



# Using Batería IV and WJ V Together

## A Quick Guide for Bilingual Assessment

This guide outlines how evaluators can confidently use the WJ V and Batería IV together to conduct comprehensive bilingual assessments. It explains why this pairing is effective, how it aligns with best practices, and what it means for your clinical decision-making.

It is perfectly acceptable - and clinically sound - to use Batería IV and WJ V together. You do not need to use WJ IV with Batería IV.

### Matching the Right Tool to the Right Language

- Use WJ V to assess skills in English
- Use Batería IV to assess skills in Spanish

#### What this means for evaluators:

You can confidently use the most up-to-date assessments available—without defaulting to older tools—by matching the WJ V with the Batería IV. This pairing provides a complete picture of a bilingual student’s abilities, allowing for more accurate identification of needs and strengths across both language contexts.

## Why This Approach Works:

### 1. Shared Theory = Aligned Structure

Both the WJ V and Batería IV are based on the Cattell-Horn-Carroll (CHC) theory, ensuring:

- Comparable constructs
- Parallel test structures
- Conceptual consistency across languages

#### What this means for evaluators:

Even though the two tools are normed separately, they assess the same cognitive and academic constructs in similar ways. This makes it easier to interpret how a student processes information in each language, supporting meaningful, theory-driven analysis of their learning profile.



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### 2. Reflects Best Practices in Bilingual Assessment

Using both assessments helps professionals:

- Determine if observed challenges are related to **second language acquisition** or represent a **true learning disability**
- Avoid misidentification and ensure culturally and linguistically responsive evaluations

#### What this means for evaluators:

By assessing the student in both of their languages, you're following gold-standard practices that reduce bias and increase accuracy. This approach respects the student's linguistic background and helps differentiate between difference and disorder—essential for fair and ethical decision-making.

### 3. Leverages the Most Current Tools

- **WJ V:** The latest edition with improved digital delivery, updated norms, and enhanced content
- **Batería IV:** A modernized Spanish-language assessment aligned with CHC theory

#### What this means for evaluators:

You're using the most advanced and user-friendly tools available, which streamlines administration and scoring while providing more relevant, up-to-date data. There's no need to use outdated versions like WJ IV just because you're working with a bilingual learner.





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#### 4. Validity and Ethics

- Both batteries are **norm-referenced instruments** with strong psychometric foundations and are designed specifically for English-speaking (WJ V) and Spanish-speaking (Batería IV) populations. When used within their intended linguistic and cultural contexts, they provide **valid and reliable data** to support sound diagnostic decisions.
- Their combined use is **ethically sound and professionally accepted** when interpreted with care and contextual understanding

#### What this means for evaluators:

You can stand confidently behind your assessment conclusions. When results are interpreted through the lens of bilingual development, educational experience, and sociocultural context, this combined approach meets both professional standards and legal defensibility.





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### What About Norming Differences?

While **WJ V** and **Batería IV** do not share a norming sample, this does not limit their combined use for bilingual assessment. In fact:

1. Comparing skills across both languages is essential for understanding a bilingual learner's profile. Using WJ V and Batería IV together allows examiners to identify patterns of strength and difficulty that emerge in each language context.
2. Because both assessments are built on the same theoretical foundation (CHC theory), they offer a structurally aligned approach to evaluating similar constructs—supporting valid, cross-linguistic interpretation of cognitive and academic abilities.
3. Cross-language interpretations should be contextual and qualitative, taking into account language development, instructional background, and cultural influences.
4. Clinical judgment remains essential— professionals should draw on their expertise to synthesize data across both assessments—focusing not just on scores, but on the quality of responses, observed behaviors, and patterns across contexts to build a meaningful interpretation of the student's abilities.

#### What this means for evaluators:

You don't need identical norm groups to conduct effective, meaningful comparisons across languages. Instead, rely on **patterns, construct alignment**, and the **context in which each skill is demonstrated**. Focus on how a student applies their abilities in each language environment. This approach honors the complexity of bilingualism and ensures your interpretation is developmentally and culturally responsive.



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### How to Use Them Together

Assessment	Language	Purpose
WJ V	English	Evaluate English-based cognitive and academic functioning
Batería IV	Spanish	Evaluate Spanish-based cognitive and academic functioning
Together	Bilingual Profile	Identify whether challenges are specific to one language or reflect a broader learning disability

**What this means for evaluators:**

Use the data from both assessments to construct a holistic bilingual profile. Rather than comparing scores, focus on how a student performs across different domains and contexts. This will help you determine if difficulties are language-specific or consistent across languages—guiding accurate diagnoses and appropriate support plans.

Using WJ V and Batería IV together gives you a clearer picture of the student’s true abilities—across both languages—and supports valid, equitable decisions.

