Score Report Interpretation Guide

About This Guide

The *Woodcock-Johnson V* (WJ V) Score Report Quick Guide helps qualified professionals interpret the Score Report. The score report contains tests and clusters from the *Woodcock-Johnson V Tests of Cognitive Abilities* (WJ V COG), *Woodcock-Johnson V Tests of Achievement* (WJ V ACH), and *Woodcock-Johnson V Virtual Test Library* (WJ V VTL), depending on your subscription.

For more information about the WJ V and its organization, components, and uses, see the *Woodcock-Johnson V Examiner's Manual.*

Report Information

This part of the guide provides the following key information for reading WJ V reports:

- Types of information presented in the reports
- Sample Score Report

The Score Report is for individual examinees. Depending on selections you make when the report is generated, it can include *W* Difference Scores, relative proficiency indexes (RPIs), age and grade equivalents, standard scores, percentile ranks, confidence bands, and developmental and instructional zones, along with indications for above- and below-average normative performance. Use this report to view clusters and test information. This report can also include base rates for Intra-Ability and Ability/Achievement comparisons.

Report Elements

Helene's Score Report

WOODCOCK-JOHNSON SUITE | **REPORT DATE:** 1/02/2025

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Name: Helene Sample	**Examiner:** Eric Snader
ID: HS1247	**DOB:** 5/02/2013
Grade: 6.2	**Age:** 11 years, 8 months
Date(s) of Testing: 1/02/2025	

(Norms based on Age 11 years, 8 months)

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Woodcock-Johnson V Tests of Achievement

[Hide]

3 **Broad Achievement (Grw; Gq; Gs)**

Development		Proficiency		Relative Standing	
W SCORE	**AGE EQUIVALENT (AE)**	**W DIFFERENCE SCORE (WDIFF)**	**RELATIVE PROFICIENCY INDEX (RPI)**	**STANDARD SCORE (SS)**	**PERCENTILE RANK (PR)**
503	**10y8m**	**-7**	**81/90**	**94**	**34**
		LIMITED TO AVERAGE	LIMITED TO AVERAGE	AVERAGE	AVERAGE
95% Confidence Band	Instructional Zone	Age-level tasks will be:	Age-level tasks will be:	95% Confidence Band	95% Confidence Band
500-507	**9y5m-12y4m**	DIFFICULT	DIFFICULT	**91-97**	**26-41**

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⌄ Contributing Test Scores

Letter-Word Identification	515 *W* SCORE	12y0m AE	2 WDIFF ●	92/90 RPI ●	101 SS ●	53 PR ●
Calculation	511 *W* SCORE	12y0m AE	2 WDIFF ●	92/90 RPI ●	102 SS ●	55 PR ●
Spelling	509 *W* SCORE	11y5m AE	-2 WDIFF ●	88/90 RPI ●	99 SS ●	47 PR ●
Math Facts Fluency	497 *W* SCORE	9y4m AE	-8 WDIFF ●	78/90 RPI ●	89 SS ●	23 PR ●
Passage Comprehension	502 *W* SCORE	10y10m AE	-3 WDIFF ●	87/90 RPI ●	97 SS ●	42 PR ●
Applied Problems	504 *W* SCORE	11y2m AE	-3 WDIFF ●	87/90 RPI ●	97 SS ●	43 PR ●
Sentence Reading Fluency	498 *W* SCORE	9y6m AE	-21 WDIFF ●	48/90 RPI ●	89 SS ●	23 PR ●
Written Language Samples	504 *W* SCORE	11y1m AE	-2 WDIFF ●	87/90 RPI ●	98 SS ●	45 PR ●
Sentence Writing Fluency	492 *W* SCORE	9y0m AE	-24 WDIFF ●	39/90 RPI ●	86 SS ●	18 PR ●

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7 **Intra-Achievement**

Basic Reading Skills	103 EARNED SS	99 PREDICTED SS	4 DIFFERENCE	0.55 *z* SCORE	71 PR (BASE RATE)	●
Reading Comprehension	98 EARNED SS	99 PREDICTED SS	-1 DIFFERENCE	-0.16 *z* SCORE	44 PR (BASE RATE)	●
Reading Fluency	90 EARNED SS	99 PREDICTED SS	-10 DIFFERENCE	-0.78 *z* SCORE	22 PR (BASE RATE)	●
Math Calculation Skills	97 EARNED SS	99 PREDICTED SS	-2 DIFFERENCE	-0.25 *z* SCORE	40 PR (BASE RATE)	●
Math Problem Solving	100 EARNED SS	99 PREDICTED SS	1 DIFFERENCE	0.14 *z* SCORE	56 PR (BASE RATE)	●
Basic Writing Skills	102 EARNED SS	99 PREDICTED SS	3 DIFFERENCE	0.39 *z* SCORE	65 PR (BASE RATE)	●
Written Expression	90 EARNED SS	99 PREDICTED SS	-9 DIFFERENCE	-0.88 *z* SCORE	19 PR (BASE RATE)	●

Notes.
The predictor for each target cluster score is the average of the examinee's earned standard scores from the following six tests: Letter-Word Identification, Passage Comprehension, Spelling, Writing Samples, Calculation, and Applied Problems. The difference score significance is based on ±1.50 *SD* (*SEE*). There are no significant strengths or weaknesses among the target clusters.

The sample *Score Report* provides:

1	Examinee information	Enter this information on the platform before test assignment and administration. Below this information is a note indicating the norm basis and specific age or grade of the examinee's peer group. In this example, the scores are based on norms for age 11 years, 8 months.
2	Tests Administered	Lists the batteries that are contributing tests to the report. This can include the WJ V COG, WJ V ACH, and WJ V VTL.
3	Cluster Information	Lists the clusters obtained from the tests administered
4	Tests Administered	Lists the tests that contribute to the cluster.
5	Cluster Scores	Identifies cluster score results obtained when the tests that contribute to those clusters have been administered.
6	Table of Test Scores	Identifies test score results from administered tests and indicates whether the test or cluster score falls above (green) or below (red) the normative average range.
7	Comparison Score Table	Displays the z scores and base-rate percentile ranks (PRs) of the differences between predicted and earned standard scores on target clusters, when appropriate predictor clusters have been administered. Please see the WJ V Examiner's Manual and Technical Manual for a more detailed explanation.

Sample Explained

This sample Score Report is for Helene Sample, an 11 year-old examinee in sixth grade (1). Helene took the *Woodcock-Johnson V Tests of Achievement* (2) on 1/02/2025. Age-based norms were used to determine their scores. The table of scores lists the WJ V ACH Broad Achievement cluster (3) and tests administered (4) and the various scores obtained (5 and 6). The Intra-Achievement Comparison table (7) displays the z scores and base rate PRs for the difference between Helene's earned and predicted standard scores on the WJ V ACH clusters, when using the average of the examinee's earned standard scores from the following six tests: Letter-Word Identification, Calculation, Spelling, Passage Comprehension, Applied Problems, and Written Language Samples as the predictor.

Levels of Interpretation

The range of interpretive information available for each test and cluster in the WJ V includes information regarding testing behavior and examinee errors, developmental status, degree of proficiency, and comparison with grade or age peers. The interpretive design of the WJ V enables the clinician or teacher to capitalize on the full range of information (see table below).

A central principle inherent in the hierarchy presented below is that each of the four levels provides unique information about a person's test performace. Information from one level cannot be used interchangeably with information from another. For example, standard scores (SS) cannot be used in place of age or grade equivalents, or vice versa. Each level reports different information about the individual's test performance.

The four levels of test information are cumulative; that is, each successive level builds on information from the previous level. Information from all four levels is necessary to describe a person's performance completely. Level 1 provides qualitative data that are often used to support a clinical hypothesis. Levels 2, 3, and 4 include a variety of score options from which to select.

Level	Type of Information	Basis	Information and Scores	Uses
1	Qualitative (Criterion-Referenced)	Observations during testing and analysis of responses	Description of examinee's reaction to the test situation Performance on finely defined skills at the item content level	• Appreciation of the examinee's behavior underlying obtained test score • Prediction of the examinee's behavior and reactions in instructional situations • Specific skill instructional recommendations
2	Level of Development (Norm-Referenced)	Sum of items scores Age or grade level in the norming sample at which the average is the same as the examinee's score	Total test score (raw score) Rasch Ability score[a] (Example: Test or cluster W score) Age Equivalent (AE) Grade Equivalent (GE)	• Reporting an examinee's level of development • Basis for describing the implications of developmental strengths and weaknesses • Basis for initial recommendations regarding instructional level and materials • Placement decisions based on a criterion of significantly advanced or delayed development
3	Proficiency (Criterion-Referenced)	Examinee's distance on a Rasch scale from an age or grade reference point	Quality of performance on reference tasks Rasch Difference score[a] (Example: Test or cluster W DIFF) Relative Proficiency Index (RPI) CALP Level Instructional or Developmental Zone	• Proficiency on tasks of average difficulty for peers • Developmental level at which typical tasks will be perceived as easy by the examinee • Developmental level at which typical tasks will be perceived as very difficult by the examinee • Placement decisions based on a criterion of significantly good or poor proficiency
4	Relative Standing in a Group (Norm-Referenced)	Relative position (A transformation of a difference score, such as dividing by the standard deviation of the reference group)	Rank order Standard Score (SS)[a] Percentile Rank (PR)	• Communication of an examinee's competitive position among peers • Placement decisions based on a criterion of significantly high or low standing

[a] Equal interval units; preferred metric for statistical analyses

Score Interpretation Charts

Standard Score Interpretation

Standard Score Range	Percentile Rank Range	Classification
131 & above	98 to 99.9	Very Superior
121 to 130	92 to 97	Superior
111 to 120	76 to 91	High Average
90 to 110	25 to 75	Average
80 to 89	9 to 24	Low Average
70 to 79	3 to 8	Low
69 to -31	0.1 to 2	Very Low

Interpretation of RPI Scores

RPI Range	Proficiency	Instructional Implications	CALP	
100/99	Very Advanced	Extremely Easy	6	Very Advanced
98/90 to 100/90	Advanced	Very Easy	5	Advanced
95/90 to 98/90	Age-Appropriate to Advanced	Easy	4-5 (4.5)	Fluent to Advanced
82/90 to 95/90	Age-Appropriate	Manageable	4	Fluent
67/90 to 82/90	Mildly Delayed to Age-Appropriate	Difficult	3-4 (3.5)	Limited to Fluent
24/90 to 67/90	Mildly Delayed	Very Difficult	3	Limited
3/90 to 24/90	Moderately Delayed	Extremely Difficult	2	Very Limited
0/90 to 3/90	Extremely Delayed	Nearly Impossible	1	Extremely Limited

Score Interpretation: Normal Distribution

Mean

0.13%   2.14%   13.59%   34.13%   34.13%   13.59%   2.14%   0.13%

Standard		55	70	85	100	115	130	145	
Scaled		1	4	7	10	15	16	19	
Z Scores	-4.0	-3.0	-2.0	-1.0	0	+1.0	+2.0	+3.0	+4.0
T Scores		20	30	40	50	60	70	80	

Percentile Rank   1   5   10   20 30 40 50 60 70 80   90 95   99