



Integrating the WMLS III into a Comprehensive Dyslexia and Dysgraphia Evaluation

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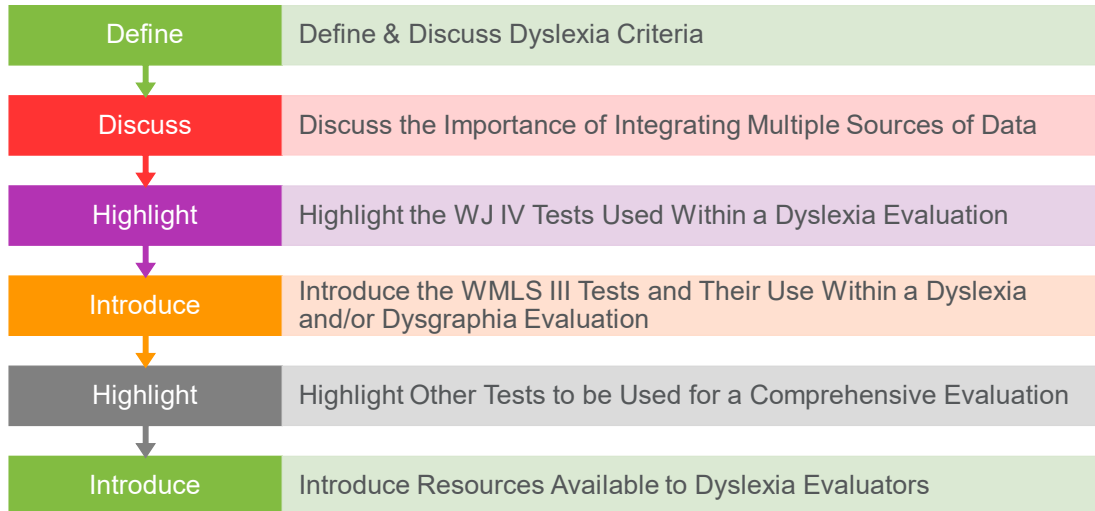


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Agenda



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Dyslexia Defined

A **neurologically-based** specific learning disability (SLD) that is characterized by *difficulties with accurate and/or fluent word recognition, poor reading decoding, and poor spelling* abilities (Proctor, Mather, & Stephens, 2015)

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Dyslexia Defined – IDEA (2002)

The International Dyslexia Association defines “dyslexia” in the following way: *Dyslexia is a specific learning disability that is **neurobiological 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 growth of vocabulary and background knowledge.*

Adopted by the International Dyslexia Association Board of Directors,
November 12, 2002

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Dyslexia Defined – Texas

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

- “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
 - “Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- TEC §38.003(d)(1)-(2) (1995)

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

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Manifestations of Dyslexia

- Students identified as having dyslexia typically experience primary difficulties in the following areas:
 - phonological awareness, including phonemic awareness and manipulation,
 - single-word reading,
 - reading fluency, and
 - spelling.
- Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are ***unexpected for the student's age and educational level*** and are ***not primarily*** the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

(Texas Dyslexia Handbook, 2018)

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Primary Characteristics of Dyslexia

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

(Texas Dyslexia Handbook, 2018)

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Characteristics and Consequences

The reading/spelling **characteristics** are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

(Texas Dyslexia Handbook, 2018)

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Dyslexia Testing - Texas

THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
SEPTEMBER 2021

 Riverside Insights

Academic Skills

- Letter knowledge
- Reading words in isolation
- Decoding unfamiliar words
- Reading fluency (rate/accuracy)
- Reading comprehension
- Spelling

Cognitive Processes

- Phonological/phonemic awareness
- Rapid naming

Additional Areas

- Vocabulary
- Listening Comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter sequences
- Phonological memory
- Verbal working memory
- Processing speed

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Conducting a Comprehensive Assessment of Dyslexia

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Comprehensive Evaluation of Dyslexia

- Multifaceted
- Multiple Sources of Data collected as part of the assessment process.
- Balanced integration of informal & formal data sources are necessary to fully understand the learner and his/her struggles.
- Targeted/purposeful assessment of reading & writing.

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Components of a Dyslexia Assessment

- Screener Information
- Qualitative Data
- Observations
- Informal Testing
- Formal Testing

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Importance of Dyslexia Screeners

- Early identification of students with dyslexia and the implementation of early intervention programs for these students have a significant impact on their future academic success.
- According to Hall and Moats (1999):
 - Early identification is critical because the earlier the intervention, the easier it is to remediate.
 - Inexpensive screening measures identify at-risk students in mid-kindergarten with 85% accuracy.
 - If intervention is not provided before the age of 8, the probability of reading difficulties continue into high school is 75% (pp. 279-280).

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Research Supporting Dyslexia Screeners

- The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to 8 a critical period for literacy development (Nevills & Wolfe, 2009).
- Characteristics associated with reading difficulties are connected to spoken language.
- Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills (Sousa, 2005).
- Eden (2015) points out “when appropriate intervention is applied early, it is not only more effective in younger children, but also increases the chances of sparing a child from the negative secondary consequences associated with reading failure, such as decline in self-confidence and depression.”

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Criteria for English & Spanish Screening Instruments

Kindergarten	First Grade
<ul style="list-style-type: none"> • Letter-Sounds Knowledge or Letter Naming Fluency • Phonological Awareness 	<ul style="list-style-type: none"> • Word Reading Accuracy or Fluency • Phonological Awareness

Texas Dyslexia Handbook (2021)

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Sources & Examples of Screening Data

Quantitative Information	Qualitative Information
<p>Results of --</p> <ul style="list-style-type: none"> • Current screening instruments • Previous screening instruments • Formal & Informal classroom reading assessments • Additional brief and targeted skill assessments 	<ul style="list-style-type: none"> • Observations of student during screening • Other observations of student progress • Teacher observations • Parent/guardian input (e.g., family history, early language skills) • Current student work samples • Work samples from earlier grade(s) • Intervention history <p>Texas Dyslexia Handbook (2021)</p>

Student Behaviors Observed During Screening

Observations During Reading Tasks
<p>Behaviors during reading</p> <ul style="list-style-type: none"> • Lack of automaticity • Difficulty sounding out words • Guessing • Self-correcting • Inability to focus on reading • Avoidance behavior <p>Texas Dyslexia Handbook (2021)</p>



Examples of Formal Dyslexia Screeners

- Battelle Early Academic Survey (BEAS)
- EasyCBM measure
- Select tests from the Woodcock-Johnson IV Tests of Achievement, Oral Language, and/or Cognition

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Student Behaviors Observed During Screening

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

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Progress Monitoring - Dyslexia

- Best practice.
- Evaluate student's response to intervention.
- Diagnostic decision making.

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Multiple Sources of Data

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Multiple Sources of Data

- The *Texas Dyslexia Handbook* (2021) requires that the evaluation team gather and consider information about the student's instructional history in the essential areas of reading:
 - Phonological awareness
 - Phonetic coding,
 - Vocabulary
 - Language structure
 - Reading Fluency
 - Reading Comprehension
- Cumulative data must be collected and considered to provide information about factors that may be contributing to, or primary to the student's struggles in reading and spelling.

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Multiple Sources of Data Collection

Data Source	Description
Family History	Student background information; Parent information about the student; Parent information about parents' learning experience; Student's emotional and social status; Economic status; Language acquisition information
School History	Grades; Work Samples; Assessment results; Information about current classroom performance; Attendance; Tardiness
Response-to-Intervention	Scores obtained on screeners; Benchmarks; Progress monitoring charts; Student's performance in relation to peers; Types of interventions implemented
Teacher Reports	Information regarding student's performance in the classroom (academically and behaviorally); Accommodations and modifications

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Informal Data – Qualitative Information

- **Previous Assessment Results**
 - Was the student referred or receiving services from Speech/Language?
 - District dyslexia screener results
 - RTI interventions and progress monitoring results
- **Parent Information**
 - Student's history of hearing difficulty (e.g., ear infections, tubes in ears, etc.).
 - Student's developmental history around listening comprehension and language development
 - Information about the student's development of basic reading skills (e.g., phonemic awareness and phonological processing)
 - Understand the student's language proficiency
 - Is there a history of reading difficulties or attentional problems with the student (e.g., diagnose of ADD/ADHD) or in the family?

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Informal Data – Qualitative Information

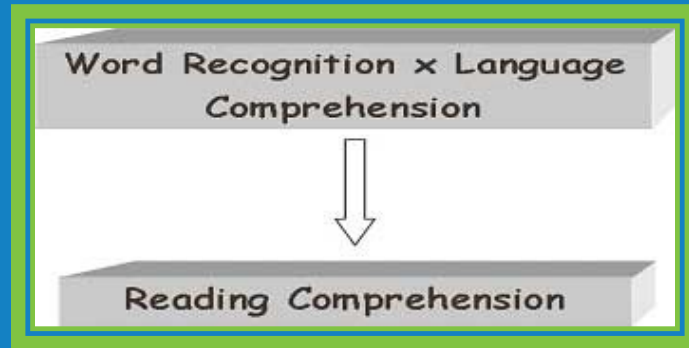
- **Teacher Information**
 - Student's history of reading, listening comprehension, & language development
 - Teacher reports of classroom difficulty
 - Information about the student's reading development
- **Observation in the Classroom**
 - How does the student perform on tasks associated with reading, writing, and language?
 - How does the student perform in relation to same age/grade peers?
- **Observation During Testing**
 - Does the student ask for items to be repeated often?
- **Work samples**
 - Reading, writing, and spelling performance
 - Listening comprehension tasks

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Language and Reading



Theories of Reading

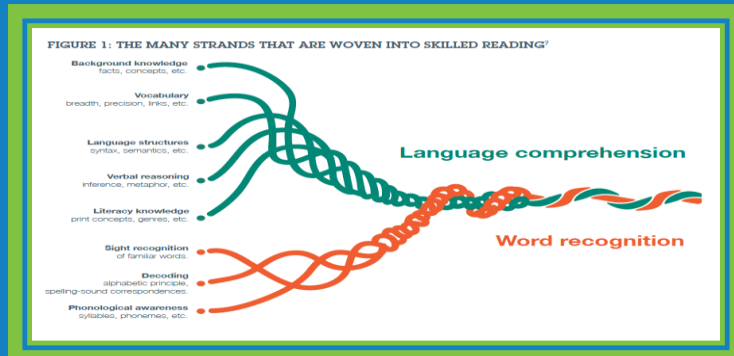
Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990)

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Language and Reading



Theories of Reading

Rope Model of Reading (Hollis S. Scarborough, 2001)

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TESTING HYPOTHESIS WORKSHEET – BASIC READING

- Allows the teacher or diagnostician to focus on specific areas of suspected disabilities.
- Helps target assessment.
- Links reading performance relative to intellectual development with psychological processing area.
- Worksheets available for:
 - Basic Reading
 - Reading Comprehension
 - Reading Fluency
 - Written Expression

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Considerations During Classroom Observations

- Is the child engaged during instruction?
- Is the child slow to follow instruction?
- Can the child remember what was said?
- Does he/she wait to see what his/her peers do before taking action?
- Does he/she require or request repetition or clarification?

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Formal Assessment Data

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FORMAL ASSESSMENT DATA FOR A COMPREHENSIVE DYSPLEXIA EVALUATION

- WJ IV Cognitive (Optional)
- WJ IV Achievement or WMLS III
- WJ IV Oral Language or WMLS III
- C-TOPP
- TAPS-4 English/TAPS-3 Bilingual

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WJ IV Dyslexia Profile - ASB 6

WJ IV DYSPLEXIA SUMMARY REPORT

Name _____ Date of Birth _____ ID _____
 School _____ Grade _____ Date _____

The [name of state] Education Code [§ statute number] defines dyslexia in the following way:

International Dyslexia Association Definition (2002)
 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.

Dyslexia affects reading at the single word level, reading fluency, and spelling. In turn, these deficits cause difficulties with reading comprehension and written expression. Oral language, math abilities, and general knowledge that do not require reading are often unaffected. According to research, the major cognitive correlates of dyslexia include weaknesses in one or more of the following abilities: phonetic coding, orthographic awareness, short-term working memory, rapid automatized naming (RAN), and/or perceptual speed. The reading and spelling difficulties are often unexpected in relation to the student's other cognitive, oral language, or academic abilities.

Primary Reading and Writing Difficulties
 Check if lower than the ability to learn when reading is not required (e.g., cognitive abilities, listening comprehension, mathematics):
☐ Letter knowledge
☐ Letter names
☐ Letter sounds
☐ Basic reading skills
☐ Sight word recognition (Letter-Word Identification)
☐ Reading rate and fluency
☐ Oral Reading, Sentence Reading Fluency, Word Reading Fluency
☐ Spelling in isolation (Spelling and Spelling of Sounds)
☐ Spelling in context (Writing Samples)
☐ Phoneme-Grapheme Knowledge (Word Attack and Spelling of Sounds)

Secondary Reading and Writing Difficulties
 Check if lower than the ability to learn when reading is not required (e.g., cognitive abilities, listening comprehension, mathematics):
☐ Reading Comprehension
☐ Written Expression

Cognitive Abilities:
 Check if lower than the ability to learn when reading is not required (e.g., other cognitive abilities, listening comprehension, mathematics):
☐ Phonological Awareness
☐ Auditory Processing
☐ Auditory Memory Span
☐ Short-Term Working Memory
☐ Rapid Naming (Speed of Letter Access)
☐ Processing Speed
☐ Cognitive Reasoning Speed
☐ Perceptual Speed

Ability to Learn When Reading is Not Required
 Check if higher than reading and spelling skills:
☐ Oral Language
☐ Oral Expression
☐ Listening Comprehension
☐ Math
☐ Math Calculation Skills
☐ Math Problem Solving
☐ Knowledge
☐ Academic Knowledge
☐ General Information

Committee Consideration
☐ Data demonstrate characteristics of dyslexia.
☐ Data demonstrate characteristics of dyslexia, however, these characteristics would not be consistent with [State] guidelines for the identification of dyslexia.

Evaluator _____ Date _____
 Evaluator _____ Date _____

WJ IV Dyslexia Profile of Scores									
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average 55-60-65 66-70-75	Average 66-70-75	High/Above Average 75-80-85 86-90-95	API	Comments	
Primary Reading and Writing Difficulties	WJ IV ACH	Informal	Letter Identification						
			Case: Letter _____/26 Upper _____/26 Lower: a-z _____/26 (short)						
			Test 1: Letter-Word Identification						
			Test 2: Word Attack						
			Reading Fluency						
			Test 3: Oral Reading						
			Test 4: Sentence Reading Fluency						
			Reading Rate						
			Test 5: Sentence Reading Fluency						
			Test 6: Word Reading Fluency						
Secondary Reading and Writing Difficulties	WJ IV ACH	Informal	Test 7: Spelling						
			Test 8: Spelling of Sounds						
			Phoneme-Grapheme Knowledge						
			Test 9: Word Attack						
			Test 10: Spelling of Sounds						
			Reading Comprehension						
			Test 11: Passage Comprehension						
			Test 12: Reading Recall						
			Test 13: Reading Fluency (Extended)						
			Written Expression						
Cognitive Abilities	WJ IV COG	Informal	Test 14: Writing Samples						
			Test 15: Sentence Writing Fluency						
			Reading Comprehension						
			Test 16: Phonological Processing						
			Test 17: Phoneme Coding						
			Test 18: Segmentation						
			Test 19: Sound Blending						
			Test 20: Number Pattern Matching						
			Test 21: Letter-Word Identification						
			Test 22: Word Attack						
Cognitive Abilities	WJ IV OI	Informal	Test 23: Spelling of Sounds						
			Auditory Memory Span						
			Test 24: Sentence Repetition						
			Test 25: Memory for Words						
			Short-Term Working Memory (Extended)						
			Test 26: Visual Attention						
			Test 27: Number Reversed						
			Test 28: Object/Number Sequencing (Extended)						
			Speed of Letter Access						
			Test 29: Rapid Picture Naming						
Cognitive Abilities	WJ IV OI	Informal	Test 30: Rapid Picture Naming						
			Test 31: Rapid Picture Naming						
			Test 32: Rapid Picture Naming						
			Test 33: Rapid Picture Naming						
			Test 34: Rapid Picture Naming						
			Test 35: Rapid Picture Naming						
			Test 36: Rapid Picture Naming						
			Test 37: Rapid Picture Naming						
			Test 38: Rapid Picture Naming						
			Test 39: Rapid Picture Naming						

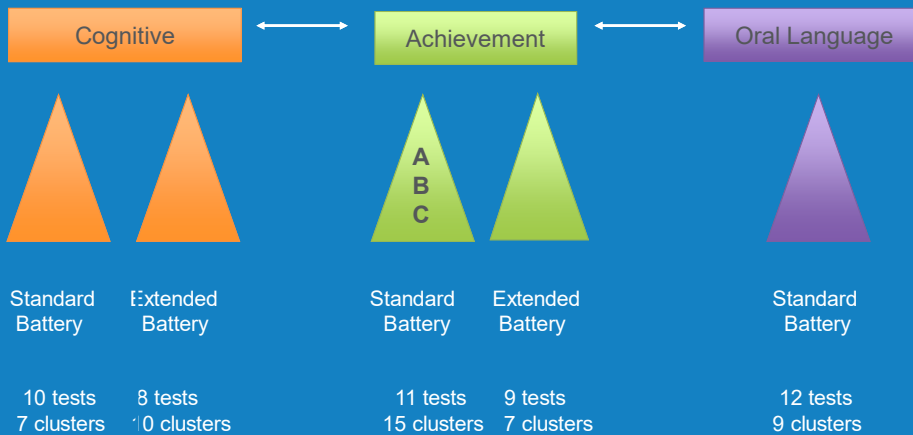
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ORGANIZATION



WJ IV



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WJ COG SELECT TESTING TABLE



			Cognitive Composites				CHC Factors						Narrow Ability and Other Clinical Clusters					
			General Intellectual Ability (GIA)	Brief Intellectual Ability (BIA)	GF-G Composite	Comprehension-Knowledge (Gc)	Fluid Reasoning (Gf)	Short-Term Working Memory (Gsm)	Cognitive Processing Speed (Gc)	Auditory Processing Speed (Gps)	Long-Term Retrieval (Glr)	Visual Processing (Gv)	Quantitative Reasoning (Gq)	Auditory Reasoning (Ga)	Number Memory Span (NMS)	Perceptual Speed (N)	Vocabulary (VLD)	Cognitive Efficiency
Standard Battery	COG-01	Oral Vocabulary	■	■	■	■											■	
	COG-02	Number Series	■	■	■	■							■					
	COG-03	Verbal Attention	■				■											□
	COG-04	Letter-Pattern Matching	■					■										■
	COG-05	Phonological Processing	■						■							■		
	COG-06	Story Recall	■							■								
	COG-07	Visualization	■								■							
	COG-08	General Information			■	■						■						
	COG-09	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												■				
Oral Language Battery	OL-01	Picture Vocabulary				■											■	
	OL-02	Sentence Repetition												■				

■ Tests required to create the cluster listed.

□ Additional tests required to create an extended version of the cluster listed.

■ Tests required to create the cluster listed.

□ Additional tests required to create an extended version of the cluster listed.

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WJ IV Achievement Tests that Assess the Primary Characteristics of Dyslexia

WJ IV Tests or WMLS III*	What the Test Measures
ACH Test 1: Letter-Word Identification*	Recognition and naming of letters and words
ACH Test 3: Spelling	Production (spelling) of words
ACH Test 7: Word Attack	Application of phonics to word reading
ACH Test 8: Oral Reading	Reading sentences aloud accurately and easily
ACH Test 9: Sentence Reading Fluency	Reading and comprehending sentences silently
ACH Test 15: Word Reading Fluency	Reading and comprehending words silently
ACH Test 16: Spelling of Sounds	Application of phonics to spelling

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WJ IV Achievement Tests that Assess the Secondary Characteristics of Dyslexia

WJ IV Tests or WMLS III*	What the Test Measures
ACH Test 4: Passage Comprehension*	Understanding of passages read silently
ACH Test 6: Writing Samples	Ability to convey meaning in writing
ACH Test 11: Sentence Writing Fluency	Ability to construct short sentences quickly
ACH Test 12: Reading Recall	Understanding of short stories read silently
ACH Test 17: Reading Vocabulary	Understanding of words read silently

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WJ IV Tests that Assess Cognitive Abilities

WJ IV Cognitive Tests	What the Test Measures
COG Test 3: Verbal Attention	Temporary store of verbal information and cue-dependent search functions in primary memory
COG Test 4: Letter-Pattern Matching	Orthographic visual perceptual discrimination ability under timed conditions
COG Test 5: Phonological Processing	Word activation, fluency of word access, and word restructuring via phonological codes
COG Test 10: Numbers Reversed	Temporary storage and recoding of numeric information in primary memory
COG Test 11: Number-Pattern Matching	Numeric visual perceptual discrimination ability under timed conditions
COG Test 12: Nonword Repetition	Phonological short-term working memory, sensitivity, and capacity
COG Test 16: Object-Number Sequencing	Assembly of new cognitive structures out of information maintained in working memory
COG Test 17: Pair Cancellation	Symbolic visual perceptual discrimination ability requiring cognitive control under timed conditions
COG Test 18: Memory of Words	Storage capacity for unrelated words in primary memory

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WJ IV Tests that Assess Oral Language Abilities

WJ IV Oral Language Tests	What the Test Measures
OL Test 3: Segmentation	Ability to break apart word, progressing from compound words, to syllables, to individual phonemes
OL Test 4: Rapid Picture Naming	Fluency of recognition, retrieval, and oral production of names of common pictured objects
OL Test 5: Sentence Repetition	Auditory memory span for connected discourse
OL Test 7: Sound Blending	Ability to blend sounds into words
OL Test 8: Retrieval Fluency	Fluency of word access
OL Test 9: Sound Awareness	Ability to analyze and manipulate phonemes through rhyming and deletion tasks

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WJ IV Constructs to Assess Student's Ability to Learn Independent of Reading

WJ IV Constructs	Description
General Intellectual Ability (GIA)	General Intelligence
Gf-Gc Composite	Reasoning & Knowledge
- Oral Language	Understanding Oral and Receptive language
- Oral Expression	Expressive single-word vocabulary and ability to listen to and then repeat simple to complex sentences
- Listening comprehension	Use of syntactic and semantic cues when listening, and ability to follow simple to complex oral directions
- Vocabulary	Expressive single-word vocabulary and knowledge of word meanings, synonyms, and antonyms
Math	Computation skills and problem solving
- Calculation	Ability to compute math problems
- Problem Solving	Problem solving and logical reasoning with numbers
Knowledge	General Understanding
- Academic Knowledge	Knowledge of science, social studies, and humanities
- General information	Knowledge of one's environment and the world

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WJ IV Constructs to Assess Students

Academic Tests for WJ IV	
Basic Reading: Test 1: Letter-word Identification Test 7: Word Attack	Reading Comprehension: Test 4: Passage Comprehension Test 12: Reading Recall
Reading Fluency Test 8: Oral Reading Test 9: Sentence Reading Fluency	Written Language Test 3: Spelling Test 6: Writing Samples
Reading Rate Test 9: Sentence Reading Fluency Test 15: Word Reading Fluency	Mathematics Test 2: Applied Problems Test 5: Calculation

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WJ IV Constructs to Assess Students

Academic Tests for Bateria IV

Destrezas basicas en lectura:

Test 1: Identificacion de letras y palabras

Test 7: Analisis de palabras

Comprension de lectura

Test 4: Comprension de textos

Test 12: Rememoracion de lectura

Fluidez en la lectura

Test 8: Lectura oral

Test 9: Fluidez en lectura de frases

Lenguaje escrito

Test 3: Ortografia

Test 6: Expresion de lenguaje escrito

Matematicas

Test 2: Problemas aplicados

Test 5: Calculo

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Characteristics of Dyslexia in English and Spanish

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Characteristics of Dyslexia in English and Spanish

English	Spanish
Phonological awareness Rapid naming Regular/irregular decoding Fluency Spelling	Phonological awareness (may be less pronounced) Rapid naming Regular/irregular decoding (fewer irregular words in Spanish) Fluency (often a key indicator) Spelling (may show fewer errors than in English but still more than those who do not have dyslexia)
Reading comprehension may be a weakness in both English and Spanish	

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Tests of Oral Language and Listening Comprehension

WJ IV Tests of Oral Language (English and Spanish)	WMLS-III (English and Spanish)
ENGLISH Listening Comprehension Test 2: Oral Comprehension Test 6: Understanding Directions Oral Expression Test 1: Picture Vocabulary Test 2: Oral Comprehension	ENGLISH Listening Comprehension Test 1: Analogies Test 2: Oral Comprehension Oral Expression Test 3: Picture Vocabulary Test 4: Oral Language Expression
SPANISH Listening Comprehension Test 10: Vocabulario sobre dibujos Test 11: Comprension oral Oral Expression Test 11: Comprension oral Test 12: Comprension de indicaciones	SPANISH Listening Comprehension Test 1: Analogias Test 2: Compesion oral Oral Expression Test 3: Vocabulario sobre dibujos Test 4: Expression de lenguaje oral

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Woodcock-Muñoz
Language Survey III



Woodcock-Munoz Language Survey III

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Overview of WMLS III

Provides a broad sampling of academic language proficiency in the areas of:

- Listening
 - Speaking
 - Reading
 - Writing
 - English or Spanish Language Ability
- Oral Language
Reading-Writing
Comprehension

Appropriate for use with ***ages 3 through 22 years*** of age
Available in **English and Spanish**

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Woodcock-Muñoz
Language Survey III

Components

- Test Books: English Form A & B, Spanish Form
- Test Record
- Response Booklet
- Audio Recording
 - In online scoring & reporting program
- Comprehensive Manual
- Online Scoring & Reporting
- Online training video

WMLS III Online Parent and Teacher Intervention System



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What's New to the WMLS III

- Includes 8 tests
- Offers 2 forms in English and 1 form in Spanish
- Can be used with the WJ IV and/or the Bateria IV for comprehensive evaluations
- Provides online scoring and reporting
- Improves cluster composition to better measure listening, speaking, reading, and writing domains
- Links assessment results to interventions, curriculum, and book recommendations (*WMLS III Online Parent & Teacher Intervention System*).

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What's New to the WMLS III

Includes 3 new tests:

- Oral Comprehension
- Oral Language Expression
- Written Language Expression

Retains 5 tests from WMLS-R:

- Analogies
- Picture Vocabulary
- Letter-Word Identification
- Passage Comprehension
- Dictation

Eliminates 2 tests from WMLS-R:

- Understanding Directions
- Story Recall

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Woodcock-Muñoz
Language Survey III

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What's WMLS III Tests in English & Spanish

English A & B

1. Analogies
2. Oral Comprehension 
3. Picture Vocabulary
4. Oral Language Expression
5. Letter-Word Identification
6. Passage Comprehension
7. Dictation 
8. Written Language Expression 

Spanish

1. Analogías
2. Comprensión oral 
3. Vocabulario sobre dibujos
4. Expresión de lenguaje oral
5. Identificación de letras y palabras
6. Comprensión de textos
7. Dictado 
8. Expresión de lenguaje escrito 

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WMLS III Structure

- Designed to provide 2 tests for each language domain—one test of **basic or foundational skills** and one test of skill **application or functional skills**:

Listening

Speaking

Reading

Writing

- The Comprehension cluster is designed to measure functional skills in listening comprehension and reading comprehension

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WMLS III: English Selective Testing Table

	Listening and Speaking						Reading and Writing				Cross-Domain Clusters			
	Listening	Speaking	Broad English Oral Language	Basic English Oral Language	Applied English Oral Language	Reading	Writing	Broad Reading and Writing	Basic Reading and Writing	Applied Reading and Writing	Comprehension	Broad English Language Ability	Basic English Language Ability	Applied English Language Ability
Test 1: Analogies	■		■	■								■	■	
Test 2: Oral Comprehension	■		■		■						■	■		■
Test 3: Picture Vocabulary		■	■	■								■	■	
Test 4: Oral Language Expression		■	■		■							■		■
Test 5: Letter-Word Identification						■		■	■			■	■	
Test 6: Passage Comprehension						■		■		■	■	■		■
Test 7: Dictation							■	■	■			■	■	
Test 8: Written Language Expression							■	■		■		■		■

■ Tests required to create the cluster listed.

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WMLS III: Spanish Selective Testing Table

elective

	Escuchar y hablar					Leer y escribir				Cross-Domain Clusters				
	Escuchar	Hablar	Lenguaje oral amplio en español	Lenguaje oral básico en español	Lenguaje oral aplicado en español	Leer	Escribir	Lectura y escritura amplias en español	Lectura y escritura básicas en español	Lectura y escritura aplicadas en español	Comprensión	Habilidad amplia de lenguaje en español	Habilidad básica de lenguaje en español	Habilidad aplicada de lenguaje en español
Prueba 1: Analogías	■		■	■							■	■		
Prueba 2: Comprensión oral	■		■		■						■	■		■
Prueba 3: Vocabulario sobre dibujos		■	■	■								■	■	
Prueba 4: Expresión de lenguaje oral		■	■		■							■		■
Prueba 5: Identificación de letras y palabras						■		■	■			■	■	
Prueba 6: Comprensión de textos						■		■		■	■	■		■
Prueba 7: Dictado							■	■	■			■	■	
Prueba 8: Expresión de lenguaje escrito							■	■		■		■		■

■ Tests required to create the cluster listed.

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WMLS III: Tests to Assess Basic Skills

Listening Test 1: Analogies / Analogías

Speaking Test 3: Picture Vocabulary / Vocabulario sobre dibujos

Reading Test 5: Letter-Word Identification / Identificación de letras y palabras

Writing Test 7: Dictation / Dictado

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WMLS III: Tests to Assess Applied Skills

Listening Test 2: Oral Comprehension / Comprensión oral

Speaking Test 4: Oral Language Expression / Expresión de lenguaje oral

Reading Test 6: Passage Comprehension / Comprensión de textos

Writing Test 8: Written Language Expression / Expresión de lenguaje escrito

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Woodcock-Muñoz
Language Survey III



Woodcock-Munoz Language Survey III Tests

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WMLS III: Listening Tests

New!

Analogies

Basic Skills

18. **On is to start, as off is to . . .** (pause).
 ▲ **Correct:** stop, end, finish
 ▼ **Incorrect:** on, dark, go, turn off
 Q **Query:** shut down—**Tell me another answer.**
19. **Food is to hunger, as water is to . . .** (pause).
 ▲ **Correct:** thirst
 ▼ **Incorrect:** drink, hydrate, thirsty
20. **Shirt is to coat, as sock is to . . .** (pause).
 ▲ **Correct:** shoe, boot
 ▼ **Incorrect:** wear

Oral Comprehension

Applied Skills

2. **My mommy reads me a . . .**
 ▲ **Correct:** book, story
3. **A duck quacks, but a dog . . .**
 ▲ **Correct:** barks, ruffs, woofs
4. **Games are to play; books are to . . .**
 ▲ **Correct:** read, look at

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WMLS III: Speaking Tests

New!

Picture Vocabulary Basic Skills



Point to picture on examinee's page and say: **What is this?**

▲ **Correct:** apple



Point to picture and say: **What is this?**

▲ **Correct:** frog, froggy, toad



Point to picture and say: **What is this?**

▲ **Correct:** book

Oral Language Expression Applied Skills

18.



Point to picture and say: **Use the word *gliding* in a complete sentence that tells about the picture. Do not change the word in any way. *Gliding*.**

▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture

Example: We saw the eagle gliding overhead.

19.



Point to picture and say: **Use the word *shivering* in a complete sentence that tells about the picture. Do not change the word in any way. *Shivering*.**

▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture

Example: She was all bundled up, but she was still shivering.

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WMLS III: Reading Tests

Letter-Word Identification Basic Skills

57. ▲ **Correct:** routine

58. ▲ **Correct:** leagues

59. ▲ **Correct:** sufficient

60. ▲ **Correct:** domesticated

61. ▲ **Correct:** physics

62. ▲ **Correct:** therapeutic

Passage Comprehension Applied Skills

12.



The boy is _____.

▲ **Correct:** running, fast

13.



The bug is on the _____.

▲ **Correct:** leaf

14.



The book is under the _____.

▲ **Correct:** table

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WMLS III: Writing Tests

New!!

Dictation

Basic Skills

25. (S) **Number twenty-five. Write the word jump. I like to jump. Jump.**
 ▲ **Correct:** jump



walked
up
stairs

26. (P) **Number twenty-six. Make an exclamation point.**
 ▲ **Correct:** ! (exclamation point; must be dotted)



girl
baby
kissed

27. (S) **Number twenty-seven. Write the word are. You are my best friend. Are.**
 ▲ **Correct:** are

28. (S) **Number twenty-eight. Write the word under. Look under the bed. Under.**
 ▲ **Correct:** under

Written Language Expression

Applied Skills

Number thirteen. Look at the picture and the words walked, up, stairs (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.

▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture

Examples: (1) The lady walked up the stairs.
 (1) That Grandma walked upstairs.
 (0) I waked up the stairs. (misspelling forms real word)
 (0) Walked up stairs. (incomplete sentence)

Number fourteen. Look at the picture and the words girl, baby, kissed (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.

▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture

Examples: (1) The girl kissed the baby.
 (1) The mom kissed the baby girl.
 (0) She kissed the baby. (omitted stimulus word)
 (0) baby kissed girl (incomplete sentence)

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Complete Identifying Information

Identifying Information

Last Name _____ First Name _____
 Sex: ☐ M ☐ F ID _____
 Date of Birth: ____ / ____ / ____ Group ID _____
 MM DD YYYY
 School/Organization _____
 Teacher/Department _____
 Date of Testing: ____ / ____ / ____
 MM DD YYYY
 Grade _____ Age _____
 Examiner's Name _____
 Normative Basis (Check one) ☐ Age ☐ Grade (K.0-12.9) ☐ 2-Year College (13.0-14.9) ☐ 4-Year College/University (13.0-18.0)

Additional Information

Does the examinee have glasses?

☐ Yes ☐ No

Were they used during testing?

☐ Yes ☐ No

Does the examinee have a hearing aid?

☐ Yes ☐ No

Was it used during testing?

☐ Yes ☐ No

Other Information _____

Adjusted School-Year Dates (Optional)

School-year start date ____ / ____ / ____

School-year end date ____ / ____ / ____

Can be done prior to testing or during rapport building

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WMLS III

Academic Tests for WMLS III

English	Spanish
Test 5: Letter-word Identification	Test 5: Letter-word Identification
Test 6: Passage Comprehension	Test 6: Passage Comprehension
Test 7: Dictation	Test 7: Dictation
Test 8: Written Language Expression	Test 8: Written Language Expression

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Formal Assessment of Auditory Processing

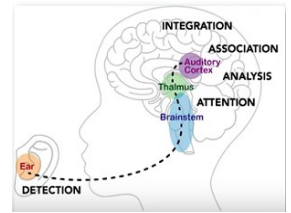
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What is Auditory Processing



- **What do we do when we hear?**
- Ability to analyze, synthesize, and discriminate auditory stimuli
- Involves the receipt of an auditory signal and the performing of some cognitive operation related to the signal
- The ability to detect and process meaningful nonverbal information in sound.
- Does not require the comprehension of language but it does contribute to the language and reading comprehension
- Involves speech, sounds or music

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Tests of Auditory Processing

WJ IV & Bateria IV Cognitive	WJ IV Oral Language
English Test 5: Phonological Processing Test 12: Nonword Repetition Bateria IV Test 5: Procesamiento fonetico Test 12: Repeticion de palabras sin sentido	English: Ga: Phonetic Coding: WJ IV OL 3: Segmentation WJ IV OL 7: Sound Blending WJ IV OL 9: Sound Awareness

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Assessing Auditory Processing Using the WJ IV

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Assessing Auditory Processing Using the WJ IV

- **Woodcock-Johnson IV Cognitive**
 - Test 5: Phonological Processing
 - Test 12: Nonword Repetition
- **Woodcock-Johnson IV Oral Language**
 - **Phonetic Coding**
 - Test 3: Segmentation
 - Test 7: Sound Blending

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Woodcock-Johnson IV Cognitive Phonological Processing

Test 5

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Woodcock-Johnson IV Cognitive: Test 5: Phonological Processing

- **WJ IV COG Test 5: Phonological Processing:** a cognitively complex auditory processing (Ga) task that includes speed or lexical access, a narrow ability of long-term retrieval (Glr).
- Comprised of 3 Subtests (all 3 must be given to obtain a score):
 - Word Access
 - Word Fluency
 - Substitution
- A median reliability of .83 in the 5-19 year old range and a .90 in the adult age range.

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Woodcock-Johnson IV Cognitive: Test 5: Phonological Processing: Word Access

- **Requires the examinee to provide a word that has a specific phonemic element in a specific location.**
- Sample C: Tell me a word that starts with the /b/ sound.
- Item 14: Tell me a word with the /m/ sound in the middle.
- Item 21: Tell me a word that has the /ka/ sound in the middle of the word.

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Woodcock-Johnson IV Cognitive: Test 5: Phonological Processing: Word Fluency

- Requires the examinee to name as many words as possible that begin with a specific sound in 1-minute.
- Administer both items to all examinees.
 - Item 1: Words that begin with /m/ sound as in milk.
 - Item 2: Words that begin with /d/ sound as in dog.

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Woodcock-Johnson IV Cognitive: Test 5: Phonological Processing: Substitution

- Requires the examinee to substitute part of a word to create a new word.

Sample Item:

I can change one part of a word to make a new word. If I say “Rainy” and then change rain to sun, the new word would be sunny. If I say “jumped” and then change *jump* to *hop*, the new word would be *hopped*. Now you try some.

- **Sample A:** If I say “penny” and then change pen to sun, the new word would be.... What?

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Woodcock-Johnson IV Cognitive: Test 12: Phonological Processing: Task Analysis

Cognitive Test	Primary Broad CHC Ability Narrow Ability	Stimuli	Task Requirements	Cognitive Processes	Response
Phonological Processing <ul style="list-style-type: none"> • Word Access • Word Fluency • Substitution 	Auditory Processing (Ga) <i>Phonetic Coding (PC)</i> <i>Word Fluency (Glr-FW)</i> <i>Speed of Lexical Access (Glr-LA)</i>	Auditory (words)	Providing a word with a specific phonic element; naming as many words as possible that begin with a specific sound; substituting part of a word to make a new word.	Semantic, activation, access, speed of lexical access	Oral (words)

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Woodcock-Johnson IV Cognitive Nonword Repetition

Test 12

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Woodcock-Johnson IV Cognitive: Test 12: Nonword Repetition

- Woodcock-Johnson IV Cognitive Test 12: Nonword Repetition is a cognitively complex measure of phonological processing, measuring aspects of auditory processing (*Ga*) and short-term working memory (*Gwm*)
- Includes similar tasks that are sometimes described as measuring phonological short-term memory or phonological loop.
- Task: examinee listens to a nonsense word and then repeat the word exactly
- Item difficulty increases as the number of syllables in the nonsense word increases
- *Ga-UM* (Memory for Sound Patterns)
- Used with Test 5: Phonological Processing for form *Ga*
- **Median reliability for ages 5-19 is .90 and .90 for adult age range**

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Woodcock-Johnson IV Cognitive: Test 12: Nonword Repetition

Sample Item A:

I am going to say some made-up words and then ask you to repeat them exactly. For example, if I say, "Bip," you would say, "Bip." Now you try one. Say "Hig."

That's correct, If I say, "Hig," you would say, "hig."

For those who make errors on the sample items, there are additional practice items provided in the Error or No Response box.

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Woodcock-Johnson IV Cognitive: Test 12: Nonword Repetition

Remember to say the made-up word just like it sounds.

1. _____po
2. _____mip
3. _____hif

25. _____dibinacle
26. _____expurdationery
27. _____graphomorphicon
28. _____improgratible

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Woodcock-Johnson IV Cognitive: Test 12: Nonword Repetition Task Analysis

Cognitive Test	Primary Broad CHC Ability Narrow Ability	Stimuli	Task Requirements	Cognitive Processes	Response
Nonword Repetition	Auditory Processing (Ga) <i>Phonetic Coding (PC)</i> <i>Memory for Sound Patterns (UM)</i> <i>Memory span (Gwm-MS)</i>	Auditory (nonsense words)	Listening to a nonsense word and repeating it exactly.	Analysis of a sequence of acoustic phonological elements in immediate awareness; efficiency of the phonological loop	Oral (words)

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Woodcock-Johnson IV Cognitive Assessing Auditory Processing Using Oral Language Tests

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Assessing Auditory Processing Using the Woodcock Johnson IV Oral Language

- **Woodcock-Johnson IV Oral Language**
 - **Phonetic Coding**
 - Test 3: Segmentation
 - Test 7: Sound Blending

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Woodcock Johnson IV Oral Language: Selective Testing Table

			Oral Language Clusters										OL + COG
			Oral Language	Broad Oral Language	Oral Expression	Listening Comprehension	Phonetic Coding	Speed of Lexical Access	Language oral	Amplio language oral	Comprehension oral	Vocabulary	Auditory Memory Span (MS)
Oral Language Battery	OL-01	Picture Vocabulary	■	■	■							■	
	OL-02	Oral Comprehension	■	■	■								
	OL-03	Segmentation				■							
	OL-04	Rapid Picture Naming					■						
	OL-05	Sentence Repetition		■									■
	OL-06	Understanding Directions		■	■								
	OL-07	Sound Blending				■							
	OL-08	Retrieval Fluency					■						
	OL-09	Sound Awareness											
	OL-10	Vocabulario sobre dibujos						■	■				
	OL-11	Comprensión oral						■	■	■			
	OL-12	Comprensión de indicaciones							■	■	■		
Cognitive Abilities Battery	COG-01	Oral Vocabulary										■	
	COG-18:	Memory for Words											■

■ Tests required to create the cluster listed.

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Woodcock-Johnson IV Oral Language: Segmentation

Test 3

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Woodcock Johnson IV Oral Language Test 3: Segmentation

- The Woodcock Johnson IV OL Test 3: Segmentation is a measure of auditory processing (*Ga*). It is a phonetic coding task that measures skill in breaking apart the speech sounds in words.
- The examinee listens to words and must identify the word parts ranging from compound words to syllables to individual speech sounds (phonemes).
- This test has a median reliability of .93 in the 5 to 19 age range and .94 in the adult range.

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Woodcock Johnson IV Oral Language Test 3: Segmentation

Progresses from:

- Compound words
- Syllables
- Phonemes

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Woodcock Johnson IV Oral Language Test 3: Segmentation

Starting Point for Preschool to Grade 2

Introduction 1



Say: **I'm going to break up one word into two words.**
 Point to the picture of cupcake and say: **The word cupcake**
has two words in it. If we took it apart, it would be *cup*
 (point to picture of cup) **and *cake*** (point to picture of cake).

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Woodcock Johnson IV Oral Language Test 3: Segmentation

Sample Items

A.



Say: **Now you try one. This is *toothbrush*** (point to picture of toothbrush). **If we took the word apart, it would be . . .** (point to picture of tooth and pause for subject to respond) **and . . .** (point to picture of brush).

▲ **Correct:** tooth then brush

That's right. The two words are *tooth* and *brush*.



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Woodcock Johnson IV Oral Language Test 3: Segmentation

Starting Point for Grade 3 to adult

Introduction 2

Say: **I am going to say a word and then say its parts. The word *doctor* has two syllables or parts. Listen. Doc...tor.**

C. **Now you do one. Say the word *paper*.** Pause for subject to respond. **Now say the two parts in *paper*.** Pause for subject to respond.

▲ **Correct:** pa-per (2 parts)

Say: **That's right. The two parts in the word *paper* are pa . . . per.**



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Woodcock Johnson IV Oral Language Test 3: Segmentation

Say: **Tell me the parts of each word.**

11. **forget**

▲ **Correct:** for-get (2 parts)

12. **recall**

▲ **Correct:** re-call (2 parts)

**Examiner
pronounces the
whole word
fluently. Do not
pause between
syllables.**



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Woodcock Johnson IV Oral Language Test 3: Segmentation

16. **master**

▲ **Correct:** mas-ter or mast-er (2 parts)

**Ma-ster would also
be correct.**

Items 11-20:

**Score any
reasonable break
between syllables
as correct. It must
have the same
number of parts as
shown in the key.**



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Woodcock Johnson IV Oral Language Test 3: Segmentation

Introduction 3 (After Item 20)

Say: **I am going to say all of the sounds in a word one at a time. For example, the word dime would be /d/ /ī/ /m/. Listen to the sounds in the word play—/p/ /l/ /ā/. Say each sound, pausing briefly between each one.**

E. **Now you do one. Say each sound in the word toe.**

▲ **Correct:** /t/ /ō/

Say: **That's right, toe would be /t/ /ō/.**



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Woodcock Johnson IV Oral Language Test 3: Segmentation

Say: **Tell me the sounds in each word.**

21. **so**

▲ **Correct:** /s/ /ō/

22. **me**

▲ **Correct:** /m/ /ē/



33. **understandably**

▲ **Correct:**

/ŭ/ /n/ /d/ /ə/ /s/ /t/ /ă/ /n/ /d/ /ə/ /b/ /l/ /ē/

**Examiner
pronounces the
whole word fluently.**

**Examinee must say
the individual sounds
to receive credit.**



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Woodcock Johnson IV Oral Language Test 3: Segmentation Task Analysis

Oral Language Test	Primary Broad CHC Ability <i>Narrow Ability</i>	Stimuli	Task Requirements	Cognitive Processes	Response
Segmentation	Auditory Processing (Ga) <i>Phonetic Coding (PC)</i>	Auditory (words)	Listening to a word and breaking it into syllables or phonemes	Analysis of acoustic, phonological elements in immediate awareness	Oral (word parts and phonemes)



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Woodcock-Johnson IV Oral Language: Sound Blending

Test 7

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Woodcock Johnson IV Oral Language Test 7: Sound Blending

- WJ IV Oral Language Test 7, Sound Blending of the is an **auditory processing** test
- It is a phonetic coding task that measures skill in synthesizing speech sounds (phonemes)
- The examinee listens to a series of syllables or phonemes and then is asked to blend the sounds into a word

Sound Blending has a median reliability of .88 in the 5 to 19 age range and .94 in the adult age range.



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Woodcock Johnson IV Oral Language Test 7: Sound Blending



Start audio recording and present test items.

Track: ____

1. **hă-t**
▲ **Correct:** hat
2. **ăp-pəl**
▲ **Correct:** apple
3. **mū-thər**
▲ **Correct:** mother

Word must be pronounced smoothly as a whole word to receive credit.

One reminder may be given to say the word smoothly.



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Woodcock Johnson IV Oral Language Test 7: Sound Blending Task Analysis

Oral Language Test	Primary Broad CHC Ability <i>Narrow Ability</i>	Stimuli	Task Requirements	Cognitive Processes	Response
Sound Blending	Auditory Processing (Ga) <i>Phonetic Coding (PC)</i>	Auditory (phonemes)	Synthesizing language sounds (phonemes) to say a word	Synthesis of acoustic, phonological elements in immediate awareness; matching the sequence of elements to stored lexical entries; lexical activation and access	Oral (words)



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Additional Formal Assessments for a Comprehensive Evaluation of Auditory Processing

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Comprehensive Evaluation of Auditory Processing

- Test of Auditory Processing Skills, 4th Edition (TAPS-4) - English
- Test of Auditory Processing Skills, Bilingual Edition, 3rd Edition (TAPS-3) - Spanish
- Comprehensive Test of Phonological Processing (C-TOPP)

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Test of Auditory Processing (TAPS)

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Test of Auditory Processing (TAPS)

- Ages 5-21 years; individually administered
- The TAPS-4 provides information about language processing and comprehension skills across three intersecting areas: phonological processing, auditory memory, and listening comprehension
- **TAPS-4 Indices:**
 - Phonological Processing Index
 - Auditory Memory Index
 - Listening Comprehension Index

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Test of Auditory Processing Skills

TAPS Indices & Subtests

Phonological Processing Index	Auditory Memory Index	Listening Comprehension Index
Word-Pair Discrimination Phonological Deletion Phonological Blending Syllabic Blending	Number Memory Forward Word Memory Sentence Memory Number Memory Reversed	Processing Oral Directions Auditory Comprehension Auditory Figure-Ground

TAPS Narrow Abilities

Short-Term Memory	Auditory Processing	Comprehension Knowledge
Memory Span (MS) Working Memory Capacity (MW)	Phonetic Coding (PC) Resistance to Auditory Stimulus Distortion (UR)	Listening Comprehension

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Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)

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Comprehensive Test of Phonological Processing (CTOPP-2)

- Ages 4 to 24-11; English only
- The *Comprehensive Test of Phonological Processing* (CTOPP) was published in 1999 to meet the need for an assessment of reading-related phonological processing skills
- **C-TOPP-2 Composites:**
 - Phonological Awareness (4-6 years & 7-24 years)
 - Phonological Memory (4-6 years & 7-24 years)
 - Rapid Symbolic Naming (4-6 years & 7-24 years)
 - Alternate Phonological Awareness (7-24 years)

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Comprehensive Test of Phonological Processing (CTOPP-2)

C-TOPP-2 Composites & Subtests (Ages 4-6)

Phonological Awareness	Phonological Memory	Rapid Symbolic Naming
Elision Blending Words Sound Matching	Memory for Digits Nonword Repetition	Rapid Digit Naming Rapid Letter Naming

CTOPP-2 Composites & Subtests (Ages 7-24)

Short-Term Memory	Phonological Memory	Rapid Symbolic Naming	Alternate Phonological Awareness
Elision Blending Words Phoneme Isolation	Memory for Digits Nonword Repetition	Rapid Digit Naming Rapid Letter Naming	Blending Nonwords Segmenting Nonwords

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Oral Language	WMLS III English Test 1: Analogies Test 2: Oral Comprehension Test 3: Picture Vocabulary Test 4: Oral Language Expression	and	WMLS III Spanish Test 1: Analogies Test 2: Oral Comprehension Test 3: Picture Vocabulary Test 4: Oral Language Expression
Phonological Processing	WJ IV Auditory Process. COG Tests 5, 12 Phonetic Coding COG Tests 3, 7, 9 TAPS-4 Phonologic Subtests 1, 2, 3 CTOPP	or/ and	Bateria IV Auditory Processing COG Tests 5, 12 TAPS-3: SBE Phonologic Subtests 1, 2, 3
Academic Testing	WMLS III English Test 5: Letter-Word Identification Test 6: Passage Comprehension Test 7: Dictation Test 8: Written Lang. Expression WJ IV Basic Reading ACH 1, 7 Reading Fluency ACH 8, 9 Reading Comprehension ACH 4, 12 Spelling ACH 3, 16 Written Expression ACH 6, 11 EasyCBM Sent. Read. Fluency Gr K-2	and/ or	WMLS III Spanish Test 5: Letter-Word Identification Test 6: Passage Comprehension Test 7: Dictation Test 8: Written Language Expression Bateria IV Basic Reading ACH 1, 7 Reading Fluency: ACH 8, 9 Reading Comprehension ACH 4, 12 Spelling: ACH 3 Written Expression ACH 6, 11 EasyCBM Sent. Read. Fluency Gr 1-2

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Considerations When Analyzing & Interpreting Student Performance on Auditory Processing Tests

- What is the grade/age of the student and is the skill developmentally appropriate?
- What technique was used to teach basic reading skills?
- What type of reading instruction/curriculum was used?
 - Whole Language
 - Phonics-Based
- What types of interventions has the student received in RTI?
- What is the student's primary language of instruction? How long?
- What are the reading standards for the grade level of the student for the state(s) they have lived in?
- What do the parents report on the student's language development during the earlier years?

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Interpreting Assessment Results

- It is vital that the evaluator consider all the data collected on the student when interpreting the results on the assessment
- Evaluators should merge informal and formal data for analysis
- Cross validate data to determine consistency in findings
- Tease out causes of struggles on Listening Comprehension; ruling out other causes (e.g., attention)
- Examine the impact of results on reading and language development (oral and receptive)
- Link results to interventions and instructional programming

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Assessing Dysgraphia Using the WMLS III

Gonzales, v. (2019)

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Dyslexia Evaluation

THE
DYSLEXIA
HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

Texas Education Agency • Austin, Texas
© December 2021

- The Dyslexia Handbook-Revised 2021: Procedures Concerning Dyslexia and Related Disorders
 - Provides guidelines for dyslexia evaluations;
 - Chapter 5 highlights information for the evaluation of dysgraphia
 - Guidelines for dyslexia & dysgraphia evaluations are developed by each district following federal and state laws

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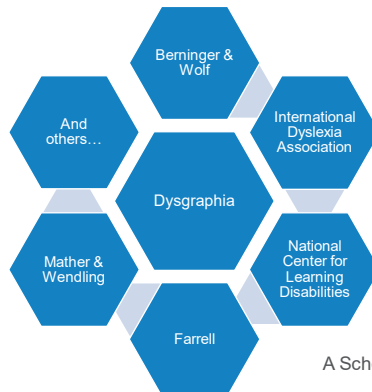
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Dysgraphia Evaluation

- There is not one definitive definition for dysgraphia.
- Many research-based definitions of dysgraphia exist:



A School Wide Process for Dysgraphia Assessment, 2015

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Defining Dysgraphia

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Texas Dyslexia Handbook (2021)

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Characteristics of Dysgraphia

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

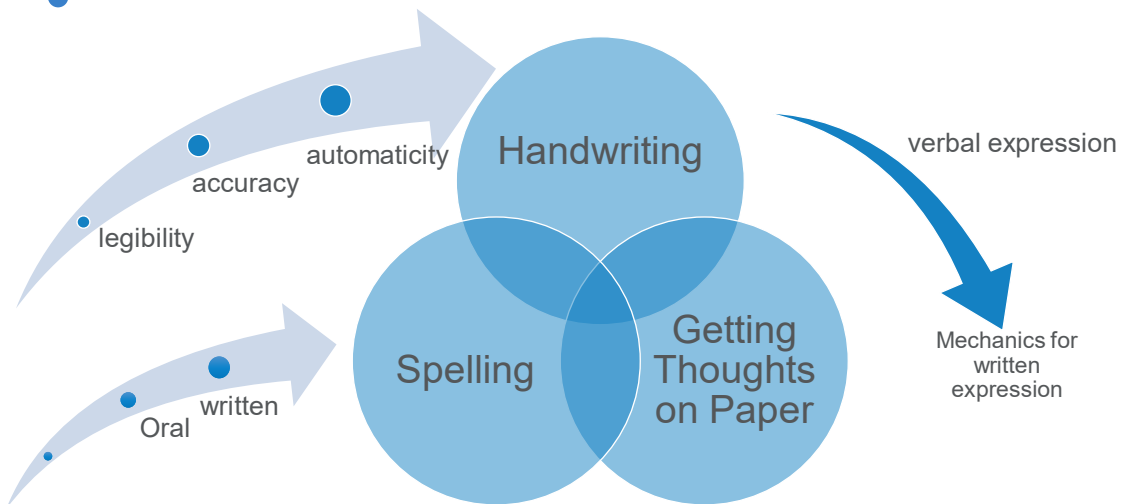
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Common Difficulties Found in Research



A School Wide Process for Dysgraphia Assessment, 2015

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Building an Assessment Battery

Primary Characteristics

- Difficulties with handwriting
- Difficulties with spelling
- Difficulties getting thoughts on paper

Associated Processes

- Graphomotor processing
- Orthographic processing
- Phonological processing

Unexpected in Relation to ...

- Other cognitive abilities
- Effective classroom instruction

A School Wide Process for Dysgraphia Assessment, 2015

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Multiple Sources of Data

Checklists of Characteristics of Dysgraphia
 Observations during Handwriting Engagement
 Parent/Teacher Information
 Work Samples
 Formal Testing Results

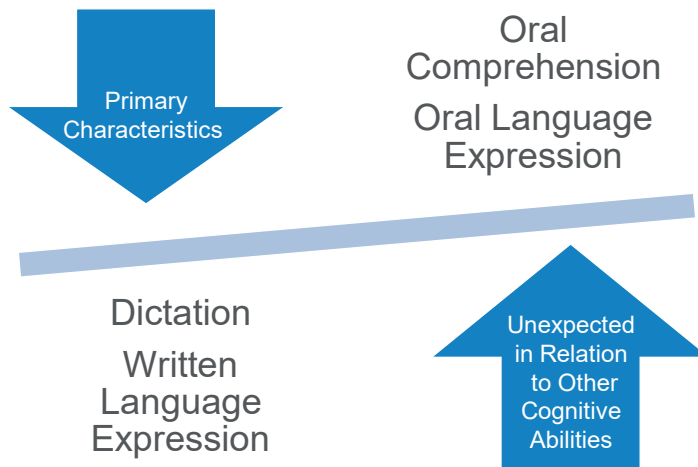
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Dysgraphia Evaluation and the WMLS III



A School Wide Process for Dysgraphia Assessment, 2015

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Dysgraphia Evaluation and the WMLS III

- Opportunity for evaluator to collect qualitative data for handwriting difficulties:
 - Observe how much time and effort to complete task (automaticity)
 - Observe for body posture, handedness, pencil grip, controlled strokes, and erasures
 - Review completed tasks for letter formation, size and proportion, spacing, slant, alignment and line quality

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Linking Assessment Results to Interventions

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WMLS III: Online Teacher and Parent Intervention System

- Statements on the Linguistic Characteristic of Examinee (*in teacher report*)
- Statements on the Linguistic Status of Examinee (*in teacher report*)
- Current Language Proficiency Levels (*in teacher report*)
- Diagnostic Statements (*in teacher report*)
- Classroom Interventions (*in teacher report*)
- “Examples of Books for Listening” and “Examples of Books for Reading” Based on Tested Ability (*in teacher and parent report*)
- Home-Based Activities (*in parent report*)
- ESL Program Recommendations with Second-Language Scaffolding Suggestions (*planned enhancement in teacher report*)
- Leveled Readers Recommendations with Second-Language Scaffolding Suggestions (*planned enhancement, in teacher report*)

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WJ IV WIIIP Comprehensive and Dyslexia Reports

WJ IV Interpretation and Instructional Interventions
Program (WIIIP)

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WJ IV Interpretation and Instructional Interventions Program (WIIIP)

- Report writing program delivered through the WJ IV web-based scoring platform
- Facilitates report writing so professional can focus on interpretation and program planning
- Links *WJ IV* results to interventions
- Makes testing more instructionally relevant by responding to professionals' needs
- **Two Reports:**
 - Comprehensive Report
 - Dyslexia Report

www.wjwiiip.com

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Checklists and Observation Forms

Classroom
Behavior
Observation
Form

Self-Report
Checklist

Parent Checklist

- English and Spanish
- School Age and Preschool

Reason for
Referral Checklist

Teacher Checklist

- School Age and Preschool

Writing
Evaluation Scale
Checklist

Dyslexia
Evaluation
Checklist

- Parent and Teacher

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WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Dyslexia Evaluation Checklist: Teacher Form



Student's Name (Last) _____ (First) _____ Date _____
 Teacher's Name (Last) _____ (First) _____
 Preferred Form of Address: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

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

A. 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

B. Nonreading Skills

- ☐ 1. Has age-appropriate oral language skills
- ☐ 2. Is creative (e.g., art, music, problem solving)
If checked, provide example(s): _____
- ☐ 3. Enjoys visual-spatial tasks (e.g., puzzles, blocks, visual designs)
If checked, provide example(s): _____
- ☐ 4. Enjoys activities that do not require reading
If checked, provide example(s): _____

C. 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 rhymes

C. Basic Reading Skills (continued)

- ☐ 10. Substitutes similar-looking words when reading (e.g., house/horse)
If checked, how frequently does this occur?
☐ a. Sometimes
☐ b. Often
☐ c. Very often
- ☐ 11. Has trouble reading words with two or more syllables

D. Attitude Toward Reading

- ☐ 1. Complains about reading
- ☐ 2. Shows frustration or anxiety when reading
- ☐ 3. Resists reading aloud

E. Reading Proficiency and Comprehension

- ☐ 1. Takes a long time to complete assignments that require reading
- ☐ 2. Reads slowly
- ☐ 3. Lacks expression/prosody when reading
- ☐ 4. Ignores punctuation marks when reading
- ☐ 5. Frequently must reread to get the meaning of the text
- ☐ 6. Does not understand or remember what has been read
- ☐ 7. Reading level is below other classmates'

F. Spelling and Writing Skills

- ☐ 1. Omits sounds when spelling words
- ☐ 2. Spells words the way they sound, not the way they look (e.g., said as sed)
- ☐ 3. Spells the same word in different ways on the same page
- ☐ 4. Expresses ideas orally but struggles to put them into writing

TEACHER – DYSLEXIA CHECKLIST

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WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Dyslexia Evaluation Checklist: Parent Form



Student's Name (Last) _____ (First) _____ Date _____
 Respondent's Name (Last) _____ (First) _____
 Preferred Form of Address: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss
 Relationship: ☐ 1. Mother ☐ 5. Stepfather ☐ 9. Brother
☐ 2. Father ☐ 6. Grandmother ☐ 10. Aunt
☐ 3. Guardian ☐ 7. Grandfather ☐ 11. Uncle
☐ 4. Stepmother ☐ 8. Sister ☐ 12. Other (specify) _____

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

A. 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. Has some difficulty pronouncing new 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
 If checked, provide example(s): _____

- ☐ 9. Has difficulty following directions
☐ 10. Has difficulty 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

B. Family History

- ☐ 1. Has one or more family members who have had difficulty learning to read and spell
 Relationship(s): _____
☐ 2. Has one or more family members who have had difficulty with attention
 Relationship(s): _____

C. Nonreading Skills

- ☐ 1. Is creative (e.g., loves to draw, sing, act, invent)
 If checked, provide example(s): _____
☐ 2. Is good at assembling puzzles
☐ 3. Enjoys many activities that do not require reading
 If checked, provide example(s): _____

D. 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

E. Reading Skills

- ☐ 1. Confuses little words that look alike (e.g., who and how, was and saw)
 If checked, provide example(s): _____
☐ 2. Does not read as well as others the same age
☐ 3. Takes a long time to finish homework that requires reading
☐ 4. Reads slowly and often has to reread to understand what he/she is reading
☐ 5. Needs a parent to read the assigned text aloud prior to doing the assignment

F. Spelling and Writing Skills

- ☐ 1. Spells words the way they sound rather than the way they look
☐ 2. Knows how to spell a word but then forgets it
☐ 3. May spell the same word in different ways on the same page
☐ 4. Had difficulty with handwriting
☐ 5. Currently has difficulty with handwriting
☐ 6. Has difficulty with written assignments

G. Additional concerns:

Dyslexia Evaluation Checklist: Parent Form (www.woodcock-johnson.com)
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 Designed by N. Mather, S. J. Wooding, L. C. Jaffe, C. M. Pearson, & T. L. Stothard (Pearson)



Dyslexia Evaluation Checklist: Parent & 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 (animal 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



Instructional Interventions and Accommodations

Based on student performance and developmental level

Written in narrative style for reports

Generated when performance falls within limited or lower range

Interventions – Cog, Ach, OL

Accommodations – Cog, OL

Available on both Comprehensive and Dyslexia Reports

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INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

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

Marissa may benefit from direct, focused, small-group reading instruction for at least 30 minutes each day. Provide multiple opportunities for Marissa to read both words and sentences orally and to respond to questions. Provide clear feedback to Marissa when she makes an error.

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.

Echo reading provides a model of fluent reading and a means for Marissa to improve fluency. Read a sentence aloud while Marissa silently reads along in the text. Then have Marissa echo the sentence by reading it aloud independently. Gradually increase the length of the passage that is read aloud.

Audio-recorded books are an effective way to demonstrate and practice fluent reading. Select an appropriate recording and matching text for Marissa. When Marissa first uses the audio recording, it would be best to break the recording into small, manageable passages. Have Marissa listen to the recording while following along in the text. The first time through, suggest that she listen and follow along in the text by moving her finger under each word as it is read. Then, the next time through the text, have Marissa try reading along, keeping pace with the recording. Repeat until the desired level of fluency is achieved.

INSTRUCTIONAL INTERVENTIONS & ACCOMMODATIONS

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Use letters of the alphabet to form consonant-vowel-consonant (CVC) words that contain the *-ot* rime. Place letter tiles for *o* and *t* in front of Marissa. Then place the tiles for *c, d, n, g, p, h,* and *r* on the table. Demonstrate how different words can be formed using the various letters. Place the *c* tile in front of the *o* and *t* and say, "This makes the word *cot*. If we change the *c* to *d*," (remove the *c* tile and place the *d* tile in front of the *ot*) "the new word is ____." Ask Marissa to create each word you say by changing the first letter. Include words such as *cot, dot, got, not, pot, hot,* and *rot* for practice.

Review how to make a plural by adding *s* to the end of a word. Write the words on the board: *car, cat, dog, bug, pin, pen, wig, pig, bat,* and *rock*. Ask Marissa to read each word. Provide assistance as needed. Then ask her to add an *s* to the end of each word and read them again. Ask whether the letter *s* sounds the same at the end of each word. Use *cats* and *bugs* to illustrate. Say each word slowly and ask Marissa what sound the *s* is making. Point out that for *cats* the *s* sounds like /s/ and for *bugs* the *s* sounds like /z/. Using the words on the board, have Marissa read each again and tell you if the *s* is saying /s/ or /z/.

ITEM LEVEL ANALYSIS

- Suggests formative interventions
- Interventions are intended to identify a specific skill deficit and provide an intervention for teaching the underlying skill or concept
 - Test 1: Letter-Word Identification
 - Test 2: Applied Problems
 - Test 3: Spelling
 - Test 5: Calculation
 - Test 7: Word Attack



Comprehensive Report

Generates narrative description of WJ IV and child's performance along with instructional recommendations and interventions

Sections:

Background Information (gathered from checklists)	Classroom Behavior Observations (gathered from checklist)	Test Session Observations (qualitative observations from test record)	Interpretive Overview of Scores	Instructional Recommendations and Interventions	Table of Scores	Appendix – Detailed Interpretation of Clusters and Tests
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INTERPRETIVE OVERVIEW OF SCORES

The scores derived from this administration can be interpreted at different levels. Interpretation of Marissa's performance can be based upon single tests and/or upon logical-empirical combinations of tests called clusters. Variations within groups of scores are evaluated to determine if any relative strengths and weaknesses exist.

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

Among the WJ IV achievement measures, Marissa's standard scores are within the average range for one cluster (Written Expression) and three tests (Writing Samples, Oral Reading, and Sentence Writing Fluency). Her scores are within the low average range for five clusters (Reading Fluency, Written Language, Broad Written Language, Academic Applications, and Academic Fluency) and four tests (Passage Comprehension, Word Attack, Sentence Reading Fluency, and Math Facts Fluency); within the low range for seven clusters (Reading, Broad Reading, Basic Reading Skills, Mathematics, Broad Mathematics, Math Calculation Skills, and Academic Skills) and three tests (Applied Problems, Spelling, and Calculation); and within the very low range for one test (Letter-Word Identification).

An analysis of variations among Marissa's achievement scores in broad curricular areas suggests that Sentence Writing Fluency and Written Expression are relative strengths for her. She demonstrated a relative weakness in Letter-Word Identification.

In a cross-domain analysis of variations among Marissa's achievement cluster scores, Marissa demonstrated a relative weakness in Academic Skills.

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Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Marissa's developmental level, a comparison to age peers using a standard score range classification, and a description of her proficiency level.

WJ IV Tests of Achievement

Overall Achievement

Broad Achievement represents Marissa's overall performance across reading, mathematics, and written language. Marissa's general achievement is comparable to that of the average individual at age 7-6. Her general achievement standard score is in the low range (percentile rank of 7; standard score of 78). Her overall achievement is limited (RPI of 29/90).

Brief Achievement is sample of Marissa's academic skills in reading, writing, and math. Marissa's sight word reading skill, spelling, and ability to solve math problems are comparable to those of the average individual at age 7-0. Her brief achievement standard score is in the low range (percentile rank of 4; standard score of 73). Her sight word reading ability, spelling ability, and ability to solve applied problems in mathematics are very limited (RPI of 11/90).

Achievement Clusters

Reading measured Marissa's reading decoding skills and her ability to comprehend text while reading. Marissa's reading ability is comparable to that of the average individual at age 7-0. Her reading standard score is in the low range (percentile rank of 3; standard score of 71). Her sight word reading and passage comprehension abilities are very limited (RPI of 10/90); reading tasks above the age 7-4 level will be quite difficult for her.

Broad Reading is a combined measure of reading decoding, reading speed, and the ability to comprehend connected text while reading. Marissa's overall reading ability is comparable to that of the average individual at age 7-3. Her reading standard score is in the low range (percentile rank of 8; standard score of 79). Her sight word reading, sentence reading fluency, and passage comprehension abilities are very limited (RPI of 9/90); reading tasks above the age 7-7 level will be quite difficult for her.

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Dyslexia Report

Streamlines analysis of data by providing a conceptual framework for dyslexia identification

Organizes and presents assessment results in a manner useful for determining if students are demonstrating characteristics of dyslexia

Sections:

- Purpose of Report and Dyslexia Definitions
- Dyslexia Evaluation Checklists (Parent and Teacher)
- Dyslexia Score Profile
- Interpretation
- Instructional Recommendations and Interventions
- Appendix – Detailed Interpretation of Clusters and Tests

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Purpose of Report and Dyslexia Definition

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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Dyslexia Scores Profile

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	PR	Classification	RPI	Proficiency
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
		Reading Rate	74	4	Low	1/90	Extremely Limited
		9: Sentence Reading Fluency	78	7	Low	1/90	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	8/90	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-Pisecco, 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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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		
	<i>Gf-Gc</i> 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 (SEE) 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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Instructional 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.

Use the following sequence to teach Antonio segmentation. Begin with tasks that require Antonio to break apart compound words (e.g., *raincoat*). Then progress to syllables. Have Antonio clap the number of words or use markers to represent each word part. When Antonio has learned to break words into syllables, teach him how to segment short words into onsets and rimes (the first part of a syllable and the ending part of a syllable) and then into individual phonemes.

Based on noted limitations in Antonio's cognitive performance:

Accommodations that may help compensate for Antonio's limitations in perceptual speed might include providing extended time, reducing the quantity of work required (breaking large assignments into two or more component assignments), eliminating or limiting copying activities, and increasing wait times after questions are asked as well as after responses are given.

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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.

Short-Term Working Memory-Extended is a broad measure of the 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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Required Tests and Clusters	
Ability Cluster <ul style="list-style-type: none"> - Three possible, choose one - None require reading 	<ul style="list-style-type: none"> - Gf-Gc Composite (WJ IV Cog) <ul style="list-style-type: none"> • Oral Vocabulary, Number Series, General Information, Concept Formation - Academic Knowledge (WJ IV Ach) <ul style="list-style-type: none"> • Science, Social Studies, Humanities - Broad Oral Language (WJ IV OL) <ul style="list-style-type: none"> • Picture Vocabulary, Oral Comprehension, Understanding Directions
Achievement Measures	<ul style="list-style-type: none"> - Spelling - Letter-Word Identification - Word Attack - Spelling of Sounds - Oral Reading (Age 7+, Grade 2+) - Sentence Reading Fluency (Age 7+, Grade 2+)

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Optional Tests and Clusters		
WJ IV Achievement	WJ IV Cognitive	WJ IV Oral Language
<ul style="list-style-type: none"> - Word Reading Fluency - Passage Comprehension - Reading Recall - Reading Vocabulary - Writing Samples - Sentence Writing Fluency 	<ul style="list-style-type: none"> - Verbal Attention - Numbers Reversed - Object-Number Sequencing - Letter-Pattern Matching - Number-Pattern Matching - Phonological Processing - Nonword Repetition - Story Recall - Visual-Auditory Learning - Numbers Reversed 	<ul style="list-style-type: none"> - Sound Awareness - Segmentation - Sound Blending - Rapid Picture Naming - Retrieval Fluency - Sentence Repetition - Memory for Words - Picture Vocabulary - Oral Comprehension - Understanding Directions - Oral Vocabulary

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Dyslexia Report Guide



- Available from the Resources tab on the WJ IV Online Scoring and Reporting Platform
- Report and Score Interpretation Guides

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Summary - Dyslexia Evaluations

- Multifaceted
- Multiple Sources of Data collected as part of the assessment process.
- Balanced integration of informal & formal data sources are necessary to fully understand the learner and his/her struggles.
- Targeted/purposeful assessment of reading & writing.
- Analysis of multiple sources of data is key in determining whether the student has dyslexia.
- The WJ IV, Bateria IV, and WMLS III can be used as part of a comprehensive evaluation of dyslexia.
- Assessment results must be used for instructional programming.
- Resources are available to assist in the assessment process.

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