What’s New In Assessment?
Bateria IV, WMLS-III, and
More...

Tammy L. Stephens, Ph.D.
Riverside Assessments LLC

Presenter: Tammy L. Stephens-Pisocco, Ph.D.

• Clinical Account Executive, Riverside Assessments LLC
• Educational Diagnostician
• Special Education Teacher
• Assistant Professor
• Tammy.Stephens@hmhco.com

Agenda
• Discuss the Updates made to the Bateria IV
  • Test Structure, Tests, & Scoring
• Introduce the Woodcock Munoz Language Survey, Third Edition (WMLS III)
  • Many Uses of the WMLS III
  • Highlight the Dyslexia Report from the WIIP
Revision Goals

• Design a comprehensive assessment system to evaluate individuals whose native language is Spanish
• Facilitate exploration of strengths and weaknesses across cognitive, linguistic, and academic abilities
• Reframe variation and ability/achievement comparison procedures
• Go beyond CHC theory as conceived in the Batería III

Revision Goals

• Enhance diagnostic capabilities by focusing on describing cognitive performance and understanding the nature of learning problems
• Highlight important narrow abilities and consider cognitive complexity of tasks
• Increase ease and flexibility of use for examiners
Overview

- WJ IV provides blueprint for Batería IV
- Batería IV tests are adaptations or translations of tests in WJ IV
- Batería IV includes the most educationally- and diagnostically-useful WJ IV tests
- Batería IV can be used in conjunction with Batería III and WJ IV Tests of Oral Language

Components

- Test Books: Cognitive & Achievement
- Test Record
- Response Booklet
- Audio Recording
  - In online scoring & reporting program
- Comprehensive Manual
- Online Scoring & Reporting
- Online training video

Overview

Batería IV

Cognitive

One Test Book
14 tests
15 clusters

Achievement

One Test Book
13 tests
17 clusters

Options to Extend Assessment

- Include tests in Spanish from the WJ IV Tests of Oral Language
- Include specific tests from the Batería III
Overview

• Provides a core set of tests in each battery
  – Cognitive: Tests 1–7
  – Achievement: Tests 1–6
• Adds interpretive options with each additional test administered
• Increases ease and efficiency of testing

Overview

• Pinpoints cognitive correlates of learning
  – Measures broad abilities
  – Focuses on important narrow abilities
• Offers a new Gf-Gc composite
  – Determines strengths or weaknesses between high g abilities and other abilities, including achievement
  – Provides an alternative for GfAs attenuated by lower-level processing difficulties
  – Facilitates gifted evaluations

Comparison of Batería III to Batería IV

<table>
<thead>
<tr>
<th>Batería III COG</th>
<th>Batería IV COG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Battery (Tests 1-10)</td>
<td>One Test Book (Tests 1-14)</td>
</tr>
<tr>
<td>Extended Battery (Tests 11-20)</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Supplement (Tests 21-31)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Batería III APROV</th>
<th>Batería IV APROV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Battery (Tests 1-12)</td>
<td>One Test Book (Tests 1-13)</td>
</tr>
<tr>
<td>Extended Battery (Tests 13-22)</td>
<td></td>
</tr>
</tbody>
</table>
**Comparison of WJ IV to Batería IV**

- WJ IV has 3 batteries: Cognitive, Oral Language, and Achievement
- Batería IV has 2 batteries: Cognitiva and Aprovechamiento
- WJ IV has a standard and extended battery for the cognitive tests and also for the achievement tests
- Batería IV has one test book for cognitiva and one for aprovechamiento
- WJ IV technical qualities and norms underlie Batería IV
- Batería IV calibration data equated to WJ IV norms

**Technical Summary**

- The Woodcock-Johnson IV serves as the blueprint.
- Batería IV is the parallel Spanish version of selected tests from the WJ IV.
- Both Batería IV and WJ IV rely on the same norming sample.
- Selected WJ IV tests were translated or adapted for use in Batería IV.
- Calibration and equating data were collected on native Spanish speakers.

**Blueprint for Batería IV**

- The Woodcock-Johnson IV serves as the blueprint.
- Batería IV is the parallel Spanish version of selected tests from the WJ IV.
- Both Batería IV and WJ IV rely on the same norming sample.
- Selected WJ IV tests were translated or adapted for use in Batería IV.
- Calibration and equating data were collected on native Spanish speakers.
Translation or Adaptation

- **Translated tests** have the same items as the WJ IV version. Only the directions were translated into Spanish. For example:
  - COG Prueba 2: Series numéricas
  - APROV Prueba 5: Cálculo

- **Adapted tests** have the same measurement concept but the items were changed in some way (e.g., different items, different order)
  - COG Prueba 1: Vocabulario oral
  - APROV Prueba 3: Ortografía

Calibration and Equating

- Spanish language calibration data is based on a sample of 600 native Spanish speakers
- Data were used to calibrate test items and to equate them to the scales underlying the WJ IV tests
- Age range: 2 years to 95 years
  *(majority of tests best suited for ages 5 to 95)*

Calibration

- Tests that were new the Batería IV or had undergone new item development were included in the calibration study.
- Six tests were included in the calibration study:
  - COG 5: Procesamiento fonético (A: Acceso de palabras & C: Sustitución)
  - COG 6: Rememoración de cuentas
  - COG 12: Repetición de palabras sin sentido
  - APROV 8: Lectura Oral
  - APROV 12: Rememoración de lectura
- Primary purpose of the calibration study was to determine difficulty levels of the new Spanish items to equate them to the scales underlying the English forms of those tests.
Equating

• Calibration study data were analyzed using the Rasch model.

• Item difficulties for the Spanish tests were then linked to the W scale underlying each corresponding English test through the Rasch equating procedures.

• This allows Batería IV to be linked to the WJ IV norm sample.

WJ IV National Norm Sample

• 7,416 participants
  – Preschool (664)
  – K-12 (3,891)
  – College/University (775)
  – Adult (2,086)

• Ages 2–90+ years, grades K.0–17+

• 100 geographically diverse communities from 46 states


7 Broad CHC Abilities

• Comprehension-Knowledge (Gc)
• Fluid Reasoning (Gf)
• Short-term Working Memory (Gwm)
• Cognitive Processing Speed (Gs)
• Auditory Processing (Go)
• Long-term Storage and Retrieval (Glr)*
• Visual Processing (Gv)**

* Must use Visual-Auditory Learning test from Bateria III
** Must use Picture Recognition test from Bateria III
Cognitiva: What’s New?

- One Test Book
- 14 Tests
- 6 new or modified tests
- New clusters
- Conormed with *Batería IV Pruebas de aprovechamiento*
- Web-based online scoring and reporting

**Cognitiva: What’s New?**

6 new or modified tests:

- **Vocabulario oral**  
  Oral Vocabulary
- **Atención verbal**  
  Verbal Attention
- **Pareo de letras idénticas**  
  Letter-Pattern Matching
- **Procesamiento fonético**  
  Phonological Processing
- **Visualización**  
  Visualization
- **Repetición de palabras sin sentido**  
  Nonword Repetition
### Cognitiva: What's New?

**Clusters:**
- **Gf-Gc combinado**
- **Aptitudes académicas**
- **Rapidez perceptual**
- **Destreza numérica**
- **Vocabulario**
- **Eficiencia cognitiva**

- **Gf-Gc Composite**
- **Scholastic Aptitudes**
- **Perceptual Speed**
- **Number Facility**
- **Vocabulary**
- **Cognitive Efficiency**

*Requires WJ IV OL Prueba 10: Vocabulario sobre dibujos*

---

**Emphasis on core set of tests (1-7)**
- **Gf-Gc composite**

**Revised cluster composition to increase cognitive complexity**

**Allows specific tests from Bateria III and WJ IV Tests of Oral Language to be included in the evaluation**

---

**May include the 3 Spanish language tests from WJ IV OL**
- Prueba 10: Vocabulario sobre dibujos
- Prueba 11: Comprensión oral
- Prueba 12: Comprensión de indicaciones

**May include two Bateria III tests to obtain the Gfr and Gv clusters**
- Prueba 2: Aprendizaje visual-auditivo
- Prueba 13: Reconocimiento de dibujos

**Must administer and score these optional tests within 30 days prior to running the Bateria IV report. All scored using Bateria IV norms.**
## Changes from Batería III COG to Batería IV COG

<table>
<thead>
<tr>
<th>Batería III COG</th>
<th>Batería IV COG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbal Comprehension <strong>Modified</strong></td>
<td>1. Oral Vocabulary</td>
</tr>
<tr>
<td>2. Visual-Auditory Learning (Use Bat III)</td>
<td>2. Number Series (was in DS)</td>
</tr>
<tr>
<td>3. Spatial Relations <strong>Modified</strong></td>
<td>3. Verbal Attention <strong>NEW</strong></td>
</tr>
<tr>
<td>4. Sound Blending <strong>Dropped</strong></td>
<td>4. Letter-Pattern Matching <strong>NEW</strong></td>
</tr>
<tr>
<td>5. Concept Formation</td>
<td>5. Phonological Processing <strong>NEW</strong></td>
</tr>
<tr>
<td>7. Number Reversed</td>
<td>7. Visualization <strong>NEW</strong></td>
</tr>
<tr>
<td>8. Incomplete Words <strong>Dropped</strong></td>
<td>8. General Information</td>
</tr>
</tbody>
</table>

There is no Extended Battery in Batería IV.

## Changes from Batería III COG to Batería IV COG

<table>
<thead>
<tr>
<th>Batería III COG</th>
<th>Batería IV COG</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. General Information</td>
<td>11. Number-Pattern Matching (was Visual Matching)</td>
</tr>
<tr>
<td>12. Retrieval Fluency <strong>Dropped</strong></td>
<td>12. Nonword Repetition <strong>NEW</strong></td>
</tr>
<tr>
<td>13. Picture Recognition (Use Bat III)</td>
<td>13. Pair Cancellation</td>
</tr>
<tr>
<td>15. Analysis-Synthesis <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>16. Decision Speed <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>17. Memory for Words <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>18. Rapid Picture Naming</td>
<td></td>
</tr>
<tr>
<td>19. Planning <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>20. Pair Cancellation</td>
<td></td>
</tr>
</tbody>
</table>

There is no Extended Battery in Batería IV.

## Changes from Batería III COG DS to Batería IV COG

<table>
<thead>
<tr>
<th>Batería III COG DS</th>
<th>Batería IV COG</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Memory for Names <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>22. Visual Closure <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>23. Sound Patterns-Voice <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>24. Number Series (in Bat IV COG)</td>
<td></td>
</tr>
<tr>
<td>25. Number Matrices (in BAT IV APROV)</td>
<td></td>
</tr>
<tr>
<td>26. Cross Out <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>27. Memory for Sentences <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>28. Block Rotation (in BAT IV COG)</td>
<td></td>
</tr>
<tr>
<td>29. Sound Patterns-Music <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>30. Memory for Names-Delayed Recall <strong>Dropped</strong></td>
<td></td>
</tr>
<tr>
<td>31. Verbal Comprehension-Bilingual <strong>Dropped</strong></td>
<td></td>
</tr>
</tbody>
</table>

There is no Diagnostic Supplement in Batería IV.
Tests in the Batería IV COG

Prueba 1: Vocabulario oral
Prueba 2: Series numéricas
Prueba 3: Atención verbal
Prueba 4: Pareo de letras idénticas
Prueba 5: Procesamiento fonético
Prueba 6: Rememoración de cuentos
Prueba 7: Visualización

Core Tests (1-7) GIA
Required for Intra-COG Variation

Tests in the Batería IV COG

Prueba 8: Información general
Prueba 9: Formación de conceptos
Prueba 10: Inversión de números
Prueba 11: Pareo de números idénticos
Prueba 12: Repetición de palabras sin sentido
Prueba 13: Cancelación de pares
Prueba 14: Rapidez en la identificación de dibujos

Intellectual Ability Options

• Habilidad intelectual general (General Intellectual Ability: GIA)
  Tests 1–7 (35–40 minutes)
  Median reliability: .97

• Habilidad intelectual breve (Brief Intellectual Ability: BIA)
  Tests 1–3 (10–15 minutes)
  Median reliability: .94

• Gf-Gc Combinado (Gf-Gc Composite)
  Tests 1, 2, 8, & 9 (15–20 minutes)
  Median reliability: .95
Summary of Batería IV COG

- Provides a streamlined and efficient assessment of cognitive abilities in Spanish
- Measures 7 CHC abilities (when using 2 tests from Bateria III)
- Includes 14 tests in one test book
- Offers new Gf-Gc composite
- Explores several important narrow abilities
- Conormed with Batería IV APROV
- Allows inclusion of specific tests from WJ IV OL and BAT III
- Uses web-based scoring and reporting system

Aprovechamiento: What's New?

- One Test Book
- 13 Tests
- 17 Clusters
- No audio-recorded tests
- New norms
- Web-based online scoring
**Aprovechamiento: What’s New?**

- Co-normed with *Batería IV Pruebas de habilidades cognitivas*
- Qualitative Observation checklists for Tests 1–11
  - Located in Test Record
  - Help document important information about how examinee performed on the task
  - Include data on percentage of age mates at each rating (based on WJ IV norms)

---

**Aprovechamiento: What’s New?**

4 new tests:

- **Lectura oral**  
  Oral Reading

- **Rememoración de lectura**  
  Reading Recall

- **Expresión de lenguaje escrito**  
  Written Language Expression

- **Números matrices**  
  Number Matrices

---

**Aprovechamiento: What’s New?**

- 5 new clusters
  - **Lectura**  
    Reading
  - **Fluidez en lectura**  
    Reading Fluency
  - **Lenguaje escrito**  
    Written Language
  - **Matematicas**  
    Mathematics
  - **Aprovechamiento breve**  
    Brief Achievement
Changes from Batería III APROV to Batería IV APROV

Three Batería III APROV tests have been replaced to enhance measurement of the academic skill:

<table>
<thead>
<tr>
<th>Batería III APROV</th>
<th>Batería IV APROV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptos cuantitativos</td>
<td>Números matrices</td>
</tr>
<tr>
<td>Muestras de redacción</td>
<td>Expresión de lenguaje</td>
</tr>
<tr>
<td>escrito Vocabulario de lectura</td>
<td>Rememoración de lectura</td>
</tr>
</tbody>
</table>

Changes from Batería III APROV to Batería IV APROV

Three Batería III APROV tests measuring oral language are located in the WJ IV Tests of Oral Language.

<table>
<thead>
<tr>
<th>Batería III APROV</th>
<th>Batería IV APROV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprensión de indicaciones</td>
<td></td>
</tr>
<tr>
<td>Vocabulario sobre dibujos</td>
<td></td>
</tr>
<tr>
<td>Comprensión oral</td>
<td></td>
</tr>
</tbody>
</table>

Use the 3 Spanish language tests in the WJ IV OL.

Changes from Batería III APROV to Batería IV APROV

6 Batería III APROV tests are not included:

- Corrección de texto (Editing)
- Análisis de sonidos (Spelling of Sounds)
- Conocimientos académicos (Academic Knowledge)
- Discernimiento de sonidos (Sound Awareness)
- Memoria diferida—Rememoración de cuentos (Story Recall-Delayed)
- Puntuación y mayúsculas (Punctuation and Capitalization)
Batería III APROV-Estándar
1. Identificación de letras y palabras
2. Fluidez en la lectura
3. Rememoración de cuentos
4. Comprensión de indicaciones
5. Cálculo
6. Fluidez en matemáticas
7. Ortografía
8. Fluidez en la escritura
9. Comprensión de textos
10. Problemas aplicados
11. Muestras de redacción
12. Memoria diferida

Batería IV APROV
1. Identificación de letras y palabras
2. Problemas aplicados
3. Ortografía
4. Comprensión de textos
5. Cálculo
6. Expresión de lenguaje escrito
7. Análisis de palabras
8. Lectura oral
9. Fluidez en lectura de frases
10. Fluidez en datos matemáticos
11. Fluidez en escritura de frases
12. Rememoración de lectura
13. Números matrices

Batería III APROV-Extendida
13. Análisis de palabras
14. Vocabulario sobre dibujos
15. Comprensión oral
16. Corrección de textos
17. Vocabulario de lectura
18. Conceptos cuantitativos
19. Conocimientos académicos
20. Análisis de sonidos
21. Discernimiento de sonidos
22. Puntuación y mayúsculas

Batería IV APROV

Tests in the Batería IV aprovechamiento
Prueba 1: Identificación de letras y palabras
Prueba 2: Problemas aplicados
Prueba 3: Ortografía
Prueba 4: Comprensión de textos
Prueba 5: Cálculo
Prueba 6: Expresión de lenguaje escrito
Prueba 7: Análisis de palabras
Prueba 8: Lectura oral
Prueba 9: Fluidez en lectura de frases
Prueba 10: Fluidez en datos matemáticos
Prueba 11: Fluidez en escritura de frases
Prueba 12: Rememoración de lectura
Prueba 13: Números matrices

Core Tests (1-6) Required for intra-ACH variation
Creates 6 clusters:
- Lectura
- Matemáticas
- Lenguaje escrito
- Destrezas académicas
- Aplicaciones académicas
- Aprovechamiento breve
Interpretation

Levels of Interpretive Information

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Qualitative, informal, error analysis</th>
<th>Useful for instructional planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test Session Observations Checklist</td>
<td>Useful for behavioral observations</td>
</tr>
<tr>
<td>Level 2</td>
<td>Level of Development</td>
<td>Age Equivalent</td>
</tr>
<tr>
<td></td>
<td>Level of Instruction</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td>Level 3</td>
<td>Level of Proficiency</td>
<td>Relative Proficiency Index, CALP</td>
</tr>
<tr>
<td></td>
<td>Easy to Difficulty Range</td>
<td>Development/Instructional Zone</td>
</tr>
<tr>
<td>Level 4</td>
<td>Relative Standing in Group</td>
<td>Standard Scores</td>
</tr>
<tr>
<td></td>
<td>Rank Order</td>
<td>Percentile Ranks</td>
</tr>
<tr>
<td></td>
<td>Significantly high or low standing</td>
<td>Discrepancy PR, SD</td>
</tr>
</tbody>
</table>

Scores Available (Levels 2 through 4)

- **Raw Scores**
  (number correct, number of points, or number of errors)
- **Age or Grade Equivalents**
  (reflects age or grade level at which median score is same as examinee’s raw score)
- **RPIs or CALP levels**
  (RPI=0/90 to 100/90)  (CALP=1-6, extremely limited to very advanced)
- **Standard Scores, Percentile Rank**
  (Mean=100, SD=15)
  Range 55-5-205+/PR=0.1 to 99.9
- **Discrepancy Scores** (SD, PR)
CALP Levels: Six Language Proficiency Levels

<table>
<thead>
<tr>
<th>CALP Level</th>
<th>W Difference</th>
<th>RPI</th>
<th>Instructional Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Very Advanced</td>
<td>+31 and above</td>
<td>100/00</td>
</tr>
<tr>
<td>5</td>
<td>Advanced</td>
<td>+14 to +30</td>
<td>90/90 to 100/00</td>
</tr>
<tr>
<td>4-4.5</td>
<td>Fluent to Advanced</td>
<td>+7 to +15</td>
<td>80/00 to 90/00</td>
</tr>
<tr>
<td>4</td>
<td>Fluent</td>
<td>-9 to +6</td>
<td>70/90 to 80/00</td>
</tr>
<tr>
<td>3-3.5</td>
<td>Limited to Fluent</td>
<td>-13 to -7</td>
<td>60/90 to 70/00</td>
</tr>
<tr>
<td>3</td>
<td>Limited</td>
<td>-30 to -13</td>
<td>50/00 to 60/00</td>
</tr>
<tr>
<td>2</td>
<td>Very Limited</td>
<td>-50 to -31</td>
<td>40/00 to 50/00</td>
</tr>
<tr>
<td>1</td>
<td>Extremely Limited</td>
<td>-51 and lower</td>
<td>0/00 to 5/00</td>
</tr>
</tbody>
</table>

Proficiency levels are based on how far above or below the examinee’s score falls from the average score for age or grade mates.

The W Difference score represents this distance.

Online Scoring

Implications for Practice

- Bateria IV and WJ IV can be used together for conducting bilingual evaluations for SLD determination.
- Bateria IV and WJ IV or WMLS III can be used together for bilingual evaluations for Dyslexia.
- Bateria IV can be used to assess Spanish speakers
- Gifted evaluations for Spanish speakers.
Pre-Publication Orders NOW!!!

The Woodcock-Munoz Language Survey III

Overview of WMLS III

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

• Listening
• Speaking
• Reading
• Writing

• Oral Language
• Reading-Writing
• Comprehension

• English or Spanish Language Ability

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

What’s New About the WMLS III?

- Includes 8 tests
- Offers 2 forms in English and 1 form in Spanish
- Links to WJ 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).

What’s New About 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
Organization

WMLS III Tests in English and Spanish

<table>
<thead>
<tr>
<th>English A &amp; B</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analogies</td>
<td>1. Analogías</td>
</tr>
<tr>
<td>2. Oral Comprehension</td>
<td>2. Comprensión oral</td>
</tr>
<tr>
<td>3. Picture Vocabulary</td>
<td>3. Vocabulario sobre dibujos</td>
</tr>
<tr>
<td>4. Oral Language Expression</td>
<td>4. Expresión de lenguaje oral</td>
</tr>
<tr>
<td>5. Letter-Word Identification</td>
<td>5. Identificación de letras y palabras</td>
</tr>
<tr>
<td>6. Passage Comprehension</td>
<td>6. Comprensión de textos</td>
</tr>
<tr>
<td>7. Dictation</td>
<td>7. Dictado</td>
</tr>
<tr>
<td>8. Written Language Expression</td>
<td>8. Expresión de lenguaje escrito</td>
</tr>
</tbody>
</table>

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
| Test 1: Analogies / Analogías |
| Test 3: Picture Vocabulary / Vocabulario sobre dibujos |
| Test 5: Letter-Word Identification / Identificación de letras y palabras |
| Test 7: Dictation / Dictado |
WMLS III: Tests to Assess Applied Skills

Listening  Test 2: Oral Comprehension / Compreensión 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

WMLS III: Testing Tests

Analogies  Basic Skills
18. One is to start, as off is to... (pause).
   A. Correct: step, end, finish
   B. Incorrect: on, dark, do, turn off
   C. Question: shutdown—tell me another answer.
19. Food is to hungry, as water is to...
   A. Correct: thirsty
   B. Incorrect: drink, dry, thirsty
20. Shirt is to crew, as neck is to...
   A. Correct: head, neck
   B. Incorrect: wear

Oral Comprehension  Applied Skills
2. My mommy reads me a...
   A. Correct: book, story
3. A duck quacks, but a dog...
   A. Correct: barks, rafts, woods
4. Games are to play; books are to...
   A. Correct: read, look at
WMLS III: Speaking Tests

Picture Vocabulary
- Basic Skills
  - New!

Oral Language Expression
- Applied Skills

WMLS III: Reading Tests

Letter-Word Identification
- Basic Skills
- New!

Passage Comprehension
- Applied Skills

WMLS III: Writing Tests

Dictation
- Basic Skills
- New!

Written Language Expression
- Applied Skills
- New!
Complete Identifying Information Section

Can be done prior to testing or during rapport building

Complete Language Background Information Section

Optional: Provides important qualitative information.

Complete Academic Language Exposure Section

Optional: Provides important qualitative information.
Reports

Online Scoring and Reporting Program

- Included with purchase of test records
- Provides access to the audio file needed for the Oral Comprehension test

Comprehensive Teacher Report

Name: laptops, Lucy
Date of Birth: 02/02/2002
Age: 12 years, 1 month
New Student?
Status of Testing: NPSI-HS-13 Form A (English Form A)

SCREENING INFORMATION
Lucy is a 12-year-old student currently enrolled in Grade 1 at Mastery Junior High School. She has been enrolled in an English-only program for 1 year, 9 months. She is in her second year of English-only instruction.

LANGUAGE BACKGROUND INFORMATION
Lucy was administered the! Comprehension Language Survey®! (C-011) in January. She took the English version of the test.

Test administrator:
Lucy was administered the! Lauro Español del Estudiante®! (L-013) in January. She took the English version of the test.
Informe para los padres

Nombre: Shila Aza
Fecha de nacimiento: 02/05/2006
Edad: 12 años, 7 meses
Sexo: Femenino
Fecha del examen: 05/05/2018 (WMLS III en Español)

INFORMACIÓN SOBRE EL EXAMEN
Shila Aza, quien tiene 12 años y 7 meses, realizó el examen WMLS III en español. Su nivel de desarrollo lingüístico se encuentra en el rango de "Proficient".

INFORMACIÓN SOBRE EL CONTEXTO LINGÜÍSTICO
La institución educativa de Shila Aza, el Instituto de Nuestra Señora de la Asunción, ofrece un programa de enseñanza que combina el aprendizaje en inglés con el español. Shila Aza ha mostrado un interés particular en el aprendizaje del idioma español, lo que ha resultado en un buen desempeño en los exámenes lingüísticos.

WMLS III: Sample Plot of Scores

PLOT OF SCORES
Jona Delpitz, Age 3

WMLS III: Sample Plot of Scores

CUADRO DE PUNTAJES
Shila Aza, 12 años, 7 meses de edad

Proficiency: High

INTEGRAL DE HABILIDADES DE LA LENGUA INGLÉS
The Versatility of the WMLS III

User Qualification Levels of the WMLS III

- **Administration & Scoring Requirements**
  - Examiners who administer and score the WMLS III should have proper training in the administration and scoring of the WMLS III.
  - Teachers, Educational Diagnosticians, Speech-Language Pathologists, School Psychologists

- **Interpretation Requirements**
  - Examiners who interpret the WMLS III test results should have proper training in interpretation of the WMLS III, graduate-level training in language assessment, and a background in diagnostic decision making.
Primary Uses of the WMLS III

- Determine language proficiency (English/Spanish)
- Determine oral language dominance (English/Spanish)
- Monitor growth or change in language ability
- Determine eligibility for bilingual education/ESL services
- Assess readiness for English-only instruction
- Assess for SLD in Reading, Writing, Listening, or Speaking

Additional Uses of the WMLS III

- Helps determine eligibility for language impairment
- Provides information for assessment of dyslexia and dysgraphia
- Assists with educational planning and program evaluation
- Describes examinees’ language characteristics in research studies

Assessing Language Proficiency and/or Dominance Using the WMLS III
Language Proficiency

- Language Proficiency is the ability of an individual to speak or perform in a language (speaking, listening, reading, and writing).
- Cummins (1984) described language proficiency as having two components:
  - Basic Interpersonal Communication Skills (BICS): Playground language; less cognitively demanding (2-3 years to acquire)
  - Cognitive Academic Language Proficiency (CALP): Academic language; more cognitively demanding (5-7 years to acquire)
- Academic language proficiency is necessary for success in all areas of academics.

Language Dominance

- Language dominance is the degree of bilingualism manifested by individuals who know two languages.
- The individual may have a balanced bilingualism (know both languages equally well) or the individual may be stronger in one language than the other (dominant in first language)
- It is imperative that a student's language dominance be identified prior to the evaluation of special education to ensure an accurate, non-discriminatory assessment of the student's abilities.

Guidance for Oral Language Proficiency & Dominance Testing using the WMLS III

- Oral language testing (formal & informal) should be conducted in both languages of students identified as ELL and of students, not necessarily identified as ELL, but where another language has had a real and significant impact on the student’s development of English language proficiency.
- Strive for parallel and equated oral language testing in both languages because test results in the two languages are usually compared to determine dominance.
- Be aware that oral language tests may measure different aspects of language (e.g., conversational language vs. academic language vs. discrete language skills).
- SLPs usually test functional language, while educational diagnosticians and other evaluators usually test academic language.

* Alvarado (2017)
Guidance for Oral Language Proficiency & Dominance Testing using the WMLS III

- Interpret results based on amount and quality of student's exposure to the language of the test.
- Determine dominance by comparing oral language total in English and oral language total in other language. Administer a cognitive/IQ test in dominant language.
- If dominance is unclear after comparing oral language totals in the two languages, do a task analysis based on the level of complexity of the language tasks. Compare and determine if on the more complex aspects of language, a dominant language is indicated.
- If still unclear dominance, administer the cognitive/IQ test in the student's native language.
- Be knowledgeable about the second language acquisition and learning process. Interpret results in relation to what is known about L2 learning.
  * Alvardo, 2017

Texas – Language Proficiency Evaluation

**Basic Skills**
- PreK-K-1st
  - Listening and Speaking
  - Tests 1 & 3
- Grades 2 and Up
  - Listening, Speaking, Reading & Writing
  - Tests 1, 3, 5, 7

**Applied Skills**
- PreK-1st
  - Listening and Speaking
  - Tests 2 & 4
- Grades 2 and up
  - Listening, Speaking, Reading, and Writing
  - Tests 2, 4, 6, 8

* Most Texas Districts Use this Combination

WMLS III: Language Proficiency Levels

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>Level</th>
<th>W Difference Score Range</th>
<th>Relative Proficiency</th>
<th>Index (RPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Proficient</td>
<td>+11 and above</td>
<td>97/90 to 100/90</td>
<td>Advanced Proficient</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>-10 to +10</td>
<td>74/90 to 97/90</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Emerging Proficiency</td>
<td>-19 to -11</td>
<td>51/90 to 74/90</td>
<td>Emerging Proficiency</td>
<td></td>
</tr>
<tr>
<td>Continuing Development</td>
<td>-34 to -20</td>
<td>17/90 to 51/90</td>
<td>Continuing Development</td>
<td></td>
</tr>
<tr>
<td>Early Development</td>
<td>-51 to -35</td>
<td>3/90 to 17/90</td>
<td>Early Development</td>
<td></td>
</tr>
<tr>
<td>Initial Development</td>
<td>-51 and below</td>
<td>0/90 to 3/90</td>
<td>Initial Development</td>
<td></td>
</tr>
</tbody>
</table>
Assessing a Specific Learning Disability Using the WMLS III

Assessing SLD in Reading, Writing, Listening, Speaking

Specific Learning Disability

• ...Means a DISORDER in one or more basic psychological processes, involved in understanding or in using LANGUAGE, either written or spoken, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations....

Specific Learning Disability (SLD) (English)

<table>
<thead>
<tr>
<th>SLD Eligibility Area</th>
<th>WMLS III Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Test 5: Letter-Word Identification</td>
</tr>
<tr>
<td></td>
<td>Test 6: Passage Comprehension</td>
</tr>
<tr>
<td>Writing</td>
<td>Test 7: Dictation</td>
</tr>
<tr>
<td></td>
<td>Test 8: Written Language Expression</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>Test 1: Analogies</td>
</tr>
<tr>
<td></td>
<td>Test 2: Oral Comprehension</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Test 3: Picture Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Test 4: Oral Language Expression</td>
</tr>
</tbody>
</table>
Using Core-Selective Evaluation Process (C-SEP) for SLD Evaluation

• If the WMLS III tests had been administered previously, the results should be reviewed and compared with multiple forms of data (e.g., RTI, work samples, benchmarks, state testing, etc.) and used in the planning of a comprehensive evaluation.

• For a special education referral in Reading, Writing, Listening, or Speaking, the WMLS III tests can serve as the "core" or foundation of the comprehensive evaluation. More "selective" testing can be used from the WJ IV Achievement.

Bilingual Evaluation for Special Education

• Bilingual special education evaluation means testing in two languages (e.g., English & Spanish)

• A student may require an assessment that is almost all in English with minimal Spanish testing or an assessment that is predominantly in Spanish with minimal English testing or anywhere in between.

• The student’s language status, linguistic environment, and educational history will dictate the amount of testing in a given language.
Assessing Listening Comprehension & Oral Expression Skills Using the WMLS III

Part of a Speech & Language Evaluation (English or Spanish)

<table>
<thead>
<tr>
<th>SLD Eligibility Area</th>
<th>WMLS III Tests</th>
</tr>
</thead>
</table>
| Listening Comprehension | Test 1: Analogies  
                        | Test 2: Oral Comprehension                         |
| Oral Expression      | Test 3: Picture Vocabulary  
                        | Test 4: Oral Language Expression                   |
| Escuchar             | Prueba 1: Analogias  
                        | Prueba 2: Comprehension oral                       |
| Hablar               | Prueba 3: Vocabulario sobre dibujos  
                        | Prueba 4: Expresion de lenguaje oral               |

Assessing Dyslexia for English & Spanish Speakers Using the WMLS III
**Dyslexia Testing**

**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

---

**Bilingual Dyslexia Testing**

“Because of differences between writing systems, the measurement models used to identify dyslexia should not merely be adapted by changing the language of the measurement tools. For example, testing Spanish dyslexia, instead of English dyslexia, cannot be appropriately accomplished by simply administering the same kinds of tests in Spanish as would be given in English. The profiles often used in identifying the characteristics of dyslexia may also need to be altered because these characteristics may have changed.”

Dr. Criselda Alvarado, July 2015
Bilingual Dyslexia Testing

"Assessment of dyslexia for bilingual students requires knowing the student’s ability in his/her two or more languages. By comparing the student’s abilities, side-by-side, in his/her two or more languages, the examiner gets insight into whether a profile is indicative of developmental dyslexia or from issues associated with second language acquisition.”

Assessing Dysgraphia Using the WMLS III

Dysgraphia Evaluation

• The Dyslexia Handbook-Revised 2014: Procedures Concerning Dyslexia and Related Disorders
• Provides guidelines for dyslexia evaluations, but not for related disorders such as dysgraphia
• Guidelines for dysgraphia evaluations are developed by each district following federal and state laws
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

Linking Assessment Results to Interventions

- 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)

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)
Resources

• An Assessment Services Bulletin (ASB) is in development for the WMLS III.
• Dr. Criselda Alvarado’s recorded Webinar is located at the following link: https://www.hmhco.com/classroom/evaluate-and-sample/webinars/professional-webinars
• Past webinar recordings available featuring Virginia Gonzales speaking about using the WMLS III for dyslexia evaluations and dysgraphia evaluations.
• If interested, email me at: Tammy.Stephens@hmhco.com

Summary: WMLS III

• Yields important information about oral language abilities, reading, and writing skills
• Offers two English forms and one parallel Spanish form
• Allows comparison of English and Spanish oral language, reading, and writing abilities
• Explores language proficiency and dominance
• Linked to the WJ IV for more comprehensive evaluations
• Online Parent & Teacher Intervention Program & Electronic Record Form
Dyslexia Report Elements & Checklists

**Dyslexia Report Elements**
The WJ IV Dyslexia Report provides an organizational framework for assessing the characteristics of dyslexia. The report includes a dyslexia score profile and interpretive overviews with comparisons. Examiners can include interventions and information from the new Dyslexia Teacher and Parent Checklists, as well as other WIIIP checklists.

**WIIIP Checklists**
Examiners can use the following checklists with the WJ IV Dyslexia Report:

- Dyslexia Evaluation Checklist: Parent Form
- Dyslexia Evaluation Checklist: Teacher Form
- Self-Report Checklist: Adolescent/Adult
- Classroom Behavior Observations
- Writing Evaluation Scale

**Required & Optional Tests/Clusters**

**Required and Optional Tests and Clusters**
To generate the WJ IV Dyslexia Report, examiners must enter the test scores necessary to generate at least one of the following test clusters:

- **Gf - Gc Composite (WJ IV COG)**
- **Academic Knowledge Cluster (WJ IV ACH)**
- **Broad Oral Language Cluster (WJ IV OL)**

*Examiners can choose to use all three clusters but at least one is required to generate the Dyslexia Report.*

Examiners are also required to enter test scores for the following test and clusters all included within the Achievement Form:

- **Spelling Test (WJ IV ACH)**
- **Basic Reading Skills Cluster (WJ IV ACH)**
- **Phoneme-Grapheme Knowledge (WJ IV ACH)**
- **Reading Fluency Cluster (WJ IV ACH)**

*The Reading Fluency Cluster is required for all examinees ages 7 and older or grade 2 and above.*
### List of Tests and Clusters (Optional/Required)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Word Identification</td>
<td>Letter Word Identification</td>
<td>Letter Identification/Sound Blending</td>
<td>Optional</td>
</tr>
<tr>
<td>Picture Vocabulary</td>
<td>Picture Vocabulary</td>
<td>Visual Information Processing</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Reading Recall</td>
<td>Reading Recall</td>
<td>Visual Cuing</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Sentence Repetition</td>
<td>Sentence Repetition</td>
<td>Verbal Memory</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Word Attack</td>
<td>Word Attack</td>
<td>Verbal Fluency</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Verbal</td>
<td>Verbal</td>
<td>Spelling Test</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Letter</td>
<td>Letter</td>
<td>Oral Comprehension</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Verbal Attention</td>
<td>Verbal Attention</td>
<td>Oral Vocabulary</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Spelling Test</td>
<td>Spelling Test</td>
<td>Written Expression</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Object Number Sequencing</td>
<td>Object Number Sequencing</td>
<td>Speed of Lexical Access</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual</td>
<td>Segmental Memory</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Letter</td>
<td>Letter</td>
<td>Understanding Directions</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
<td>Sound Awareness Test</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Writing Samples</td>
<td>Writing Samples</td>
<td>Spelling of Sounds</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Oral Comprehension</td>
<td>Oral Comprehension</td>
<td>Concept Formation</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Rapid Picture Naming</td>
<td>Rapid Picture Naming</td>
<td>Social Studies</td>
<td>Required/Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Reading Fluency</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>General Information</td>
<td>General Information</td>
<td>Sentence Reading Fluency</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Oral Reading</td>
<td>Oral Reading</td>
<td>Reading Vocabulary</td>
<td>Required/Optional</td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td>Passage Comprehension</td>
<td>Reading Rate</td>
<td>Required/Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Required/Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Continued)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Optional/Required)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Continued)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Continued)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Continued)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Continued)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Tests and Clusters (Continued)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Test Cluster Composition</th>
<th>Description</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEW! Dyslexia Report

To generate a Dyslexia Report you can navigate to the Create Reports page from the Reports tab on the Dashboard. You will see Dyslexia Report under Report Type Options in the WJIV product if you are entitled to WIIIP.

Error Message for Missing Tests/Clusters

*If the selected examinee does not have the required tests and clusters administered they will receive the following error message.

Dyslexia Report Online Help

The hyperlink in the error message will guide them to the following page:

* Online Scoring and Reporting Help
NEW! Dyslexia Report

NEW! Dyslexia Evaluation Checklists Teacher & Parent Form

If a user is entitled to WIIIP they will find 2 new checklists available to them in the Add Test Record drop-down.
Contact Me

Riverside Assessments LLC
Tammy L. Stephens-Pisecco, Ph.D.
Clinical Account Executive
TammyStephens@hmhco.com