

The Woodcock-Johnson® IV

Tests of Early Cognitive and Academic Development (ECAD®)

The only early childhood assessment that offers measures of cognition and achievement in one battery.





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Meet a variety of testing needs in one easel:

Quickly assess general intellectual ability, early academic skills, and expressive language.

 Ages	 Time Per Subtest
<p>2:6 through 7:11</p>	<p>Approximately 5 minutes</p>
 One easel, ten tests	 Authors
<p>4 unique to ECAD, and 6 alternate forms of tests from WJ IV materials</p>	<p>Dr. Fredrick A. Schrank, Dr. Kevin S. McGrew, Dr. Nancy Mather</p>

Benefits

- 1 Assesses foundational reading, writing, and mathematical skills
- 2 Uses contemporary, theory-based measures
- 3 Generates an overall General Intellectual Ability (GIA) composite score
- 4 Contains artwork and expanded content specifically designed to maximize appeal to younger children
- 5 Easy to administer by a wide variety of assessment professionals

Ideal for*:

- Identifying emergent cognitive abilities and early academic skills
- Generating percent delay, standard deviation delay and months delay score reports to meet IDEA eligibility requirements
- Use with children with cognitive developmental delays through age 9:11

***Diagnostic or identification decisions should only be made by qualified individuals as a part of a multi-disciplinary team.**

Test Organization

ECAD Selective Testing Table



		General Intellectual Ability— Early Development	Early Academic Skills	Expressive Language
ECAD 1	Memory of Names	■		
ECAD 2	Sound Blending*	■		
ECAD 3	Picture Vocabulary*	■		
ECAD 4	Verbal Analogies	■		
ECAD 5	Visual Closure	■		■
ECAD 6	Sentence Repetition*	■		
ECAD 7	Rapid Picture Naming*	■		
ECAD 8	Letter-Word Identification		■	■
ECAD 9	Number Senses		■	
ECAD 10	Writing		■	

* Early Form

ECAD Tests

Assessment of Cognitive Functions

Example Stimuli of Memory of Names Test



Test 1 Memory of Names:

- A controlled auditory-visualization task
- The examinee is shown a visual stimuli paired with names and must correctly identify the target stimuli amongst a set of distractors

Test 2 Sound Blending:

- Assesses phonetic coding
- The examinee is asked to listen to a word pronounced syllable-by-syllable, or phoneme-by-phoneme, and then combine the parts together to say the target word

Test 3 Picture Vocabulary:

- A comprehension-knowledge task demanding oral language development and word knowledge
- The examinee is asked to identify pictured objects, generally at the single-word level

Test 4 Verbal Analogies:

- Tests comprehension-knowledge and fluid reasoning
- The examinee is asked to identify the relationship or association between words and retrieve an appropriate oral response

Test 5 Visual Closure:

- Measures closure ability, an aspect of visual processing
- The examinee must verbally identify a drawing that has been altered (e.g., missing lines or an overlaid pattern)

Test 6 Sentence Repetition:

- Tests short-term working memory
- Requires the examinee to remember and then restate individual words, phrases, and sentences

Test 7 Rapid Picture Naming:

- A speeded task which taps processing speed, speed of lexical access, and naming facility
- The examinee is asked to quickly name a series of simple pictures under timed conditions

Assessment of Early Academic Skills



Test 8 Letter word Identification:

- Tests the broad ability of reading-writing
- This task initially requires the examinee to identify letters amongst distractors and then to name individual letters and read words



Test 9 Number Sense:

- Taps an examinee's quantitative knowledge
- Items on this task assess whether the examinee comprehends how numbers relate to other numbers



Test 10 Writing:

- Tests the broad ability of reading-writing
- Assesses both pre-writing skills (i.e., drawing lines and tracing letters), in addition to more formal writing skills (i.e., producing uppercase and lowercase letters and individual words)

Assessment of Expressive Language

The Expressive Language cluster is a combination of **Test 3: Picture Vocabulary** and **Test 6: Sentence Repetition**.



Riverside Score™

Online Scoring and Reporting Platform- WJ IV



Riverside Score™ is Riverside Insights’ online scoring and reporting platform, compatible with any computer with an internet connection. It provides a secure, web-based environment where examiners can easily enter assessment data and test session observations.

After entering data, examiners can generate reports for all derived scores and clusters. Reports can be viewed online or downloaded as PDFs, Word documents, or HTML files for easy sharing and offline review. Access to the platform is free for customers who purchase the WJ IV through Riverside Insights.

Report Types

Riverside Score offers four standard Report Types with the ECAD

REPORT TYPES	SUMMARY
Examinee Data Record	Provides raw data results for the selected examinee
Parent (Available in Spanish & English)	Describes the clusters or tests administered and provides a profile of the examinee’s proficiency compared to same-age peers
Profile	Provides a graphic of the examinee’s performance using the standard score confidence band and percentile rank
Score	A customizable report that provides data tables displaying selected scores (e.g., standard score, discrepancy scores, percentile rank, age-equivalent, relative proficiency index, etc.)

Sample ECAD Reports

Score Report

Score Report

Name: Smith, Anna
Date of Birth: 05/05/2019
Age: 3 years, 3 months
Sex: Female
Date of Testing: 07/27/2022

School: _____
Teacher: _____
ID: _____
Examiner: _____

TESTS ADMINISTERED
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development

TABLE OF SCORES
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (Norms based on age 3-3)

CLUSTER	W	AE	RPI	95%ile
GEN EARLY DEVELOPMENT	408	<2-0	21.80	53 (48-58)
EXPRESSIVE LANGUAGE	317	<2-0	20.80	57 (45-54)
EARLY ACADEMIC SKILLS	284	3-7	16.60	108 (103-118)

Memory for Names: 470 3-9 04.60 104 (100-108)
Sound Blending: 412 2-9 05.60 99 (91-101)
Picture Vocabulary: 398 <2-0 05.00 81 (65-85)
Vocabulary: 418 <2-0 05.60 74 (62-94)
Visual Closure: 421 <2-0 05.60 72 (65-79)
Nonverbal Reasoning: 355 <2-0 04.80 55 (40-55)
Digit Span: 385 <2-0 1.80 85 (68-75)

The Score Report provides age-equivalent (AE) scores (including difficulty levels or ranges), relative proficiency index (RPI), and standard score or percentile rank for a single examinee.

Parent Report

Tests of Early Cognitive and Academic Development
Parent Report for Anna Smith

ID: _____ School: _____
Date of Birth: 05/05/2019 Teacher: _____
Sex: Female Grade: _____
Date of Testing: 07/27/2022 Examiner: _____

Anna was administered a set of tests from the Woodcock-Johnson IV Tests of Early Cognitive and Academic Development. The table below contains labels that describe Anna's level of performance in selected areas assessed during the testing. These norm-referenced labels reflect Anna's relative standing compared to other children of the same age nationally. For example, Anna's General Intellectual Ability-Early Development score falls within the "Very Low" range in that area. Anna scored within the lowest 1 percent of children her age.

TASK	Standard Score Levels					95th Percentile Rank
	Very Low	Low	Low Average	Average	High Average	
GEN EARLY DEVELOPMENT (GIA-DEVT)	X					<1
EXPRESSIVE LANGUAGE	X					<1
EARLY ACADEMIC SKILLS				X		87

General Intellectual Ability-Early Development is an overall measure of Anna's cognitive ability based on tests of vocabulary, verbal reasoning, learning ability, word and sentence memory, object naming fluency, sound blending, and the ability to recognize and name objects from incomplete pictures.
The Expressive Language cluster is a combined measure of object naming ability and ability to repeat increasingly complex sentences exactly as presented.

The Parent Report describes the clusters or tests administered and provides a profile of the examinee's norm- based or criterion-referenced based proficiency when compared with others of the same age nationally. This report is available in English and Spanish.

Profile Report

Profile Report

Standard Score/Percentile Rank Profile Report
Tests of Early Cognitive and Academic Development

Name: Smith, Anna
Date of Birth: 05/05/2019
Age: 3-3
Sex: Female
Date of Testing: 07/27/2022

School: _____
Teacher: _____
Grade: _____
ID: _____
Examiner: _____

Peer Comparisons: -1 SEM 68% +1 SEM Confidence Band Norms based on: Age

GEN EARLY DEVELOPMENT (GIA-DEVT): 408 (21.80) [53] (48-58)
EXPRESSIVE LANGUAGE: 317 (<2-0) [57] (45-54)
EARLY ACADEMIC SKILLS: 284 (3-7) [108] (103-118)
Memory for Names: 470 (3-9) [104] (100-108)
Sound Blending (Early Form): 412 (2-9) [99] (91-101)
Picture Vocabulary (Early Form): 398 (<2-0) [81] (65-85)
Vocabulary (Early Form): 418 (<2-0) [74] (62-94)
Visual Analogies: 421 (<2-0) [72] (65-79)

This report provides a graphical description of the examinee's performance using the standard score confidence band and percentile rank (PR).

Examinee Data Record

ECAD Examinee Data Record

Last name Smith First name Anna
Sex: Female ID:
Date of birth: 05/05/2019

WJ-IV Tests of Early Cognitive and Academic Development

School: _____ Date of testing: 07/27/2022
Teacher: _____ Age: 3-3
Examiner: _____ Grade: _____
Ref: Adjusted School Year: [] Start Date: / /
End Date: / /

ECAD TEST SCORES

318 A	92 2
32 6	72 8 2188
33 6	81 33
44 3	92 9
51 4	38 8

Test Session Observations

Level of conversational proficiency:
Level of cooperation:
Level of activity:
Attention and concentration:
Self-confidence:
Care in responding:
Response to difficult tasks:
[] These results may not be a fair estimate because:

This report provides raw data results for the selected examinee. It includes identifying information, tests administered, test raw score data, and session observations.

The WJ IV Interpretation and Instructional Intervention Program™ (WIIP®)

WIIP®

The WIIP® is an add-on subscription to *Riverside Score*, offering a research-based supplement that can serve as a starting point for analysis, discussion, and implementation of teaching strategy. The WIIP generates personalized interventions and accommodations based on an individual’s Woodcock-Johnson® IV and ECAD® results.

The WIIP provides access to comprehensive reporting options:

- Narrative overview
- Table of scores
- Interventions and checklist information*

* if selected

The WIIP offers a number of unique checklists that can help provide critical anecdotal testing information that can be integrated into the Comprehensive report.

WIIP checklists include:

- 1 Parent’s Checklist: Preschool Age
- 2 Teacher’s Checklist: Preschool Age
- 3 Reason for Referral Checklist*
- 4 Parent’s Checklist: School Age*
- 5 Teacher’s Checklist: School Age*
- 6 Classroom Behavior Observation Form*

* Other WIIP checklists can be used with the ECAD if appropriate to the child’s age and developmental levels.

* A WIIP Subscription is needed in order to access checklists.



[Learn more about the WIIP](#)

Resources For: **The Woodcock-Johnson IV® ECAD**

Take advantage of our library of WJ IV ECAD and free access to Riverside Insights Blogs, Webinars, and more!

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