



Woodcock-Johnson® IV

## **Tests of Oral Language**

# **Examiner Training Workbook**

**Barbara J. Wendling**

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## Overview

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

The WJ IV Tests of Oral Language consists of 12 tests, 9 in English and 3 in Spanish, organized into one convenient test book. The 3 Spanish tests are parallel to 3 of the English tests, allowing comparisons to be made between the examinee’s proficiency in English and Spanish. Tests 1 through 4 serve as a core set of tests. Table 1 provides an overview of the organization of the WJ IV OL.

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

<b>WJ IV TESTS OF ORAL LANGUAGE</b>	
<b>English</b>	<b>Spanish</b>
Test 1: Picture Vocabulary	Test 10: Vocabulario sobre dibujos
Test 2: Oral Comprehension	Test 11: Comprensión oral
Test 3: Segmentation	
Test 4: Rapid Picture Naming	
Test 5: Sentence Repetition	
Test 6: Understanding Directions	Test 12: Comprensión de indicaciones
Test 7: Sound Blending	
Test 8: Retrieval Fluency	
Test 9: Sound Awareness	

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

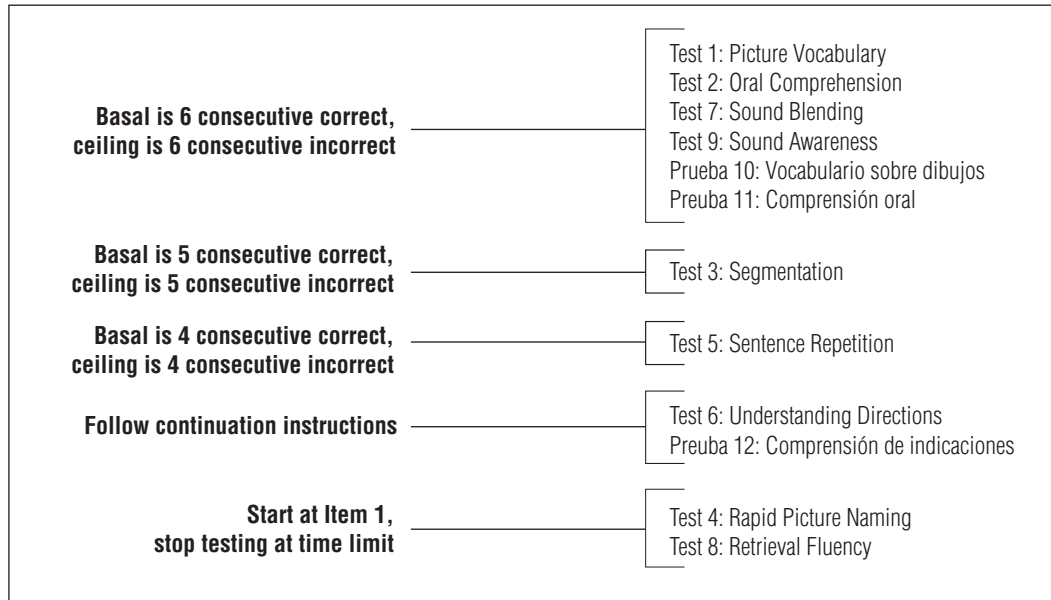
To aid examiners in building competency with the test, Practice Exercises are included to reinforce mastery of basal and ceiling rules, raw score calculation, and determination of estimated age and grade equivalents. In addition, two reproducible checklists are included. The first is the WJ IV General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

## Basal and Ceiling Rules

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

Many of the WJ IV OL tests require the examiner to establish a basal and a ceiling. Exceptions are timed tests, such as Test 4: Rapid Picture Naming, or tests that use continuation instructions, such as Test 6: Understanding Directions. Figure 1 illustrates the basal and ceiling rules for each test in the WJ IV OL tests.

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



### ***Meeting Basal and Ceiling Criteria***

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

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

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

### **Testing by Complete Pages Impacts Basal and Ceiling Rules**

When stimulus material is visible on the examinee's page, the best practice is to test by complete pages. If a ceiling is reached in the middle of a page, testing should continue to complete that page. If the examinee answers any item correctly in the process of completing the page, testing should continue until a new ceiling is reached and the page is completed. Figure 2 illustrates this principle on Test 1: Picture Vocabulary.

Testing began with Item 15, the suggested starting point for individuals whose estimated ability falls between Grade 2 and Grade 4. All items on that page (15–20) were administered following the complete page rule. The examinee got Items 15 through 17 correct but missed Items 18 through 20. Therefore, a basal was not established. The examiner turned back one page and administered Items 12 through 14, all of which were answered correctly. A basal was established when the six consecutive lowest-numbered items administered were answered correctly (Items 12–17). The examiner continued testing by complete pages with Items 21 through 26. The examinee responded incorrectly to Items 21 through 23. However, in the process of completing the page the examinee responded correctly to Items 24 and 25. Therefore, a ceiling was not established even though six consecutive items were incorrect (Items 18–23). These are the highest-numbered items administered, so testing continued. The examiner administered all the items on the next page (Items 27–32) and the ceiling was reached when the examinee responded incorrectly to all of these items. The page was completed and the six highest-numbered items administered were incorrect.

**Figure 2.**

Testing by complete pages impacts basal and ceiling rules.

**Test 1 Picture Vocabulary**  
*Basal: 6 lowest correct*  
*Ceiling: 6 highest incorrect*

**Score 1, 0**

	First Trial	Last Trial
A	___	___
B	___	___

1 \_\_\_ baby  
2 \_\_\_ horse

3 \_\_\_ banana  
4 \_\_\_ bicycle  
5 \_\_\_ cat

6 \_\_\_ apple  
7 \_\_\_ sock  
8 \_\_\_ cake

9 \_\_\_ clock  
10 \_\_\_ key  
11 \_\_\_ carrot

12 1 umbrella  
13 1 basket  
14 1 bear

15 1 zipper  
16 1 flashlight  
17 1 spider web

18 0 hanger  
19 0 toothpaste  
20 0 toaster

21 0 rainbow  
22 0 doorknob  
23 0 envelope

24 1 globe  
25 1 coat  
26 0 canoe

27 0 traffic light  
28 0 crutches  
29 0 tongue

30 0 blimp  
31 0 Eiffel Tower  
32 0 scales

33 \_\_\_ funnel  
34 \_\_\_ trombone  
35 \_\_\_ hinges

36 \_\_\_ tripod  
37 \_\_\_ megaphone  
38 \_\_\_ classified ads

39 \_\_\_ pendulum  
40 \_\_\_ toga  
41 \_\_\_ silhouettes

42 \_\_\_ monocle  
43 \_\_\_ mandolin  
44 \_\_\_ caduceus

45 \_\_\_ pagoda  
46 \_\_\_ minaret  
47 \_\_\_ atoll

48 \_\_\_ scallop  
49 \_\_\_ transom  
50 \_\_\_ tendril

51 \_\_\_ mortise  
52 \_\_\_ fluke  
53 \_\_\_ radiometer  
54 \_\_\_ pillory

**Number Correct (0-54)**

**1** Testing begins with Item 15 and the whole page is administered. A basal is not established.

**2** The examiner turns back one page and administers Items 12-14. Basal is established (Items 12-17 correct).

**3** Testing continues by complete page with Items 21-26. No ceiling is established when Items 24 and 25 are answered correctly.

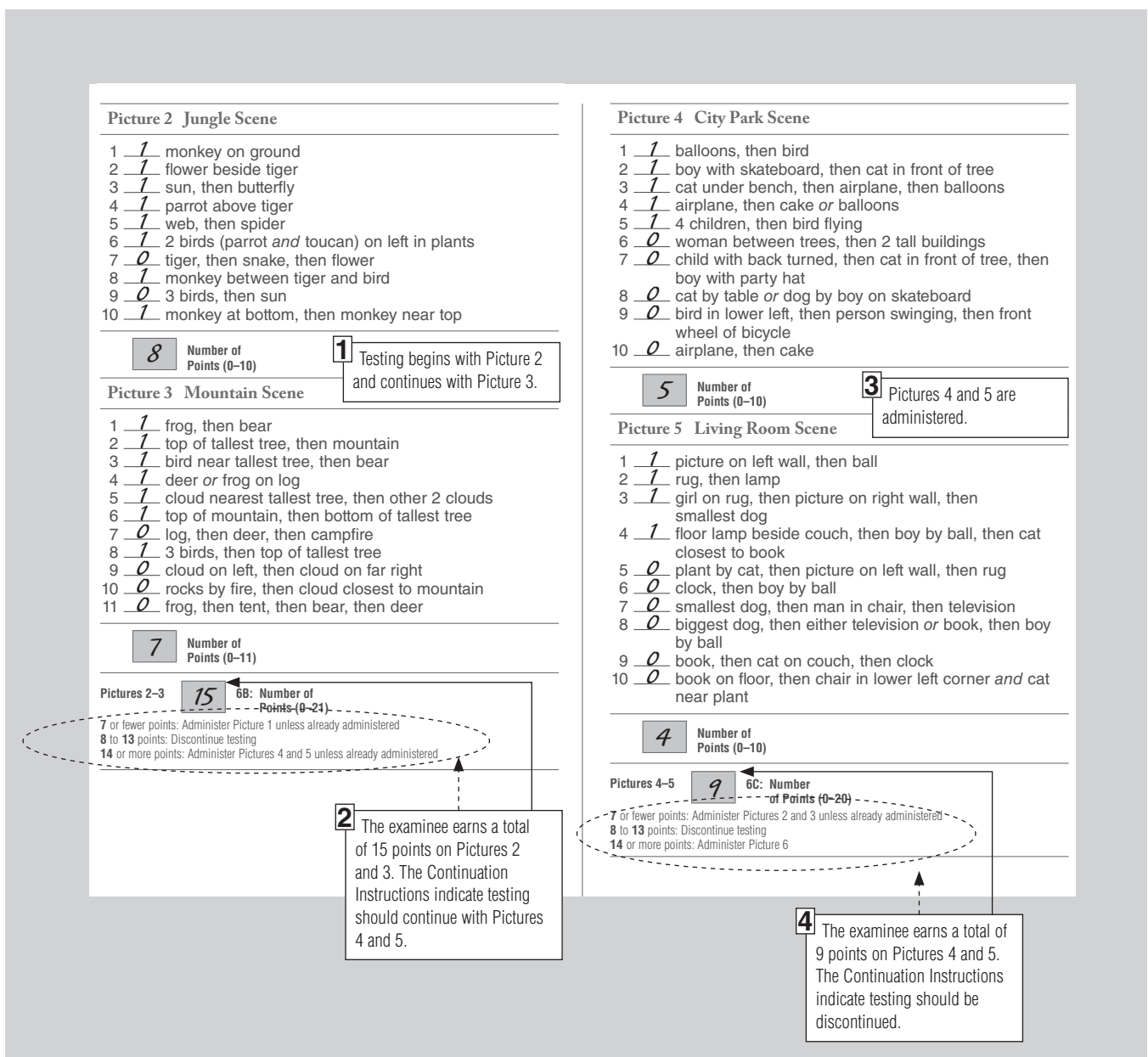
**4** Testing continues by complete pages with Items 27-32. The ceiling is established when all items on the page are answered incorrectly.

### Following Continuation Instructions

As noted in Figure 1, Test 6: Understanding Directions does not have basal and ceiling rules, but rather uses Continuation Instructions.

Figure 3 illustrates the application of the Continuation Instructions in determining the appropriate items to administer on Test 6: Understanding Directions. Testing began with Picture 2. The examinee earned 8 points on Picture 2. Next Picture 3 was administered and the examinee earned 7 points. The examinee earned a total of 15 points on Pictures 2 and 3. Following the Continuation Instructions, testing should continue with Pictures 4 and 5. Pictures 4 and 5 were administered. The examinee earned 5 points on Picture 4 and 4 points on Picture 5 for a total of 9 points. The Continuation Instructions state that testing is discontinued if the examinee scores 8 to 13 points on Pictures 4 and 5. Therefore, testing was discontinued.

**Figure 3.**  
Following Continuation Instructions.



### Applying Basal and Ceiling Rules to Subtests

Test 9: Sound Awareness consists of two subtests. The basal and ceiling rules apply to each of the subtests, and both subtests must be administered to obtain a score for Sound Awareness. Figure 4 illustrates the application of basal and ceiling rules for Test 9A: Sound Awareness–Rhyming. In this example, testing began with Introduction 2, which includes Samples C and D. After the sample items, testing continued with Item 7. The examinee answered Items 7 through 12 correctly, establishing the basal. Testing continued until the examinee answered six consecutive items incorrectly (Items 15–20), establishing the ceiling. As noted, the complete page rule did not apply because no stimuli were visible to the examinee.

**Figure 4.**  
Applying basal and ceiling rules to subtests.

**1** Basal and ceiling rules apply to each subtest.

**2** Testing begins with Introduction 2, Samples D and E.

**3** The basal is established when Items 7–12 are answered correctly.

**4** The ceiling is reached when Items 15–20 are answered incorrectly.

**Test 9 Sound Awareness**

**9A: Rhyming**  
*Basal: 6 lowest correct*  
*Ceiling: 6 highest incorrect*

**Score 1, 0**

	First Trial	Last Trial	
A	___	___	moon and spoon

1 \_\_\_ eye and pie  
 2 \_\_\_ blocks and box  
 3 \_\_\_ tree and bee

	First Trial	Last Trial	
B	___	___	ball
C	___	___	mouse

4 \_\_\_ cat  
 5 \_\_\_ bee  
 6 \_\_\_ bear

	First Trial	Last Trial	
D	1	___	no
E	1	___	man

7 1 hat  
 8 1 not  
 9 1 might  
 10 1 feet  
 11 1 boy  
 12 1 take  
 13 0 tar  
 14 1 yellow  
 15 0 brother  
 16 0 tank  
 17 0 mend  
 18 0 meeting  
 19 0 lose  
 20 0 fountain  
 21 \_\_\_ people  
 22 \_\_\_ dorm  
 23 \_\_\_ gavel  
 24 \_\_\_ arch

Note: Because no stimuli are visible to examinee, testing does not need to follow the complete page rule.

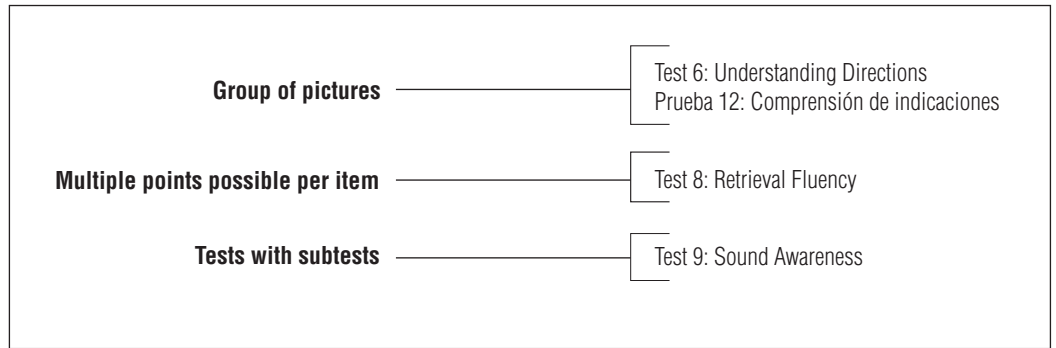
9A  **Number Correct (0–24)**



## Computing the Raw Score

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

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



### ***Calculating the Raw Score for Tests With Groups of Pictures***

The raw score for Test 6: Understanding Directions (or Prueba 12: Comprensión de indicaciones) is based on specific groups of pictures administered. Examiners must follow the Continuation Instructions to ensure that the appropriate group of pictures is administered to obtain the best estimate of the examinee's ability (see Figure 3). Figure 6 illustrates the procedure for obtaining the raw score for these tests. For any picture not administered, an *X* is entered into the scoring entry boxes. The total for each group of pictures administered is entered in the appropriate box.

**Figure 6.**

Calculating the raw score for Test 6: Understanding Directions.

**Picture 2 Jungle Scene**

- 1 1 monkey on ground
- 2 1 flower beside tiger
- 3 1 sun, then butterfly
- 4 1 parrot above tiger
- 5 1 web, then spider
- 6 1 2 birds (parrot *and* toucan) on left in plants
- 7 0 tiger, then snake, then flower
- 8 1 monkey between tiger and bird
- 9 0 3 birds, then sun
- 10 1 monkey at bottom, then monkey near top

**8** Number of Points (0-10)

**Picture 3 Mountain Scene**

- 1 1 frog, then bear
- 2 1 top of tallest tree, then mountain
- 3 1 bird near tallest tree, then bear
- 4 1 deer or frog on log
- 5 1 cloud nearest tallest tree, then other 2 clouds
- 6 1 top of mountain, then bottom of tallest tree
- 7 0 log, then deer, then campfire
- 8 1 3 birds, then top of tallest tree
- 9 0 cloud on left, then cloud on far right
- 10 0 rocks by fire, then cloud closest to mountain
- 11 0 frog, then tent, then bear, then deer

**7** Number of Points (0-11)

Pictures 2-3 **15** 6B: Number of Points (0-21)

7 or fewer points: Administer Picture 1 unless already administered  
8 to 13 points: Discontinue testing  
14 or more points: Administer Pictures 4 and 5 unless already administered

**Picture 4 City Park Scene**

- 1 1 balloons, then bird
- 2 1 boy with skateboard, then cat in front of tree
- 3 1 cat under bench, then airplane, then balloons
- 4 1 airplane, then cake *or* balloons
- 5 1 4 children, then bird flying
- 6 0 woman between trees, then 2 tall buildings
- 7 0 child with back turned, then cat in front of tree, then boy with party hat
- 8 0 cat by table *or* dog by boy on skateboard
- 9 0 bird in lower left, then person swinging, then front wheel of bicycle
- 10 0 airplane, then cake

**5** Number of Points (0-10)

**Picture 5 Living Room Scene**

- 1 1 picture on left wall, then ball
- 2 1 rug, then lamp
- 3 1 girl on rug, then picture on right wall, then smallest dog
- 4 1 floor lamp beside couch, then boy by ball, then cat closest to book
- 5 0 plant by cat, then picture on left wall, then rug
- 6 0 clock, then boy by ball
- 7 0 smallest dog, then man in chair, then television
- 8 0 biggest dog, then either television *or* book, then boy by ball
- 9 0 book, then cat on couch, then clock
- 10 0 book on floor, then chair in lower left corner *and* cat near plant

**4** Number of Points (0-10)

Pictures 4-5 **9** 6C: Number of Points (0-20)

7 or fewer points: Administer Pictures 2 and 3 unless already administered  
8 to 13 points: Discontinue testing  
14 or more points: Administer Picture 6

**Score Entry**

Enter Number of Points. Enter X if not administered.

6A: Picture 1 **X**  
(0-10 or X)

6B: Pictures 2-3 **15**  
(0-21 or X)

6C: Pictures 4-5 **9**  
(0-20 or X)

6D: Picture 6 **X**  
(0-4 or X)

## Calculating the Raw Score for Tests With Multiple Points Possible per Item

Test 8: Retrieval Fluency consists of three items, each with a 1-minute time limit. Each item may have multiple correct responses with a maximum of 99. The examiner makes a tally mark for each correct response, grouping the tallies by fives for easier calculation of the raw score. Figure 7 illustrates the procedure for obtaining the raw score for Test 8: Retrieval Fluency.

**Figure 7.**

Calculating the raw score for Test 8: Retrieval Fluency.

### Test 8 Retrieval Fluency

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

1

---

8A 18 Number Correct

---

2

---

8B 12 Number Correct

---

3

---

8C 9 Number Correct

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

$$\frac{18}{8A} + \frac{12}{8B} + \frac{9}{8C} = \frac{39}{\text{Total}} \quad (0-297)$$


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#### Test 8 Retrieval Fluency Scoring Table

Encircle row for the Total Number Correct.

Total Number Correct	AE (Est)*	GE (Est)*	Total Number Correct	AE (Est)*	GE (Est)*
0-2	<2-0	<K.0	47	8-2	2.7
3	2-0	<K.0	48	8-4	2.9
4	2-2	<K.0	49	8-6	3.1
5	2-4	<K.0	50	8-8	3.2
6	2-7	<K.0	51	8-10	3.4
7	2-9	<K.0	52	9-0	3.6
8	2-11	<K.0	53	9-2	3.8
9	3-1	<K.0	54	9-4	3.9
10	3-2	<K.0	55	9-6	4.1
11	3-4	<K.0	56	9-9	4.3
12	3-6	<K.0	57	9-11	4.5
13	3-8	<K.0	58	10-2	4.7
14	3-9	<K.0	59	10-4	4.9
15	3-11	<K.0	60	10-7	5.2
16	4-0	<K.0	61	10-10	5.4
17	4-2	<K.0	62	11-0	5.6
18	4-3	<K.0	63	11-3	5.8
19	4-5	<K.0	64	11-6	6.1
20	4-6	<K.0	65	11-9	6.3
21	4-8	<K.0	66	12-1	6.6
22	4-9	<K.0	67	12-4	6.9
23	4-11	<K.0	68	12-8	7.3
24	5-0	<K.0	69	13-1	7.6
25	5-2	<K.0	70	13-6	8.0
26	5-3	<K.0	71	13-11	8.5
27	5-5	K.0	72	14-4	8.9
28	5-6	K.1	73	14-10	9.4
29	5-8	K.2	74	15-5	10.0
30	5-9	K.4	75	16-0	10.6
31	5-11	K.5	76	16-9	11.3
32	6-0	K.6	77	17-7	12.2
33	6-2	K.8	78	18-7	>12.9
34	6-4	K.9	79	19	>12.9
35	6-5	1.0	80	20	>12.9
36	6-7	1.1	81	22	>12.9
37	6-8	1.3	82	24	>12.9
38	6-10	1.4	83	29	>12.9
39	7-0	1.6	>83	30	>12.9
40	7-1	1.7			
41	7-3	1.8			
42	7-5	2.0			
43	7-6	2.1			
44	7-8	2.3			
45	7-10	2.4			
46	8-0	2.6			

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

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### ***Calculating the Raw Score for Tests With Subtests***

For tests with subtests, all subtests must be administered to obtain a score. In the WJ IV OL, Test 9: Sound Awareness is the only test with subtests. Both subtests must be administered to obtain an accurate raw score. Figure 8 illustrates how to calculate the raw score for Test 9: Sound Awareness, which consists of 9A: Rhyming and 9B: Deletion. For 9A: Rhyming, suggested starting points are available so not all examinees begin with Item 1. In these cases, it is important to give credit for any unadministered items below the basal. In this example, testing for subtest 9A: Rhyming begins with Samples C and D and then Item 7. Items 7 through 12 are correct, so a basal is established (six lowest-numbered items administered correct). Testing continues until a ceiling is reached when Items 15 through 20 are answered incorrectly (six highest-numbered items administered incorrect). When calculating the raw score, count the number of correct responses and add 1 point for each item below the basal (Items 1 through 6). The Number Correct for 9A: Rhyming is 13. For subtest 9B: Deletion, all examinees begin with Item 1 so Item 1 serves as the basal. Testing continues until the examinee misses six consecutive items. The Number Correct for 9A: Deletion is 6. When using the online scoring program, enter the separate scores for each subtest. When obtaining the estimated age and grade equivalents from the “Scoring Table” in the Test Record, sum the two scores. In this example, the total is 19 points. (See Obtaining Estimated Age- and Grade-Equivalent Scores.)

**Figure 8.**  
Calculating the raw score for Test 9: Sound Awareness.

## Test 9 Sound Awareness

**9A: Rhyming**  
*Basal:* 6 lowest correct  
*Ceiling:* 6 highest incorrect

**Score 1, 0**

	First Trial	Last Trial	
A	1	0	moon and spoon

1 \_\_\_ eye and pie  
 2 \_\_\_ blocks and box  
 3 \_\_\_ tree and bee

	First Trial	Last Trial	
B	1	0	ball
C	1	0	mouse

4 \_\_\_ cat  
 5 \_\_\_ bee  
 6 \_\_\_ bear

	First Trial	Last Trial	
D	1	0	no
E	1	0	man

7 1 hat  
 8 1 not  
 9 1 might  
 10 1 feet  
 11 1 boy  
 12 1 take  
 13 0 tar  
 14 1 yellow  
 15 0 brother

16 0 tank  
 17 0 mend  
 18 0 meeting  
 19 0 lose  
 20 0 fountain  
 21 \_\_\_ people  
 22 \_\_\_ dorm  
 23 \_\_\_ gavel  
 24 \_\_\_ arch

---

9A 13 Number Correct (0-24)

**9B: Deletion**  
*Basal:* Item 1  
*Ceiling:* 6 highest incorrect

**Score 1, 0**

	First Trial	Last Trial	
A	1	0	man
B	1	0	cow

1 1 coat  
 2 1 plane  
 3 1 shoe  
 4 1 fly  
 5 0 run  
 6 1 swim  
 7 1 pick  
 8 0 car  
 9 0 can  
 10 0 car  
 11 0 at

12 0 old  
 13 0 art  
 14 0 hole  
 15 \_\_\_ win  
 16 \_\_\_ eat  
 17 \_\_\_ dive  
 18 \_\_\_ sap  
 19 \_\_\_ clap  
 20 \_\_\_ slit

---

9B 6 Number Correct (0-20)

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

$$\frac{13}{9A} + \frac{6}{9B} = \frac{19}{\text{Total}} \quad (0-44)$$

**Test 9 Sound Awareness Scoring Table**  
 Encircle row for the Total Number Correct.

Total Number Correct	AE (Est)*	GE (Est)*
0-2	<2-0	<K.0
3	3-9	<K.0
4	4-2	<K.0
5	4-5	<K.0
6	4-7	<K.0
7	4-9	<K.0
8	4-11	<K.0
9	5-1	<K.0
10	5-2	<K.0
11	5-4	<K.0
12	5-5	K.0
13	5-7	K.1
14	5-8	K.2
15	5-9	K.3
16	5-10	K.4
17	5-11	K.5
18	6-0	K.6
19	6-2	K.7
20	6-3	K.8
21	6-4	K.9
22	6-5	1.0
23	6-7	1.1
24	6-8	1.3
25	6-10	1.4
26	6-11	1.5
27	7-1	1.7
28	7-3	1.8
29	7-5	2.0
30	7-7	2.2
31	7-10	2.4
32	8-0	2.6
33	8-3	2.9
34	8-7	3.2
35	9-1	3.6
36	9-7	4.2
37	10-4	4.9
38	11-3	5.8
39	12-7	7.1
40	14-9	9.3
41	24	>12.9
>41	>30	>12.9

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

### Important Reminders

1. Do not include sample items in the raw score.
2. Include 1 point for each unadministered item below the basal for Tests 1, 2, 3, 5, 7, 9A, 10, and 11.
3. Total the tallies for each item on Test 8 to obtain the raw score.
4. Administer both subtests for Test 9 to obtain accurate raw scores.
5. Adhere to time limits on Tests 4 and 8.

6. Apply basal and ceiling rules correctly.
7. Follow continuation instructions carefully on Tests 6 and 12.
8. Test by complete pages when stimulus material is visible on the examinee's page.
9. Enter the raw score (Number Correct or Number of Points) in the tinted box as indicated in the Test Record.

## Obtaining Estimated Age- and Grade-Equivalent Scores

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

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

To find estimated age- and grade-equivalent scores on Test 9: Sound Awareness, add together the Number Correct for each of the subtests (see Figure 8). The score for 9A: Rhyming is 13 and the score for 9B: Deletion is 6 for a total of 19. Locate 19 in the first column (Total Number Correct) of the "Scoring Table." Encircle that entire row, which includes the estimated age- and grade-equivalent scores. The estimated age equivalent is 6-2 and the estimated grade equivalent is K.7. When using the online scoring program, the Number Correct for each subtest is entered individually rather than summing the subtest scores.

For some tests, the "Scoring Table" on the Test Record presents different columns that must be consulted to obtain the estimated age and grade equivalents. This occurs when there are specific groups of pictures that must be administered, as in Tests 6 and 12. In this example, Test 6: Understanding Directions was administered. As was illustrated in Figure 3, testing began with Pictures 2 and 3. Because the examinee received 15 points, the Continuation Instructions indicate that testing continues with Pictures 4 and 5. The examinee received a score of 9 on Pictures 4 and 5. The Continuation Instructions indicate that testing is discontinued. Figure 9 illustrates the procedure for obtaining estimated age and grade equivalents when different columns are presented for the raw score. On the "Scoring Table," locate the column for the last group of pictures administered following the Continuation Instructions. In this example, Pictures 4 and 5 was the last group administered. The examinee received a score of 9 points on that group. Find the Number of Points (9) in the column for Pictures 4 and 5 and encircle the row. In this case, the estimated age equivalent is 7-11 and the estimated grade equivalent is 2.5.

**Figure 9.**  
Obtaining the estimated age equivalent and grade equivalent for Test 6: Understanding Directions.

**Score Entry**  
Enter Number of Points. Enter X if not administered.

6A: Picture 1 X  
(0-10 or X)

6B: Pictures 2-3 15  
(0-21 or X)

6C: Pictures 4-5 9  
(0-20 or X)

6D: Picture 6 X  
(0-4 or X)

**For hand scoring only:** Use the column below corresponding to the group of pictures administered.  
If more than one group of pictures was administered, use the column corresponding to the last group of pictures administered following continuation instructions.

**Test 6 Understanding Directions Scoring Table**  
Encircle row for the Number of Points.

Number of Points		AE (Est)*	GE (Est)*
Picture 1	Pictures 2-3	Pictures 4-5	Pictures 4-6
0-3	—	<2-0	<K.0
4	—	2-3	<K.0
5	—	2-6	<K.0
6	—	2-10	<K.0
7	—	3-3	<K.0
8	—	4-7	<K.0
9	—	4-11	<K.0
10	—	5-2	<K.0
11	—	5-5	K.0
12	—	5-8	K.3
13	—	6-0	K.5
14	—	6-3	K.8
15	—	7-6	2.1
16	—	7-11	2.5
17	—	8-4	2.9
18	—	8-9	3.4
19	—	9-3	3.8
20	—	9-7	4.1
21	—	9-10	4.4
22	—	10-1	4.6
23	—	10-7	5.2
24	—	11-3	5.8
25	—	12-1	6.7
26	—	13-3	7.8
27	—	15-3	9.8
28	>20	>24	>12.9

Enter the scores for each Picture or group of Pictures administered. Enter an X if not administered.

Locate the column for the last group of Pictures administered. Find the total number of points earned and encircle that row.

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

## Using the Woodcock-Johnson Online Scoring and Reporting Program

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

### Uniqueness of Scores

It is important that examiners understand the various scores available. There are four different levels of information in the WJ IV (consult the Examiner’s Manual). Scores from each level provide different information and are not interchangeable. Table 2 illustrates this point. The same relative standing reflected in the standard score and percentile rank can be associated with different levels of proficiency in the areas measured. In the example in

Table 2, the individual is 9 years 1 month of age and obtained a standard score of 92 and a percentile rank of 29 on both Oral Comprehension and Sentence Repetition. These scores indicate he has average standing compared with his age mates (9-1). However, the Relative Proficiency Indexes (RPIs) of 80/90 and 73/90, respectively, indicate he is less proficient on these tasks than the average standard scores seem to indicate. His performance is less proficient on Sentence Repetition (RPI = 73/90) than on Oral Comprehension (RPI = 80/90), although both fall in the limited to average range of proficiency. Such score differences occur for three reasons: (1) different abilities develop at different rates, (2) population variance differs from ability to ability, and (3) population variance differs from age to age for the same ability.

Each score has unique characteristics and communicates different information. The standard score/percentile ranks communicate relative standing in a peer group. If the standard scores and percentile ranks are the only scores considered, valuable information will be missed. Proficiency or functionality on tasks is best described by the RPI. Developmental or instructional information is best communicated by the age or grade equivalents and corresponding instructional zones (Easy to Difficult).

**Table 2.**  
*Uniqueness of Scores*

<b>Score</b>	<b>Oral Comprehension</b>	<b>Sentence Repetition</b>
Percentile Rank/Standard Score	29/92	29/92
Age Equivalent	8-0	7-9
Grade Equivalent	2.6	2.3
Relative Proficiency Index	80/90	73/90
Skill Level	Limited to Average	Limited to Average

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

## **Building Examiner Competency**

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

### **Checklists**

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



## Practice Exercises

The following practice exercises may be reproduced for self-study or training purposes. The Answer Key is on page 17.

### Basal and Ceiling Rules

1. True or False When there appears to be more than one basal, use the highest-numbered one.
2. True or False When a ceiling is reached in the middle of a page, continue testing to complete the page if there are items visible on the examinee's page.
3. True or False Basal and ceiling rules are guidelines to reduce testing time.
4. True or False If no basal is established after testing backward to Item 1, the test cannot be scored.
5. True or False Count all items below the basal as correct in Test 1: Picture Vocabulary.
6. True or False Apply the basal and ceiling rules to each subtest in Test 9: Sound Awareness.
7. True or False Count all items below the basal as correct on Test 6: Understanding Directions.
8. True or False On timed tests, the ceiling is the time limit.

### Raw Score Calculation

1. Calculate the Number Correct for Test 1: Picture Vocabulary shown in Figure 2.
2. Calculate the Number Correct for Test 9A: Sound Awareness–Rhyming shown in Figure 4.

### Obtaining Estimated Age and Grade Equivalents

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

1. Test 1: Picture Vocabulary  
Number Correct: 30  
Estimated AE/GE: \_\_\_\_\_
2. Test 6: Understanding Directions  
Number of Points:  
Picture 1: 8 points  
Picture 2: 6 points  
Picture 3: 5 points  
Estimated AE/GE: \_\_\_\_\_
3. Test 8: Retrieval Fluency  
Number Correct:  
Item 1: 25  
Item 2: 19  
Item 3: 22  
Estimated AE/GE: \_\_\_\_\_

### Scoring Responses

1. Use the Test Book to score the following responses on Test 3: Segmentation. Score the items based on the way these response sound when said aloud. Each item is scored as 1 or 0.
  16. ma-ster
  17. part-ner-ship
  18. carp-en-ter
  19. furn-i-ture
  20. res-i-st-an-se
  30. /str/ /āt/
  31. /b/ /u/ /f/ /lō/
  32. /prē/ /sh/ /run/ /k/
  33. /un/ /dur/ /st/ /and/ u/ /blē/
  34. /ŭ/ /n/ /k/ /ō/ /n/ /sh/ /ə/ /n/ /ə/ /b/ /əl/

2. Use the Test Record or consult the Test Book to score the following responses on Test 5: Sentence Repetition. Score items based on the way these responses sound when said aloud. Each item is scored as 1 or 0.
  16. Use the telephone to call your friend.
  17. The company employs miny people.
  18. The food brought tears to my eyes.
  19. Lilly packed her cloths in the suitcase.
  20. The spider caught a fly in its web.

## Answer Key to Practice Exercises

### Basal and Ceiling Rules

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

### Raw Score Calculation

1. Test 1: Picture Vocabulary = 19
2. Test 9A: Sound Awareness–Rhyming = 13

### Obtaining Estimated Age and Grade Equivalents

1. Picture Vocabulary: Total Number Correct is 30, AE is 8-8, GE is 3.3
2. Understanding Directions: Based score on last group of pictures administered (Pictures 2 and 3), Number Correct is 11 (6 + 5), AE is 5-5, GE is K.0
3. Retrieval Fluency: Total the Number Correct for each item (25 + 19 + 22 = 66), AE is 12-1, GE is 6.6

### Scoring Responses

1. Test 3: Segmentation
  16. ma-ster 1 point (reasonable division, same number of parts)
  17. part-ner-ship 1 point (reasonable division, same number of parts)
  18. carp-en-ter 1 point (reasonable division, same number of parts)
  19. furn-i-ture 1 point (reasonable division, same number of parts)
  20. res-i-st-an-se 0 points (unreasonable division, wrong number of parts)
  
  30. /str/ /āt/ 0 points (did not provide individual sounds)
  31. /b/ /w/ /f/ /lō/ 0 points (did not provide all sounds)
  32. /prē/ /sh/ /run/ /k/ 0 points (did not provide individual sounds)
  33. /un/ /dur/ /st/ /and/ w/ /blē/ 0 points (did not provide individual sounds)
  34. /ū/ /n/ /k/ /ō/ /n/ /sh/ /ə/ /n/ /ə/ /b/ /ə/ 1 point (all sounds correct)
2. Test 5: Sentence Repetition
  16. Use the telephone to call your friend. 1 (exact repetition)
  17. The company employs miny people. 1 (do not penalize for mispronunciations resulting from articulation errors, regional speech patterns, or dialect variations)
  18. The food brought tears to my eyes. 0 (left out a word)
  19. Lilly packed her cloths in the suitcase. 0 (substituted word—cloths for clothes)
  20. The spider caught a fly in its web. 0 (substituted word—fly for moth)



# WJ IV General Test Observations Checklist

Name of Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Examinee: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

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

## Beginning the Test Session

(circle one)

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/O | 1. Records examinee's identifying information correctly, including age and grade level.  |
| Y | N | N/O | 2. Develops seating arrangement in which examiner can see both sides of Test Book but examinee can see only examinee pages.                                  |
| Y | N | N/O | 3. Completes "Language Exposure and Use Questionnaire" on Test Record when evaluating English Language Learner or when administering WJ IV OL Spanish tests. |

## Administration

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

Y N N/O 22. Queries whenever needed and allowed to clarify examinee's response.

Y N N/O 23. Uses stopwatch for all timed tests.

**Scoring**

Y N N/O 24. Does not penalize examinee for mispronunciations resulting from articulation, speech, or dialectical differences.

Y N N/O 25. Uses item-scoring procedures specified in manual (e.g., 1 = correct response, 0 = incorrect response, and blanks for items not administered).

Y N N/O 26. Scores last response that examinee gives.

Y N N/O 27. Calculates raw scores correctly.

Y N N/O 28. Completes "Test Session Observations Checklist."

Y N N/O 29. Enters all identifying information and scores correctly into scoring program.

**Comments:**

**Suggestions for improvement and further study:**

# WJ IV Tests of Oral Language Examiner Training Checklist

Name of Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Examinee: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

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

## Test 1: Picture Vocabulary (Test 10: Vocabulario sobre dibujos) (circle one)

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/O | 1. Uses suggested starting points.                               |
| Y | N | N/O | 2. Points to appropriate picture or part of picture as directed. |
| Y | N | N/O | 3. Completes any queries listed in Test Book.                    |
| Y | N | N/O | 4. Tests by complete pages.                                      |
| Y | N | N/O | 5. Applies basal and ceiling rules correctly.                    |
| Y | N | N/O | 6. Counts all items below basal as correct.                      |
| Y | N | N/O | 7. Records errors for further analysis.                          |

## Test 2: Oral Comprehension (Test 11: Comprensión oral)

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/O | 1. Follows standardized procedures for audio-recorded tests.   |
| Y | N | N/O | 2. Begins with Sample Items A and B for all examinees and then uses suggested starting points.                                   |
| Y | N | N/O | 3. Presents Sample Items C and D and all test items from audio recording.  |
| Y | N | N/O | 4. Pauses audio recording if examinee requires additional response time.   |
| Y | N | N/O | 5. Does <i>not</i> repeat <i>any</i> item during test.   |
| Y | N | N/O | 6. Accepts only one-word responses as correct, unless otherwise indicated.   |
| Y | N | N/O | 7. Asks for one-word answer if examinee provides two-word or longer response.  |
| Y | N | N/O | 8. Scores responses correct if they differ in verb tense or number, unless otherwise indicated.                                  |
| Y | N | N/O | 9. Scores responses incorrect if examinee substitutes different part of speech, unless otherwise indicated.                      |
| Y | N | N/O | 10. Applies basal and ceiling rules correctly.   |
| Y | N | N/O | 11. Counts all items below basal as correct.   |
| Y | N | N/O | 12. Presents items orally if examinee is not responsive to audio recording.  |
| Y | N | N/O | 13. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns. |

## Test 3: Segmentation

- |   |   |     |   |
|---|---|-----|---|
| Y | N | N/O | 1. Says phoneme (most common sound) of letters printed within slashes (e.g., /s/), not letter name. |
| Y | N | N/O | 2. Uses suggested starting points.  |
| Y | N | N/O | 3. Repeats any item if requested by examinee.   |

Y	N	N/O	4. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns.
Y	N	N/O	5. Accepts words that are broken into acceptable segments as correct, even if sounds are not pronounced perfectly.
Y	N	N/O	6. Applies basal and ceiling rules correctly.
Y	N	N/O	7. Knows exact pronunciation of each item.
Y	N	N/O	8. Scores digraphs (e.g., /sh/, /oi/) as correct only when pronounced as one sound.
Y	N	N/O	9. Asks examinee to repeat item if unable to discern articulated parts or sounds.
Y	N	N/O	10. Counts all items below basal as correct.

#### Test 4: Rapid Picture Naming

Y	N	N/O	1. Uses stopwatch.
Y	N	N/O	2. Adheres to 2-minute time limit.
Y	N	N/O	3. Begins with sample items for all examinees.
Y	N	N/O	4. Records exact starting and stopping times if stopwatch is unavailable.
Y	N	N/O	5. Records exact finishing time in minutes and seconds on Test Record.
Y	N	N/O	6. Turns page <i>immediately</i> after examinee has responded to last item on page.
Y	N	N/O	7. Accepts synonyms and words that are similar in meaning (e.g., <i>kitty</i> or <i>kitten</i> for <i>cat</i> ).

#### Test 5: Sentence Repetition

Y	N	N/O	1. Follows standardized procedures for audio-recorded tests.
Y	N	N/O	2. Presents Sample Item A and Items 1–8 orally. Presents Sample Item B and remaining test items from audio recording.
Y	N	N/O	3. Uses suggested starting points.
Y	N	N/O	4. Applies basal and ceiling rules correctly.
Y	N	N/O	5. Scores response correct only if examinee repeats the words in exact order.
Y	N	N/O	6. Scores response incorrect if it has any errors.
Y	N	N/O	7. Does <i>not</i> repeat <i>any</i> test items.
Y	N	N/O	8. Pauses recording if examinee requires additional response time.
Y	N	N/O	9. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns.
Y	N	N/O	10. Counts items below basal as correct.
Y	N	N/O	11. Presents test items orally if examinee is not responsive to audio recording.

#### Test 6: Understanding Directions (Test 12: Comprensión de indicaciones)

Y	N	N/O	1. Follows standardized procedures for audio-recorded tests.
Y	N	N/O	2. Uses suggested starting points.



Y	N	N/O	3. Allows examinee to review picture for approximately 10 seconds before administering items.
Y	N	N/O	4. Pauses or stops audio recording after last item for each picture.
Y	N	N/O	5. Does <i>not</i> repeat <i>any</i> test items.
Y	N	N/O	6. Gives credit only if examinee completes all steps contained in direction.
Y	N	N/O	7. Knows examinee can point in any order if directions do not specify sequence.
Y	N	N/O	8. Presents items orally if examinee is not responsive to audio recording.
Y	N	N/O	9. Follows continuation instructions to determine what pictures to administer and when to discontinue testing.
Y	N	N/O	10. Enters Number of Points for each picture administered and X for each picture not administered into scoring program.

### Test 7: Sound Blending

Y	N	N/O	1. Follows standardized procedures for audio-recorded tests.
Y	N	N/O	2. Begins with Sample Item A for all examinees.
Y	N	N/O	3. Presents Sample Item A orally. Presents Sample Item B and all test items from audio recording.
Y	N	N/O	4. Uses suggested starting points.
Y	N	N/O	5. Accepts only words pronounced smoothly, not phoneme by phoneme.
Y	N	N/O	6. Gives reminder to pronounce words smoothly only once during test.
Y	N	N/O	7. Does <i>not</i> repeat <i>any</i> test items.
Y	N	N/O	8. Pauses audio recording if examinee requires additional response time.
Y	N	N/O	9. Presents Items 1–16 orally if examinee is not responsive to audio recording.
Y	N	N/O	10. Discontinues testing when ceiling has been reached.

### Test 8: Retrieval Fluency

Y	N	N/O	1. Administers all three items to each examinee.
Y	N	N/O	2. Adheres to 1-minute time limit for each item.
Y	N	N/O	3. Uses tally marks to record number of correct responses for each item on Test Record.
Y	N	N/O	4. Does not count duplicate answers as correct, including example word, if repeated.
Y	N	N/O	5. Does not interrupt examinee by asking him or her to repeat word.
Y	N	N/O	6. Accepts brand names of foods or drinks as correct (e.g., Coke® or SpaghettiOs®) on Item 1.
Y	N	N/O	7. Accepts variations of same name as correct (e.g., Bob, Bobby, and Robert) and formal names (e.g., Mrs. Smith) on Item 2.
Y	N	N/O	8. Records maximum score of 99 if examinee provides more than 99 correct responses on item.

### Test 9: Sound Awareness

Y	N	N/O	1. Administers both subtests (9A: Rhyming, 9B: Deletion).
Y	N	N/O	2. Records Number Correct from each subtest on Test Record.
Y	N	N/O	3. Applies basal and ceiling rules correctly to each subtest.

### 9A: Rhyming

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/O | 1. Uses suggested starting points.                       |
| Y | N | N/O | 2. Scores as correct only responses that are real words. |
| Y | N | N/O | 3. Administers this subtest orally.                      |
| Y | N | N/O | 4. Repeats items if examinee requests.                   |
| Y | N | N/O | 5. Counts all items below basal as correct.              |

### 9B: Deletion

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/O | 1. Follows standardized procedures for audio-recorded tests.   |
| Y | N | N/O | 2. Says phoneme (most common sound) of letters printed within slashes (e.g., /s/), not letter name.        |
| Y | N | N/O | 3. Begins with sample items for all examinees.   |
| Y | N | N/O | 4. Administers Sample Item A orally and administers Sample Item B and all test items from audio recording. |
| Y | N | N/O | 5. Pauses audio recording if examinee requires additional response time.                                   |
| Y | N | N/O | 6. Presents items orally if examinee is not responsive to audio recording.                                 |

## Spanish Language Tests

### Test 10: Vocabulario sobre dibujos (Test 1: Picture Vocabulary) (circle one)

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/O | 1. Uses suggested starting points.                               |
| Y | N | N/O | 2. Points to appropriate picture or part of picture as directed. |
| Y | N | N/O | 3. Completes any queries listed in Test Book.                    |
| Y | N | N/O | 4. Tests by complete pages.                                      |
| Y | N | N/O | 5. Applies basal and ceiling rules correctly.                    |
| Y | N | N/O | 6. Counts all items below basal as correct.                      |
| Y | N | N/O | 7. Records errors for further analysis.                          |

### Test 11: Comprensión oral (Test 2: Oral Comprehension)

- |   |   |     |   |
|---|---|-----|---|
| Y | N | N/O | 1. Follows standardized procedures for audio-recorded tests.  |
| Y | N | N/O | 2. Begins with Sample Items A and B for all examinees and then uses suggested starting points.              |
| Y | N | N/O | 3. Presents Sample Items C and D and all test items from audio recording.                                   |
| Y | N | N/O | 4. Pauses or stops audio recording if examinee requires additional response time.                           |
| Y | N | N/O | 5. Does <i>not</i> repeat <i>any</i> item during test.  |
| Y | N | N/O | 6. Accepts only one-word responses as correct, unless otherwise indicated.                                  |
| Y | N | N/O | 7. Asks for one-word answer if examinee provides two-word or longer response.                               |
| Y | N | N/O | 8. Scores responses correct if they differ in verb tense or number, unless otherwise indicated.             |
| Y | N | N/O | 9. Scores responses incorrect if examinee substitutes different part of speech, unless otherwise indicated. |

Y	N	N/O	10. Applies basal and ceiling rules correctly.
Y	N	N/O	11. Counts all items below basal as correct.
Y	N	N/O	12. Presents items orally if examinee is not responsive to audio recording.
Y	N	N/O	13. Does not penalize for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns.

**Test 12: Comprensión de indicaciones (Test 6: Understanding Directions)**

Y	N	N/O	1. Follows standardized procedures for audio-recorded tests.
Y	N	N/O	2. Uses suggested starting points.
Y	N	N/O	3. Allows examinee to review picture for approximately 10 seconds before administering items.
Y	N	N/O	4. Pauses or stops audio recording after last item for each picture.
Y	N	N/O	5. Does <i>not</i> repeat <i>any</i> item.
Y	N	N/O	6. Gives credit only if examinee completes all steps contained in direction.
Y	N	N/O	7. Knows examinee can point in any order if directions do not specify sequence.
Y	N	N/O	8. Presents items orally if examinee is not responsive to audio recording.
Y	N	N/O	9. Follows continuation instructions to determine what pictures to administer and when to discontinue testing.
Y	N	N/O	10. Enters Number of Points for each picture administered and X for each picture not administered into scoring program.

## References

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