

CONTENTS

	Series Preface	xv
	Acknowledgments	xvii
One	Overview	1
	History and Development	2
	1977: <i>The Woodcock-Johnson Psycho-Educational Battery</i>	2
	1989: <i>The Woodcock-Johnson Psycho-Educational Battery—Revised</i>	4
	2001: <i>The Woodcock-Johnson III</i>	6
	2014: <i>The Woodcock-Johnson IV</i>	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
	<i>Melanie A. Bartels Graw</i>	
	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

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

	Test 18: Memory for Words	77
	Administration	77
	Item Scoring	78
	Common Examiner Errors	78
Three	How to Score the WJ IV COG	81
	<i>Melanie A. Bartels Graw</i>	
	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
<i>Fredrick A. Schrank</i>	
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 (<i>Gc</i>)	186
Fluid Reasoning (<i>Gf</i>)	189
Short-Term Working Memory (<i>Gwm</i>)	191
Perceptual Speed (<i>P</i>) and Cognitive Processing Speed (<i>Gs</i>)	194
Auditory Processing (<i>Ga</i>)	196
Long-Term Storage and Retrieval (<i>Gl</i>)	198
Visual Processing (<i>Gv</i>)	199
Cognitive Efficiency	200
Level 3: Clusters Measuring Intellectual Ability and Scholastic Aptitudes	201
Brief Intellectual Ability (BIA)	203
General Intellectual Ability (GIA)	203
<i>Gf-Gc</i> 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
<i>Robert Walrath, John O. Willis, and Ron Dumont</i>	
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 <i>Gf-Gc</i>	234
	Online Score Report	235
	Comparisons between Scores	236
	Record Form	237
	Concluding Comment	238
Six	Illustrative Case Studies	241
	<i>Scott L. Decker</i>	
	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
	Case 4. Jack—Determining the Educational Implications of a Traumatic Brain Injury	253
	Chapter Summary	258
Seven	Illustrative Case Studies	259
	<i>John M. Garruto</i>	
	Case 1. Jacob—Analysis of the GIA, <i>Gf-Gc</i> , 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 <i>Gf-Gc</i> Composite and Its Use in the Identification of Specific Learning Disabilities	287
	<i>Fredrick A. Schrank, Kevin S. McGrew, and Nancy Mather</i>	
	Origins of the <i>Gf-Gc</i> Composite in Contemporary CHC Theory	288
	The General Intellectual Ability (GIA) Compared to the <i>Gf-Gc</i> Composite	289
	The <i>Gf-Gc</i> Composite as a Measure of Intellectual Development	291
	Empirical Research Supports <i>Gf</i> and <i>Gc</i> as the "King and Queen" of CHC Abilities	291
	Relationship of the GIA and <i>Gf-Gc</i> Composite to Other Intelligence Tests	295
	<i>Gf-Gc</i> Composite/Other Ability Comparison Procedure in Specific Learning Disability Determination	298
	Use of the <i>Gf-Gc</i> 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