

WJ Forward!

A Newsletter for Woodcock-Johnson IV Assessment Professionals

The fourth edition of the **Woodcock-Johnson® (WJ IV™)** has inspired a number of models for moving assessment practices *forward*. This newsletter provides a forum for sharing a few of these promising practice ideas and models. The first article discusses how the **WJ IV ECAD®** and the **WIIP®** could be used to help improve early childhood education for disadvantaged children by identifying cognitive-developmental needs at an early age and then tailoring schooling experiences to reduce or even eliminate gaps in cognitive and academic development. The second article is a brief description of two valuable professional service resources for assessment and identification of dyslexia using the **WJ** achievement, cognitive, and oral language batteries. The final article discusses how the **WJ IV** core test design is being effectively utilized to improve identification practices for children with specific learning disabilities. Forward-thinking has always been a hallmark of the **Woodcock-Johnson**, and nothing has been more gratifying to the authors than to see how the **WJ IV** has become a preferred, on-target resource for advancing professional assessment practices.

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Learning Needs Identification and Intervention: Keys to Improving Early Childhood and K–1 Education

Preschool and K–1 (Kindergarten, Grade 1) education is moving in the direction of early identification practices that are linked to evidence-based cognitive and academic interventions, particularly for children with the greatest learning needs. High-quality early childhood education programs help facilitate transitions to increasingly rigorous educational demands, particularly the development of skills that are required for successful performance in the early grades. Across the spectrum of preschool and primary education, there is a growing emphasis on assessments that can be directly translated into targeted instructional practices and specialized interventions that address early learning needs.

School districts can develop and implement promising practices for improving early childhood education with the **ECAD** and **WIIP**.

The recently passed *Every Student Succeeds Act* (ESSA) of 2015 specifically ensures that school districts can use federal dollars for programs that improve early childhood education. When fully implemented, ESSA funds will provide more children with access to public preschool programs. At this time, all school districts are encouraged to develop and implement promising practices for improving early childhood education and states may apply for

federal grants to develop and share model program outcomes. This article provides a promising idea for improving preschool and the transitions to K–1 education through early identification of cognitive and academic developmental delays, particularly when identification of a learning need leads to high-quality educational experiences that increase the trajectory of cognitive and academic skill development.

The **WJ IV Tests of Early Cognitive and Academic Development (WJ IV ECAD)**; Schrank, McGrew, & Mather, 2015) can help improve early childhood education, particularly when used in conjunction with the **WJ IV Interpretation and Instructional Interventions Program™ (WIIP)**; Schrank & Wendling, 2015) that aligns any delays or limitations identified among areas of cognitive and academic skill development with targeted interventions and evidence-based preschool educational programming that shows promise for promoting success.

The WJ IV Tests of Early Cognitive and Academic Development (ECAD)

The **WJ IV ECAD** was developed in response to a need for a dedicated **WJ IV** battery of early cognitive and academic skills tests that measure both the emergence and development of different broad Cattell-Horn-Carroll (CHC) abilities. The **ECAD** combines an individualized, age-appropriate norm referenced assessment with a criterion-referenced (authentic) interpretive model to target learning needs and guide instructional practice, particularly for the lowest-achieving children. The stimulus materials are attractive to young children and administering the entire **ECAD** can be completed in less than an hour. CHC

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theory provides the basis for interpretation of test results and is especially helpful for determining if a child's cognitive abilities and academic skills are developing as expected. A broad range of emerging learning and memory abilities are assessed, including vocabulary knowledge, verbal reasoning, phonology, letter and word identification, writing, and the development of number sense. Some of the tests are unique to the **ECAD** while others are adapted and alternate forms of tests included in other parts of the **WJ IV** that have been widely used in early childhood assessment.

One of the reasons the **ECAD** is so exciting is that it can be used to identify specific cognitive and academic delays during a critical developmental window when targeted interventions can be both easy-to-implement and highly effective. Although designed primarily for children in the 3 through 7 age range, the **ECAD** can also be used with children as young as 30 months or with children aged 8 through 9 who have, or are suspected of having, a cognitive developmental delay or intellectual disability.

The WJ IV Interpretation and Instructional Interventions Program (WIIIP)

The emphasis on improving early childhood education programs in ESSA provides an opportunity for school districts and assessment professionals to provide a focus on assessment-for-intervention at the preschool and K-1 levels. Schools and examiners with access to the **WIIIP** will find that interventions are now aligned with results from the **ECAD**, making the **ECAD** assessment data meaningful and actionable. In addition, the

WIIIP provides a vehicle for parents and teachers to become involved in the assessment process. The **WIIIP** Parent Checklist is a tool to meaningfully engage parents in the assessment process. Empowering parents in the assessment process supports involvement in the child's education and advocacy for the child. The **WIIIP** Teacher Checklist brings the lens of an early childhood educator and his or her observations to the assessment process. When parents and teachers are a part of the evaluation process, assessments are more likely to be viewed as inclusive and informative.

Many assessment professionals have already found the **ECAD to be particularly useful for assessment needs in Kindergarten and Grade 1.**

The **WJ IV** authors are very excited about the promise of the **ECAD** and **WIIIP** in early childhood education because of the prospect that cognitive and academic delays might be minimized—or in some cases even eliminated—with early identification and targeted intervention. Stanford University Professor Sean F. Reardon of the Pew Research Center concluded that early childhood education experiences can be very consequential for cognitive development. Because those experiences ultimately influence subsequent educational success and later earnings, “early childhood experiences cast a lifelong shadow” (see Miller, 2015, p. A3). With accurate needs identification, interventions can be tailored to improve early childhood education experiences. Interventions that target cognitive developmental needs or

pre-academic skill deficits can foster learning readiness and enhance the probability of success for a child transitioning to, or struggling with, the demands of Kindergarten and Grade 1.

Title I, the *ECAD*, and the *WIIP* are conceptually aligned to identify the learning needs of low-achieving children and suggest targeted, supplemental academic supports and evidence-based interventions.

Improving Early Childhood Education with the *ECAD* and *WIIP*

The ESSA ensures that federal support to school districts can be used to improve early childhood education. All school districts are encouraged to develop promising models of service delivery for disadvantaged children with the greatest needs. In addition, schools with high percentages of low-income families have access to Title 1 funds to develop a targeted, supplemental program of services to children who are identified as failing or at risk of failing.

Many school districts and assessment professionals have already found the ***ECAD*** and the ***WIIP*** to be particularly useful for evaluation and intervention needs in Kindergarten and Grade 1. Because the ***ECAD*** was developed to assess cognitive and academic abilities in the preschool ages as well, now may

be the time for schools, particularly Title 1 schools, to strengthen assessment and intervention services for Pre-K education as well—a critical window when delays become both noticeable and quantifiable. Although school districts have wide discretion in determining how the Title 1 money is used, funded programs must specifically serve children who are failing or are at risk of failing because they are disadvantaged. The district must submit a plan to the state education agency that describes how the funds will be used to improve early childhood education for the most disadvantaged students. For example, as part of a plan, schools might allocate some Title 1 funds to purchase ***ECAD*** and ***WIIP*** materials and/or fund assessment and intervention programs and personnel. (Title 2 may be a source of funding for examiner training and staff development.)

ECAD early childhood assessment and ***WIIP*** interventions can provide a practical and targeted approach for identifying the learning needs of the most disadvantaged students during a critical window of time when a relatively small investment in interventions could lessen or eliminate any measured cognitive or developmental gap in performance. The ***ECAD*** and ***WIIP*** can be major resources for a targeted assistance program that focuses assessment and intervention services to children who are failing or at risk of failing, particularly the lowest-achieving children. The ***ECAD*** will help assessment professionals design, in consultation with parents and district staff, an instructional program to meet the learning needs of those children. Because targeted assistance programs must use instructional strategies based on scientifically sound research and also involve parents in the process, the ***WIIP*** is particularly helpful.

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Using the **ECAD** and the **WIIP** in Pre-K education is consistent with the Individuals with Disabilities Education Act (IDEA, 2004), which requires public schools to provide screening and comprehensive assessment for any suspected cognitive developmental delay for children beginning at age 3. The ESSA and the IDEA are both aligned and consistent in recognizing the importance of early identification of delays so that plans can be put in place to increase the acquisition of ability or skill development, or, in some cases, eliminate a cognitive or academic delay entirely.

Improving early childhood education is arguably one of the least expensive and most important methods for improving long-term educational outcomes, particularly for children with the greatest needs. With the assurance of the Every Student Succeeds Act of 2015, now may be the time for school districts to implement an “identify needs and intervene early” model using the **ECAD** and the **WIIP**.

Professional Service Resources for Dyslexia Evaluation Available

Dyslexia is most often defined as a neurologically based specific learning disability that is characterized by difficulties with accurate and/or fluent word recognition, poor reading decoding, and poor spelling abilities (Mather, personal communication, January 4, 2016). An evaluation for dyslexia typically begins with an assessment of basic reading skills, reading rate, and spelling. Limitations in these areas of achievement are often described



as the **primary characteristics of dyslexia**. Dyslexia may also be characterized by limitations in secondary achievement areas such as reading comprehension and written expression; these are often described as **secondary characteristics of dyslexia**. The **WJ IV Tests of Achievement (WJ IV ACH; Schrank, Mather, & McGrew, 2014)** include several tests that measure both the primary and secondary characteristics of dyslexia.

The **WJ IV** provides several other tests that can be used as part of a comprehensive evaluation for dyslexia. For example, the reading and spelling difficulties of students with dyslexia typically stem from weaknesses in **related cognitive and linguistic abilities** such as phonological awareness, orthographic awareness, memory, rapid naming and processing, and perceptual speed. Selected additional tests from the **WJ IV Tests of Cognitive Abilities (WJ IV COG; Schrank, McGrew, & Mather, 2014)** and the **WJ IV Tests of Oral Language (WJ IV OL; Schrank, Mather, & McGrew, 2014)**, also provide valuable diagnostic information relevant to the identification of dyslexia.

One defining characteristic of dyslexia is that the primary and secondary characteristics of the disability and the related cognitive ability weaknesses are unexpected in relation to other cognitive, linguistic, and achievement abilities, or the student’s ability to learn independent of reading. These developmental differences can often be observed by comparing a student’s cognitive, linguistic, and academic strengths to his or her reading and spelling development. Several variation and comparison procedures in the **WJ IV** are useful for documenting the relative strengths and weaknesses of individuals with dyslexia.

The **WJ IV** Assessment Bulletin Number 6, “Use of the **Woodcock-Johnson IV** for the Assessment of Dyslexia” (Proctor, Mather, & Stephens, 2015) provides further explanation of how to use the **WJ IV** in dyslexia evaluations. This bulletin also provides a profile that may be used to enter various scores that are relevant to this type of evaluation. Interested professionals may obtain this bulletin at http://bit.ly/WJIVASB_6

A comprehensive evaluation of dyslexia is multi-faceted. In addition to test results, to make an accurate diagnosis, the evaluation team must also consider other forms of data such as: family and school history, parent information, self-reports, teacher reports, social and emotional status, and current classroom performance. Examiners who make dyslexia determinations must also have knowledge of the distinguishing characteristics of the disability and appropriate interventions to address the struggling reader’s needs. A webinar by Nancy Mather entitled **Using the WJ IV to Diagnose Specific Reading**

WJ IV Tests Useful for Evaluation of Dyslexia	
Tests that Assess the Primary Characteristics of Dyslexia	What the Test Measures
ACH Test 1: Letter-Word Identification	Recognition and naming of letters and words
ACH Test 3: Spelling	Production (spelling) of words
ACH Test 7: Word Attack	Application of phonics to word reading
ACH Test 8: Oral Reading	Reading sentences aloud accurately and easily
ACH Test 9: Sentence Reading Fluency	Reading and comprehending sentences silently
ACH Test 15: Word Reading Fluency	Reading and comprehending words silently
ACH Test 16: Spelling of Sounds	Application of phonics to spelling
Tests that Assess the Secondary Characteristics of Dyslexia	What the Test Measures
ACH Test 4: Passage Comprehension	Understanding of passages read silently
ACH Test 6: Writing Samples	Ability to convey meaning in writing
ACH Test 11: Sentence Writing Fluency	Ability to construct short sentences quickly
ACH Test 12: Reading Recall	Understanding of short stories read silently
ACH Test 17: Reading Vocabulary	Understanding of words read silently
Tests that Assess Related Cognitive and Linguistic Abilities	What the Test Measures
COG Test 3: Verbal Attention	Temporary store of verbal information and cue-dependent search functions in primary memory
COG Test 4: Letter-Pattern Matching	Orthographic visual perceptual discrimination ability under timed conditions
COG Test 5: Phonological Processing	Word activation, fluency of word access, and word restructuring via phonological codes
COG Test 10: Numbers Reversed	Temporary storage and recoding of numeric information in primary memory
COG Test 11: Number-Pattern Matching	Numeric visual perceptual discrimination ability under timed conditions
COG Test 12: Nonword Repetition	Phonological short-term working memory, sensitivity, and capacity
COG Test 16: Object-Number Sequencing	Assembly of new cognitive structures out of information maintained in working memory
COG Test 17: Pair Cancellation	Symbolic visual perceptual discrimination ability requiring cognitive control under timed conditions
COG Test 18: Memory for Words	Storage capacity for unrelated words in primary memory
OL Test 3: Segmentation	Ability to break apart word, progressing from compound words, to syllables, to individual phonemes
OL Test 4: Rapid Picture Naming	Fluency of recognition, retrieval, and oral production of names of commonly pictured objects
OL Test 5: Sentence Repetition	Auditory memory span for connected discourse
OL Test 7: Sound Blending	Ability to blend sounds into words
OL Test 8: Retrieval Fluency	Fluency of word access
OL Test 9: Sound Awareness	Ability to analyze and manipulate phonemes through rhyming and deletion tasks

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Disabilities is available to interested professionals who want to learn more about how to use the **WJ IV** for reading assessment and dyslexia determination. This webinar can be viewed at <http://bit.ly/WJIVDyslexiaWebinar>.

Two new resources, an [Assessment Service Bulletin](#) and a [webinar](#), are available to help assessment professionals understand how to use the **WJ IV** for the evaluation of dyslexia, the most common type of learning disability.

From the Field: The C-SEP Model for PSW Analysis

“The **WJ IV** is *not* the **WJ III**®,” Tammy Stephens, HMH Assessment Account Executive, can frequently be overheard saying as she conducts informational seminars or consults with assessment professionals about the **Woodcock-Johnson IV**. Her reminder, albeit soft-spoken, captures the attention of the many school psychologists and educational diagnosticians who have come to respect her as both a colleague and professional resource.

Stephens, in collaboration with Associate Professor Ed Schultz of Midwestern State University, has issued a call to use common sense in assessment practices for determining a specific learning disability (SLD) that is beginning to resonate with many

examiners, school districts, and state advisory groups. Over the past decade, both Stephens and Schultz noticed that the SLD identification process in Texas has become mired in a lock-step model that requires administering 14 or more cognitive tests for every evaluation. Administering that many tests increases the time spent on diagnostic testing, so they wondered whether so much cognitive testing was always necessary. For example, when there is no evidence that a student’s visual processing (Gv) abilities are limited, why is it necessary to administer two tests of that cognitive factor to yield a cluster score?

Schultz and Stephens (2015) suggest a more comprehensive, time-efficient, valid, and legally defensible method of identifying SLD that uses the “core tests” design principle of the **WJ IV** for a foundational survey of basic processes and competencies which they call the **Core-Selective Evaluation Process**, or **C-SEP**. In their model, application of clinical judgment determines if additional testing is necessary.

WJ IV Core Tests Design Principle

The **WJ IV** (**WJ IV**; Schrank, McGrew, & Mather, 2014a) includes three co-normed batteries that can be used independently or in any combination. The **WJ IV Tests of Cognitive Abilities** (**WJ IV COG**; Schrank, McGrew, & Mather, 2014b) measures seven broad abilities and several narrow abilities whose representative clusters are both derived from—and validated by—the most contemporary version of CHC theory (McGrew & Schneider, 2012; McGrew, LaForte, & Schrank, 2014). The **WJ IV Tests of Achievement** (**WJ IV ACH**; Schrank, Mather, & McGrew, 2014a) measures attained levels of competency in diagnostically and instructionally relevant areas of reading, writing, mathematics,

and academic knowledge. The **WJ IV Tests of Oral Language** (**WJ IV OL**; Schrank, Mather, & McGrew, 2015b) includes several tests of oral language and cognitive-linguistic competency, some of which are also available in Spanish.

One of the design principles of the **WJ IV** was to place the most widely used and diagnostically important tests in a head-initial position. Placing the core tests upfront helps professional evaluators increase testing efficiency. By administering the core tests, examiners can obtain a representative sampling of the cognitive abilities, language constructs, or achievement domains that each battery measures.

When the core tests have been administered, intra-cognitive, intra-achievement, or intra-oral language variations are calculated by the **WJ IV Online Scoring and Reporting Program** (Schrank & Dailey, 2014) that draws attention to any relative strengths and weaknesses that may exist among the student’s profile of test scores. Any additional tests administered, beyond the core tests, are also included in the analyses of relative strengths and weaknesses and any clusters that are created are also automatically included in the student’s profile.

This **WJ IV** design principle was envisioned as a way for examiners to be efficient in testing by using clinical judgment during the evaluation process to determine which additional tests, if any, beyond the core tests, should be administered to a particular individual. During a testing session, experienced **WJ IV** clinicians often refer to the scoring tables provided in the Test Record to help gauge whether the student’s performance

Core Tests Included in Each WJ IV Battery, What Each Test Measures, and Representative CHC Domain		
Battery/Core Test	Measures	CHC Domain
WJ IV Tests of Cognitive Abilities		
Test 1: Oral Vocabulary	knowledge of words and word meanings	Gc
Test 2: Number Series	quantitative reasoning	Gf
Test 3: Verbal Attention	temporary storage of verbal information and the cue-dependent search function in primary memory	Gwm
Test 4: Letter-Pattern Matching	orthographic and visual perceptual discrimination ability under timed conditions	Gs
Test 5: Phonological Processing	word activation, fluency of word access, and word restructuring via phonological codes	Ga
Test 6: Story Recall	listening ability with attention to orally imparted details; formation of mental representations in the stimulus phase; story reconstruction in the response phase	Glr
Test 7: Visualization	size and shape perception, part-to-whole analysis, and mentally transforming two- and three-dimensional images	Gv
WJ IV Tests of Achievement		
Test 1: Letter-Word Identification	sight recognition for isolated words	Grw (reading)
Test 2: Applied Problems	ability to analyze and solve word problems in mathematics	Gq
Test 3: Spelling	spelling ability	Grw (writing)
Test 4: Passage Comprehension	ability to understand what is being read during the process of reading	Grw (reading)
Test 5: Calculation	ability to perform mathematical computations	Gq
Test 6: Writing Samples	ability to produce sentences that convey meaning	Grw (writing)
WJ IV Tests of Oral Language		
Test 1: Picture Vocabulary	knowledge of object names	Gc
Test 2: Oral Comprehension	ability to understand oral discourse	Gc
Test 3: Segmentation	ability to listen to a word and break it apart into word parts, syllables, or phonemes	Ga
Test 4: Rapid Picture Naming	rapid object naming	Gs

on one test appears noticeably higher or lower than other tests administered, or noticeably higher or lower than the student’s age or grade placement. These and other clues obtained during the assessment process often provide insights for further exploration in an area of cognition, linguistic competency, or academic domain.

Alternatively, the online scoring and reporting program's analysis of relative strengths and weaknesses among the core tests can be used to help determine if any additional tests should be administered in a subsequent testing session, perhaps to determine or document a relative strength in a broad area of achievement or a disorder in cognitive processing. (Examiners can administer additional tests and re-run a **WJ IV** score report within 90 days without additional charge.)

Each WJ IV battery includes a small set of cognitively complex and ecologically valid core tests that serve as the foundation for the evaluation of relative strengths and weaknesses.

In some cases, no additional tests, beyond the core tests, may need to be administered because the core tests frequently provide the most important information for many assessment purposes. This is because the core tests are cognitively complex and ecologically valid—mirroring the typical task requirements of classroom performance. Stephens stated, “Whenever processes are intact within the core, it’s not necessary to complete additional testing. However, if a process is weak, additional investigation through the administration of another test is warranted” (personal communication, January 9, 2016).

The C-SEP Model

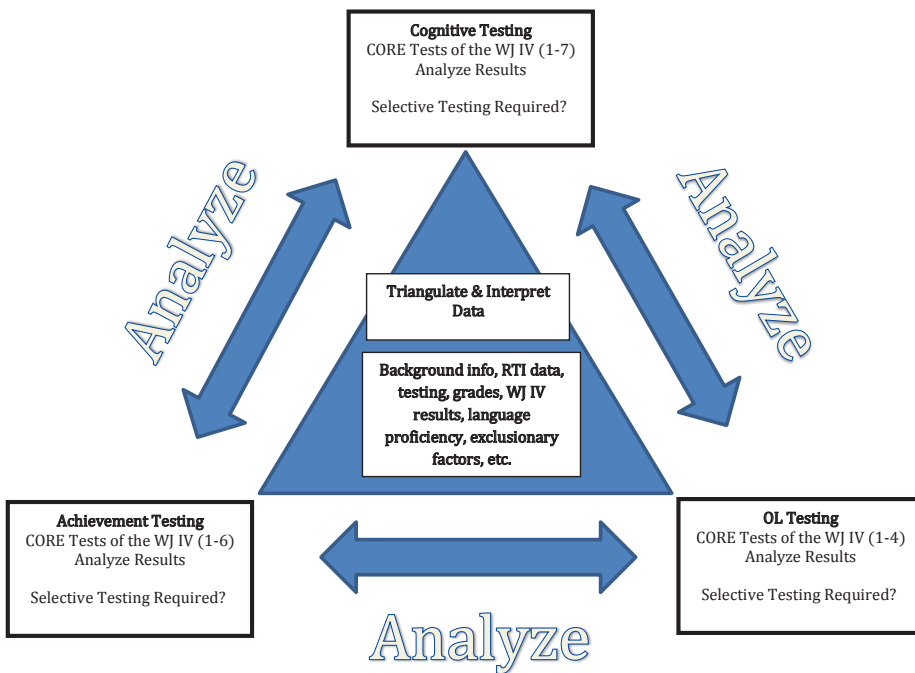
The core test design principle of the **WJ IV** inspired Stephens and Schultz to operationalize and refine a method of determining the existence of an SLD using a pattern of strengths and weaknesses approach (PSW) in a way that reduces testing time and allows examiners the flexibility to home in and focus the direction of the assessment toward areas of greatest concern. Their model gives credence to clinical skills by suggesting that additional tests need not be administered unless the examiner believes the additional tests may provide information that contributes to understanding the nature of the learning problem. As explained by Dr. Schultz (personal communication, January 5, 2016), the C-SEP model allows the professional examiner to be more “surgically precise” while engaging in “on-going clinical decision-making” about test selection during the assessment process.

In the following diagram, Stephens and Schultz (2015) demonstrate how the core **WJ IV** cognitive, oral language, and achievement tests serve as a foundation of the norm-referenced portion of the assessment process, but they emphasize that the very center of the process is the clinical integration, analysis, and interpretation of multiple sources of information, including background information, the student’s responsiveness to prior interventions, grades, language proficiency information, and the presence of any exclusionary factors.

In summary, the basic premise of the C-SEP is that test selection and data analysis should be proportional to problem complexity and is based on the presenting problem or referral question. In many cases, consultation skills are critical to clarifying the

nature of the referral question. Norm-referenced test data are important, but not the sole focus of an evaluation. Knowledge and professional judgment are required throughout the process, especially when it comes to integrating the data with other sources of information to make informed decisions.

Core-Selective Evaluation Process (C-SEP) Model



Stephens & Schultz, 2016

A Refinement of Current PSW Practices

What Schultz and Stephens propose is a refinement of current procedures for determining the presence of processing strengths and weaknesses, part of the PSW model. Although examiners are required, as per federal regulations, to use multiple tools and strategies in making informed diagnostic decisions, explained Stephens (personal communication, January 7, 2015), each assessment battery has its own standardization sample and scores can only be validly interpreted from the perspective of the battery's normative basis and factor structure. Combining test scores from two separately normed batteries may suggest an additional theoretical perspective, but any resulting score lacks the precision that can only be obtained from reference to a single normative sample. The proponents of cross-battery assessment practices agree, stating that examiners should "use norm-based clusters/composites from a single battery whenever possible to represent broad CHC abilities (Flanagan, Ortiz, Alfonso, 2013, p. 36). Because the **WJ IV** is so comprehensive and theoretically current, using the **WJ IV** batteries as a primary assessment instrument can reduce or eliminate the need to cross batteries to obtain additional test information.

Using the **WJ IV's** core test design in the C-SEP model draws on an examiner's professional knowledge and clinical skills as well. As explained by Schultz, any additional test administered, beyond the core tests, is based on a thoughtful and knowledgeable clinical reason. This is a move away from the practice of administering a lot of tests and then attempting to interpret a morass of information, some of which may be irrelevant to the referral question. Schultz explained that if an assessment

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professional can save 25% of the time spent on administering tests, and invest that time into consultation, better interpretation, and using the test results to help plan an educational program, then the evaluator becomes a more valuable resource to the students, the teachers, the school, and the parents.

“The Core-Selective Evaluation Process (C-SEP) is an efficient and accurate method of SLD identification. The WJ IV’s core cognitive, achievement and oral language tests guide the examiner to make data-driven decisions about which, if any, additional tests will provide valuable information for diagnostic purposes.”

- A university professor and clinician

Summary and Discussion

The C-SEP model was developed in response to routine PSW/SLD identification practices that required administration of 14 or more cognitive tests to determine areas of strength and weakness among broad CHC abilities. Administering so many tests simply to determine if a cognitive strength or weakness existed resulted in increased time in testing often at the cost of reducing the time spent on other important professional roles including consultation, test interpretation, and educational programming.

As an author of the **WJ IV**, it is rewarding to see what Tammy Stephens and Ed Schultz have created to refine and advance the PSW method of SLD identification using the core test design principle. The core tests include some of the most important single measures for diagnostic and interpretive purposes. In recognizing the value of the core tests, Stephens and Schultz have developed a model that uses the **WJ IV** in a way that it was intended to be used, resulting in a comprehensive, efficient, and practical methodology. I would encourage all professional examiners to hear from them directly by accessing their webinar at: <http://bit.ly/WJIVCSEPWebinar>.

Test authors can provide the tools, but leaders from the field are in the best position to effect professional assessment practices. The Schultz and Stephens model, the C-SEP, is well-conceived, well-articulated, and well-worth consideration as a PSW method. Assessment professionals in the field seem to agree, as reflected in the following letter to Dr. Stephens, “The C-SEP model gives us an efficient, defensible, and psychometrically sound method that places the decision power where it needs to be—with the assessment professional—not with a formula or a computer program. The C-SEP is an easily implemented model that allows us to use all of our professional knowledge to make the best possible decisions for children.”

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