**SCORES USED WITH THE TESTS IN THIS REPORT**

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends. Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3, feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** ("quotients" on some tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

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|  |  |  |  | **&& &&** |  |  |  |
|  |  There are  | 200 **&**s. |  | **&&&&&& &&&&&&** |  |  |  |
|  |  Each **&&** | = 1%. |  | **&&&&&& &&&&&&** |  |  |  |
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|  |  |  |  |  |  |  |  |
| Percent in each | 2.2% | 6.7% | 16.1% | 50% | 16.1% | 6.7% | 2.2% |
| Standard Scores | – 69 | 70 – 79 | 80 – 89 | 90 – 109 | 110 – 119 | 120 – 129 | 130 –  |
| Scaled Scores | 1 2 3 |  4 5  |  6 7 |  8 9 10 11 |  12 13 |  14 15 | 16 17 18 19 |
| Percentile Ranks | – 02 | 03 – 08 | 09 – 24 | 25 – 74 | 75 – 90 | 91 – 97 | 98 –  |
| Woodcock-Johnson Classif. | VeryLow | Low | LowAverage | Average(90 – 110) | High Average (111 – 120) | Superior(121 – 130) | Very Superior(131 – ) |

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.) Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

**RELATIVE PROFICIENCY INDEXES (RPI)** show the examinee's level of proficiency (accuracy, speed, or whatever is measured by the test) at the level at which peers are 90% proficient. An RPI of 90/90 would mean that, at the difficulty level at which peers were 90% proficient, the examinee was also 90% proficient. An RPI of 95/90 would indicate that the examinee was 95% proficient at the same level at which peers were only 90% proficient. An RPI of 75/90 would mean that the examinee was only 75% proficient at the same difficulty level at which peers were 90% proficient.

 **RPI Proficiency with Age- or Grade-Level Tasks Age- or Grade-Level Tasks will be:**

 100/90 Very Advanced Extremely Easy

 98/90 to 100/90 Advanced Very Easy

 95/90 to 98/90 Average to Advanced Easy

 82/90 to 95/90 Average Manageable

 67/90 to 82/90 Limited to Average Difficult

 24/90 to 67/90 Limited Very Difficult

 3/90 to 24/90 Very Limited Extremely Difficult

 0/90 to 3/90 Extremely Limited Nearly Impossible

Adapted from Jaffe, L. E. (2009). *Development, interpretation, and application of the* W *score and the relative proficiency index* (Woodcock-Johnson III Assessment Service Bulletin No. 11). Rolling Meadows, IL:Riverside Publishing. http://www.riverpub.com/products/wjIIIComplete/pdf/WJ3\_ASB\_11.pdf.

**Namexx's WJ IV Test Scores in Standard Scores and Percentile Ranks for hxx Age**

**Cognitive (COG), Oral Language (OL), and Achievement (ACH) Batteries**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WJ IV COG Test Scores | TestScore[[1]](#footnote-1) | 95%ConfidenceInterval[[2]](#footnote-2) | Per-cen-tile[[3]](#footnote-3) | QualitativeDescriptor[[4]](#footnote-4) |
| Oral Vocabulary: synonyms and antonyms |  |  |  |  |
| Number Series: completing logical series of numbers |  |  |  |  |
| Verbal Attention: repeating dictated information in altered order |  |  |  |  |
| Letter-Pattern Matching: speed of matching letters in rows |  |  |  |  |
| Phonological Processing: sounds in spoken words |  |  |  |  |
| Story Recall: retelling stories after hearing them |  |  |  |  |
| Visualization: matching two- and three-dimensional shapes |  |  |  |  |
| General Intellectual Ability (GIA) Cluster |  |  |  |  |
| Oral Vocabulary: synonyms and antonyms |  |  |  |  |
| Number Series: completing logical series of numbers |  |  |  |  |
| Verbal Attention: repeating dictated information in altered order |  |  |  |  |
| Brief Intellectual Ability (BIA) Cluster |  |  |  |  |
| Oral Vocabulary: synonyms and antonyms |  |  |  |  |
| Number Series: completing logical series of numbers |  |  |  |  |
| General Information: "where" and "what" factual questions |  |  |  |  |
| Concept Formation: determining rules that divide shapes into 2 sets |  |  |  |  |
| *Gf-Gc* Cluster |  |  |  |  |
| Oral Vocabulary: synonyms and antonyms |  |  |  |  |
| General Information: "where" and "what" factual questions |  |  |  |  |
| Picture Vocabulary (from OL): naming pictures |  |  |  |  |
| Comprehension-Knowledge (*Gc*) Cluster |  |  |  |  |
| Number Series: completing logical series of numbers |  |  |  |  |
| Concept Formation: determining rules that divide shapes into 2 sets |  |  |  |  |
| Analysis-Synthesis: solving quasi-mathematical equations of colors |  |  |  |  |
| Fluid Reasoning (*Gf*) Cluster |  |  |  |  |
| Verbal Attention: repeating dictated information in altered order |  |  |  |  |
| Numbers Reversed: repeating dictated numbers backwards |  |  |  |  |
| Object-Number Sequencing: altering order of words and numbers |  |  |  |  |
| Short-Term Working Memory (*Gwm*) Cluster |  |  |  |  |
| Letter-Pattern Matching: speed of matching letters in rows |  |  |  |  |
| Pair Cancelation: speed of finding specified pairs of pictures in rows |  |  |  |  |
| Cognitive Processing Speed (*Gs*) Cluster |  |  |  |  |
| Phonological Processing: sounds in spoken words |  |  |  |  |
| Nonword Repetition: accuracy of repeating spoken nonsense words |  |  |  |  |
| Auditory Processing (*Ga*) Cluster |  |  |  |  |

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| Story Recall: retelling stories after hearing them |  |  |  |  |
| Visual-Auditory Learning: learning and reading symbols for words |  |  |  |  |
| Long-Term Retrieval (Glr) Cluster |  |  |  |  |
| Visualization: matching two- and three-dimensional shapes |  |  |  |  |
| Picture Recognition: multiple-choice matching from memory |  |  |  |  |
| Visual Processing (*Gv*) Cluster |  |  |  |  |
| Number Series: completing logical series of numbers |  |  |  |  |
| Analysis-Synthesis: solving quasi-mathematical equations of colors |  |  |  |  |
| Quantitative Reasoning (*Gf* RQ) Cluster |  |  |  |  |
| Memory for Words: repeating increasing series of dictated words |  |  |  |  |
| Memory for Sentences (from OL): repeating dictated sentences  |  |  |  |  |
| Auditory Memory Span (*Gwm* MS) |  |  |  |  |
| Numbers Reversed: repeating dictated numbers backwards |  |  |  |  |
| Number-Pattern Matching: speed of matching numbers in rows |  |  |  |  |
| Number Facility (*Gs* N) Cluster |  |  |  |  |
| Letter-Pattern Matching: speed of matching letters in rows |  |  |  |  |
| Number-Pattern Matching: speed of matching numbers in rows |  |  |  |  |
| Perceptual Speed (*Gs* P) Cluster |  |  |  |  |
| Oral Vocabulary: synonyms and antonyms |  |  |  |  |
| Picture Vocabulary (from OL): naming pictures |  |  |  |  |
| Vocabulary (*Gc* VL/LD) Cluster |  |  |  |  |
| Verbal Attention: repeating dictated information in altered order |  |  |  |  |
| Letter-Pattern Matching: speed of matching letters in rows |  |  |  |  |
| Numbers Reversed: repeating dictated numbers backwards |  |  |  |  |
| Number-Pattern Matching: speed of matching numbers in rows |  |  |  |  |
| Cognitive Efficiency Cluster |  |  |  |  |

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| WJ IV OL Test Scores | TestScore[[5]](#footnote-5) | 95%ConfidenceInterval[[6]](#footnote-6) | Per-cen-tile[[7]](#footnote-7) | QualitativeDescriptor[[8]](#footnote-8) |
| Picture Vocabulary: naming pictures |  |  |  |  |
| Oral Comprehension: saying missing words in dictated sentences |  |  |  |  |
| Oral Language Cluster |  |  |  |  |
| Picture Vocabulary: naming pictures |  |  |  |  |
| Oral Comprehension: saying missing words in dictated sentences |  |  |  |  |
| Understanding Directions: following complex oral instructions |  |  |  |  |
| Broad Oral Language Cluster |  |  |  |  |
| Picture Vocabulary: naming pictures |  |  |  |  |
| Sentence Repetition: repeating dictated sentences verbatim |  |  |  |  |
| Oral Expression Cluster |  |  |  |  |
| Oral Comprehension: saying missing words in dictated sentences |  |  |  |  |
| Understanding Directions: following complex oral instructions |  |  |  |  |
| Listening Comprehension Cluster |  |  |  |  |
| Segmentation: saying words as separate sounds (cat = /k/ ă /t/) |  |  |  |  |
| Sound Blending: recognizing words spoken as separate sounds |  |  |  |  |
| Phonetic Coding Cluster |  |  |  |  |
| Rapid Picture Naming: speed of naming pictures in rows |  |  |  |  |
| Retrieval Fluency: speed of saying words in specified categories |  |  |  |  |
| Speed of Lexical Access Cluster |  |  |  |  |
| Vocabulario sobre dibujos: naming pictures in Spanish |  |  |  |  |
| Comprensíon oral: saying missing words in Spanish sentences |  |  |  |  |
| Lenguaje oral Cluster |  |  |  |  |
| Vocabulario sobre dibujos: naming pictures in Spanish |  |  |  |  |
| Comprensíon oral: saying missing words in Spanish sentences |  |  |  |  |
| Comprensíon de indicaciones: following Spanish oral instructions |  |  |  |  |
| Amplio lenguaje oral Cluster |  |  |  |  |
| Comprensíon oral: saying missing words in Spanish sentences |  |  |  |  |
| Comprensíon de indicaciones: following Spanish oral instructions |  |  |  |  |
| Comprensíon auditiva Cluster |  |  |  |  |
| Picture Vocabulary: naming pictures |  |  |  |  |
| Oral Vocabulary (from COG): synonyms and antonyms |  |  |  |  |
| Vocabulary Cluster |  |  |  |  |
| repeating random, dictated words in the same sequence |  |  |  |  |
| Sentence Repetition: repeating dictated sentences verbatim |  |  |  |  |
| Memory for Words (from COG): repeating dictated series of words |  |  |  |  |
| Auditory Memory Span Cluster |  |  |  |  |

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|  WJ IV ACH Test Scores | TestScore[[9]](#footnote-9) | 95%ConfidenceInterval[[10]](#footnote-10) | Per-cen-tile[[11]](#footnote-11) | QualitativeDescriptor[[12]](#footnote-12) |
| Letter-Word Identification: reading words aloud from a list |  |  |  |  |
| Passage Comprehension: supplying missing words in sentences |  |  |  |  |
| Reading Cluster |  |  |  |  |
| Letter-Word Identification: reading words aloud from a list |  |  |  |  |
| Passage Comprehension: supplying missing words in sentences |  |  |  |  |
| Sentence Reading Fluency: speed of silent reading, marking yes/no  |  |  |  |  |
| Broad Reading Cluster |  |  |  |  |
| Letter-Word Identification: reading words aloud from a list |  |  |  |  |
| Word Attack: accuracy in reading nonsense words aloud from a list |  |  |  |  |
| Basic Reading Skills Cluster  |  |  |  |  |
| Passage Comprehension: supplying missing words in sentences |  |  |  |  |
| Reading Recall: retelling stories after reading them one time |  |  |  |  |
| Reading Vocabulary: synonyms and antonyms |  |  |  |  |
| Reading Comprehension Cluster |  |  |  |  |
| Oral Reading: accuracy of reading stories aloud |  |  |  |  |
| Sentence Reading Fluency: speed of silent reading, marking yes/no  |  |  |  |  |
| Reading Fluency Cluster |  |  |  |  |
| Sentence Reading Fluency: speed of silent reading, marking yes/no  |  |  |  |  |
| Word Reading Fluency: speed or reading words from a list |  |  |  |  |
| Reading Rate Cluster |  |  |  |  |
| Applied Problems: "story" or "word" problems with scratch paper |  |  |  |  |
| Calculation with paper and pencil |  |  |  |  |
| Mathematics Cluster |  |  |  |  |
| Applied Problems: "story" or "word" problems with scratch paper |  |  |  |  |
| Calculation with paper and pencil |  |  |  |  |
| Math Facts Fluency: speed of performing simple calculations  |  |  |  |  |
| Broad Mathematics Cluster |  |  |  |  |
| Calculation with paper and pencil |  |  |  |  |
| Math Facts Fluency: speed of performing simple calculations  |  |  |  |  |
| Math Calculation Skills Cluster |  |  |  |  |
| Applied Problems: "story" or "word" problems with scratch paper |  |  |  |  |
| Number Matrices: supplying missing numbers in logical grids |  |  |  |  |
| Math Problem Solving Cluster |  |  |  |  |

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| Spelling: written spelling of dictated words |  |  |  |  |
| Writing Samples: writing sentences according to specific directions |  |  |  |  |
| Written Language Cluster |  |  |  |  |
| Spelling: written spelling of dictated words |  |  |  |  |
| Writing Samples: writing sentences according to specific directions |  |  |  |  |
| Sentence Writing Fluency: speed of writing short sentences  |  |  |  |  |
| Broad Written Language Cluster |  |  |  |  |
| Spelling: written spelling of dictated words |  |  |  |  |
| Editing: editing typed sentences with deliberate errors |  |  |  |  |
| Basic Writing Skills Cluster |  |  |  |  |
| Writing Samples: writing sentences according to specific directions |  |  |  |  |
| Sentence Writing Fluency: speed of writing short sentences  |  |  |  |  |
| Written Expression Cluster |  |  |  |  |
| Letter-Word Identification: reading words aloud from a list |  |  |  |  |
| Spelling: written spelling of dictated words |  |  |  |  |
| Calculation with paper and pencil |  |  |  |  |
| Academic Skills Cluster |  |  |  |  |
| Sentence Reading Fluency: speed of silent reading, marking yes/no  |  |  |  |  |
| Math Facts Fluency: speed of performing simple calculations  |  |  |  |  |
| Sentence Writing Fluency: speed of writing short sentences  |  |  |  |  |
| Academic Fluency Cluster |  |  |  |  |
| Applied Problems: "story" or "word" problems with scratch paper |  |  |  |  |
| Passage Comprehension: supplying missing words in sentences |  |  |  |  |
| Writing Samples: writing sentences according to specific directions |  |  |  |  |
| Academic Applications Cluster |  |  |  |  |
| Science: oral science questions |  |  |  |  |
| Social Studies: oral social studies questions |  |  |  |  |
| Humanities: oral art, music, and literature questions |  |  |  |  |
| Academic Knowledge Cluster |  |  |  |  |
| Word Attack: accuracy in reading nonsense words aloud from a list |  |  |  |  |
| Spelling of Sounds: accuracy in spelling dictated nonsense words |  |  |  |  |
| Phoneme-Grapheme Knowledge Cluster |  |  |  |  |
| Letter-Word Identification: reading words aloud from a list |  |  |  |  |
| Applied Problems: "story" or "word" problems with scratch paper |  |  |  |  |
| Spelling: written spelling of dictated words |  |  |  |  |
| Brief Achievement Cluster |  |  |  |  |
| Letter-Word Identification: reading words aloud from a list |  |  |  |  |
| Applied Problems: "story" or "word" problems with scratch paper |  |  |  |  |
| Spelling: written spelling of dictated words |  |  |  |  |
| Passage Comprehension: supplying missing words in sentences |  |  |  |  |
| Calculation with paper and pencil |  |  |  |  |
| Writing Samples: writing sentences according to specific directions |  |  |  |  |
| Sentence Reading Fluency: speed of silent reading, marking yes/no  |  |  |  |  |
| Math Facts Fluency: speed of performing simple calculations  |  |  |  |  |
| Sentence Writing Fluency: speed of writing short sentences  |  |  |  |  |
| Broad Achievement Cluster |  |  |  |  |

**Tests Taken by Namexx**

**Woodcock-Johnson Tests of Cognitive Ability, Academic Achievement, and Oral Language, Fourth Edition (WJ IV COG, ACH, & OL). Fredrick A. Schrank, Kevin S. McGrew & Nancy Mather, Riverside Publishing, 2014.**

 Unlike many individual ability tests, the WJ IV Cognitive Ability tests are explicitly designed to assess a student’s abilities on many specific McGrew, Flanagan, and Ortiz Integrated Cattell-Horn-Carroll (CHC) broad cognitive abilities, not just a total score or a few composite factors. Each of first seven tests in the Standard Battery is designed to measure one broad ability as well as General Intellectual Ability (GIA). The remaining three Standard Battery and ten Extended Battery tests provide a second test for each broad ability and a third test for an extended versions of some clusters and allow computation of Narrow Ability and Other Clinical Clusters. The 20 Tests of Achievement are organized into 6 Reading, 5 Mathematics, 4 writing, and 6 Cross—Domain Clusters. The Tests of Oral Language include 8 English language tests in 9 clusters, 2 clusters with one COG and one OL test each, and 3 Spanish language tests forming 3 clusters. Most auditory tests are presented from a CD through earphones unless this proves impossible. Examiners are permitted to select the tests they need to assess abilities in which they are interested for a particular student. The WJ IV was normed on an extremely large, carefully selected sample including 664 preschoolers, 3,891 students in grades K-12, 775 college and graduate students, and 2,086 other adults drawn from 46 states and the District of Columbia. The same persons also provided norms for the WJ IV Tests of Cognitive Ability, Achievement and Tests of Oral Language, so the cognitive, achievement, and oral language tests can be compared directly, and cognitive and oral language tests can be combined to measure CHC factors. Abbreviations for broad and narrow Cattell-Horn-Carroll (CHC) factors are shown in parentheses below.

**Tests of Cognitive Ability**

*Comprehension-Knowledge (Gc)*

1. Oral Vocabulary: saying synonyms or antonyms for words presented both orally and in print. (Compare to ACH Reading Vocabulary.)

 8. General Information: answering "where would you find" and "what would you do with"

 factual questions.

 (OL 1. Picture Vocabulary: saying the names of pictures. This Oral Language test contributes to the

 Extended Comprehension-Knowledge Cluster.)

*Fluid Reasoning (Gf)*

2. Number series: the examinee tries to determine the missing number(s) in each logical series.

 9. Concept Formation: for each item, the examinee tries to figure out the rule that divides a set of symbols into two groups.

 (15. Analysis-Synthesis: the examinee tries to solve logical puzzles involving color codes similar

 to mathematical and scientific symbolic rules. Part of the Extended Fluid Reasoning cluster.)

*Short-Term Working Memory (Gwm)*

 3. Verbal Attention: the examinee listens to a series of animals and numbers and then answers

 a question such as, "Tell me the first animal" or "Tell me the two numbers between 'goat' and

 'toad.'"

 10. Numbers Reversed: repeating increasingly long series of dictated digits in reversed order

 (e.g., 41 🡪 14 or 65931 🡪 13956).

 (16. Object-Number Sequencing: the examinee tries to repeat dictated words and numbers (e.g.,

 cow 9 up run 3 5) with the words first in the order they were dictated and then the numbers

 in the order they were dictated. Part of the Extended Short-Term Working Memory cluster.)

*Cognitive Processing Speed (Gs)*

 4. Letter-Pattern Matching: as quickly as possible for three minutes, the examinee draws lines though the two identical letters or sets of letters in each row of six letters or sets of letters.

17. Pair Cancellation: the examinee scans rows of pictures and tries, as quickly as possible for

 3 minutes to circle each instance in which a certain picture is followed by a certain other

 picture (e.g., each cat followed by a tree).

*Auditory Processing (Ga)*

5. Phonological Processing includes three subtests. In *Word Access* the examinee selects or

 names words that begin with or end with or contain in the middle a specified sound (e.g.,

 "Tell me the word that has the /f/ sound in the middle of the word. /f/." For *Word Fluency*

 the examinee must say in one minute as many words as possible that begin with a specified

 sound, such as /k/ as in "cat." *Substitution* asks the examinee to change a sound in a word

 (e.g., "Change the /h/ in 'hope' to /k/." [cope]).

 12. Nonword Repetition: the examinee tries to accurately repeat dictated nonsense words, such

 as *flurp* or *pallistrinka*.

*Long-Term Retrieval (Glr)*

6. Story Recall: the examinee listens to several dictated stories and retells each one as

 accurately as possible. (Compare to ACH Reading Recall.)

13. Visual-Auditory Learning: the examinee is taught rebus symbols for words and tries to “read”

 sentences written with those symbols.

*Visual Processing (Gv)*

 7. Visualization includes two subtests. In *Visualization-Spatial Relations*, the examinee tries to

 select by sight alone, from many choices, the fragments that could be assembled into a given

 geometric shape. In *Visualization-Block Rotation*, the examinee tries to match drawings of

 three-dimensional block constructions that have been rotated in space

14. Picture Recognition: the examinee is shown one or more pictures and then tries to identify it

 or them on another page that includes several similar pictures.

*Quantitative Reasoning* (*Gf* RQ)

2. Number series: the examinee tries to determine the missing number(s) in each logical series.

 15. Analysis-Synthesis: the examinee tries to solve logical puzzles involving color codes similar

 to mathematical and scientific symbolic rules.

*Auditory Memory Span* (*Gwm* MS)

18. Memory for Words: the examinee tries to repeat dictated random series of words in order.

(OL 5. Sentence Repetition: the examinee attempts to repeat increasingly long dictated sentences.)

*Number Facility* (*Gs* N)

 10. Numbers Reversed: repeating increasingly long series of dictated digits in reversed order

 (e.g., 41 🡪 14 or 65931 🡪 13956).

 11. Number Pattern Matching: as quickly as possible for three minutes, the examinee draws lines though the two identical one-, two-, or three-digit numbers in each row of six numbers.

*Perceptual Speed* (*Gs* P)

 4. Letter-Pattern Matching: as quickly as possible for three minutes, the examinee draws lines though the two identical letters or sets of letters in each row of six letters or sets of letters.

 11. Number Pattern Matching: as quickly as possible for three minutes, the examinee draws lines though the two identical one-, two-, or three-digit numbers in each row of six numbers.

*Vocabulary* (*Gc* VL/LD)

1. Oral Vocabulary: saying synonyms or antonyms for words presented both orally and in print. (Compare to ACH Reading Vocabulary.)

 (OL 1. Picture Vocabulary: saying the names of pictures. This Oral Language test contributes to the

 Extended Comprehension-Knowledge Cluster.)

*Cognitive Efficiency*

 4. Letter-Pattern Matching: as quickly as possible for three minutes, the examinee draws lines though the two identical letters or sets of letters in each row of six letters or sets of letters.

 10. Numbers Reversed: repeating increasingly long series of dictated digits in reversed order

 (e.g., 41 🡪 14 or 65931 🡪 13956).

 (3. Verbal Attention: the examinee listens to a series of animals and numbers and then answers

 a question such as, "Tell me the first animal" or "Tell me the two numbers between 'goat' and

 'toad.'" Part of the Extended Cognitive Efficiency cluster.)

 (11. Number Pattern Matching: as quickly as possible for three minutes, the examinee draws lines though the two identical one-, two-, or three-digit numbers in each row of six numbers. Part of the Extended Cognitive Efficiency cluster.)

**Tests of Oral Language**

*Oral Language*

 1. Picture Vocabulary: saying the names of pictures. This Oral Language test also contributes

 to the WJ IV COG Extended Comprehension-Knowledge Cluster.)

 2. Oral Comprehension: the examinee says the word missing at the end of each dictated sentence

 or very brief paragraph. (Compare to ACH Passage Comprehension.)

*Broad Oral Language*

 1. Picture Vocabulary: saying the names of pictures. This Oral Language test also contributes

 to the WJ IV COG Extended Comprehension-Knowledge Cluster.)

 2. Oral Comprehension: the student says the word missing at the end of each dictated sentence

 or very brief paragraph. (Compare to ACH Passage Comprehension.)

 6. Understanding Directions: the examinee follows oral directions to point to different parts of

 pictures.

*Oral Expression*

 1. Picture Vocabulary: saying the names of pictures. This Oral Language test also contributes

 to the WJ IV COG Extended Comprehension-Knowledge Cluster.)

 5. Sentence Repetition: the examinee must accurately repeat increasingly long dictated

 sentences.

*Listening Comprehension*

 2. Oral Comprehension: the examinee says the word missing at the end of each dictated

 sentence or very brief paragraph. (Compare to ACH Passage Comprehension.)

 6. Understanding Directions: the examinee follows oral directions to point to different parts of

 pictures.

*Phonetic Coding*

 3. Segmentation: the examinee listens to dictated words and must repeat them as separate

 syllables (e.g., *catapult* 🡪 *cat – a – pult*) or sounds (e.g., *crack* 🡪 /k/ /r/ ă /k/).

 7. Sound Blending: the examinee tries to identify dictated words broken into separate sounds

 (e.g., /k/ ă /t/ 🡪 *cat*).

*Speed of Lexical Access*

 4. Rapid Picture Naming: the examinee tries to name simple pictures as quickly as possible for

 two minutes. This test measures Rapid Automatized Naming (RAN).

 8. Retrieval Fluency: the student tries to name as many things as possible in one minute in each

 of three specified categories, e.g., fruits.

*Lenguaje Oral*

10. Vocabulario sobre dibujos: saying the names of pictures in Spanish.

 11. Comprensíon oral: the examinee says the word missing at the end of each dictated Spanish

 sentence or very brief paragraph.

*Amplio lenguaje oral*

10. Vocabulario sobre dibujos: saying the names of pictures in Spanish.

 11. Comprensíon oral: the examinee says the word missing at the end of each dictated Spanish

 sentence or very brief paragraph.

 12. Comprensíon de indicaciones: the examinee follows Spanish oral directions to point to different parts of pictures.

*Comprensíon auditiva*

 11. Comprensíon oral: the examinee says the word missing at the end of each dictated Spanish

 sentence or very brief paragraph.

 12. Comprensíon de indicaciones: the examinee follows Spanish oral directions to point to different parts of pictures.

*Vocabulary* (*Gc* VL/LD)

 (COG 1. Oral Vocabulary: saying synonyms or antonyms for words presented both orally and in print.) (Compare to ACH Reading Vocabulary.)

 1. Picture Vocabulary: saying the names of pictures.

*Auditory Memory Span* (*Gwm* MS)

 (COG 18. Memory for Words: the examinee tries to repeat dictated random series of words in order).

 5. Sentence Repetition: the examinee attempts to repeat increasingly long dictated sentences.

**Tests of Achievement**

*Reading*

 1. Letter-Word Identification: naming letters and reading words aloud from a list. (Compare to ACH Spelling.)

 4. Passage Comprehension: matching printed words to pictures (for beginning readers) and orally supplying the missing word removed from each sentence or very brief paragraph (e.g., “Woof,” said the \_\_\_\_\_, biting the hand that fed it.”). (Compare to OL Oral comprehension.)

*Broad Reading*

 1. Letter-Word Identification: naming letters and reading words aloud from a list. (Compare to ACH Spelling.)

 4. Passage Comprehension: matching printed words to pictures (for beginning readers) and orally supplying the missing word removed from each sentence or very brief paragraph (e.g., “Woof,” said the \_\_\_\_\_, biting the hand that fed it.”). (Compare to OL Oral Comprehension.)

 9. Sentence Reading Fluency: speed (for three minutes) of silently reading sentences and marking "yes" or "no" for each to indicate its truth.

*Basic Reading Skills*

 1. Letter-Word Identification: naming letters and reading words aloud from a list.

 7. Word Attack: reading sounds (e.g., pl) and nonsense words (e.g., plurp, fronkett) aloud to test

 phonetic word attack skills. (Compare to ACH Spelling of Sounds.)

*Reading Comprehension*

 4. Passage Comprehension: matching printed words to pictures (for beginning readers) and orally supplying the missing word removed from each sentence or very brief paragraph (e.g., “Woof,” said the \_\_\_\_\_, biting the hand that fed it.”). (Compare to OL Oral Comprehension.)

12. Reading Recall: the examinee reads several short stories and retells each story from memory after reading it. (Compare to COG Story Recall.)

 (17. Reading Vocabulary: orally stating synonyms and antonyms for printed words. Part of

Extended Reading Comprehension cluster). (Compare to COG Oral Vocabulary.)

*Reading Fluency*

 8. Oral Reading: accuracy of oral reading of passages.

 9. Sentence Reading Fluency: speed (for three minutes) of silently reading sentences and

marking "yes" or "no" for each to indicate its truth.

*Reading Rate*

 9. Sentence Reading Fluency: speed (for three minutes) of silently reading sentences and marking "yes" or "no" for each to indicate its truth.

 15. Word Reading Fluency: number of words read correctly from a printed list in three minutes.

*Mathematics*

 2. Applied Problems are oral, math “word problems,” some with illustrations or printed

 instructions, solved with paper and pencil.

5. Calculation involves arithmetic computation with paper and pencil.

*Broad Mathematics*

 2. Applied Problems are oral, math “word problems,” some with illustrations or printed

 instructions, solved with paper and pencil.

5. Calculation involves arithmetic computation with paper and pencil.

10. Math Facts Fluency: speed of performing simple calculations for 3 minutes.

*Math Calculation Skills*

5. Calculation involves arithmetic computation with paper and pencil.

10. Math Facts Fluency: speed of performing simple calculations for 3 minutes.

*Math Problem Solving*

 2. Applied Problems are oral, math “word problems,” some with illustrations or printed

 instructions, solved with paper and pencil.

 13. Number Matrices: supplying the missing number in each grid of numbers in which numbers

 change according to different rules in the rows and the columns.

*Written Language*

 3. Spelling: writing letters and words from dictation.

 6. Writing Samples: writing sentences according to directions; many items include pictures; spelling does not count on most items. Most examinees write 12 sentences.

*Broad Written Language*

 3. Spelling: writing letters and words from dictation.

 6. Writing Samples: writing sentences according to directions; many items include pictures; spelling does not count on most items. Most examinees write 12 sentences.

11. Sentence Writing Fluency: writing simple sentences, using three given words for each item and describing a picture, as quickly as possible for seven minutes.

*Basic Writing Skills*

 3. Spelling: writing letters and words from dictation.

14. Editing: orally correcting deliberate spelling, punctuation, and grammar errors in typed

 sentences.

*Written Expression*

 6. Writing Samples: writing sentences according to directions; many items include pictures; spelling does not count on most items. Most examinees write 12 sentences.

11. Sentence Writing Fluency: writing simple sentences, using three given words for each item and describing a picture, as quickly as possible for seven minutes.

*Academic Skills*

 1. Letter-Word Identification: naming letters and reading words aloud from a list.

 3. Spelling: writing letters and words from dictation.

5. Calculation involves arithmetic computation with paper and pencil.

*Academic Fluency*

 9. Sentence Reading Fluency: speed (for three minutes) of silently reading sentences and marking "yes" or "no" for each to indicate its truth.

10. Math Facts Fluency: speed of performing simple calculations for 3 minutes.

11. Sentence Writing Fluency: writing simple sentences, using three given words for each item and describing a picture, as quickly as possible for seven minutes.

*Academic Applications*

 2. Applied Problems are oral, math “word problems,” some with illustrations or printed

 instructions, solved with paper and pencil.

 4. Passage Comprehension: matching printed words to pictures (for beginning readers) and orally supplying the missing word removed from each sentence or very brief paragraph (e.g., “Woof,” said the \_\_\_\_\_, biting the hand that fed it.”). (Compare to OL Oral Comprehension.)

 6. Writing Samples: writing sentences according to directions; many items include pictures; spelling does not count on most items. Most examinees write 12 sentences.

*Academic Knowledge* (Compare to COG Comprehension/Knowledge.)

 18. Science: oral questions of science information.

 19. Social Studies: oral questions of social studies information.

 20. Humanities: oral questions of art, music, and literature information.

*Phoneme-Grapheme Knowledge*

 7. Word Attack: reading sounds (e.g., pl) and nonsense words (e.g., plurp, fronkett) aloud to test

 phonetic word attack skills. (Compare to ACH Spelling of Sounds.)

16. Spelling of Sounds: written spelling of dictated nonsense words. The examinee repeats the

 nonsense word and then writes it.

*Brief Achievement*

 1. Letter-Word Identification: naming letters and reading words aloud from a list.

 2. Applied Problems are oral, math “word problems,” some with illustrations or printed

 instructions, solved with paper and pencil.

 3. Spelling: writing letters and words from dictation.

*Broad Achievement*

 1. Letter-Word Identification: naming letters and reading words aloud from a list.

 2. Applied Problems are oral, math “word problems,” some with illustrations or printed

 instructions, solved with paper and pencil.

 3. Spelling: writing letters and words from dictation.

 4. Passage Comprehension: matching printed words to pictures (for beginning readers) and orally supplying the missing word removed from each sentence or very brief paragraph (e.g., “Woof,” said the \_\_\_\_\_, biting the hand that fed it.”). (Compare to OL Oral Comprehension.)

5. Calculation involves arithmetic computation with paper and pencil.

 6. Writing Samples: writing sentences according to directions; many items include pictures; spelling does not count on most items. Most examinees write 12 sentences.

 9. Sentence Reading Fluency: speed (for three minutes) of silently reading sentences and marking "yes" or "no" for each to indicate its truth.

10. Math Facts Fluency: speed of performing simple calculations for 3 minutes.

11. Sentence Writing Fluency: writing simple sentences, using three given words for each item and describing a picture, as quickly as possible for seven minutes.

1. These are the standard scores used by the test publisher (please see the second page of this appendix). The percentile ranks in the fourth column provide a common measurement that is the same for all of the tests (please see the first page of this appendix). [↑](#footnote-ref-1)
2. Test scores can never be perfectly reliable, even on the very best tests. Lucky and unlucky guesses, barely beating or missing time limits, and other random influences inevitably alter scores. This score interval shows how much scores are likely to vary 95% of the time just by pure chance. [↑](#footnote-ref-2)
3. Percentile ranks tell the percentage of students of the same age or grade whose scores Namexx tied or exceeded. For example, a percentile rank of 36 would mean that Namexx scored as high as or higher than 36 percent of peers and lower than the other 64 percent. [↑](#footnote-ref-3)
4. Qualitative descriptors are arbitrary, are not evidence-based, and can make a difference of a single point appear meaningful. The descriptors used here are taken from xx. [↑](#footnote-ref-4)
5. These are the standard scores used by the test publisher (please see the second page of this appendix). The percentile ranks in the fourth column provide a common measurement that is the same for all of the tests (please see the first page of this appendix). [↑](#footnote-ref-5)
6. Test scores can never be perfectly reliable, even on the very best tests. Lucky and unlucky guesses, barely beating or missing time limits, and other random influences inevitably alter scores. This score interval shows how much scores are likely to vary 95% of the time just by pure chance. [↑](#footnote-ref-6)
7. Percentile ranks tell the percentage of students of the same age or grade whose scores Namexx tied or exceeded. For example, a percentile rank of 36 would mean that Namexx scored as high as or higher than 36 percent of peers and lower than the other 64 percent. [↑](#footnote-ref-7)
8. Qualitative descriptors are arbitrary, are not evidence-based, and can make a difference of a single point appear meaningful. The descriptors used here are taken from xx. [↑](#footnote-ref-8)
9. These are the standard scores used by the test publisher (please see the second page of this appendix). The percentile ranks in the fourth column provide a common measurement that is the same for all of the tests (please see the first page of this appendix). [↑](#footnote-ref-9)
10. Test scores can never be perfectly reliable, even on the very best tests. Lucky and unlucky guesses, barely beating or missing time limits, and other random influences inevitably alter scores. This score interval shows how much scores are likely to vary 95% of the time just by pure chance. [↑](#footnote-ref-10)
11. Percentile ranks tell the percentage of students of the same age or grade whose scores Namexx tied or exceeded. For example, a percentile rank of 36 would mean that Namexx scored as high as or higher than 36 percent of peers and lower than the other 64 percent. [↑](#footnote-ref-11)
12. Qualitative descriptors are arbitrary, are not evidence-based, and can make a difference of a single point appear meaningful. The descriptors used here are taken from xx. [↑](#footnote-ref-12)