WJ IV: Variations & Comparisons

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Agenda

01 Overview of Variation & Comparison Procedures

02 Interpretation of Unique Scores

03 Conducting Variations & Comparisons using *Riverside Score*

04 Q&A

Test scores are ***best interpreted*** in the context of ***all other scores and assessment data***.

—Standards for Educational & Psychological Testing (2014)

Normative vs. Relative Strengths & Weaknesses

Normative (Inter-Individual)

How does your examinee compare to same-age or same-grade peers?

Relative (Intra-Individual)

How do your examinee's skills on one test/cluster compare to their skills on another test/cluster?

WJ IV Variation Procedures

Cognitive

Intra-Cognitive

Achievement

Intra-Achievement

Academic
Skills/Fluency/Applications

Oral Language

Intra-Oral Language

WJ IV Variations Require the *Core Tests*

Cognitive

Tests 1-7

Achievement

Tests 1-6

Oral Language

Tests 1-4

Intra-Cognitive Variation Procedures

WJ IV COG

Requires At Minimum: Tests 1-7

Analyze variability within an examinee's cognitive profile

Can be useful for:

- Documenting relative strengths and weaknesses
- Program planning
- Understanding tasks the examinee will find easy and/or challenging

Intra-Achievement Variation Procedures

WJ IV ACH

Requires At Minimum: Tests 1-6

Analyze variability within an examinee's academic profile

Can be useful for:

- Instructional planning
- Identifying relative strengths and weaknesses
- Forming diagnostic and clinical impressions

Academic Skills/Fluency/Applications

WJ IV ACH

Requires the Tests that comprise the Academic Skills, Academic Fluency, & Academic Applications Clusters

Analyze variability within an examinee's basic academic skills, academic fluency, and applied academic skills

Can be useful for:

- Instructional planning
- Identifying relative strengths and weaknesses
- Documenting the need for accommodations or modification to instruction

Intra-Oral Language Variation Procedures

WJ IV OL

Requires At Minimum: Tests 1-4

Analyze variability within an examinee's oral language profile

Can be useful for:

- Instructional planning
- Identifying relative strengths and weaknesses
- Forming diagnostic and clinical impressions

Why Do Variations Matter?

Documenting PSW

Forming clinical & diagnostic impressions

Program planning

Understanding of easy vs. challenging tasks

Running Variations Using *Riverside Score*

WJ IV Intra-Achievement Variation Results Interpreting a Relative Weakness

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	DISCREPANCY PR	SD	Interpretation at + or - 1.50 SD (SEE)
Intra-Achievement Variations						
Letter-Word Identification	76	83	-7	20	-0.85	--
Applied Problems	66	88	-22	2	-2.03	Weakness
Spelling	82	83	-1	43	-0.17	--
Passage Comprehension	63	86	-23	1	-2.46	Weakness
Calculation	113	78	35	>99.9	+3.51	Strength
Writing Samples	94	84	10	81	+0.87	--

WJ IV Intra-Achievement Variation Results Interpreting a Relative Strength

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WJ IV Comparison Procedures

Gf-Gc/Other Ability

GIA/ACH

OL/ACH

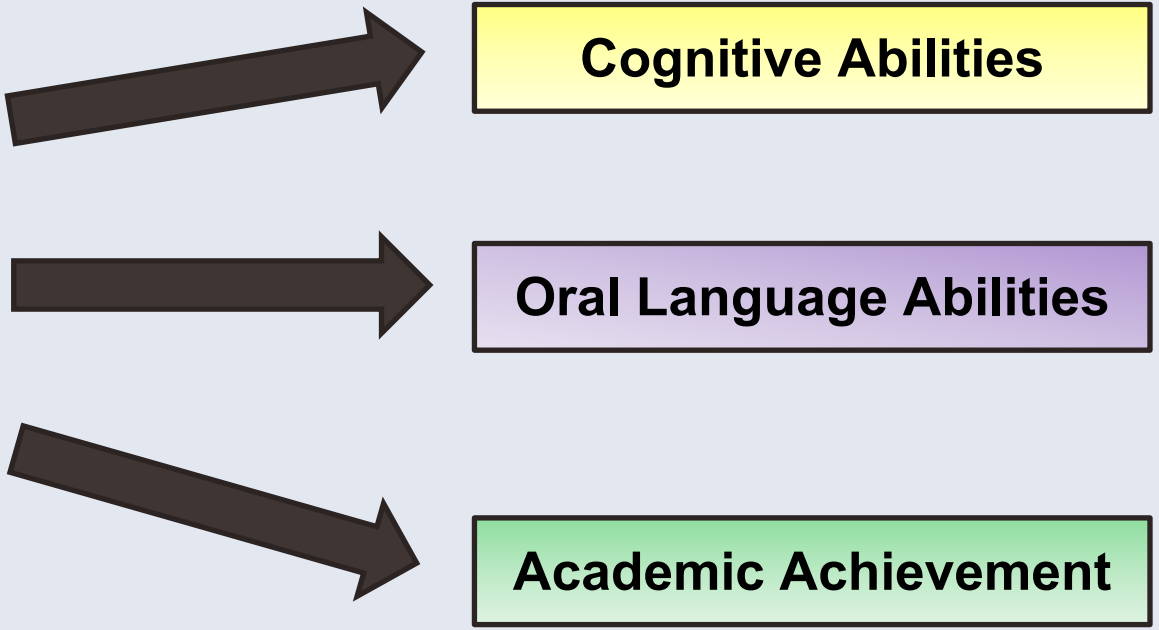
Academic Knowledge/ACH

Scholastic Aptitude/ACH

Gf-Gc/Other Ability

Gf-Gc Composite

WJ IV COG: Tests 1, 2, 8, & 9

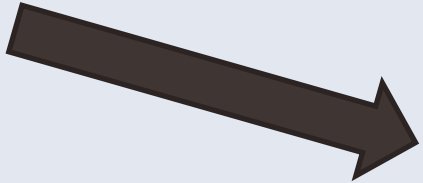


GIA/Achievement

GIA

WJ IV COG:
Tests 1-7

Oral Language Abilities



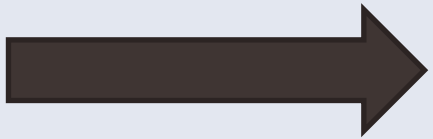
Academic Achievement

OL/Achievement

Broad Oral Language/Amplio language oral

WJ IV OL (English): Tests 1, 2, & 6

WJ IV OL (Spanish): Tests 10-12

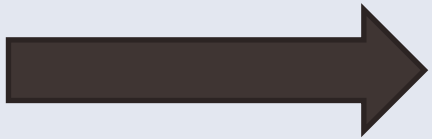


Academic Achievement

Academic Knowledge/Achievement

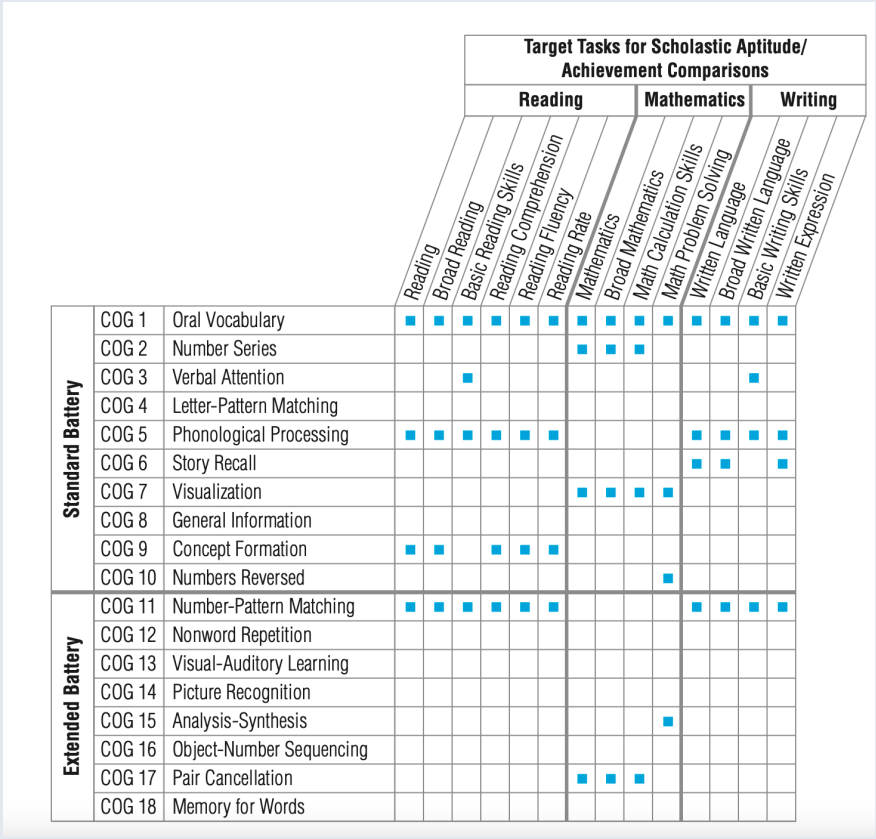
Academic Knowledge Cluster

WJ IV ACH Tests 18-20



Academic Achievement (Reading, Writing, Math)

Scholastic Aptitude/Achievement



			Target Tasks for Scholastic Aptitude/ Achievement Comparisons												
			Reading						Mathematics				Writing		
			Reading	Broad Reading	Basic Reading Skills	Reading Comprehension	Reading Fluency	Reading Rate	Mathematics	Broad Mathematics	Math Calculation Skills	Math Problem Solving	Written Language	Broad Written Language	Basic Writing Skills	Written Expression
Standard Battery	COG 1	Oral Vocabulary	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	COG 2	Number Series							■	■	■					
	COG 3	Verbal Attention			■										■	
	COG 4	Letter-Pattern Matching														
	COG 5	Phonological Processing	■	■	■	■	■	■					■	■	■	■
	COG 6	Story Recall											■	■		■
	COG 7	Visualization							■	■	■	■				
	COG 8	General Information														
	COG 9	Concept Formation	■	■		■	■	■								
	COG 10	Numbers Reversed										■				
Extended Battery	COG 11	Number-Pattern Matching	■	■	■	■	■	■					■	■	■	■
	COG 12	Nonword Repetition														
	COG 13	Visual-Auditory Learning														
	COG 14	Picture Recognition														
	COG 15	Analysis-Synthesis										■				
	COG 16	Object-Number Sequencing														
	COG 17	Pair Cancellation							■	■	■					
	COG 18	Memory for Words														

- Used to predict ACH across reading, writing, and math
- Each Scholastic Aptitude Cluster is based on 4 WJ IV COG Tests offering the best prediction for the ACH area of interest
- Offers clinical utility in the investigation of *unexpected* or *expected* ACH.

Running Comparisons Using the WJ IV ACH

WJ IV Academic Knowledge/ACH Results Interpreting Significant Differences

COMPARISONS	STANDARD SCORES Actual	Predicted	Difference	DISCREPANCY PR	SD	Significant at + or - 1.50 SD (SEE)
Academic Knowledge/Achievement Comparisons						
BRIEF ACHIEVEMENT	74	95	-21	4	-1.73	Yes (-)
READING	68	95	-27	2	-2.03	Yes (-)
MATHEMATICS	90	95	-5	35	-0.38	No
WRITTEN LANGUAGE	86	95	-9	25	-0.66	No
ACADEMIC SKILLS	87	95	-8	28	-0.58	No
ACADEMIC APPLICATIONS	70	95	-25	3	-1.94	Yes (-)

Running Comparisons Using the WJ IV COG & WJ IV ACH

Gf-Gc/ACH Results
Interpreting Significant Differences

COMPARISONS	STANDARD SCORES Actual	Predicted	Difference	DISCREPANCY PR	SD	Interpretation at + or - 1.50 SD (SEE)
Gf-Gc Composite/Other Ability Comparisons						
BRIEF ACHIEVEMENT	74	94	-20	2	-2.08	Weakness
READING	68	94	-26	1	-2.46	Weakness
MATHEMATICS	90	93	-3	37	-0.34	--
WRITTEN LANGUAGE	86	95	-9	23	-0.75	--
ACADEMIC SKILLS	87	94	-7	25	-0.66	--
ACADEMIC APPLICATIONS	70	94	-24	1	-2.43	Weakness

Questions?

Contact

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Selecting Variations & Comparisons Based on Your Assessment Needs

Learning objectives:

Understand how to select specific variation and comparison procedures based on their assessment needs using Riverside Score

Identify salient pieces of the referral concern that can be used to select relevant variation and comparison procedures

Construct a formal testing plan based on the identified variation and comparisons

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