plus the 4 additional points earned on Items 6 through 11. The score of 9 is entered into the Number Correct box for Items 1 through 11. The cutoff instructions indicate that if 5 or fewer points were earned on Items 1 through 11, testing is discontinued. However, the examinee earned 9 points, so testing continues. On Items 12 through 20, the examinee earned 3 additional points. The cumulative total for Items 1 through 20 is 12. The cutoff instructions indicate that testing is discontinued at this point because the examinee earned 12 or fewer points on Items 1 through 20. When entering the score for Concept Formation in the online scoring program, include the letter of the cutoff as well as the number correct. In this case, the score would be 12 and the letter of the cutoff used would be C.

Figure 3.
Using cutoff instructions on Test 9: Concept Formation.

Test 9 Concept Formation

Basal: Introduction 1 or 2
Ceiling: Determined by cutoffs

Score 1, 0

	First Trial	Last Trial	
A	___	___	little circle

1 ___ little

2 ___ square

3 ___ circle

	First Trial	Last Trial	
B	___	___	circle

4 ___ little circle

5 ___ yellow circle

Items 1-5 **A: Number Correct (0-5)**

Cutoff = 2 or fewer correct

C	<u>1</u>		little
D	<u>1</u>		square
E	<u>1</u>		two

6 1 red

7 1 big

8 0 one

9 1 round

10 0 little

11 1 square

Items 1-11 9 **B: Number Correct (0-11)**

Cutoff = 5 or fewer correct

	First Trial	Last Trial	
F	<u>1</u>		yellow
G	<u>0</u>	<u>1</u>	one

12 1 square

13 1 big

14 0 two

15 1 round

16 0 yellow

17 0 little

18 0 one

19 0 square

20 0 red

Items 1-20 12 **C: Number Correct (0-20)**

Cutoff = 12 or fewer correct

Score Entry

Enter Number Correct from appropriate box above and letter corresponding to items administered.

Number Correct **Letter**
(A, B, C, D, E)

12
C

1 Testing begins at Introduction 2, then Samples C-E, and then Item 6.

2 The examinee earns 4 points plus points for Items 1-5 for a total of 9. A cutoff is not reached so testing continues.

3 The examinee earns 3 additional points on Items 12-20. Total for Items 1-20 is 12. A cutoff is reached and testing is discontinued.

4 In the online scoring program, enter the score of 12 and the letter C (for the cutoff used).

Testing by Complete Pages Impacts Basal and Ceiling Rules

When stimulus material is visible on the examinee's page, the best practice is to test by complete pages. If a ceiling is reached in the middle of a page, testing should continue to complete that page. If the examinee answers any item correctly in the process of completing the page, testing should continue until a new ceiling is reached and the page is completed. Figure 4 illustrates this principle on Test 1A: Oral Vocabulary–Synonyms. Testing began with Item 5 and a basal was established when the examinee answered six consecutive items correctly (Items 5–10). Testing continued. Although the examinee answered six consecutive items incorrectly (Items 12–17), the examiner continued testing to complete the page because stimuli were visible to the examinee. In the process of completing the page, the examinee answered Item 18 correctly. Therefore, the examiner continued testing until the examinee missed six consecutive items and completed the page. The ceiling was reached when the examinee missed Items 19 through 24.

Figure 4.

Testing by complete pages impacts basal and ceiling rules.

1 Basal and ceiling rules apply to each subtest.

2 All examinees begin with the Sample Items and then follow suggested starting points.

3 Testing begins with Item 5 and a basal is established when Items 5–10 are answered correctly.

4 Testing continues. Although the examinee misses 6 consecutive items (Items 12–17), in the process of completing the page, Item 18 is answered correctly. Testing continues.

STANDARD BATTERY

Test 1 Oral Vocabulary

1A: Synonyms

Basal: 6 lowest correct
Ceiling: 6 highest incorrect

Score 1, 0

	First Trial	Last Trial	
	1	1	A <i>big</i> – <i>large</i>
	1	1	B <i>nap</i> – <i>sleep</i>
<hr/>			
1	0		<i>angry</i> – <i>mad</i>
2	0		<i>small</i> – <i>tiny</i>
3	0		<i>mom</i> – <i>mommy</i>
4	0		<i>giggle</i> – <i>laugh</i>
<hr/>			
5	1		<i>look</i> – <i>glance</i>
6	1		<i>chef</i> – <i>cook</i>
7	1		<i>beautiful</i> – <i>gorgeous</i>
8	1		<i>lawn</i> – <i>yard</i>
<hr/>			
9	1		<i>car</i> – <i>vehicle</i>
10	1		<i>street</i> – <i>road</i>
11	1		<i>attempt</i> – <i>try</i>
12	0		<i>artificial</i> – <i>insincere</i>
<hr/>			
13	0		<i>devour</i> – <i>consume</i>
14	0		<i>untamed</i> – <i>unruly</i>
15	0		<i>conceal</i> – <i>cover</i>
16	0		<i>portion</i> – <i>piece</i>
<hr/>			
17	0		<i>luminous</i> – <i>shiny</i>
18	1		<i>still</i> – <i>quiet</i>
19	0		<i>convince</i> – <i>prove</i>
20	0		<i>yield</i> – <i>surrender</i>
<hr/>			
21	0		<i>few</i> – <i>scant</i>
22	0		<i>astute</i> – <i>smart</i>
23	0		<i>ambiguous</i> – <i>unclear</i>
24	0		<i>eminent</i> – <i>renowned</i>
<hr/>			
25	0		<i>chide</i> – <i>chastise</i>
26	0		<i>austere</i> – <i>bleak</i>
27	0		<i>resplendent</i> – <i>bright</i>
28	0		<i>refute</i> – <i>deny</i>
<hr/>			
29	0		<i>beleaguer</i> – <i>bother</i>
30	0		<i>munificent</i> – <i>generous</i>
31	0		<i>effulgence</i> – <i>brightness</i>
<hr/>			

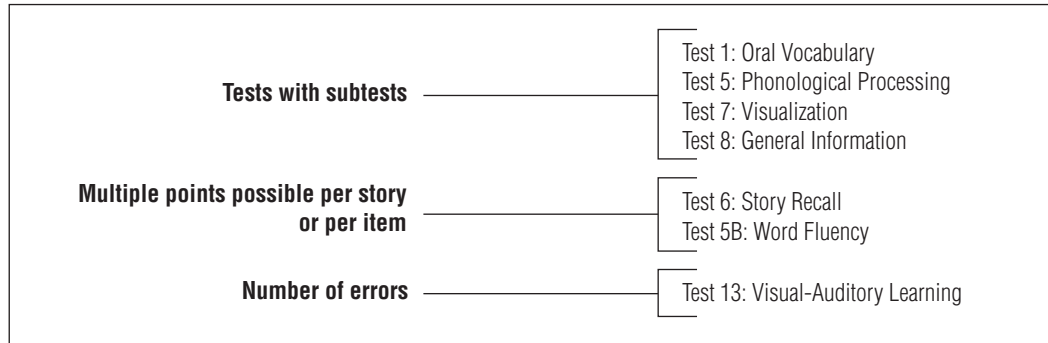
1A **Number Correct (0–31)**

5 A ceiling is reached when the examinee misses Items 19–24 and the page is completed.

Computing the Raw Score

For most tests, the raw score is the number of correct responses, with each correct item receiving 1 point. There are several exceptions in the WJ IV COG as noted in Figure 5. Correct calculation of the raw score is essential to obtain accurate results. Figures 6, 7, and 8 illustrate each of the exceptions in calculating raw scores.

Figure 5.
*Tests with special procedures
for computing the raw score.*



Calculating the Raw Score for Tests With Subtests

For tests consisting of subtests (Tests 1, 5, 7, and 8), all subtests must be administered to obtain an accurate raw score. Figure 6 illustrates how to calculate the raw score for Test 5: Phonological Processing, which consists of 5A: Word Access, 5B: Word Fluency, and 5C: Substitution. Because suggested starting points are available for subtests 5A and 5C, not all examinees begin with Item 1. In these cases, it is important to give credit for any unadministered items below the basal. In this example, testing for subtest 5A: Word Access begins with Sample C and then Item 4. Items 4 through 9 are correct, so a basal (six lowest-numbered items administered correct) is established. Testing continues until a ceiling is reached when Items 13 through 18 are answered incorrectly. There is no need to complete the page because no stimuli are visible to the examinee. When calculating the raw score, count the number of correct responses and add 1 point for each item below the basal (Items 1 through 3). The Number Correct for 5A: Word Access is 12. For subtest 5B: Word Fluency, there are two timed items and both must be administered. The Number Correct for Item 1 is 9 and for Item 2 is 6. For subtest 5C: Substitution, testing begins with Samples C and D and then Item 3. Items 3 through 8 are correct so a basal is established. Testing continues until a ceiling is reached when Items 10 through 15 are incorrect. When calculating the raw score, count the number of correct responses and add 1 point for each item below the basal (Items 1 and 2). The Number Correct for 5C: Substitution is 9. When using the scoring program, enter the separate scores for each subtest. For subtest 5B: Word Fluency, enter the number correct for each item. When obtaining the estimated age and grade equivalents from the “Scoring Table” in the Test Record, sum all of the scores. (See Obtaining Estimated Age- and Grade-Equivalent Scores.)

Figure 6.

Calculating the raw score for tests with subtests.

Test 5 Phonological Processing

5A: Word Access

Basal: 6 lowest correct
Ceiling: 6 highest incorrect

Score 1, 0

	First Trial	Last Trial	
A	1	1	boy
B	1	1	duck

1 pie

2 cake

3 banana

Cutoff = 0 correct

	First Trial	Last Trial	
C	1	1	start /b/

4 1 start /k/

5 1 start /t/

6 1 start /y/

7 1 start /z/

8 1 start /sh/

9 1 start /l/

10 1 start /n/

11 1 end /r/

12 1 end /ch/

13 0 end /ou/

14 0 middle /m/

15 0 middle /g/

16 0 middle /z/

17 0 middle /j/

18 0 middle /str/

19 middle /zh/

20 end /wò/

21 middle /kä/

5A 12 **Number Correct (0-21)**

5C: Substitution

Basal: 6 lowest correct
Ceiling: 6 highest incorrect

Score 1, 0

	First Trial	Last Trial	
A	1	1	sunny
B	1	1	smaller

1 swimming

2 funny

	First Trial	Last Trial	
C	1	1	to
D	1	1	sip

3 1 can

4 1 bag

5 1 no

6 1 cat

7 1 granite

8 1 stall

9 1 sit

10 0 tip

11 0 caught

12 0 fist

13 0 rat

14 0 nut

15 0 lawn

5C 9 **Number Correct (0-15)**

5B: Word Fluency

Tally correct responses (i.e., ||||).

1 |||||

5B1 9 **Number Correct**

2 ||||

5B2 6 **Number Correct**

1 Testing begins with Sample C and then Item 4.

2 A basal is established when Items 4-9 are answered correctly.

3 A ceiling is established when Items 13-18 are answered incorrectly.

4 Total correct on 5A is 12 (include points for Items 1-3).

5 The score for Item 1 in 5B is 9 and for Item 2 it is 6.

6 After Samples C and D, a basal is established when Items 3-8 are answered correctly.

7 A ceiling is established when Items 10-15 are answered incorrectly.

8 Total correct on 5C is 9 (include points for Items 1-2).

Calculating the Raw Score for Tests With Multiple Points

For tests that have multiple points possible per item (Test 5B: Word Fluency) or per story (Test 6: Story Recall), all points earned are recorded. Figure 7 illustrates this process for Test 6: Story Recall. Testing began with Story 1. (Note that check marks are placed above the recalled elements.) The examinee recalled two of the four elements so a score of 2 points was recorded for Story 1. On Story 2, the examinee recalled 3 of the 6 elements so a score of 3 points was recorded for Story 2. The cumulative total of 5 points for Stories 1 and 2 is used to determine whether testing continues or is discontinued. The Continuation Instructions indicate that if 5 or more points are scored, testing continues with Stories 3 and 4. On Story 3 the examinee recalled 2 elements and on Story 4 the examinee recalled 4 elements for a cumulative total of 6 points. Following the Continuation Instructions, when 6 or fewer points are earned on Stories 3 and 4, Stories 1 and 2 are administered. Because Stories 1 and 2 had already been administered, testing was discontinued.

Figure 7.
Calculating the raw score
for tests with multiple points
possible.

Test 6 Story Recall

*Note: Basal and ceiling rules do not apply to this test.
Scoring is based on the administration of specific groups of stories.*

Score 1 point for each correct element.

1 / The **cat** / tried to **catch** / the little **bird**, /
/ but the bird **flew away**. /

2

Number of Points (0-4)

←

2 / The **teacher** / **read** / the **children** / a **funny** / **story**. /
/ Then they wanted to hear it **again**. /

3

Number of Points (0-6)

←

Stories 1-2 5 6A: Number of Points (0-10)

4 or fewer points: Discontinue testing
5 or more points: Administer Stories 3 and 4 unless already administered

3 / **Amy** / and her **dad** / were out **fishing** / in a **boat**. /
/ Her dad said, "Don't **talk** / or the **fish** / will **swim away**." /

2

Number of Points (0-7)

4 / **Rick** / got some **glow-in-the-dark** / **stars** /
/ for his **sixth** / **birthday**. /
/ He wanted to put them on his **bedroom** / **ceiling**. /

4

Number of Points (0-7)

Stories 3-4 6 6B: Number of Points (0-14)

6 or fewer points: Administer Stories 1 and 2 unless already administered
7 or more points: Administer Stories 5 and 6 unless already administered

1 Testing begins with Story 1. Two elements are recalled so 2 points are earned.

2 On Story 2, 3 elements are recalled so 3 points are earned.

3 The total for Stories 1 and 2 is 5. Testing continues with Stories 3 and 4.

4 On Story 3, 2 points are earned. On Story 4, 4 points are earned. The total for Stories 3 and 4 is 6 points.

5 Following the Continuation Instructions, testing is discontinued at this point.

Calculating the Raw Score Based on Number of Errors

One test, Test 13: Visual-Auditory Learning, uses the number of errors as the raw score. Figure 8 illustrates how to calculate the raw score for Test 13: Visual-Auditory Learning. To obtain the score, count the errors (circled words). Figure 8 also indicates how to apply the cutoff rules.

All examinees begin with Test Story 1. Because no words are circled in Test Story 1, the score for Story 1 is 0, meaning no errors. Testing continues because the cutoff of 5 or more errors is not met. There is one error in Test Story 2, so the total number of errors for Test Stories 1 and 2 is 1. The cutoff for Test Stories 1 and 2 is 9 or more errors, so testing continues. The examinee makes 2 errors on Test Story 3 and 3 errors on Test Story 4. On Test Stories 1 through 4 the examinee has a cumulative total of 6 errors (cutoff for Test Stories 1 through 4 is 18 or more errors). This total is entered in the third shaded box and testing continues. After Test Stories 5 and 6 are administered, the cumulative total of errors is 15. Because the cutoff for Test Stories 1 through 6 is 31 or more errors, testing continues with Test Story 7. The total number of errors for all seven stories is 24. In this example, the examinee never reaches a cutoff level so all items are administered. The number of errors and the set of stories administered must be indicated for entry in the scoring program. Because Test Stories 1 through 7 were administered, the letter E was entered.

Important Reminders

1. Do not include sample items or practice exercises in the raw score.
2. Include 1 point for each unadministered item below the basal for Tests 1, 2, 5A, 5C, 7B, 8, 10, 12, 16, and 18.
3. Base raw score on number of errors for Test 13.
4. Give 1 point for each element recalled correctly on Test 6.
5. Administer all subtests for Tests 1, 5, 7, and 8 to obtain accurate raw scores.
6. Adhere to time limits on Tests 4, 11, and 17.
7. Apply basal and ceiling rules correctly.
8. Follow cutoff and continuation instructions carefully on Tests 6, 9, 13, and 15.
9. Test by complete pages when stimulus material is visible on the examinee's page.
10. Enter the raw score (Number Correct, Number of Points, or Number of Errors) in the tinted box at the end of each test or subtest in the Test Record.

Obtaining Estimated Age- and Grade-Equivalent Scores

After the raw score is calculated, estimated age- and grade-equivalent scores are obtained by using the "Scoring Tables" in the Test Record. For each test, locate the examinee's raw score and encircle the entire row for that raw score. The last two columns indicate the estimated age equivalent (AE) and grade equivalent (GE). Estimated scores are available for all tests.

The only scores available manually are the estimated age- and grade-equivalent scores and raw scores for the individual tests. The purpose of these estimated scores is to give examiners immediate feedback regarding the examinee's level of performance. These results may suggest the need to adjust starting points on remaining tests or the need for further testing. The online score report provides precise age- and grade-equivalent scores for all tests and clusters.

To find estimated age- and grade-equivalent scores on tests with multiple subtests, such as Test 1: Oral Vocabulary, add together the Number Correct for each of the subtests. (Note: When the online scoring program is used, the Number Correct for each subtest is entered individually rather than summing the subtest scores.)

Figure 9 illustrates the completion of this step for a fourth-grade boy on Test 1: Oral Vocabulary. He has 9 correct on 1A: Synonyms and 12 correct on 1B: Antonyms for a total

Figure 8.
Calculating the raw score based on number of errors.

Test 13 Visual-Auditory Learning

Basal: Test Story 1
Ceiling: Determined by cutoffs

Circle each error.

1 Cowboy and horse
Cowboy and dog

Test Story 1 0 A: Number of Errors (0-6)
Cutoff = 5 or more errors

2 The big dog
The little tree

Test Stories 1-2 1 B: Number of Errors (0-12)
Cutoff = 9 or more errors

3 The big horse is black and white
The little tree is green.

4 Under the tree and on the ground
The black and white horse is by the tree.

Test Stories 1-4 6 C: Number of Errors (0-40)
Cutoff = 18 or more errors

5 Bob is in the house.
Jeff is on the black and white horse.
The horse is under the green tree.

6 Bob and Jeff are not in the house.
They are on the ground.
They saw the big cowboy and the dog.

Test Stories 1-6 15 D: Number of Errors (0-81)
Cutoff = 31 or more errors

7 Bob and Jeff are riding on black horse...s.
They saw the white house under the green tree...s
They are not going by the house.

Test Stories 1-7 24 E: Number of Errors (0-109)

Score Entry

Enter Number of Errors from appropriate box above and letter corresponding to Test Stories administered.

Number of Errors	Letter <small>(A, B, C, D, E)</small>
24	E

1 No errors are made on Story 1, so 0 is entered.

2 One error is made on Story 2. The cumulative total for Stories 1 and 2 is 1 error. The cutoff is not reached, so testing continues.

3 Two errors are made on Story 3 and three errors are made on Story 4. The cumulative total for Stories 1 through 4 is 6 errors. The cutoff is not reached, so testing continues.

4 Three errors are made on Story 5 and six errors are made on Story 6. The cumulative total for Stories 1 through 6 is 15 errors. The cutoff is not reached, so testing continues.

5 Eight errors are made on Story 7. The cumulative total for Stories 1 through 7 is 24 errors. Because Story 7 is the last story, testing is discontinued.

6 Enter the total number of errors and the letter of the cutoff used.

of 21. Locate 21 in the first column (Total Number Correct) of the “Scoring Table.” Encircle that entire row, which includes the estimated age- and grade-equivalent scores. The estimated age equivalent is 8 years 4 months (8-4) and the estimated grade equivalent is 2.9.

Figure 10 illustrates how to obtain the estimated age- and grade-equivalent scores when there are different columns to consult for the raw score. This occurs when there are cutoffs or blocks of items that must be administered, as in Tests 6, 9, 13, and 15. In this example for Test 9: Concept Formation, testing was discontinued after Item 29 because the cutoff criterion (18 or fewer correct) was reached at that point. On Items 1 through 29, the examinee earned a total of 17 points. On the “Scoring Table,” locate the column for Items 1 through 29. Within that column, locate 17 and encircle the row. Ignore the 18 in the next column for Items 1 through 40 because all of those items were not administered. For 17 correct on Items 1 through 29, the estimated age equivalent is 7 years 8 months (7-8) and the estimated grade equivalent is 2.2.

Figure 9.

Obtaining the estimated age equivalent and grade equivalent for Test 1: Oral Vocabulary.

To use the hand-scoring table, compute Total Number Correct below.

$$\frac{9}{1A} + \frac{12}{1B} = \frac{21}{\text{Total}} \quad (0-63)$$

1 The Numbers Correct for subtests 1A: Synonyms (9) and 1B: Antonyms (12) are added together for a total of 21.

Test 1 Oral Vocabulary Scoring Table
Encircle row for the Total Number Correct.

Total Number Correct	AE (Est)*	GE (Est)*
0	<2-11	<K.0
1	2-11	<K.0
2	3-7	<K.0
3	4-0	<K.0
4	4-5	<K.0
5	4-9	<K.0
6	5-0	<K.0
7	5-3	<K.0
8	5-5	K.0
9	5-7	K.2
10	5-10	K.4
11	6-0	K.6
12	6-2	K.8
13	6-4	K.9
14	6-7	1.2
15	6-9	1.4
16	6-11	1.5
17	7-3	1.8
18	7-5	2.0
19	7-9	2.3
20	8-0	2.6
21	8-4	2.9
22	8-8	3.2
23	9-0	3.6
24	9-5	4.0
25	9-10	4.4

2 Find the 21 in the Total Number Correct column. Encircle the entire row to obtain the estimated age and grade equivalents.

Figure 10.
Obtaining the estimated age equivalent and grade equivalent for Test 9: Concept Formation.

Test 9 Concept Formation Scoring Table
Encircle row for the Number Correct.

Number Correct (Including Items 1-5)						
Items 1-5	Items 1-11	Items 1-20	Items 1-29	Items 1-40	AE (Est)*	GE (Est)*
0-1	0-1	0-1	0-1	0-1	<2-0	<K.0
—	2	2	2	2	2-8	<K.0
2	—	—	—	—	3-2	<K.0
—	3	3	3	3	3-7	<K.0
—	3	—	—	—	3-9	<K.0
—	4	4	4	4	4-3	<K.0
4	—	—	—	—	4-7	<K.0
—	5	5	5	5	4-9	<K.0
—	5	6	6	6	5-2	<K.0
—	7	7	7	7	5-6	K.1
—	8	8	8	8	5-9	K.3
—	9	9	9	9	5-11	K.5
—	10	10	10	10	6-2	K.7
—	11	11	11	11	6-3	K.9
—	12	12	12	12	6-5	1.0
—	13	13	13	13	6-7	1.2
—	14	14	14	14	6-9	1.4
—	15	15	15	15	6-11	1.5
—	16	16	16	16	7-1	1.6
—	17	17	17	17	7-4	1.9
—	17	18	18	18	7-8	2.2
—	18	19	19	19	8-0	2.6
—	19	20	20	20	8-2	2.8
—	20	21	21	21	8-6	3.1
—	21	22	22	22	8-10	3.4

1 Locate the column for Items 1-29.

2 Encircle the row corresponding to 17 correct on Items 1-29 to obtain the estimated age and grade equivalents.

Using the Woodcock-Johnson Online Scoring and Reporting Program

The Woodcock-Johnson online scoring and reporting program (Schrank & Dailey, 2014) calculates all derived scores, variations, and comparisons and reports them in a table of scores. Examiners enter identifying information, raw scores, and “Test Session Observations Checklist” information directly from the Test Record. The examinee’s chronological age and grade placement are automatically calculated. Examinee data can be saved. Consult the Woodcock-Johnson Scoring and Reporting Guide for detailed information about the online scoring program.

Uniqueness of Scores

It is important that examiners understand the various scores available. There are four different levels of information in the WJ IV (consult the Examiner’s Manual). Scores from each level provide different information and are not interchangeable. Table 2 illustrates this point for an individual who is 9 years 1 month of age and is in grade 3.8. In the first example, the child has a standard score of 90 and a percentile rank of 25 on the Number Facility cluster. The standard score/percentile rank communicates relative standing in a peer group. If the standard scores and percentile ranks are the only scores considered, valuable information will be missed. Proficiency or functionality on tasks is best described by the Relative Proficiency Index (RPI). Developmental or instructional information is best communicated by the age or grade equivalents and corresponding profiles. In this example,

although the person's relative standing is in the average range his actual performance on the task is below average, reflected in the age equivalent of 7-11, the grade equivalent of 2.5, and the RPI of 67/90. His relative standing is average (SS = 90) but his proficiency on the task is limited (RPI = 67/90).

In the second example, the child has a below-average standard score of 81 on the Long-term Retrieval cluster and percentile rank of 11. Although his relative standing is below average (SS = 81), his proficiency (RPI = 74/90) is in the limited to average range. Such score differences occur for three reasons: (1) different abilities develop at different rates, (2) population variance differs from ability to ability, and (3) population variance differs from age to age for the same ability.

Table 2.
Uniqueness of Scores

Score	Number Facility	Long-term Retrieval
Percentile Rank/Standard Score	25/90	11/81
Age Equivalent	7-11	6-7
Grade Equivalent	2.5	1.2
Relative Proficiency Index	67/90	74/90
Skill Level	Limited	Limited to Average

For more information, see the Woodcock-Johnson IV Scoring and Reporting Guide.

Building Examiner Competency

Any person administering the WJ IV COG needs thorough knowledge of the exact administration and scoring procedures. To become proficient, examiners need to study the test material, including the Examiner's Manual, Test Books, and the Examiner Training Workbook. Additionally, the examiner needs to conduct practice administrations until administration is fluent and error-free.

Checklists

Use the reproducible checklists provided in this workbook (also available in Appendixes B and C of the Examiner's Manual) to build competency in scoring and administering the WJ IV COG. Both checklists are designed as observation or self-study tools to ensure proper administration. Permission is granted to reproduce the checklists for use in training or for self-study.

Practice Exercises

The following practice exercises may be reproduced for self-study or training purposes. The Answer Key is on page 18.

Basal and Ceiling Rules

1. True or False When there appears to be more than one basal, use the highest-numbered one.
2. True or False When a ceiling is reached in the middle of a page, continue testing to complete the page if there are items visible on the examinee's page.
3. True or False Basal and ceiling rules are guidelines to reduce testing time.
4. True or False If no basal is established after testing backward to Item 1, the test cannot be scored.
5. True or False Count all items below the basal as correct in Test 1: Oral Vocabulary.
6. True or False Basal and ceiling rules are applied to each subtest in Test 8: General Information.
7. True or False The ceiling on Test 4: Letter-Pattern Matching is 6 consecutive incorrect.
8. True or False Basal and ceiling rules are applied to groups of items in Test 10: Numbers Reversed.

Raw Score Calculation

1. Calculate the Number Correct for Test 8A: General Information—Where shown in Figure 2.
2. Calculate the Number Correct for Test 1A: Oral Vocabulary—Synonyms shown in Figure 4.

Obtaining Estimated Age and Grade Equivalents

Determine the estimated age and grade equivalents for the following test scores. First calculate the raw score. Then consult a Test Record for the necessary Scoring Tables to obtain the estimated AE/GE scores.

1. Test 1: Oral Vocabulary
1A: Synonyms = 9
1B: Antonyms = 14
Number Correct: _____
Estimated AE/GE: _____
2. Test 6: Story Recall
Number of Points:
Stories 3 and 4 = 10
Stories 5 and 6 = 12
Stories 7 and 8 = 14
Estimated AE/GE: _____
3. Test 12: Nonword Repetition
Number Correct = 27
Estimated AE/GE: _____
4. Test 13: Visual-Auditory Learning
Number of Errors:
Test Story 1 = 2
Test Stories 1–2 = 6
Test Stories 1–4 = 17
Test Stories 1–6 = 36
Estimated AE/GE: _____

Test Record Pages

Score the following Test Record examples. Calculate the raw score and the estimated age and grade equivalents.

Test 1 Oral Vocabulary

1A: Synonyms

Basal: 6 lowest correct
Ceiling: 6 highest incorrect

Score 1, 0

	First Trial	Last Trial	
A	<u>1</u>		big—large
B	<u>1</u>		nap—sleep

- 1 ___ 1 angry—mad
 - 2 ___ 1 small—tiny
 - 3 ___ 1 mom—mommy
 - 4 ___ 1 giggle—laugh
-
- 5 ___ 1 look—glance
 - 6 ___ 1 chef—cook
 - 7 ___ 1 beautiful—gorgeous
 - 8 ___ 1 lawn—yard
-
- 9 ___ 1 car—vehicle
 - 10 ___ 1 street—road
 - 11 ___ 0 attempt—try
 - 12 ___ 0 artificial—insincere
-
- 13 ___ 1 devour—consume
 - 14 ___ 0 untamed—unruly
 - 15 ___ 0 conceal—cover
 - 16 ___ 0 portion—piece
-
- 17 ___ 0 luminous—shiny
 - 18 ___ 0 still—quiet
 - 19 ___ 0 convince—prove
 - 20 ___ 1 yield—surrender
-
- 21 ___ 0 few—scant
 - 22 ___ 0 astute—smart
 - 23 ___ 0 ambiguous—unclear
 - 24 ___ 0 eminent—renowned
-
- 25 ___ 0 chide—chastise
 - 26 ___ 0 austere—bleak
 - 27 ___ 0 resplendent—bright
 - 28 ___ 0 refute—deny
-
- 29 ___ 0 beleaguer—bother
 - 30 ___ 0 munificent—generous
 - 31 ___ 0 effulgence—brightness

1A Number Correct (0–31)

1B: Antonyms

Basal: 6 lowest correct
Ceiling: 6 highest incorrect

Score 1, 0

	First Trial	Last Trial	
A	<u>1</u>		yes—no
B	<u>1</u>		up—down

- 1 ___ 1 boy—girl
 - 2 ___ 1 hot—cold
 - 3 ___ 1 brother—sister
 - 4 ___ 1 good—bad
-
- 5 ___ 1 large—small
 - 6 ___ 1 old—young
 - 7 ___ 1 forward—backward
 - 8 ___ 1 sit—stand
-
- 9 ___ 1 add—minus
 - 10 ___ 1 smooth—rough
 - 11 ___ 1 question—answer
 - 12 ___ 1 friend—foe
-
- 13 ___ 0 sharp—blunt
 - 14 ___ 1 cry—laugh
 - 15 ___ 1 narrow—wide
 - 16 ___ 1 plural—single
-
- 17 ___ 1 feminine—masculine
 - 18 ___ 0 shy—bold
 - 19 ___ 0 lazy—active
 - 20 ___ 0 general—specific
-
- 21 ___ 0 accumulate—lose
 - 22 ___ 0 rigid—flexible
 - 23 ___ 0 latter—first
 - 24 ___ 0 pacify—agitate
-
- 25 ___ 0 absurd—logical
 - 26 ___ 0 demure—outgoing
 - 27 ___ 0 tenacious—weak
 - 28 ___ 0 gauche—elegant
-
- 29 ___ 0 obdurate—yielding
 - 30 ___ 0 sanguine—pessimistic
 - 31 ___ 0 droll—serious
 - 32 ___ 0 palliate—exacerbate

1B Number Correct (0–32)

To use the hand-scoring table, compute Total Number Correct below.

$$\frac{\quad}{1A} + \frac{\quad}{1B} = \frac{\quad}{\text{Total}} \quad (0-63)$$

Test 1 Oral Vocabulary Scoring Table

Encircle row for the Total Number Correct.

Total Number Correct	AE (Est)*	GE (Est)*
0	<2-11	<K.0
1	2-11	<K.0
2	3-7	<K.0
3	4-0	<K.0
4	4-5	<K.0
5	4-9	<K.0
6	5-0	<K.0
7	5-3	<K.0
8	5-5	K.0
9	5-7	K.2
10	5-10	K.4
11	6-0	K.6
12	6-2	K.8
13	6-4	K.9
14	6-7	1.2
15	6-9	1.4
16	6-11	1.5
17	7-3	1.8
18	7-5	2.0
19	7-9	2.3
20	8-0	2.6
21	8-4	2.9
22	8-8	3.2
23	9-0	3.6
24	9-5	4.0
25	9-10	4.4
26	10-4	4.9
27	10-9	5.3
28	11-4	5.9
29	11-9	6.4
30	12-3	6.8
31	12-11	7.5
32	13-6	8.1
33	14-4	8.9
34	15-2	9.7
35	16-5	11.0
36	17-7	12.2
37	19	>12.9
38	22	>12.9
39	30	>12.9
>39	>30	>12.9

*AE and GE are estimates of the precise values provided by the scoring program.

Test 6 Story Recall

3 / Amy / and her dad / were out fishing / in a boat. /
/ Her dad said, "Don't talk / or the fish / will swim away." /

Number of Points (0-7)

4 / Rick / got some glow-in-the-dark / stars /
/ for his sixth / birthday. /
/ He wanted to put them on his bedroom / ceiling. /

Number of Points (0-7)

Stories 3-4 6B: Number of Points (0-14)

6 or fewer points: Administer Stories 1 and 2 unless already administered
7 or more points: Administer Stories 5 and 6 unless already administered

5 / Some children / were blowing bubbles /
/ in the park. / These were not ordinary soap bubbles; /
/ they were candy bubbles! / The children and a dog /
/ were trying to catch the bubbles / in their mouths. /

Number of Points (0-8)

6 / Doug / put on a diving mask /
/ and went down into the water. /
/ He saw many colorful fish / of different sizes /
/ and shapes. / He saw a turtle swimming. /
/ He felt like he was wearing magical glasses. /

Number of Points (0-8)

Stories 5-6 6C: Number of Points (0-16)

8 or fewer points: Administer Stories 3 and 4 unless already administered
9 or more points: Administer Stories 7 and 8 unless already administered

Score Entry

Enter points for each group of stories. Enter X if not administered.

6A: Stories 1-2
(0-10 or X)

6B: Stories 3-4
(0-14 or X)

6C: Stories 5-6
(0-16 or X)

6D: Stories 7-8
(0-31 or X)

6E: Stories 9-10
(0-36 or X)

For hand scoring only: Use the column below corresponding to the stories administered.

If more than four stories were administered, use the column corresponding to the last four stories administered following continuation instructions. Enter number of points below.

$\overline{6A} + \overline{6B} = \overline{\text{Stories 1-4}}$ $\overline{6B} + \overline{6C} = \overline{\text{Stories 3-6}}$ $\overline{6C} + \overline{6D} = \overline{\text{Stories 5-8}}$ $\overline{6D} + \overline{6E} = \overline{\text{Stories 7-10}}$

Test 6 Story Recall Scoring Table

Encircle row for the Number of Points.

Stories	Number of Points					AE (Est)*	GE (Est)*
	1-2	1-4	3-6	5-8	7-10		
0-1	—	—	—	—	—	<2-0	<K.0
2	—	—	—	—	—	2-1	<K.0
3	4	—	—	—	—	2-10	<K.0
—	5	—	—	—	—	3-2	<K.0
4	6	—	—	—	—	3-4	<K.0
—	7	—	—	—	—	3-9	<K.0
—	8	—	—	—	—	4-0	<K.0
—	9	—	—	—	—	4-3	<K.0
—	10	—	—	—	—	4-5	<K.0
—	11	—	—	—	—	4-9	<K.0
—	12	7	—	—	—	4-11	<K.0
—	13	8	—	—	—	5-1	<K.0
—	14	9	—	—	—	5-4	<K.0
—	—	10	—	—	—	5-5	K.0
—	15	11	—	—	—	5-7	K.2
—	16	12	8	—	—	5-10	K.4
—	—	13	9	—	—	5-11	K.6
—	—	14	10	—	—	6-2	K.7
—	—	15	11	—	—	6-4	K.9
—	—	16	12	—	—	6-6	1.1
—	—	17	13	—	—	6-10	1.4
—	—	18	14	—	—	7-0	1.5
—	—	18	15	—	—	7-2	1.7
—	—	19	16	—	—	7-5	2.0
—	—	—	17	—	—	7-8	2.3
—	20	18	—	—	—	8-0	2.5
—	—	19	—	—	—	8-2	2.7
—	21	20	—	—	—	8-5	3.0
—	22	21	19	—	—	8-10	3.4
—	—	—	20	—	—	9-0	3.6
—	—	22	21	—	—	9-2	3.8
—	—	23	22	—	—	9-6	4.1
—	—	24	23	—	—	9-10	4.4
—	—	25	24	—	—	10-2	4.7
—	—	—	25	—	—	10-5	5.0
—	26	26	—	—	—	10-8	5.2
—	27	27	—	—	—	11-1	5.6
—	—	28	—	—	—	11-4	5.9
—	28	29	—	—	—	11-10	6.4
—	—	30	—	—	—	12-3	6.8
—	29	31	—	—	—	12-9	7.4
—	—	32	—	—	—	13-8	8.3
—	30	—	—	—	—	14-0	8.6
—	—	33	—	—	—	14-9	9.3
—	31	34	—	—	—	16-2	10.7
—	—	35	—	—	—	17-11	12.2
—	32	—	—	—	—	19	>12.9
—	—	36	—	—	—	20	>12.9
—	>32	>36	>23	—	—	>12.9	>12.9

* AE and GE are estimates of the precise values provided by the scoring program.

Test 8 General Information

8A: Where

Basal: 4 lowest correct

Ceiling: 4 highest incorrect

Score 1, 0

- 1 1 on top of a house
- 2 1 shirt
- 3 0 street
- 4 1 on a face
- 5 1 on a sink
- 6 0 hand
- 7 0 on a deer
- 8 0 tree
- 9 0 court
- 10 ___ sky
- 11 ___ horse
- 12 ___ mouth
- 13 ___ orchestra
- 14 ___ bones
- 15 ___ music
- 16 ___ on a face
- 17 ___ construction site
- 18 ___ towels
- 19 ___ on a boat
- 20 ___ sailboat
- 21 ___ in the ocean
- 22 ___ on a weather map

8A Number Correct (0-22)

8B: What

Basal: 4 lowest correct

Ceiling: 4 highest incorrect

Score 1, 0

- 1 ___ brush teeth
- 2 ___ talk
- 3 ___ sweep
- 4 ___ eat
- 5 ___ put on face
- 6 ___ talk or sing into
- 7 1 jump
- 8 1 look at or see stars
- 9 1 protect from rain
- 10 1 decorate
- 11 0 find direction
- 12 0 measure
- 13 0 time someone
- 14 0 fix things
- 15 ___ look up words
- 16 ___ buy something
- 17 ___ put around words or numbers
- 18 ___ measure distance walked
- 19 ___ count
- 20 ___ measure atmospheric or air pressure
- 21 ___ play it
- 22 ___ cover wire

8B Number Correct (0-22)

To use the hand-scoring table, compute Total Number Correct below.

$$\frac{\quad}{8A} + \frac{\quad}{8B} = \frac{\quad}{\text{Total}} \quad (0-44)$$

Test 8 General Information Scoring Table

Encircle row for the Total Number Correct.

Total Number Correct	AE (Est)*	GE (Est)*
0	<2-3	<K.0
1	2-3	<K.0
2	2-8	<K.0
3	3-0	<K.0
4	3-3	<K.0
5	3-7	<K.0
6	3-9	<K.0
7	3-11	<K.0
8	4-2	<K.0
9	4-4	<K.0
10	4-7	<K.0
11	4-10	<K.0
12	5-1	<K.0
13	5-5	K.0
14	5-9	K.3
15	6-2	K.7
16	6-6	1.0
17	6-10	1.4
18	7-1	1.7
19	7-6	2.1
20	7-10	2.4
21	8-2	2.8
22	8-7	3.2
23	9-1	3.7
24	9-6	4.1
25	10-2	4.8
26	10-9	5.3
27	11-5	6.0
28	12-4	6.9
29	13-2	7.8
30	14-5	9.0
31	15-6	10.1
32	17-2	11.8
33	18-7	>12.9
34	21	>12.9
35	27	>12.9
>35	>30	>12.9

*AE and GE are estimates of the precise values provided by the scoring program.

Answer Key to Practice Exercises

Basal and Ceiling Rules

1. False (use the lowest-numbered basal)
2. True (when the examinee sees items, the page should be completed even if a ceiling has been reached)
3. True
4. False (Item 1 becomes the basal and the test can be scored)
5. True
6. True
7. False (the ceiling is the time limit)
8. False

Raw Score Calculation

1. 11
2. 12

Obtaining Estimated Age and Grade Equivalents

1. Oral Vocabulary: Number Correct total is 23 (9 + 14), AE is 9-0, GE is 3.6
2. Story Recall: Score based on last 4 stories (5–8). Total Number of Points is 26 (12 + 14), AE is 10-8, GE is 5.2
3. Nonword Repetition: Number Correct is 27, AE is 7-10, GE is 2.5
4. Visual-Auditory Learning: Number of Errors is 36, AE is 5-5, GE is K.0 (consult column for Stories 1–6, cutoff reached after Story 6)

Test Record Pages

Test 1: Oral Vocabulary

- 1A: Number Correct is 12
- 1B: Number Correct is 16
- Total is 28
- Estimated AE is 11-3
- Estimated GE is 5.8

Test 8: General Information

- 8A: Number Correct is 4
- 8B: Number Correct is 10
- Estimated AE is 5-9
- Estimated GE = K.3

Test 6: Story Recall

- Story 3: Number of Points is 3
- Story 4: Number of Points is 6
- 6B: Combined Number of Points is 9

- Story 5: Number of Points is 5
- Story 6: Number of Points is 3
- 6C: Combined Number of Points is 8 (cutoff reached)
- 6B (9) + 6C (8) = 17
- Estimated AE is 6-10 (use column for Stories 3–6)
- Estimated GE is 1.4

Score Entry:

- 6A: X (Stories 1 and 2 were not administered)
- 6B: 9 (Total for Stories 3 and 4)
- 6C: 8 (Total for Stories 5 and 6)
- 6D: X (Stories 7 and 8 were not administered)
- 6E: X (Stories 9 and 10 were not administered)

WJ IV General Test Observations Checklist

Name of Examiner: _____ Date: _____

Name of Examinee: _____ Name of Observer: _____

Y = Yes	N = No	N/O = Not Observed
---------	--------	--------------------

Beginning the Test Session

(circle one)

- | | | | |
|---|---|-----|---|
| Y | N | N/O | 1. Records examinee's identifying information correctly, including age and grade level. |
| Y | N | N/O | 2. Develops seating arrangement in which examiner can see both sides of Test Book but examinee can see only examinee pages. |

Administration

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 3. Keeps Test Record behind Test Book and out of examinee's view. |
| Y | N | N/O | 4. Begins each test by turning to tabbed page. |
| Y | N | N/O | 5. Points with left hand while recording responses with right hand (reversed for left-handed examiner). |
| Y | N | N/O | 6. Watches where and how he or she points on examinee's page. |
| Y | N | N/O | 7. Uses exact wording for examiner page instructions. |
| Y | N | N/O | 8. Knows correct pronunciation of all words in test. |
| Y | N | N/O | 9. Communicates to examinee that test session is enjoyable. |
| Y | N | N/O | 10. Moves smoothly from one test to another. |
| Y | N | N/O | 11. Administers the test fluidly. |
| Y | N | N/O | 12. Moves to next item after allowing examinee appropriate, but not excessive, amount of time to respond. |
| Y | N | N/O | 13. Is familiar with contents of all examiner page boxes containing supplementary instructions. |
| Y | N | N/O | 14. Follows all basal and ceiling rules. |
| Y | N | N/O | 15. When testing backward to obtain basal, starts with first item on preceding page and presents all items on page if stimuli are visible to examinee. |
| Y | N | N/O | 16. Administers all items on page when stimuli are visible to examinee rather than stopping in middle of page when ceiling is reached. |
| Y | N | N/O | 17. Smoothly locates correct starting track on CD for audio tests. |
| Y | N | N/O | 18. Looks away from examinee when audio test item is presented and then looks back at the examinee when prompt is heard. |
| Y | N | N/O | 19. Presses pause button on audio equipment if examinee needs additional time. |
| Y | N | N/O | 20. Encourages effort and praises examinee for putting forth his or her best effort. |
| Y | N | N/O | 21. Queries whenever needed and allowed to clarify examinee's response. |
| Y | N | N/O | 22. Uses stopwatch for all timed tests. |
| Y | N | N/O | 23. Presents Response Booklet as directed in Test Book. |

Scoring

Y	N	N/O	24. Does not penalize examinee for mispronunciations resulting from articulation, speech, or dialectical differences.
Y	N	N/O	25. Uses item-scoring procedures specified in manual (e.g., 1 = correct response, 0 = incorrect response, and blanks for items not administered).
Y	N	N/O	26. Scores last response that examinee gives.
Y	N	N/O	27. Calculates raw scores correctly.
Y	N	N/O	28. Completes "Test Session Observations Checklist."
Y	N	N/O	29. Enters all identifying information and scores correctly into scoring program.

Comments:

Suggestions for improvement and further study:

WJ IV Tests of Cognitive Abilities Examiner Training Checklist

Name of Examiner: _____ Date: _____

Name of Examinee: _____ Name of Observer: _____

Y = Yes	N = No	N/O = Not Observed
---------	--------	--------------------

Test 1: Oral Vocabulary (Comprehension-Knowledge, Gc)

(circle one)

- | | | | |
|---|---|-----|---|
| Y | N | N/O | 1. Administers both subtests (1A: Synonyms, 1B: Antonyms). |
| Y | N | N/O | 2. Knows exact pronunciation of each item. |
| Y | N | N/O | 3. Begins with Sample A for all examinees on both subtests. |
| Y | N | N/O | 4. Uses suggested starting points for each subtest. |
| Y | N | N/O | 5. Applies basal and ceiling rules correctly to each subtest. |
| Y | N | N/O | 6. Tests by complete pages. |
| Y | N | N/O | 7. Scores responses correct if they differ in verb tense or number, unless otherwise indicated. |
| Y | N | N/O | 8. Scores responses incorrect if the examinee substitutes different part of speech, unless otherwise indicated. |
| Y | N | N/O | 9. Accepts only one-word responses as correct, unless otherwise indicated. |
| Y | N | N/O | 10. Counts all items below basal on each subtest as correct. |
| Y | N | N/O | 11. Enters Number Correct from each subtest into scoring program. |
| Y | N | N/O | 12. Sums scores from both subtests when obtaining estimated AE/GE from Test Record. |
| Y | N | N/O | 13. Records errors for further analysis. |

Test 2: Number Series (Fluid Reasoning, Gf)

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 1. Begins with Sample Item A for all examinees. |
| Y | N | N/O | 2. Provides corrective feedback on Sample Items A and B only. |
| Y | N | N/O | 3. Uses suggested starting points. |
| Y | N | N/O | 4. Presents worksheet in Response Booklet at Item 11 or sooner if requested or if examinee appears to need pencil and paper. |
| Y | N | N/O | 5. Applies basal and ceiling rules correctly. |
| Y | N | N/O | 6. Tests by complete pages. |
| Y | N | N/O | 7. Counts all items below the basal as correct. |
| Y | N | N/O | 8. Encourages examinee to respond if no response given in 1 minute. |
| Y | N | N/O | 9. Scores item 0 if no response after prompt at 1 minute and moves examinee to next item by saying, "Let's try another one." |
| Y | N | N/O | 10. Uses hand or piece of paper to uncover one line at a time if examinee requires this accommodation. |

Test 3: Verbal Attention (Short-Term Working Memory, Gwm)

Y	N	N/O	1. Uses suggested starting points.
Y	N	N/O	2. Presents Sample Item A orally.
Y	N	N/O	3. Presents Sample Items B and C and all test items from audio recording.
Y	N	N/O	4. Follows standardized procedures for audio recorded tests.
Y	N	N/O	5. Pauses or stops audio recording if examinee requires additional response time.
Y	N	N/O	6. Does <i>not</i> repeat <i>any</i> test items.
Y	N	N/O	7. Applies basal and ceiling rules correctly.
Y	N	N/O	8. Knows that when order is specified, response must be in correct order to receive credit.
Y	N	N/O	9. Presents items orally if examinee is not responsive to audio recording.
Y	N	N/O	10. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns.
Y	N	N/O	11. Counts all items below basal as correct.

Test 4: Letter-Pattern Matching (Cognitive Processing Speed, Gs)

Y	N	N/O	1. Adheres to 3-minute time limit.
Y	N	N/O	2. Uses stopwatch.
Y	N	N/O	3. Uses Response Booklet and pencil as directed.
Y	N	N/O	4. Administers Sample Items A and B and Practice Exercise to all examinees.
Y	N	N/O	5. Discontinues testing and records score of 0 if examinee has 3 or fewer items correct on Practice Exercise <i>after error correction procedure</i> .
Y	N	N/O	6. Does <i>not</i> cover extra lines on Response Booklet page.
Y	N	N/O	7. Reminds examinee to continue if he or she stops at bottom of page or column.
Y	N	N/O	8. Records exact finishing time in minutes and seconds on Test Record.
Y	N	N/O	9. Records exact starting and stopping times if not using a stopwatch.
Y	N	N/O	10. Uses scoring guide overlay to facilitate scoring.

Test 5: Phonological Processing (Auditory Processing, Ga)

Y	N	N/O	1. Administers all three subtests (5A: Word Access, 5B: Word Fluency, 5C: Substitution).
Y	N	N/O	2. Sums scores from all three subtests when obtaining estimated AE/GE from Test Record.
Y	N	N/O	3. Enters Number Correct from each subtest into scoring program.
Y	N	N/O	4. Records errors for further analysis.

Test 5A: Word Access

Y	N	N/O	1. Follows standardized procedures for audio recorded tests.
Y	N	N/O	2. Uses suggested starting points.
Y	N	N/O	3. Presents Sample Items A, B, and C and Items 1–3 orally and presents remaining items from audio recording.

Y	N	N/O	4. Says phoneme (most common sound) of letters printed within slashes (e.g., /s/), not letter name.
Y	N	N/O	5. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns.
Y	N	N/O	6. Applies basal and ceiling rules correctly.
Y	N	N/O	7. Repeats any items if requested by examinee.

Test 5B: Word Fluency

Y	N	N/O	1. Administers both items to each examinee.
Y	N	N/O	2. Adheres to 1-minute time limit for each item.
Y	N	N/O	3. Uses tally marks to record number of correct responses for each item on Test Record.
Y	N	N/O	4. Does not count duplicate answers as correct, including example word, if repeated.
Y	N	N/O	5. Does not interrupt examinee by asking him or her to repeat a word.
Y	N	N/O	6. Prompts examinee to continue naming words if there is 10-second pause.

Test 5C: Substitution

Y	N	N/O	1. Follows standardized procedures for audio recorded tests.
Y	N	N/O	2. Begins with Sample Item A or C for all examinees based on their estimated ability.
Y	N	N/O	3. Presents Sample Items A and B and Items 1 and 2 orally. Presents Sample Items C and D and remaining items from audio recording.
Y	N	N/O	4. Repeats any items if requested by examinee.
Y	N	N/O	5. Does not penalize for mispronunciations resulting from articulation errors, dialect variation, or regional speech patterns.
Y	N	N/O	6. Applies basal and ceiling rules correctly.

Test 6: Story Recall (Long-Term Retrieval, *Glr*)

Y	N	N/O	1. Follows standardized procedures for audio recorded tests.
Y	N	N/O	2. Uses suggested starting points.
Y	N	N/O	3. Follows continuation instructions to determine what stories to administer and when to discontinue testing.
Y	N	N/O	4. Pauses or stops audio recording after each story so examinee can respond.
Y	N	N/O	5. Does <i>not</i> repeat <i>any</i> stories.
Y	N	N/O	6. Scores each correctly recalled element 1.
Y	N	N/O	7. Knows examinee must recall specific key word in bold on Test Record or close synonym.
Y	N	N/O	8. Scores response correct if it differs from correct response only in possessive case, verb tense, or number.
Y	N	N/O	9. Presents stories orally if examinee is not responsive to audio recording.
Y	N	N/O	10. Enters Number of Points for each group of two stories administered and X for each group of stories not administered into scoring program.

Test 7: Visualization (Visual Processing, Gv)

Y	N	N/O	1. Administers both subtests (7A: Spatial Relations, 7B: Block Rotation).
Y	N	N/O	2. Begins with Introduction and sample items for all examinees on each subtest.
Y	N	N/O	3. Provides corrective feedback only as directed.
Y	N	N/O	4. Scores item 1 if all puzzles pieces (7A) or both drawings (7B) are identified correctly.
Y	N	N/O	5. Applies basal and ceiling rules correctly to each subtest.
Y	N	N/O	6. Tests by complete pages until ceiling criterion is met on each subtest.
Y	N	N/O	7. Encourages examinee to identify pieces or drawings by naming letters.
Y	N	N/O	8. Follows 30-second guideline for all items in 7B: Block Rotation.
Y	N	N/O	9. Uses hand or piece of paper to uncover one line at a time if examinee requires this accommodation.
Y	N	N/O	10. Enters Number Correct from each subtest into scoring program.

Test 8: General Information (Comprehension-Knowledge, Gc)

Y	N	N/O	1. Administers both subtests (8A: Where and 8B: What).
Y	N	N/O	2. Uses suggested starting points for each subtest.
Y	N	N/O	3. Applies basal and ceiling rules correctly to each subtest.
Y	N	N/O	4. Gives only one reminder of task on 8B: What if examinee responds to “What” question with “Where” response.
Y	N	N/O	5. Counts all items below basal on each subtest as correct.
Y	N	N/O	6. Enters Number Correct from each subtest into scoring program.
Y	N	N/O	7. Sums scores from both subtests when obtaining estimated AE/GE from Test Record.

Test 9: Concept Formation (Fluid Reasoning, Gf)

Y	N	N/O	1. Follows exact administration procedures to ensure controlled learning aspect of test.
Y	N	N/O	2. Begins with Introduction 1 (Preschool to Grade 1) or Introduction 2 (Grade 2 to Adult).
Y	N	N/O	3. Discontinues testing when cutoff criterion is met.
Y	N	N/O	4. Counts Items 1–5 as correct if not administered.
Y	N	N/O	5. Accepts correct synonym (e.g., <i>small</i> for <i>little</i>).
Y	N	N/O	6. Acknowledges correct responses through Item 35 by nodding or saying, “Good” or “Right.”
Y	N	N/O	7. Provides corrective feedback on errors through Item 35.
Y	N	N/O	8. Does not acknowledge correct responses or provide corrective feedback on Items 36–40.
Y	N	N/O	9. Allows only 1 minute each for Items 27–40.
Y	N	N/O	10. Scores Items 27–40 incorrect and moves to next item if examinee does not respond within 1 minute.

Test 10: Numbers Reversed (Short-Term Working Memory, Gwm)

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 1. Follows standardized procedures for audio recorded tests. |
| Y | N | N/O | 2. Uses suggested starting points. |
| Y | N | N/O | 3. Administers Sample Items A–C and Items 1–10 orally. |
| Y | N | N/O | 4. Uses audio recording to administer Sample Item D and all remaining items. |
| Y | N | N/O | 5. Provides reminder to say numbers backward only when indicated in Test Book. |
| Y | N | N/O | 6. Counts all items below basal as correct. |
| Y | N | N/O | 7. Presents items orally if examinee is not responsive to audio recording. |
| Y | N | N/O | 8. Does <i>not</i> repeat <i>any</i> test items. |

Test 11: Number-Pattern Matching (Cognitive Processing Speed, Gs)

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 1. Adheres to 3-minute time limit. |
| Y | N | N/O | 2. Uses stopwatch. |
| Y | N | N/O | 3. Uses Response Booklet and pencil as directed. |
| Y | N | N/O | 4. Administers Sample Items A and B and Practice Exercise to all examinees. |
| Y | N | N/O | 5. Discontinues testing and records score of 0 if examinee has 3 or fewer items correct on Practice Exercise <i>after error correction procedure</i> . |
| Y | N | N/O | 6. Reminds examinee to continue if he or she stops at bottom of page or column. |
| Y | N | N/O | 7. Records exact starting and stopping times if stopwatch is unavailable. |
| Y | N | N/O | 8. Records exact finishing time in minutes and seconds on Test Record. |
| Y | N | N/O | 9. Counts transposed numbers as errors. |
| Y | N | N/O | 10. Scores 1 point for each correctly identified pair in same row. |
| Y | N | N/O | 11. Does <i>not</i> cover extra lines on Response Booklet page. |
| Y | N | N/O | 12. Uses scoring guide overlay to facilitate scoring. |

Test 12: Nonword Repetition (Auditory Processing, Ga)

- | | | | |
|---|---|-----|---|
| Y | N | N/O | 1. Begins with Sample Items A and B for all examinees. |
| Y | N | N/O | 2. Uses suggested starting points. |
| Y | N | N/O | 3. Presents Sample Items A and B and Items 1–7 orally. |
| Y | N | N/O | 4. Presents remaining test items from audio recording. |
| Y | N | N/O | 5. Applies basal and ceiling rules correctly. |
| Y | N | N/O | 6. Follows standardized procedures for audio recorded tests. |
| Y | N | N/O | 7. Presents Items 1–22 orally if examinee is not responsive to audio recording. |
| Y | N | N/O | 8. Does <i>not</i> repeat <i>any</i> test items. |
| Y | N | N/O | 9. Knows nonsense words must be pronounced smoothly as whole word to be scored correct. |

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 10. Does not penalize if examinee pronounces word smoothly but places accent on different syllable than was emphasized on recording. |
| Y | N | N/O | 11. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns. |
| Y | N | N/O | 12. Counts all items below basal as correct. |

Test 13: Visual-Auditory Learning (Long-Term Retrieval, *Glr*)

- | | | | |
|---|---|-----|---|
| Y | N | N/O | 1. Follows exact administration procedures to ensure controlled learning aspect of test. |
| Y | N | N/O | 2. Begins with Introduction 1 for all examinees. |
| Y | N | N/O | 3. Administers Test Story 1 to all examinees. |
| Y | N | N/O | 4. Discontinues testing when cutoff criterion is met. |
| Y | N | N/O | 5. Makes sure examinee verbalizes each symbol when introduced. |
| Y | N | N/O | 6. Allows 5 seconds for examinee to respond before pointing to symbol and providing word. |
| Y | N | N/O | 7. Points immediately to symbol and provides word when examinee makes error. |
| Y | N | N/O | 8. On Test Record, circles each word that examinee misses or that is told to examinee. |
| Y | N | N/O | 9. Does <i>not</i> accept synonyms as correct responses (e.g., <i>small</i> for <i>little</i>). |
| Y | N | N/O | 10. Counts extra words as errors. |
| Y | N | N/O | 11. Corrects errors on first symbol without naming second symbol for words composed of two symbols (e.g., “ride” . . . “ing” or “horse” . . . “s”). |
| Y | N | N/O | 12. Uses hand or piece of paper to uncover one line at a time if examinee requires this accommodation. |
| Y | N | N/O | 13. Bases raw score on number of errors. |

Test 14: Picture Recognition (Visual Processing, *Gv*)

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 1. Begins with Sample Item A (Preschool to Grade 4) or Sample Item C (Grade 5 to Adult) for all examinees. |
| Y | N | N/O | 2. Applies basal and ceiling rules correctly. |
| Y | N | N/O | 3. Allows examinee to view stimulus page for <i>exactly 5 seconds</i> . |
| Y | N | N/O | 4. Scores each item 1 (correct response) or 0 (incorrect response). |
| Y | N | N/O | 5. Scores item 1 only if examinee indicates correct pictures (in any order) and no others. |
| Y | N | N/O | 6. Scores item 0 if examinee provides more responses than requested or does not recall all pictures correctly. |
| Y | N | N/O | 7. Requests that examinee use letters to identify responses but accepts pointing if examinee does not know letter names. |

Test 15: Analysis-Synthesis (Fluid Reasoning, *Gf*)

- | | | | |
|---|---|-----|--|
| Y | N | N/O | 1. Follows exact administration procedures to ensure controlled learning aspect of test. |
| Y | N | N/O | 2. Administers Color Pretest to all examinees before testing. |

Y	N	N/O	3. Checks Untrainable on Test Record and discontinues testing if examinee cannot be trained on Color Pretest. Does not record score for test because no items were administered.
Y	N	N/O	4. Begins testing with Introduction 1 for all examinees.
Y	N	N/O	5. Discontinues testing when cutoff criterion is met.
Y	N	N/O	6. Provides corrective feedback on errors through Item 28.
Y	N	N/O	7. Acknowledges correct responses through Item 28 by nodding or saying, “Good” or “Right.”
Y	N	N/O	8. Allows only 1 minute each for Items 26–35.
Y	N	N/O	9. Scores Items 26–35 incorrect and moves to next item if examinee does not respond within 1 minute.

Test 16: Object-Number Sequencing (Short-Term Working Memory, Gwm)

Y	N	N/O	1. Follows standardized procedures for audio recorded tests.
Y	N	N/O	2. Presents Sample Item A orally. Presents Sample Items B and C and all test items from audio recording.
Y	N	N/O	3. Uses suggested starting points.
Y	N	N/O	4. Applies basal and ceiling rules correctly.
Y	N	N/O	5. Scores items correct only if examinee gives words first in correct order and then digits in correct order.
Y	N	N/O	6. Reminds examinee to say things first and then numbers only as directed in Test Book.
Y	N	N/O	7. Scores response correct if examinee responds with words that rhyme with or sound similar to target words as long as they are in correct sequence.
Y	N	N/O	8. Counts all items below basal as correct.
Y	N	N/O	9. Presents items orally if examinee is not responsive to audio recording.
Y	N	N/O	10. Does <i>not</i> repeat <i>any</i> test items.

Test 17: Pair Cancellation (Cognitive Processing Speed, Gs)

Y	N	N/O	1. Uses stopwatch.
Y	N	N/O	2. Adheres to 3-minute time limit.
Y	N	N/O	3. Uses Response Booklet and pencil as directed.
Y	N	N/O	4. Begins with Sample Item A and Practice Exercise for all examinees.
Y	N	N/O	5. Discontinues testing and records score of 0 if examinee has 2 or fewer items correct <i>after error correction procedure</i> on Practice Exercise.
Y	N	N/O	6. Records exact starting and stopping times if stopwatch is unavailable.
Y	N	N/O	7. Records exact finishing time in minutes and seconds on Test Record.
Y	N	N/O	8. Scores as correct circled pairs consisting of ball followed by dog in same row.
Y	N	N/O	9. Credits pairs where both parts are at least partially circled.
Y	N	N/O	10. Reminds examinee to cross out responses he or she wishes to change.

Y N N/O 11. Does *not* cover extra lines on Response Booklet page.

Y N N/O 12. Uses scoring guide overlay to facilitate scoring.

Test 18: Memory for Words (Short-Term Working Memory, Gwm)

Y N N/O 1. Follows standardized procedures for audio recorded tests.

Y N N/O 2. Presents Sample Item A orally to all examinees.

Y N N/O 3. Presents Sample Item B and all test items from audio recording.

Y N N/O 4. Uses suggested starting points.

Y N N/O 5. Applies basal and ceiling rules correctly.

Y N N/O 6. Scores as correct if examinee provides words in same order as they were presented on audio recording.

Y N N/O 7. Scores response correct if examinee responds with words that rhyme with or sound similar to target words.

Y N N/O 8. Counts items below basal as correct.

Y N N/O 9. Presents items orally if examinee is not responsive to audio recording.

Y N N/O 10. Does *not* repeat *any* test items.

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