CONTENTS

Series Preface xv

Acknowledgments xvii

One Overview 1

History and Development 2

1977: *The Woodcock-Johnson Psycho-Educational Battery* 2

1989: *The Woodcock-Johnson Psycho-Educational Battery–Revised* 4


2014: *The Woodcock-Johnson IV* 6

Standardization Sample and Psychometric Properties 12

Reliability 12

Validity 14

Further Information on the WJ IV COG 18

Two How to Administer the WJ IV COG 22

*Melanie A. Bartels Graw*

General Testing Information 23

Testing Materials 23

Tests Using the Response Booklet 23

Timed Tests 24

Tests Using the Audio Recording 24

Testing Environment 25

Establishing Rapport 26
Contents

Accommodations 27
Order of Administration 28
  Core Tests Administration 32
  Standard Battery Administration 34
  Extended Battery Administration and Selective Testing 36
Time Requirements 38
Suggested Starting Points 38
Basal and Ceiling Criteria 39
Scoring 39
Test Observations 40

Test-by-Test Administration Procedures 41
Test 1: Oral Vocabulary 42
  Administration 43
  Item Scoring 43
  Common Examiner Errors 43
Test 2: Number Series 44
  Administration 44
  Item Scoring 45
  Common Examiner Errors 45
Test 3: Verbal Attention 46
  Administration 46
  Item Scoring 47
  Common Examiner Errors 47
Test 4: Letter-Pattern Matching 48
  Administration 48
  Item Scoring 48
  Common Examiner Errors 49
Test 5: Phonological Processing 49
  Administration 50
  Item Scoring 51
  Common Examiner Errors 51
Test 6: Story Recall 52
  Administration 53
  Item Scoring 53
  Common Examiner Errors 54
Test 7: Visualization 55
  Administration 55
  Item Scoring 56
  Common Examiner Errors 56
Test 8: General Information 57
  Administration 57
  Item Scoring 58
  Common Examiner Errors 58
Test 9: Concept Formation 59
  Administration 59
  Item Scoring 60
  Common Examiner Errors 60
Test 10: Numbers Reversed 61
  Administration 61
  Item Scoring 62
  Common Examiner Errors 62
Test 11: Number-Pattern Matching 63
  Administration 63
  Item Scoring 64
  Common Examiner Errors 64
Test 12: Nonword Repetition 65
  Administration 65
  Item Scoring 66
  Common Examiner Errors 66
Test 13: Visual-Auditory Learning 67
  Administration 67
  Item Scoring 68
  Common Examiner Errors 68
Test 14: Picture Recognition 69
  Administration 70
  Item Scoring 70
  Common Examiner Errors 70
Test 15: Analysis-Synthesis 71
  Administration 71
  Item Scoring 72
  Common Examiner Errors 72
Test 16: Object-Number Sequencing 73
  Administration 73
  Item Scoring 74
  Common Examiner Errors 74
Test 17: Pair Cancellation 75
  Administration 75
  Item Scoring 76
  Common Examiner Errors 76
CONTENTS

Test 18: Memory for Words 77
  Administration 77
  Item Scoring 78
  Common Examiner Errors 78

Three How to Score the WJ IV COG 81

Melanie A. Bartels Graw

Item Scoring 81
  Item Scoring Keys 82
  Scoring Multiple Responses 83
  Tests Requiring Special Scoring Procedures 83
    Test 6: Story Recall 83
    Test 13: Visual-Auditory Learning 84
  Scoring Guides 84
  Obtaining Estimated Age and Grade Equivalent Scores (Optional) 85

Reminders for Scoring Each Test 87
  Test 1: Oral Vocabulary 88
  Test 2: Number Series 88
  Test 3: Verbal Attention 88
  Test 4: Letter-Pattern Matching 89
  Test 5: Phonological Processing 89
  Test 6: Story Recall 90
  Test 7: Visualization 91
  Test 8: General Information 91
  Test 9: Concept Formation 91
  Test 10: Numbers Reversed 92
  Test 11: Number-Pattern Matching 92
  Test 12: Nonword Repetition 93
  Test 13: Visual-Auditory Learning 93
  Test 14: Picture Recognition 94
  Test 15: Analysis-Synthesis 94
  Test 16: Object-Number Sequencing 95
  Test 17: Pair Cancellation 95
  Test 18: Memory for Words 96

Obtaining Derived Scores 96
  Score Report 97
  Comprehensive Report 97
  Profile Report 97
    Age/Grade Profile Report 97
    Standard Score/Percentile Rank Profile Report 97
Parent Report 100
Examinee Data Record 100
Roster Report 100

Creating a Comprehensive Report Using the WIIIP 100
Step 1: Creating or Selecting a Caseload Folder 101
Step 2: Adding an Examinee 101
Step 3: Selecting Test Records for Data Entry 101
Step 4: Change or Review Report Options 109
  Scoring Options 109
Step 5: Selecting a Report Type 114
Step 6: Selecting Criteria to Create a Comprehensive Report 116
  Product 116
  Examinee Selection 116
  Test Record/Checklist 117
  Normative Basis 117
  Options 119
  Variations 120
  Comparisons 121
  Report Style 124
  Interventions 126
  Score Selection Template 127
  Grouping Options 132
  Output Format 132
Step 7: Generating a Report 133

Four How to Interpret the WJ IV COG 144

Fredrick A. Schrank

Level 1: Tests Measuring One or More Narrow Cognitive Abilities 147
Test 1: Oral Vocabulary 148
Test 2: Number Series 151
Test 3: Verbal Attention 153
Test 4: Letter-Pattern Matching 155
Test 5: Phonological Processing 157
Test 6: Story Recall 160
Test 7: Visualization 164
Test 8: General Information 166
Test 9: Concept Formation 168
Test 10: Numbers Reversed 169
Test 11: Number-Pattern Matching 171
Test 12: Nonword Repetition 172
Test 13: Visual-Auditory Learning 175
Test 14: Picture Recognition 177
Test 15: Analysis-Synthesis 178
Test 16: Object-Number Sequencing 179
Test 17: Pair Cancellation 181
Test 18: Memory for Words 182

Level 2: Clusters Measuring Broad and Narrow Cognitive Abilities and Cognitive Efficiency 184
Comprehension-Knowledge (Gc) 186
Fluid Reasoning (Gf) 189
Short-Term Working Memory (Gwm) 191
Perceptual Speed (P) and Cognitive Processing Speed (Gs) 194
Auditory Processing (Ga) 196
Long-Term Storage and Retrieval (Glr) 198
Visual Processing (Gv) 199
Cognitive Efficiency 200

Level 3: Clusters Measuring Intellectual Ability and Scholastic Aptitudes 201
Brief Intellectual Ability (BIA) 203
General Intellectual Ability (GIA) 203
Gf-Gc Composite 205
Scholastic Aptitude Clusters 208

Step-by-Step Interpretation of the WJ IV COG 210

Five Strengths and Weaknesses of the WJ IV COG 222

Robert Walrath, John O. Willis, and Ron Dumont

Development and Structure 222
- WJ IV COG Composites and Clusters 223
- Test Scores and Scoring 224
- Test Interpretation 227
- Standardization, Reliability, and Validity 229

Strengths of the WJ IV COG 231
- Manuals 231
- Three Conormed Batteries 231
Variety of Tests 233
Statistical Strengths 233
User Friendliness 233
Weaknesses of the WJ IV COG 234
GIA versus Gf-Gc 234
Online Score Report 235
Comparisons between Scores 236
Record Form 237
Concluding Comment 238

Six Illustrative Case Studies 241

Scott L. Decker

Case 1. Jon—General Cognitive Ability and Intra-Cognitive Variations 243
Case 2. José—Adding Cluster Information to the Core Tests 245
Case 3. Tanya—Evaluating the Practical Implications of a Head Injury 248
Chapter Summary 258

Seven Illustrative Case Studies 259

John M. Garruto

Case 1. Jacob—Analysis of the GIA, Gf-Gc, CHC, and Scholastic Aptitude Clusters and Tests 259
Brief Look at Jacob’s Complete Profile 267
Case 2. Danielle—A Disability-Attenuated GIA 271
Brief Look at Danielle’s Complete Profile 277
Case 3. Arnold—Accepting or Rejecting the Null Hypothesis 280
Brief Look at Arnold’s Complete Profile 283
Chapter Summary 285
Appendix

The WJ IV Gf-Gc Composite and Its Use in the Identification of Specific Learning Disabilities 287

Fredrick A. Schrank, Kevin S. McGrew, and Nancy Mather

Origins of the Gf-Gc Composite in Contemporary CHC Theory 288

The General Intellectual Ability (GIA) Compared to the Gf-Gc Composite 289

The Gf-Gc Composite as a Measure of Intellectual Development 291

Empirical Research Supports Gf and Gc as the "King and Queen" of CHC Abilities 291

Relationship of the GIA and Gf-Gc Composite to Other Intelligence Tests 295

Gf-Gc Composite/Other Ability Comparison Procedure in Specific Learning Disability Determination 298

Use of the Gf-Gc Composite in SLD-Identification Models 301

Ability/Achievement Discrepancy Model 301

Response-to-Intervention Model 302

Pattern of Strengths and Weaknesses Model 303

Summary and Discussion 303

References 307

About the Authors 333

About the Contributors 335

Index 337