

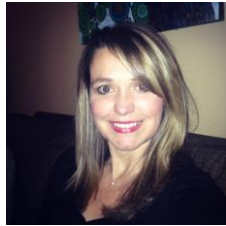
What's New In Assessment? Bateria IV, WMLS-III, and More...

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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



Batería IV

Batería Woodcock-Muñoz IV

*Pruebas de habilidades cognitivas
Pruebas de aprovechamiento*

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

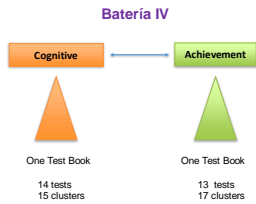
- WJ IV provides blueprint for Bateria IV
- Bateria IV tests are adaptations or translations of tests in WJ IV
- Bateria IV includes the most educationally- and diagnostically-useful WJ IV tests
- Bateria IV can be used in conjunction with Bateria III and WJ IV Tests of Oral Language

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



Options to Extend Assessment

- Include tests in Spanish from the WJ IV Tests of Oral Language
- Include specific tests from the Bateria 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 GIAs attenuated by lower-level processing difficulties
 - Facilitates gifted evaluations

Comparison of Bateria III to Bateria IV

Bateria III COG

Standard Battery (Tests 1-10)
 Extended Battery (Tests 11-20)
 Diagnostic Supplement (Tests 21-31)

Bateria III APROV

Standard Battery (Tests 1-12)
 Extended Battery (Tests 13-22)

Bateria IV COG

One Test Book (Tests 1-14)

Bateria IV APROV

One Test Book (Tests 1-13)

Comparison of WJ IV to Bateria IV

- WJ IV has 3 batteries: Cognitive, Oral Language, and Achievement
- Bateria 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
- Bateria IV has one test book for cognitiva and one for provechamiento

- WJ IV technical qualities and norms underlie Bateria IV
- Bateria IV calibration data equated to WJ IV norms

Technical Summary

Blueprint for Bateria IV

- The Woodcock-Johnson IV serves as the blueprint.
- Bateria IV is the parallel Spanish version of selected tests from the WJ IV.
- Both Bateria IV and WJ IV rely on the same norming sample.
- Selected WJ IV tests were translated or adapted for use in Bateria 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 Bateria 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 cuentos*
 - 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 Bateria 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

The Standards for Educational and Psychological Testing [American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999] guided the norming and technical analyses.

7 Broad CHC Abilities

- Comprehension-Knowledge (*Gc*)
- Fluid Reasoning (*Gf*)
- Short-term Working Memory (*Gwm*)
- Cognitive Processing Speed (*Gs*)
- Auditory Processing (*Ga*)
- 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 *Bateria IV Pruebas de aprovechamiento*
- Web-based online scoring and reporting

Cognitiva: What's New?

6 new or modified tests:

- | | |
|---|-------------------------|
| • <i>Vocabulario oral</i> | Oral Vocabulary |
| • <i>Atención verbal</i> | Verbal Attention |
| • <i>Pareo de letras idénticas</i> | Letter-Pattern Matching |
| • <i>Procesamiento fonético</i> | Phonological Processing |
| • <i>Visualización</i> | Visualization |
| • <i>Repetición de palabras sin sentido</i> | Nonword Repetition |

Cognitiva: What's New?

Clusters:

- *Gf-Gc combinado* *Gf-Gc Composite*
- *Aptitudes académicas* *Scholastic Aptitudes*
- *Rapidez perceptual* *Perceptual Speed*
- *Destreza numérica* *Number Facility*
- *Vocabulario** *Vocabulary*
- *Eficiencia cognitiva* *Cognitive Efficiency*

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

Cognitiva: What's New?

- 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

Cognitiva: What's New?

- 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 *Glr* 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 Bateria III COG to Bateria IV COG

Bateria III COG

1. Verbal Comprehension **Modified**
2. Visual-Auditory Learning **(Use Bat III)**
3. Spatial Relations **Modified**
4. Sound Blending **Dropped**
5. Concept Formation
6. Visual Matching **Renamed**
7. Number Reversed
8. Incomplete Words **Dropped**
9. Auditory Working Memory **Dropped**
10. Visual-Auditory Learning-Delayed **Dropped**

Bateria IV COG

1. Oral Vocabulary
2. Number Series **(was in DS)**
3. Verbal Attention **NEW**
4. Letter-Pattern Matching **NEW**
5. Phonological Processing **NEW**
6. Story Recall **(moved from APROV)**
7. Visualization **NEW**
8. General Information
9. Concept Formation
10. Numbers Reversed

Changes from Bateria III COG to Bateria IV COG

Bateria III COG

11. General Information
12. Retrieval Fluency **Dropped**
13. Picture Recognition **(Use Bat III)**
14. Auditory Attention **Dropped**
15. Analysis-Synthesis **Dropped**
16. Decision Speed **Dropped**
17. Memory for Words **Dropped**
18. Rapid Picture Naming
19. Planning **Dropped**
20. Pair Cancellation

Bateria IV COG

11. Number-Pattern Matching **(was Visual Matching)**
12. Nonword Repetition **NEW**
13. Pair Cancellation
14. Rapid Picture Naming

There is no
Extended Battery
in Bateria IV.

Changes from Bateria III COG to Bateria IV COG

Bateria III COG DS

21. Memory for Names **Dropped**
22. Visual Closure **Dropped**
23. Sound Patterns-Voice **Dropped**
24. Number Series **(in Bat IV COG)**
25. Number Matrices **(in BAT IV APROV)**
26. Cross Out **Dropped**
27. Memory for Sentences **Dropped**
28. Block Rotation **(in BAT IV COG)**
29. Sound Patterns-Music **Dropped**
30. Memory for Names-Delayed Recall **Dropped**
31. Verbal Comprehension-Bilingual **Dropped**

Bateria IV COG

There is no
Diagnostic
Supplement
in Bateria 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 Bateria 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 Bateria 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
- *Matemáticas* 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:

Batería III APROV

Conceptos cuantitativos
Muestras de redacción
escrito Vocabulario de lectura

Batería IV APROV

Números matrices
Expresión de lenguaje
Rememoración de lectura

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.

Batería III APROV

Comprensión de indicaciones
Vocabulario sobre dibujos
Comprensión oral

Batería IV APROV

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 textos*~~ (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	Batería IV APROV
1. Identificación de letras y palabras	1. Identificación de letras y palabras
2. Fluidez en la lectura Renamed	2. Problemas aplicados
3. Rememoración de cuentas Moved to COG	3. Ortografía
4. Comprensión de indicaciones In WJ IV OL	4. Comprensión de textos
5. Cálculo	5. Cálculo
6. Fluidez en matemáticas Renamed	6. Expresión de lenguaje escrito NEW
7. Ortografía	7. Análisis de palabras
8. Fluidez en la escritura Renamed	8. Lectura oral NEW
9. Comprensión de textos	9. Fluidez en lectura de frases
10. Problemas aplicados	10. Fluidez en datos matemáticos
11. Muestras de redacción Replaced	11. Fluidez en escritura de frases
12. Memoria diferida-- Rememoración de cuentas Dropped	12. Rememoración de lectura NEW
	13. Números matrices NEW

Batería III APROV-Extendida	Batería IV APROV
13. Análisis de palabras	
14. Vocabulario sobre dibujos In WJ IV OL	
15. Comprensión oral In WJ IV OL	
16. Corrección de textos Dropped	No Extended Battery in Bateria IV
17. Vocabulario de lectura Replaced	
18. Conceptos cuantitativos Replaced	
19. Conocimientos académicos Dropped	
20. Análisis de sonidos Dropped	
21. Discernimiento de sonidos Dropped	
22. Puntuación y mayúsculas Dropped	


Tests in the Bateria IV aprovechamiento	
Prueba 1: <i>Identificación de letras y palabras</i> Prueba 2: <i>Problemas aplicados</i> Prueba 3: <i>Ortografía</i> Prueba 4: <i>Comprensión de textos</i> Prueba 5: <i>Cálculo</i> Prueba 6: <i>Expresión de lenguaje escrito</i>	Core Tests (1–6) Required for intra-ACH variation Creates 6 clusters: Lectura Matemáticas Lenguaje escrito Destrezas académicas Aplicaciones académicas Aprovechamiento breve
Prueba 7: <i>Análisis de palabras</i> Prueba 8: <i>Lectura oral</i> Prueba 9: <i>Fluidez en lectura de frases</i> Prueba 10: <i>Fluidez en datos matemáticos</i> Prueba 11: <i>Fluidez en escritura de frases</i> Prueba 12: <i>Rememoración de lectura</i> Prueba 13: <i>Números matrices</i>	

Interpretation

Levels of Interpretive Information

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

- 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: SS= 0-200+, PR=0.1 to 99.9
 - **Discrepancy Scores** (SD, PR)




Woodcock-Muñoz
Language Survey III

Components


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

WMLS III Online Parent and Teacher Intervention System



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

English A & B	Spanish
1. Analogies	1. Analogías
2. Oral Comprehension 🎧	2. Comprensión oral 🎧
3. Picture Vocabulary	3. Vocabulario sobre dibujos
4. Oral Language Expression	4. Expresión de lenguaje oral
5. Letter-Word Identification	5. Identificación de letras y palabras
6. Passage Comprehension	6. Comprensión de textos
7. Dictation 📖	7. Dictado 📖
8. Written Language Expression 📖	8. Expresión de lenguaje escrito 📖



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

WMLS III: English Selective Testing Table

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

■ Tests required to create the cluster listed.

WMLS III: Spanish Selective Testing Table

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

■ Tests required to create the cluster listed.

WMLS III: Tests to Assess *Basic Skills*

- Listening** Test 1: Analogies / Analogías
- Speaking** Test 3: Picture Vocabulary / Vocabulario sobre dibujos
- Reading** Test 5: Letter-Word Identification / Identificación de letras y palabras
- Writing** Test 7: Dictation / Dictado



WMLS III: Tests to Assess *Applied Skills*

- Listening** Test 2: Oral Comprehension / Comprensión oral
- Speaking** Test 4: Oral Language Expression / Expresión de lenguaje oral
- Reading** Test 6: Passage Comprehension / Comprensión de textos
- Writing** Test 8: Written Language Expression / Expresión de lenguaje escrito



Tests

WMLS III: Listening Tests

Analogies
Basic Skills

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

Oral Comprehension
Applied Skills



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



WMLS III: Speaking Tests

New!

Picture Vocabulary

Basic Skills

9. Point to picture on examiner's page and say: **What is this?**
▲ **Correct:** apple

10. Point to picture and say: **What is this?**
▲ **Correct:** frog, froggy, toad

11. Point to picture and say: **What is this?**
▲ **Correct:** book

Oral Language Expression

Applied Skills

18. Point to picture and say: Use the word **gliding** in a complete sentence that tells about the picture. Do not change the word in any way.
▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture.
Example: We saw the eagle gliding overhead.

19. Point to picture and say: Use the word **skimming** in a complete sentence that tells about the picture. Do not change the word in any way.
▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture.
Example: The man skimming the sea was still skimming.

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WMLS III: Reading Tests

New!

Letter-Word Identification

Basic Skills

57. ▲ **Correct:** routine

58. ▲ **Correct:** leagues

59. ▲ **Correct:** sufficient

60. ▲ **Correct:** domesticated

61. ▲ **Correct:** physics

62. ▲ **Correct:** therapeutic

Passage Comprehension

Applied Skills

12. The boy is _____.
▲ **Correct:** running, fast

13. The bug is on the _____.
▲ **Correct:** leaf

14. The book is under the _____.
▲ **Correct:** table

WMLS III: Writing Tests

New!!

Dictation

Basic Skills

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

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

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

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

Written Language Expression

Applied Skills

Number thirteen. Look at the picture and the words walked, up, stairs (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.
▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture.
Examples: (1) The lady walked up the stairs.
(2) That Grandma walked upstairs.
(3) I walked up the stairs. (misplacing *form real word*)
(4) Walked up stairs. (incomplete sentence)

Number fourteen. Look at the picture and the words girl, baby, kissed (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.
▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture.
Examples: (1) The girl kissed the baby.
(2) The mom kissed the baby girl.
(3) She kissed the baby. (omitted stimulus word)
(4) baby kissed girl. (incomplete sentence)

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: Lafuente, Lucy	School: Hadley Junior High School
Date of Birth: 07/01/2005	Teacher: Mr. Ortiz
Age: 11 years, 1 month	Grade: 6:0
Sex: Female	ID: 874632
Dates of Testing:	Examiners:
08/03/2016 (WMLS III English Form A)	Mr. Lofgren
08/03/2016 (WMLS III Spanish)	Mrs. Alvarado

EXAMINEE INFORMATION

Lucy is an 11-year-old student currently enrolled in Grade 6 at Hadley Junior High School. She has been enrolled in an English-only program for 3 years, 9 months. She had 2 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 9 months.

LANGUAGE BACKGROUND INFORMATION

Information about Lucy's language use was gathered from her parent(s), teacher(s), Home Language Survey, and self-report. Lucy is a second language learner of English. Her native language is Spanish. Others in her home speak both Spanish and English. At home, Lucy speaks both Spanish and English. With peers, Lucy speaks primarily English. At school, Lucy speaks primarily English.

TEST(S) ADMINISTERED

Lucy was administered the Woodcock-Munoz Language Survey® III (WMLS III™). On 8/3/2016, she took English.



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.

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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.

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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)

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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 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.
 - Alvarado, 2017

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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

* Most Texas Districts Use this Combination

Applied Skills

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

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WMLS III: Language Proficiency Levels

Language Proficiency	Level	W Difference Score Range	Relative Proficiency	Index (RPI)
Advanced Proficient		+11 and above	97/90 to 100/90	
Proficient		-10 to + 10	74/90 to 97/90	
Emerging Proficiency		-19 to -11	51/90 to 74/90	
Continuing Development		-34 to -20	17/90 to 51/90	
Early Development		-50 to -35	3/90 to 17/90	
Initial Development		-51 and below	0/90 to 3/90	



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)

SLD Eligibility Area	WMLS III Tests
Reading	Test 5: Letter-Word Identification Test 6: Passage Comprehension
Writing	Test 7: Dictation Test 8: Written Language Expression
Listening Comprehension	Test 1: Analogies Test 2: Oral Comprehension
Oral Expression	Test 3: Picture Vocabulary Test 4: Oral Language Expression

Specific Learning Disability (SLD) (Spanish)

SLD Eligibility Area	WMLS III Tests
Leer	Prueba 5: Identificación de letras y palabras Prueba 6: Compresion de textos
Escribir	Prueba 7: Dictado Prueba 8: Expresion de lenguaje escrito
Escuchar	Prueba 1: Analogias Prueba 2: Comprension oral
Hablar	Prueba 3: Vocabulario sobre dibujos Prueba 4: Expresion de lenguaje oral

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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.

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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.

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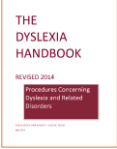
**Assessing Listening
Comprehension & Oral
Expression Skills Using the
WMLS III**

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

SLD Eligibility Area	WMLS III Tests
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: Comprension 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



Oral Language	WMLS III English Test 1: Analogies Test 2: Oral Comprehension Test 3: Picture Vocabulary Test 4: Oral Language Expression	and	WMLS III Spanish Test 1: Analogies Test 2: Oral Comprehension Test 3: Picture Vocabulary Test 4: Oral Language Expression
Phonological Processing	WJ IV Auditory Process. COG Tests 5, 12 Phonetic Coding COG Tests 3, 7, 9 TAPS-3 Phonologic Subtests 1, 2, 3 CTOPP	or/and	Bateria III Auditory Processing COG Tests 4, 14 Phonemic Perception COG Tests 4, 8 & ACH Test 21 TAPS-3: SBE Phonologic Subtests 1, 2, 3
Academic Testing	WMLS III English Test 5: Letter-Word Identification Test 6: Passage Comprehension Test 7: Dictation Test 8: Written Lang. Expression WJ IV Basic Reading ACH 1, 7 Reading Fluency ACH 8, 9 Reading Comprehension ACH 4, 12 Spelling ACH 3, 16 Written Expression ACH 6, 11 EasyCBM Sent. Read. Fluency Gr K-2	and/or	WMLS III Spanish Test 5: Letter-Word Identification Test 6: Passage Comprehension Test 7: Dictation Test 8: Written Language Expression Bateria III Basic Reading ACH 1, 13 Reading Comprehension ACH 9, 17 Basic Writing ACH 7, 16 Written Expression ACH 8, 11 EasyCBM Sent. Read. Fluency Gr 1-2

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.”



Bilingual Dyslexia Testing

"Assessment of dyslexia for bilingual students requires knowing the student's ability in his/her two or more languages.

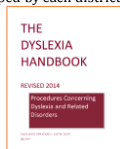
- By comparing the student's abilities, side-by-side, in his/her two or more languages, the examiner gets insight into whether a profile is indicative of developmental dyslexia or from issues associated with second language acquisition."



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 does 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

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Linking Assessment Results to Interventions

WMLS III: Online Teacher and Parent Intervention System



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

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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

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Woodcock-Muñoz
Language Survey III

**WMLS III ASB #1: WMLS III Comprehensive Assessment
Intervention Application**

WMLS III Learning, Reading & Learning Styles - This is an ongoing assessment that identifies oral language, reading, and writing skills.

WMLS III of Audits Files - [Download WMLS III Audits Files](#) - Open instructions for obtaining or downloading audits files for the tests below.

Online Scoring and Reporting Help - Click here for guidance on how to score, interpret, and report your WMLS III results and reporting options. Includes information on how to use the WMLS III reports, including how to use the WMLS III reports to generate reports for students.

WMLS III Reference - Provides detailed information about the WMLS III tests and their results. Includes information on how to use the WMLS III reports.

Quick Reference Guides - One-page guides providing key information for specific tests.

Report and Score Interpretation Guides - These resources are available in English and Spanish. They provide information on how to use the WMLS III reports to generate reports for students.

Assessment Services Bulletin - [Click here to download the Assessment Services Bulletin](#)

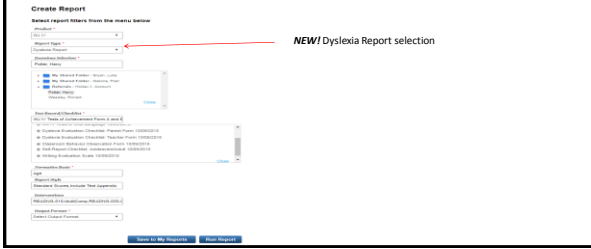
NEW! Assessment Service Bulletin Section

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

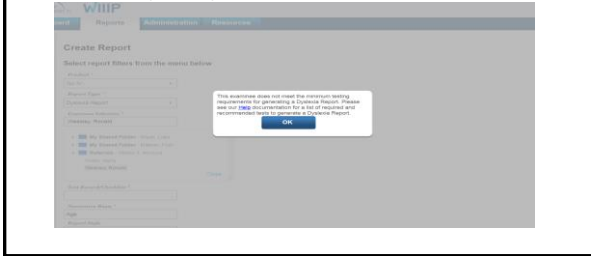
NEW! Dyslexia Report

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 WIHP.



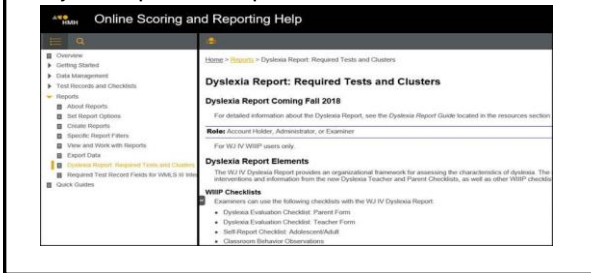
Error Message for Missing Tests/Clusters

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



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

Dyslexia Report Online Help



Contact Me

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