

# Woodcock-Johnson<sup>®</sup> III (WJ III<sup>®</sup>)

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### FACTS IN BRIEF

- Purpose:** To provide a co-normed set of tests for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement
- Range:** 2.0–90+ years / K.0–graduate school
- Time:** Varies, about 5 minutes per test: Cognitive Standard 7 tests (35–45 minutes); Achievement Standard 11 tests (55–65 minutes)
- Scores:** SS, GE, AE, PR, RPI, instructional ranges, developmental level bands (Optional Scores: T score, NCE, Z Score, stanine, CALP)

**Qualification Level:** Cognitive – **C** Achievement – **B**

The **Woodcock-Johnson III (WJ III)** consists of two distinct, co-normed batteries: the **WJ III Tests of Achievement** and the **WJ III Tests of Cognitive Abilities**. Both batteries are appropriate for ages 2 to 90+, and together they provide a comprehensive system for measuring general intellectual ability (*g*), specific cognitive abilities, scholastic aptitude, oral language, and achievement.

While tests are the basic administration components of the *WJ III*, test interpretation is based primarily on clusters of tests. Cluster interpretation results in higher validity because scores are based on a broad, multifaceted picture of each ability instead of on a single, narrow ability.

## Features

The additional tests, clusters, and interpretive procedures in the *WJ III*, as well as extensive renorming, have strengthened and increased the instrument's diagnostic capabilities. The *WJ III* includes the following features that were not in the previous edition, *WJ-R*:

- Expanded depth and coverage – seven additional tests and eight additional clusters in the Achievement battery; eight additional tests and five additional clusters in the Cognitive battery.
- Extended grade norms from K.0 to university graduate students
- Comprehensive discrepancy procedures include three intra-individual procedures and three ability/achievement procedures
- Broader cognitive factor scores that measure narrow aspects of each broad ability
- Includes scoring software (WCPP) – eliminates hand-scoring
- Achievement battery Form B includes oral language tests
- Allows comparison of Oral Language-Extended cluster to academic performance to get an ability/achievement discrepancy evaluation
- Expanded Broad Achievement clusters contain three tests measuring basic skills, fluency, and application

See pages 4, 6, 10.

## Highlights

The **Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG)** and **Tests of Achievement (WJ III ACH)** have been designed for use in Canada. During initial development, all of the test items were reviewed by Canadian professionals to ensure fairness for Canadian subjects. In particular, Form B of the *WJ III Tests of Achievement* was designed with metric items and contains Canadian spellings.

The cognitive battery and the achievement battery were developed on the same population sample, with over 8,800 subjects. The two batteries are *co-normed* — the strong sampling ties between the two batteries permit the examiner to reliably link a subject's *WJ III* achievement test results to the *WJ III* cognitive test results.

Examiners can “pick and choose” among the wide range of specific subtests within each battery, to select the subtests of the *WJ III* that are most relevant to each client's needs – i.e., it is not necessary to administer the entire battery of achievement tests, or the entire battery of cognitive tests, to every subject. This allows the examiner a time-efficient method for administering a select group of subtests that is most relevant for each subject, to review and reflect upon the results, to discuss the case with their colleagues if they wish, and then to administer additional subtests and further extend the assessment if desired.

For examiners who wish to obtain a cognitive and ability perspective from within a single battery of tests, the *WJ III Tests of Achievement Form B* include a group of four subtests that relate to oral language skills – this allows the examiner to obtain additional insights into the subject's performance, including prediction from the oral language skills to the reading, math and language areas, while using only the achievement battery. (Please see page 6 for more information about Oral Language and discrepancy analysis.)

All of the *WJ III* kits include a copy of the **WJ III Compuscore<sup>®</sup> and Profiles Program**, to provide a fast and reliable means for examiners to score the tests. During the administration of each test, the examiner may obtain Estimated Age Equivalent and Grade Equivalent scores from the Test Record booklet, to help guide the examiner during the session. The preliminary (estimated) scores are always followed up by obtaining the client's specific scores from the scoring software (including AE, GE, PR, SS, and many more). Data entry into the *WJ III Compuscore and Profiles Program* is quick and easy, and the program offers the examiner a selection of score reports and charts to assist in the interpretation of the test results.

For examiners who prefer a more interpretive report, and for those who wish to gather additional information from other sources, e.g. from a child's parents or from the subject's self-report, the optional **Report Writer for the WJ III** provides the features of the *Compuscore* and



*Profiles Program*, includes interpretive comments about the subject's performance, and allows the examiner to easily incorporate additional information based on checklist data that is obtained from other sources.

For more information about *WJ III Compuscore and Profiles Program*, or the *Report Writer for the WJ III*, please refer to the following pages. To obtain samples of selected score reports and charts by email or regular mail, please contact Customer Support at Nelson Education.

## Discrepancy Analysis

The *WJ III* is especially useful for identifying and documenting ability/achievement discrepancies and intra-ability discrepancies. The ability/achievement discrepancy is a commonly used method of evaluating an individual's eligibility for special programs. Professionals can obtain ability/achievement discrepancies by administering both the *WJ III Tests of Cognitive Abilities* and the *WJ III Tests of Achievement*. The *WJ III* provides three types of ability/achievement discrepancies – general intellectual ability to achievement, predicted achievement to achievement, and oral language to achievement.

The oral language to achievement discrepancy is a new measure offered only in the *WJ III*. For the first time, professionals can calculate an ability/achievement discrepancy using only the achievement battery. The Oral Language-Extended cluster, which used to be in the cognitive battery, can now be used as the "ability" score and compared to a subject's achievement score. This measure is particularly useful for reading and other oral language professionals.

The *WJ III* also provides intra-ability discrepancies, which include intra-achievement discrepancies, intra-cognitive discrepancies, and intra-individual discrepancies. Information gathered from intra-ability discrepancies helps professionals to determine an individual's strengths and weaknesses, diagnose and document language and learning disabilities, and make intervention plans.

The intra-individual discrepancy procedure has several advantages over traditional aptitude/achievement discrepancy procedures. It provides a more comprehensive evaluation because examiners can analyze a variety of scores across cognitive and achievement clusters. The intra-achievement discrepancy procedure examines the difference between an individual's achievement score in a particular area with a prediction estimated based on an average of all other achievement areas to help professionals to identify learning disabilities, pinpoint specific problems, and choose the most appropriate intervention for an individual. The procedure is also particularly useful for identifying learning disabilities early, before a child fails in school.

## Reliability

Most of the *WJ III* tests show strong reliabilities of .80 or higher; several are .90 or higher. The *WJ III* interpretive plan is based on cluster interpretation. The *WJ III* clusters show strong reliabilities, most at .90 or higher. The reliability characteristics of the *WJ III* meet or exceed basic standards for both individual placement and programming decisions.

## Phonological Awareness

Phonological awareness is one of the best predictors of early reading acquisition – better than IQ vocabulary, or listening comprehension; as such, it is an important predictor of educational achievement. Deficits in this area are a cause of severe reading problems.

Phonological awareness is the ability to focus on the sound structure of language apart from its meaning. To learn to read and spell, we must attend to the relationship between the sounds (phonemes) and the letters (graphemes) of language. This knowledge of phoneme-grapheme, or sound-symbol, relationships is a key to decoding and encoding written language.

There are several types of phonological awareness, including word, syllable, rhyme, and phonemic awareness. The cognitive battery contains Sound Blending, which requires a subject to synthesize speech sounds to form a word, and Incomplete Words, in which a subject analyzes a word with missing phonemes and identifies the complete word. The *WJ III Tests of Achievement Form B* contain three tests that measure phonological awareness. Word Attack and Spelling of Sounds assess a subject's phoneme/grapheme knowledge to see if the subject can apply both phonological and orthographical knowledge to identify and spell words; Sound Awareness measures a subject's ability to rhyme words and manipulate phonemes.

TEST	CLUSTER	
Sound Blending	Auditory Processing Phonemic Awareness	WJ III Cognitive
Auditory Attention Incomplete Words	Auditory Processing Phonemic Awareness	
Sound Awareness Spelling of Sounds	Phonemic Awareness Phoneme-Grapheme Knowledge	WJ III Achievement
Word Attack	Phoneme-Grapheme Knowledge	

## Scoring

Each *WJ III Test Kit* includes the **WJ III Compuscore® and Profiles Program (WCPP)** at no additional charge. With this program, you enter the raw scores, and the software quickly and accurately provides all derived scores for tests and clusters and eliminates hand-scoring errors. The

Summary Report contains a brief narrative description of test performance and incorporates observations from the Test Session Observations Checklist. The report and table of scores can be easily imported into a word-processing program for integration into a more extensive report.

There is no hand-score option for *WJ III*.

See pages 4, 6, 10.

