

# The Woodcock-Johnson IV

A COMPREHENSIVE, CONTEMPORARY ASSESSMENT SYSTEM



# The Woodcock-Johnson IV: A Comprehensive, Contemporary Assessment System

Riverside Insights™ is pleased to offer the Fourth Edition of the trusted, groundbreaking leader in individually administered assessments:  
**Woodcock-Johnson® (WJ IV™).**

## Why Test with WJ IV?

- A single, comprehensive testing suite with solutions for early childhood through adult and senior testing.
- Updated and expanded interpretive model includes Gf-Gc Composite for comparison to measures of academic achievement, cognitive processing and oral language.
- New domain-specific scholastic aptitude clusters that allow for efficient and valid predictions of academic achievement.

**WJ IV** offers the ease of use and flexibility that examiners need to accurately evaluate learning problems for children and adults in a way that no other assessment solution can.

*“The **WJ IV**...allows practitioners to complete thorough evaluations using the same family of instruments. When I administer a battery that is less comprehensive, I complement my evaluations and test my hypotheses with the **WJ IV**.”*

—Erick Lopez, Bilingual Educational Diagnostician/  
Certified Specialist in Psychometry for Galena Park ISD

**The Woodcock-Johnson IV (WJ IV)** system is structured to create comprehensive cognitive, achievement, and oral language batteries that can be used in conjunction with one another or as stand alone batteries. New tests and clusters in **WJ IV** are engineered to provide the most diagnostically useful interpretations. **WJ IV** consists of three independent and co-normed batteries can be used independently or in any combination:

- **WJ IV Tests of Cognitive Abilities**
- **WJ IV Tests of Achievement**
- **WJ IV Tests of Oral Language**

## The Riverside Insights Assessment Management System Robust Reporting for Meaningful Results

The **Riverside Insights Assessment Management System** is our new name for the **WJ IV** Online Scoring and Reporting system. Accessible for free with a test record purchase, this platform allows examiners to easily enter raw scores, assessment data, and test session observations for any test in the **WJ IV** suite of assessments—all within a secure, web-based environment accessible from any computer with an Internet connection.

After entering data, examiners can generate reports for all derived scores and clusters. Reports can be viewed online or downloaded as PDFs, Word documents, or HTML files for easy sharing and offline review.

### Available Reports

- Roster Report
- Score Report
- Age/Grade Profiles
- Standard Score/Percentile Rank Report
- Parent Report
- Examinee Data Record

## Riverside Insights

ASSESSMENT MANAGEMENT SYSTEM

*“[The **Riverside Insights Assessment Management System**] has helped me create reports that are easier to understand. By customizing the report, I am able to copy a table of scores that only contains what I am reporting into the body of the evaluation.”*

—Lisa McDaniel, Educational Diagnostician, Keller ISD

The following assessments utilize the **Riverside Insights Assessment Management System**:

- **Woodcock-Johnson IV**
- **WJ IV Tests of Early Cognitive and Academic Development**
- **Woodcock-Munoz Language Survey III**
- **Bateria IV**



## Use the Achievement Battery to:

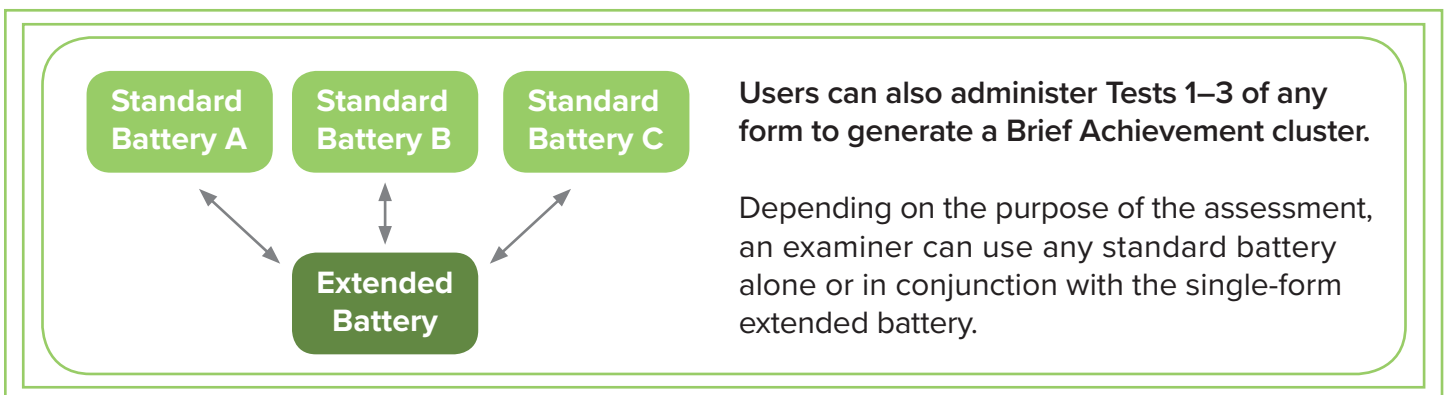
- Meet IDEA assessment requirements, including Written Expression
- Compare levels of achievement to academic knowledge
- Administer a Brief Achievement cluster

# The Woodcock-Johnson IV Tests of Achievement

The **WJ IV Tests of Achievement** are ideal for accurately screening, diagnosing, and monitoring progress in reading, writing, and mathematics achievement areas. The Standard battery is available in three forms (A, B, C) with parallel content, providing the means to monitor progress two to three times per year once a proficiency level is established and interventions are implemented with a student. The parallel forms also provide flexibility to examiners who wish to alternate the three forms to reduce examinees' familiarity with test content.

Regardless of the form chosen, examiners will receive 11 tests in the standard battery. Using the standard battery provides a broad set of scores, while the extended battery allows for more in-depth diagnostic assessment of specific strengths and weaknesses.

The Achievement Battery offers examiners the option to only administer the specific tests relevant to any referral questions. As a result, an examiner seldom needs to administer all of the tests or complete all of the interpretive options for a single person.



# The Woodcock-Johnson IV

## Tests of Achievement

TESTS	
Standard Battery	Extended Battery
Test 1: Letter-Word Identification	Test 12: Reading Recall— <b>NEW</b>
Test 2: Applied Problems	Test 13: Number Matrices— <b>NEW</b>
Test 3: Spelling	Test 14: Editing
Test 4: Passage Comprehension	Test 15: Word Reading Fluency— <b>NEW</b>
Test 5: Calculation	Test 16: Spelling of Sounds
Test 6: Writing Samples	Test 17: Reading Vocabulary
Test 7: Word Attack	Test 18: Science
Test 8: Oral Reading— <b>NEW</b>	Test 19: Social Studies
Test 9: Sentence Reading Fluency	Test 20: Humanities
Test 10: Math Facts Fluency	
Test 11: Writing Fluency	

CLUSTERS	
Brief Achievement— <b>NEW</b>	Broad Achievement
Reading— <b>NEW</b>	Broad Mathematics
Written Language— <b>NEW</b>	Math Calculation Skills
Reading Fluency— <b>NEW</b>	Broad Written Language
Reading Rate— <b>NEW</b>	Basic Writing Skills
Mathematics— <b>NEW</b>	Written Expression
Math Problem Solving— <b>NEW</b>	Academic Skills
Reading Comprehension-Extended— <b>NEW</b>	Academic Applications
Reading Comprehension	Academic Fluency
Broad Reading	Academic Knowledge
Basic Reading Skills	Phoneme-Grapheme Knowledge

# Selective Testing Information

## Tests of Achievement

			Reading				Mathematics				Writing				Cross-Domain Clusters								
			Reading	Broad Reading	Basic Reading Skills	Reading Comprehension	Reading Fluency	Reading Rate	Mathematics	Broad Mathematics	Math Calculation Skills	Math Problem Solving	Written Language	Broad Written Language	Basic Writing Skills	Written Expression	Academic Skills	Academic Fluency	Academic Applications	Academic Knowledge	Phoneme-Grapheme Knowledge	Brief (or Broad) Achievement	
Standard Battery	ACH 1	Letter - World Identification	■	■	■											■						■	
	ACH 2	Applied Problems							■	■		■							■				■
	ACH 3	Spelling											■	■	■		■						■
	ACH 4	Passage Comprehension	■	■		■													■				▲
	ACH 5	Calculation							■	■	■						■						▲
	ACH 6	Writing Samples											■	■		■			■				▲
	ACH 7	Word Attack			■																■		
	ACH 8	Oral Reading					■																
	ACH 9	Sentence Reading Fluency		■			■	■										■					▲
	ACH 10	Math Facts Fluency							■	■								■					▲
		ACH 11	Sentence Writing Fluency											■		■		■					▲
Extended Battery	ACH 12	Reading Recall				■																	
	ACH 13	Number Matrices									■												
	ACH 14	Editing												■									
	ACH 15	Word Reading Fluency						■															
	ACH 16	Spelling of Sounds																			■		
	ACH 17	Reading Vocabulary				□																	
	ACH 18	Science																		■			
	ACH 19	Social Studies																		■			
	ACH 20	Humanities																		■			

- Tests required to create cluster listed.
- Additional test required to create an extended version of the cluster listed.
- ▲ Additional tests required to create the Broad Achievement cluster.



## Use the Cognitive Battery to:

- Pinpoint cognitive correlates of learning problems
- Measure aspects of seven different broad CHC abilities
- Capture the GIA, BIA and Gf-Gc composites, along with other narrow ability clusters.



# The Woodcock-Johnson IV Tests of Cognitive Abilities

Supporting a new era of CHC theory, the **WJ IV Tests of Cognitive Abilities** contain the greatest breadth of cognitive abilities of any standardized body of tests. New tests and clusters have been designed to place emphasis on the most useful measures for identifying individuals' patterns of strengths and weaknesses through seven different broad CHC abilities.

The **WJ IV Tests of Cognitive Abilities** also offer a new Gf-Gc Composite for comparison with other cognitive abilities, oral language, and achievement. Understanding relative strengths and weaknesses in comparison to the Gf-Gc Composite can lead to individualized instruction designed to target identified learning needs.

Plus, all-new working memory, perceptual speed, and phonological processing measures help pinpoint cognitive correlates of learning problems, while a new easy-to-use, intracognitive variation procedure allows documentation of cognitive strengths and weaknesses.

Examiners will enjoy administrative flexibility and interpretive clarity with the **WJ IV Tests of Cognitive Abilities** alone; however, combining administrations of the co-normed **WJ IV Tests of Achievement** and **Tests of Oral Language** will increase diagnostic capability and sensitivity.

# The Woodcock-Johnson IV

## Tests of Cognitive Abilities

TESTS	
Standard Battery	Extended Battery
Test 1: Oral Vocabulary	Test 10: Numbers Reversed
Test 2: Number Series	Test 11: Number-Pattern Matching
Test 3: Verbal Attention— <b>NEW</b>	Test 12: Nonword Repetition— <b>NEW</b>
Test 4: Letter-Pattern Matching— <b>NEW</b>	Test 13: Visual-Auditory Learning
Test 5: Phonological Processing— <b>NEW</b>	Test 14: Picture Recognition
Test 6: Story Recall	Test 15: Analysis-Synthesis
Test 7: Visualization— <b>NEW</b>	Test 16: Object-Number Sequencing
Test 8: General Information	Test 17: Pair Cancellation
Test 9: Concept Formation	Test 18: Memory for Words

CLUSTERS	
Short-Term Working Memory-Extended— <b>NEW</b>	Brief Intellectual Ability
Gf-Gc Composite— <b>NEW</b>	Cognitive Processing Speed (Gs)
Number Facility (N)— <b>NEW</b>	Perceptual Speed (P)
General Intellectual Ability	Auditory Processing (Ga)
Comprehension-Knowledge (Gc)	Auditory Memory Span (MS)*
Comprehension-Knowledge-Extended	Long-Term Retrieval (Glr)
Fluid Reasoning (Gf)	Visual Processing (Gv)
Fluid Reasoning-Extended	Cognitive Efficiency
Short-Term Working Memory (Gwm)	Cognitive Efficiency-Extended Clusters

# Selective Testing Information

## Tests of Cognitive Abilities

			Cognitive Composites			CHC Factors						Narrow Ability and Other Clinical Clusters						
			General Intellectual Ability (GIA)	Brief Intellectual Ability	Gf-Gc Composite	Comprehension-Knowledge (Gc)	Fluid Reasoning (Gf)	Short-Term Working Memory (Gwm)	Cognitive Processing Speed (Gs)	Auditory Processing (Ga)	Long-Term Retrieval (Glr)	Visual Processing (Gv)	Quantitative Reasoning (RQ)	Auditory Memory Span (MS)	Number Facility (N)	Perceptual Speed (P)	Vocabulary (VL/LD)	Cognitive Efficiency
Standard Battery	COG 1	Oral Vocabulary	■	■	■	■											■	
	COG 2	Number Series	■	■	■		■						■					
	COG 3	Verbal Attention	■	■				■										□
	COG 4	Letter-Pattern Matching	■						■									
	COG 5	Phonological Processing	■							■								
	COG 6	Story Recall	■								■							
	COG 7	Visualization	■									■						
	COG 8	General Information			■	■												
	COG 9	Concept Formation			■		■											
	COG 10	Numbers Reversed						■							■			■
Extended Battery	COG 11	Number-Pattern Matching													■	■		□
	COG 12	Nonword Repetition								■								
	COG 13	Visual-Auditory Learning									■							
	COG 14	Picture Recognition										■						
	COG 15	Analysis-Synthesis					□											
	COG 16	Object-Number Sequencing						□										
	COG 17	Pair Cancellation							■									
	COG 18	Memory for Words												■				
Oral Language Battery	OL 1	Picture Vocabulary				□											■	
	OL 5	Sentence Repetition											■					

■ Tests required to create cluster listed.

□ Additional test required to create an extended version of the cluster listed.



## Use the Oral Language to:

- Measure four aspects of oral language in English and Spanish
- Compare English to Spanish oral language ability
- Provide language-related insights into observed learning problems

# The Woodcock-Johnson IV Tests of Oral Language

The **WJ IV Tests of Oral Language** can be used to determine and describe an individual's strengths and weaknesses with regard to expressive and receptive language. The 12-test battery includes nine English tests and three Spanish tests, all of which are included in a single easel. Depending on the purpose and extent of the assessment, an examiner can use any of these tests independently or in conjunction with the **WJ IV** Cognitive and/or Achievement Batteries.

Several of the battery's tests were derived from material in the **WJ III® Tests of Achievement** and Tests of Cognitive Abilities, however, a unique feature of the **WJ IV Tests of Oral Language** is the provision of three parallel tests in Spanish (Vocabulario sobre dibujos—Picture Vocabulary, Comprensión Oral—Oral Comprehension, and Comprensión de indicaciones—Understanding Directions).

Although the format is the same as the English versions, the tests have different items in Spanish. When appropriate, these tests can be administered to help determine an individual's language abilities and to compare an individual's proficiency on English and Spanish language tasks through the Comparative Language Index (CLI).

Dual administration may be helpful in classifying the individual's language proficiency as is frequently required in bilingual or English-as-a-Second-Language (ESL) programs. Additionally, teachers can gain a better understanding of the individual's language abilities in order to make more informed educational placement and instructional decisions.

# The Woodcock-Johnson IV

## Tests of Oral Language

TESTS
<b>Standard Battery</b>
Test 1: Picture Vocabulary <sup>†</sup>
Test 2: Oral Comprehension <sup>†</sup>
Test 3: Segmentation— <b>NEW</b>
Test 4: Rapid Picture Naming <sup>†</sup>
Test 5: Sentence Repetition <sup>†</sup>
Test 6: Understanding Directions <sup>†</sup>
Test 7: Sound Blending <sup>†</sup>
Test 8: Retrieval Fluency
Test 9: Sound Awareness
Test 10: Vocabulario sobre dibujos
Test 11: Comprensión oral
Test 12: Comprensión de indicaciones

CLUSTERS
Listening Comprehension (Spanish)— <b>NEW</b>
Broad Oral Language (Spanish)— <b>NEW</b>
Oral Language (Spanish)— <b>NEW</b>
Speed of Lexical Access— <b>NEW</b>
Phonetic Coding— <b>NEW</b>
Vocabulary*— <b>NEW</b>
Oral Language
Broad Oral Language
Oral Expression
Listening Comprehension

<sup>†</sup>Adapted from **WJ III** material.

\*Obtained when used with the **WJ IV Tests of Cognitive Abilities**.

# Selective Testing Information

## Tests of Oral Language

			Oral Language Clusters									OL + COG		
			Oral Language	Broad Oral Language	Oral Expression	Listening Comprehension	Phonetic Coding	Speed of Lexical Access	Lenguaje oral	Amplio lenguaje oral	Comprensión auditiva	Vocabulary (ML/LD)	Auditory Memory Span (MS)	
Oral Language Battery	OL 1	Picture Vocabulary	■	■	■								■	
	OL 2	Oral Comprehension	■	■		■								
	OL 3	Segmentation					■							
	OL 4	Rapid Picture Naming						■						
	OL 5	Sentence Repetition			■									■
	OL 6	Understanding Directions		■		■								
	OL 7	Sound Blending					■							
	OL 8	Retrieval Fluency						■						
	OL 9	Sound Awareness <sup>†</sup>												
	OL 10	Vocabulario sobre dibujos							■	■				
	OL 11	Comprensión oral							■	■	■			
	OL 12	Comprensión de indicaciones								■	■			
Cognitive Abilities Battery	COG 1	Comprensión oral											■	
	COG 18	Comprensión de indicaciones												■

■ Tests required to create cluster listed.

<sup>†</sup>This is a screening test and does not contribute to a cluster.



## Use ECAD to:

- Measure general early intellectual ability, early academic skills, and early expressive language skills
- Complete a full psycho-educational assessment of younger children not possible or not ideal with other assessments
- Generate percent delay, standard deviation delay and months delay score reports to meet IDEA eligibility requirements



# The Woodcock-Johnson IV

## Early Cognitive and Academic Development (ECAD)

### For the Youngest Learners: ECAD

The **WJ IV Tests of Early Cognitive and Academic Development (ECAD)** is an exciting new early childhood assessment from the **WJ IV** author team—and available exclusively from **Riverside Insights**.

Featuring artwork and expanded content specifically designed to maximize appeal and usability for all children ages 2:6 through 7:11 and children with cognitive developmental delays through age 9:11, the ten-test **ECAD** battery measures general intellectual ability, early academic skills, and expressive language skills—all in a single test easel.

With its combination of unique new material and early-form content adapted from trusted **WJ IV** tests, **ECAD** provides a dynamic way for examiners to assess emerging cognitive abilities and academic skills in young children and children with cognitive delays using contemporary, theory-based measures.

In addition, **ECAD** offers percent delay, standard deviation delay, and months delay scores—helping assessors in many states meet IDEA eligibility requirements.

		General Intellectual Ability– Early Development	Early Academic Skills	Expressive Language
<b>ECAD 1</b>	Memory for Names	✓		
<b>ECAD 2</b>	Sound Blending*	✓		
<b>ECAD 3</b>	Picture Vocabulary*	✓		✓
<b>ECAD 4</b>	Verbal Analogies	✓		
<b>ECAD 5</b>	Visual Closure	✓		
<b>ECAD 6</b>	Sentence Repetition*	✓		✓
<b>ECAD 7</b>	Rapid Picture Naming*	✓		
<b>ECAD 8</b>	Letter-Word Identification		✓	
<b>ECAD 9</b>	Number Sense		✓	
<b>ECAD 10</b>	Writing		✓	

\* Early Form

# The Woodcock-Johnson IV

## Interpretation and Instructional Interventions Program (WIIP)



### Actionable, Streamlined WJ IV Interpretation: WIIP

Take your **WJ IV** and **ECAD** test results even further with **WJ IV Interpretation and Instructional Interventions Program (WIIP)**, the latest version of the trusted **Woodcock-Johnson** scoring companion.

**WIIP** streamlines the report interpretation process by providing personalized interventions and accommodations based on an individual's **WJ IV** and **ECAD** results.

Plus, **WIIP** offers a number of unique checklists that can help provide critical anecdotal testing information, including:

- Reason for Referral Checklist
- Parent's Checklist: School Age
- Teacher's Checklist: School Age
- Parent's Checklist: Preschool Age
- Teacher's Checklist: Preschool Age
- Classroom Behavior Observation Form
- Self-Report Checklist: Adolescent/Adult
- Writing Evaluation Scale



# The Woodcock-Johnson IV WIIP Dyslexia Report

## The WJ IV Dyslexia Report

Available only with a **WJ IV Interpretation and Instructional Interventions Program™ (WIIP®)** subscription.

This new report provides a conceptual framework for the evaluation of dyslexia. It also:

- Contains new dyslexia Evaluation checklists
- Organizes and presents assessment results in a manner useful for determining if students are demonstrating characteristics of dyslexia
- Aids diagnostic decisions and intervention planning
- Assists school teams with program eligibility decisions

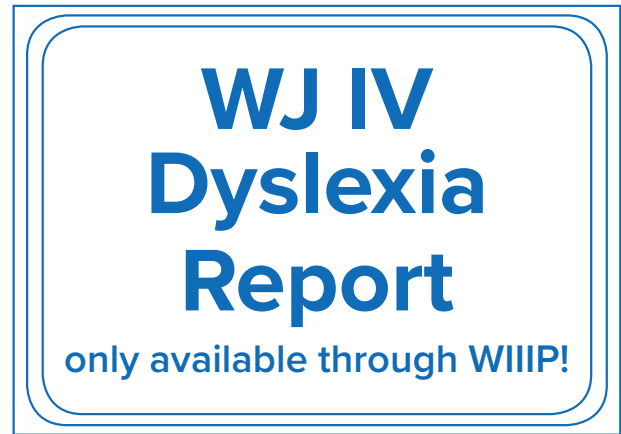
The Dyslexia Report includes formative and evidence-based interventions tied to the examinee's unique test results, and can be used with other **WIIP** checklists to provide a comprehensive profile of an examinee's abilities.

### Current WIIP Subscriber?

You already have access to the Dyslexia Report as part of your existing subscription.

### Not a WIIP Subscriber?

Contact your local **Riverside Insights** Clinical Assessment Account Executive or visit [riversideinsights.com/wiip](http://riversideinsights.com/wiip) to learn more about how a **WIIP** subscription can help streamline the report interpretation process.



**WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM**  
Woodcock Johnson IV

**Dyslexia Report**

Name: Sample, Jason  
Date of Birth: 05/11/2009  
Age: 7 years, 8 months (COG)  
7 years, 8 months (ACHA)

School: ABC Elementary (COG)  
Teacher: Mrs. Houghton (COG)  
Grade: 1.0

Sex: Male  
Date of Testing: 05/26/2017 (COG)  
05/26/2017 (OL)  
05/26/2017 (ACHA)

ID: 1002  
Examiners: Mrs. Examiner

**Tests and Checklists Administered**  
Woodcock-Johnson IV Tests of Cognitive Abilities  
Woodcock-Johnson IV Tests of Achievement, Form A  
Dyslexia Evaluation Checklist: Parent Form  
Dyslexia Evaluation Checklist: Teacher Form  
Self-Report Checklist: Adolescent/Adult  
Classroom Behavior Observations  
Writing Evaluation Scale

**PURPOSE OF REPORT**  
This report organizes and presents Jason's assessment results and other relevant information in a manner that may be useful for determining whether he exhibits a profile that is consistent with the characteristics of dyslexia.

**DYSLEXIA DEFINITIONS**  
International Dyslexia Association definition (IDA, 2002)  
The most commonly used definition of dyslexia in the United States is the IDA definition which states: "Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge." (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002).  
Functional definition of dyslexia  
Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses cause difficulties with reading comprehension and written expression. According to research, the major cognitive correlates of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid naming, and perceptual speed. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person's other abilities.



## Contact Us

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## Customer Service Hours

Monday–Friday

8:00 AM–6:00 PM CST

## Connect with us



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