



**Woodcock-Muñoz
Language Survey III**

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Overview of WMLS III

- The previous version of the test, WMLS R was released in 2005.
- The revisions for this new edition better align with the way users assess Listening, Speaking, Reading and Writing
- The revisions also provide tests in both foundational skills and functional knowledge for each of the main areas assessed.
- The Comprehension cluster was built to create a cross-domain cluster composed of functional skills in listening comprehension and reading comprehension.



Overview of WMLS III

Provides a broad sampling of academic language proficiency in the areas of:

- Listening
- Speaking
- Reading
- Writing
- English or Spanish Language Ability
- Oral Language
- Reading-Writing
- Comprehension



What's New About the WMLS III?

- Includes 8 tests
- Appropriate for use with ages 3 through 22 years of age
- Offers 2 forms in English and 1 form in Spanish
- Links to WJ IV for comprehensive evaluations
- Provides online scoring and reporting
- Improves cluster composition to better measure listening, speaking, reading, and writing domains



Primary Uses of the WMLS III

- Determine language proficiency (English/Spanish)
- Determine oral language dominance (English/Spanish)
- Monitor growth or change in language ability
- Determine eligibility for bilingual education/ESL services
- Assess readiness for English-only instruction

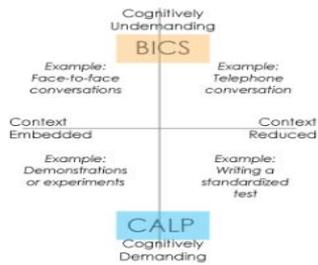


Determine language proficiency (English/Spanish)

- Each form of the WMLS III measures aspects of language proficiency that emerge and become distinctive with formal schooling- CALP
- CALP is the Cognitive Academic Language Proficiency Level
 - This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years
- CALP is sometimes confused with BICS- Basic Interpersonal Communication Skills
 - It is the day-to-day language needed to interact socially with other people. This is not cognitively demanding. These language skills usually develop within six months to two years after arrival in the U.S.



Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.



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Determine Oral Language Dominance (English/Spanish)

- When both English and Spanish are administered, an examinee's performance in both languages can be compared to determine language dominance.
- The CLI- Comparative Language Index compares the performance on tasks for both languages.
- The CLI is presented in a fraction- the numerator is the Spanish RPI and the denominator is the English RPI

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Monitor growth or change in language ability

- You can use the two forms of the WMLS III English to periodically monitor progress of a student.
- W scores will provide some progress monitoring scores to measure language development over time.
- *w* Scores:
 - The online scoring program converts raw scores into *w* scores- Rasch logit scores
 - The *W* score for each test is centered around 500, which has been determined as the approximate average performance of a 10 year-old
 - Cluster scores are the average of the *W* scores in that cluster

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Determine eligibility for bilingual education/ESL services

- Four things to keep in mind:
 - When assessing a student's language proficiency, it is important the assessment tool **measures academic language**. This is a better indicator of how a student will do in the classroom.
 - The test should provide sufficient content representation across the language domains of **listening, speaking, reading and writing**. Tests that only assess a small sub-set of these skills or that only screen these areas are not providing enough information.
 - The test needs to be meaningful for the purpose of the assessment. Norm-referenced tests describe an examinee's position in a distribution, but do not describe the likelihood of success in an English-only classroom and their **language proficiency levels**.
 - **The test needs to be valid.**

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WMLS III Test Components

- Test Book
- Test Record
- Response Booklet
- Downloadable audio recording
- Comprehensive Manual
- Secure access to online scoring and reporting program



Online Scoring and Reporting Program

- Included with purchase of test records
- Provides access to the audio file needed for the Oral Comprehension test

Organization

WMLS III Tests in English and Spanish

<h3>English</h3> <ol style="list-style-type: none"> 1. Analogies 2. Oral Comprehension 3. Picture Vocabulary 4. Oral Language Expression 5. Letter-Word Identification 6. Passage Comprehension 7. Dictation 8. Written Language Expression 	<h3>Spanish</h3> <ol style="list-style-type: none"> 1. Analogías 2. Comprensión oral 3. Vocabulario sobre dibujos 4. Expresión de lenguaje oral 5. Identificación de letras y palabras 6. Comprensión de textos 7. Dictado 8. Expresión de lenguaje escrito
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WMLS III Structure

- Designed to provide 2 tests for each language domain—one test of basic or foundational skills and one test of skill application or functional skills:
 - Listening
 - Speaking
 - Reading
 - Writing
- The Comprehension cluster is designed to measure functional skills in listening comprehension and reading comprehension

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Tests of Basic Skills

1. Analogies / Analogías
3. Picture Vocabulary / Vocabulario sobre dibujos
5. Letter-Word Identification / Identificación de letras y palabras
7. Dictation / Dictado

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Tests of Applied Skills

2. Oral Comprehension / Comprensión oral
4. Oral Language Expression / Expresión de lenguaje oral
6. Passage Comprehension / Comprensión de textos
8. Written Language Expression / Expresión de lenguaje escrito

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WMLS III Selective Table: English

Selective Testing Table

	Listening and Speaking				Reading and Writing				Cross-Domain Cluster			
	Listening	Speaking	Read	Write	Read	Write	Read	Write	Read	Write	Read	Write
Test 1: Analogies												
Test 2: Oral Comprehension												
Test 3: Picture Vocabulary												
Test 4: Oral Language Expression												
Test 5: Letter-Word Identification												
Test 6: Passage Comprehension												
Test 7: Dictation												
Test 8: Written Language Expression												

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WMLS III Selective Table: Spanish

Tabla de selección de pruebas

Prueba	Escuchar y hablar		Leer y escribir		Componer y otras actividades	
	Escuchar	Hablar	Leer	Escribir	Componer	Otras actividades
Prueba 1: Analogías						
Prueba 2: Comprensión oral						
Prueba 3: Vocabulario sobre dibujos						
Prueba 4: Expresión de lenguaje oral						
Prueba 5: Identificación de letras y palabras						
Prueba 6: Comprensión de textos						
Prueba 7: Dictado						
Prueba 8: Expresión de lenguaje escrito						



Getting Ready to Test

Before Testing

- Familiarize yourself with test administration
 - Practice administration
 - Review Chapter 8 in Comprehensive Manual
 - Practice Exercises
 - Examiner Checklists
- Assemble testing materials in advance
- Arrange setting (e.g., appropriate-sized furniture)
- Establish rapport
 - Complete Identifying Information on Test Record
 - Complete Language Background Information (optional)
 - Complete Academic Language Exposure (optional)

Complete Identifying Information Section

Identifying Information

Last Name _____ First Name _____ ID _____

Sex: M F _____ Group ID _____

Date of Birth: MM / DD / YYYY _____

School/Organization _____ Teacher/Department _____

Date of Testing: MM / DD / YYYY _____

Grade _____ Age _____

Examinee's Name _____

Normative Basis (check one): Age Grade (K-5-12.9) 2-Year College (13.0-14.9) 4-Year College/University (15.0-18.0)

Additional Information

Does the examinee have glasses? Yes No

Were they used during testing? Yes No

Does the examinee have a hearing aid? Yes No

Was it used during testing? Yes No

Other information _____

Adjusted School-Year Dates (Optional)

School-year start date ___ / ___ / ___

School-year end date ___ / ___ / ___

Can be done prior to testing or during rapport building

Complete Language Background Information Section

Language Background Information

1. Information about the examinee collected from (select all that apply):

Parents Examinee self-report

Teachers Home Language Survey

School records Other _____

2. Examinee can be classified as (select one):

Native English speaker (steps 3 through 7)

Second-language learner of English (complete 3 through 7)

Native English speaker hearing _____ as a foreign or heritage language (complete 4 through 7)

Simultaneous bilingual individual speaking multiple languages from a very young age (complete 3 through 7)

3. Examinee's first or native language(s) (select all that apply):

English Tagalog French

Spanish Arabic Chinese (Cantonese)

Vietnamese Hindi Chinese (Mandarin)

Korean German Other _____ language _____

4. In the examinee's home, others speak (select one):

Only _____ language _____

Primarily _____ language _____

Both _____ language _____ and _____ language _____

5. At home, examinee speaks (select one):

Only _____ language _____

Primarily _____ language _____

Both _____ language _____ and _____ language _____

6. With peers, examinee speaks (select one):

Only _____ language _____

Primarily _____ language _____

Both _____ language _____ and _____ language _____

7. At school, examinee speaks (select one):

Only _____ language _____

Primarily _____ language _____

Both _____ language _____ and _____ language _____

Optional: Provides important qualitative information.

Complete Academic Language Exposure Section

Academic Language Exposure

The examinee is currently attending a(n) (select all that apply):

English-only program for ___ years ___ months

Bilingual program in English and _____ for ___ years ___ months

Dual-language program in English and _____ for ___ years ___ months

Sheltered English program for ___ years ___ months

Newcomer program for ___ years ___ months

Examinee is currently not attending an educational program.

Outside of the United States, the examinee received prior academic language instruction in (complete all that apply):

Country _____ Language of academic instruction _____ Number of years: _____

In the United States, the examinee previously attended a(n) (select all that apply):

English-only program for ___ years ___ months

Bilingual program in English and _____ for ___ years ___ months

Dual-language program in English and _____ for ___ years ___ months

Sheltered English program for ___ years ___ months

No prior formal academic instruction

If applicable, the examinee will be attending a(n):

English-only program

Bilingual program in English and _____

Dual-language program in English and _____

Sheltered English program

Newcomer program

Optional: Provides important qualitative information.

During Testing

- Strive for brisk administration
- Establish basal and ceiling for Tests 1-7
- Follow continuation instructions for Test 8 (Written Language Expression)

General Administration Points

- Do not penalize for mispronunciations due to articulation errors, dialect variations, or regional speech patterns.
- Tests may be administered in any order, but typically are given in numeric sequence.
- Review Chapter 3 of the Comprehensive Manual for guidance on accommodations and modifications that may be needed.

English or Spanish Responses

When testing in English, accept only English responses.

If a response is given in a different language, say: **Tell me in English.**

When testing in Spanish, accept only Spanish responses.

If a response is given in a different language, say: **Dime [Dígame] en español.**

After Testing

Provides important qualitative information.

Test Session Observations

Check **only one** category for each item.

Level of cooperation

- 1. Exceptionally cooperative throughout the examination
- 2. Cooperative (typical for age/grade)
- 3. Uncooperative at times
- 4. Uncooperative throughout the examination

Attention and concentration

- 1. Unusually absorbed by the task
- 2. Attentive to the task (typical for age/grade)
- 3. Distracted often
- 4. Consistently inattentive and distracted

Self-confidence

- 1. Appeared confident and self-assured
- 2. Appeared at ease and comfortable (typical for age/grade)
- 3. Appeared tense or worried at times
- 4. Appeared overly anxious

Do you have any reason to believe this testing session may not represent a fair sample of the examinee's abilities?

- No
- Yes. These results may not be a fair estimate because _____

Were any modifications made to the standardized testing procedures during this administration?

- No
- Yes. The following modifications were made: _____

Other Information _____

Subtests & Clusters

Listening / Escuchar

- Composed of 2 tests:
 - Test 1: Analogies / Analogías
 - Test 2: Oral Comprehension / Comprensión oral
- Provides an aggregate measure of linguistic knowledge and comprehension

Test 1: Analogies

Analogías

- A measure of oral language that requires verbal reasoning to comprehend and complete a logical word relationship.
- Begin with Sample Items for all examinees.
- Items may be repeated upon request.
- Basal 6 / Ceiling 6

Test 1: Analogies

Samples are used to insure examinee understands the task. Follow the error or no response directions carefully.

Sample Items

A. Say: **Finish what I say—a bird flies; a fish . . .** (pause expectantly).
 ▲ **Correct:** swims, swim

◆ **A: Error or No Response**
 Score item 0 and say: **A bird flies; a fish swims. Now try it again.** Repeat sample item a maximum of three times.

Test 1: Analogies

4. Say: **You eat with a spoon and cut with a . . .** (pause).
 ▲ **Correct:** knife, fork, scissors
5. **A dog has four legs and a person has . . .** (pause).
 ▲ **Correct:** two, two legs
6. **A birdhouse is for birds and a doghouse is for . . .** (pause).
 ▲ **Correct:** dogs, puppies
7. **Car is to drive, as airplane is to . . .** (pause).
 ▲ **Correct:** fly
 ▼ **Incorrect:** ride, drive
8. **Hungry is to eat, as tired is to . . .** (pause).
 ▲ **Correct:** sleep, nap, rest
 ▼ **Incorrect:** sleepy
 Q **Query:** go to sleep, lie down—**Tell me another answer.**
9. **Eye is to see, as ear is to . . .** (pause).
 ▲ **Correct:** hear, listen

◆ **4-9: 15-Second Pause**
 Encourage response. If examinee still does not respond, score item 0 and present next item.

Follow directions if no response after 15 seconds.

Use proper phrasing when presenting each item.

Test 1: Analogies

On is to start, as off is to . . . (pause).
 ▲ **Correct:** stop, end, finish
 ▼ **Incorrect:** on, dark, go, turn off
 Q **Query:** shut down—**Tell me another answer.**

Complete queries as indicated.

When a two or more word response is given, request a one-word response unless otherwise indicated in the key.

Test 2: Oral Comprehension

Comprensión oral

- A measure of oral language that requires listening, comprehension, and verbal reasoning
- Download the audio file from the online scoring and reporting program prior to testing
- Recommend use of headphones
- Do not repeat or replay any test items
- Basal 6 / Ceiling 6
- Begin with Samples A and B for all examinees

Test 2: Oral Comprehension

Sample Items

A. Say: **Finish what I say. Use only one word. People sit in . . .** (pause expectantly).
 ▲ **Correct:** chairs, rooms, school, any other appropriate one-word answer

◆ **A: Error or No Response**
 Score item 0 and say: **People sit in chairs. Now try it again.** Repeat sample item a maximum of three times until examinee gives correct response.

B. **Cars almost always have four . . .** (pause).
 ▲ **Correct:** wheels, seats, tires, any other appropriate one-word answer

◆ **B: Error or No Response**
 Score item 0 and say: **Cars almost always have four wheels. Now try it again.** Repeat sample item a maximum of three times until examinee gives correct response.

Don't forget

Samples A and B are administered orally. Use the audio recording for Samples C, D, and all test items.

🔊 Test 2: Oral Comprehension

Choose an appropriate starting point and locate the correct track.

Suggested Starting Points

Examinee's Estimated Ability	Preschool to Kindergarten	Grades 1 to 3	Grades 4 to 8	Grade 9 to Average Adult	College and Above Average Adult
Begin With	Sample Item C	Item 7	Item 13	Item 19	Item 25
Audio	Page 27 Track 2	Page 31 Track 10	Page 33 Track 16	Page 35 Track 22	Page 37 Track 28

Do not forget to download the audio recording from the online scoring and reporting program prior to testing.

🔊 Test 2: Oral Comprehension

Test Items

Starting With Item 1

Say: Now you will hear the sentences from these headphones (this speaker). Listen carefully. After you hear the two beeps, tell me one word that finishes the sentence.

🔊 Start audio recording and present test items.

Track: 4

1. I sleep in my _____.
▲ **Correct:** bed, bedroom, crib, pajamas, room
2. My mommy reads me a _____.
▲ **Correct:** book, story

❖ **Error or No Response**
Pause audio recording. Score item 0 and say: I sleep in my bed. Now try it again.

Do not repeat or replay any items.

🔊 Test 2: Oral Comprehension

Starting With Item 7

Say: Now you will hear the sentences from these headphones (this speaker). Listen carefully. After you hear the two beeps, tell me one word that finishes the sentence.

🔊 Start audio recording and present test items.

Track: 10

7. My dog likes to chase a _____.
▲ **Correct:** cat, ball, mouse, squirrel, any appropriate one-word answer
8. Tommy likes to go to the playground. His favorite thing is to go down the _____.
▲ **Correct:** slide, hill
9. I use my eyes to see and I use my ears to _____.
▲ **Correct:** hear, listen
10. That tree is very big. It has many _____.
▲ **Correct:** leaves, apples, branches, flowers

Do not repeat or replay any items.

🔊 Test 2: Oral Comprehension

Pause recording if more response time is needed.

25. It is summer and the children are excited to continue their swimming lessons. Because this is Mary Ann's second year, she is considered an intermediate _____.
▲ **Correct:** swimmer, student
26. Omar's field trip to the space center required an admission fee. He searched frantically in his backpack hoping he hadn't forgotten to bring his _____.
▲ **Correct:** money, fee, wallet
▼ **Incorrect:** lunch, ticket
❖ **Query:** admission fee—Tell me a one-word answer.
27. During periods of extreme heat, it is recommended that you increase your water intake. It will help replace the amount lost by _____.
▲ **Correct:** sweating, dehydration, exercise, heat, perspiration, sweat

Complete queries as indicated.

🗨️ Speaking / Hablar

- Composed of 2 tests:
 - Test 3: Picture Vocabulary / Vocabulario sobre dibujos
 - Test 4: Oral Language Expression / Expresión de lenguaje oral
- Provides an aggregate measure of lexical knowledge and oral expression of language

Test 3: Picture Vocabulary Vocabulario sobre dibujos

- Measures oral language and lexical knowledge
- Basal 6 / Ceiling 6 (test by complete pages)
- Choose an appropriate starting point
- Complete queries as needed
- Point to the specific part of the picture when indicated

Test 3: Picture Vocabulary

Suggested Starting Points

Examinee's Estimated Ability	Preschool	Kindergarten to Grade 1	Grades 2 to 4	Grade 5 to Average Adult	College and Above Average Adult
Begin With	Sample Item A	Item 15	Item 21	Item 27	Item 33
	Page 47	Page 61	Page 63	Page 65	Page 67

Because stimuli are visible to the examinee, testing is done by complete pages.

Test 3: Picture Vocabulary

Sample Items

A.



Point to picture of cat on examinee's page and say: **This is a picture of a cat. I am going to put my finger on the cat. Point to the cat. Now you put your finger on the cat.**

A: No Response
Score item 0. Point to cat and say: **This is a picture of a cat. Now put your finger on the cat.** If necessary, encourage examinee to point by demonstrating and repeating instructions.

Correct: points to picture of cat

For estimated ability at the preschool level, begin with Sample A.

Test 3: Picture Vocabulary

- 6.  Point to pictures on examinee's page and say: **Point to the flower.**
Correct: points to flower
- 7.  Point to picture and say: **What is this?**
Correct: banana
- 8.  Point to picture and say: **What is this?**
Correct: hat

Early items require pointing or naming common objects.

Test 3: Picture Vocabulary

- 9.  Point to picture on examinee's page and say: **What is this?**
Correct: apple
- 10.  Point to picture and say: **What is this?**
Correct: frog, froggy, toad
- 11.  Point to picture and say: **What is this?**
Correct: book

A few more early items.

Test 3: Picture Vocabulary

- 21.  Point to picture on examinee's page and say: **What are these called?**
Correct: sunglasses, dark glasses, shades
Query: glasses—What kind of glasses?
- 22.  Point to picture and say: **What is this?**
Correct: octopus, devilfish
Incorrect: fish, jellyfish, insecter, squid
- 23.  Point to pictures and say: **What are these?**
Correct: light bulbs, bulbs
Query: lights—Tell me another answer.
- 24.  Point to picture and say: **What is this?**
Correct: acupuncture
Query: tool—What kind of tool?
- 25.  Point to picture and say: **What is this?**
Correct: mushroom, toadstool
Query: fungus—What kind of fungus?
- 26.  Point to picture and say: **What is this?**
Correct: chain
Incorrect: belt, rope
Query: links—Tell me another answer.

Grade 2-4 Start Point Items.

Test 4: Oral Language Expression Expresión de lenguaje oral

- Measures the ability to use connected discourse to communicate orally
- Basal 6 / Ceiling 6 (test by complete pages when visual stimuli are presented to the examinee)
- Items may be repeated when requested
- Review the reminders that may be given only once during the test

Test 4: Oral Language Expression

Early items require a response to a question about a picture.



What do people do with this?



What do you see in these pictures?

Test 4: Oral Language Expression

Early items require a response to a question about a picture.

4. Point to pictures on examinee's page and say: **What do you see in these pictures?**
▲ **Correct:** eye and ear (requires both in any order)
◆ **4-6: No Response** Score item 0 and say: **Let's try another one.**
5. Point to pictures and say: **What do you see in these pictures?**
▲ **Correct:** jacket or coat and umbrella (requires both in any order)
6. Point to pictures and say: **What do you see in these pictures?**
▲ **Correct:** cup and flower (requires both in any order)

Test 4: Oral Language Expression

Later items require the examinee to provide a complete sentence that uses a word or words specified.

Sample Items

A.



Point to picture on examinee's page and say: **Use the word box in a complete sentence that tells about the picture.** Make sure you say the word box in your sentence. Do not change the word in any way.
▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture.
Example: The kittens are in the box.

If a picture is part of the item, the response must include the stimulus word(s) and use the picture as a prompt.

Test 4: Oral Language Expression

These reminders may be given only once during the test. Score the item 0 when giving any of these reminders.

- Remember, do not change the word (words) in any way.
- Remember to give me a complete sentence.
- Remember to use the word (words) in *one* sentence.
- Remember to use all the words.

Test 4: Oral Language Expression



Point to picture on examinee's page and say: **Use the word ladder in a complete sentence that tells about the picture.** Do not change the word in any way. **Ladder:**
▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture.
Example: He had to climb the ladder to paint the wall.

◆ **14-16: 15-Second Pause** Encourage response. If examinee still does not respond, score item 0 and say: **Let's try another one.**

Score these example responses:

- There is a ladder in the picture. **1**
- The man is on a ladder. **1**
- The man is painting the wall. **0**

Test 4: Oral Language Expression



Use the word *truck* in a complete sentence that tells about the picture. Do not change the word in any way. **Truck.**

Score these example responses:

- It is a blue truck. **1**
- This is an 18 wheeler. **0**
- I love trucks. **0**

Test 4: Oral Language Expression

Items 26 through 56 (28 through 52 in Spanish) do not include a picture. The examinee must use the words presented to form a complete sentence.

26. **competition, crowd**

▲ **Correct:** uses stimulus words without changing their form in a complete, coherent sentence

Example: The crowd cheered during the competition.

◆ **26: No Response**

Score item 0 and say: A complete sentence using the words *competition* and *crowd* could be: "The crowd cheered during the competition." Let's try another one.

Note: The words may be repeated whenever the examinee requests.

Test 4: Oral Language Expression

If you heard the following response, what should you do?

Stimulus words: **strategy, focused, effective**

Response: The strategy focuses on effective outcomes.

You would score the item 0 and say, *Remember do not change the words in any way.*

This reminder can be given only once during the test. The next time a stimulus word is changed, just score the item 0.

Test 4: Oral Language Expression

If you heard the following response, what should you do?

Stimulus words: **taunt, friends**

Response: Tensions were taunt between the friends.

You would score the item 0 because the examinee does not understand the meaning of the word "taunt."

- For items requiring the examinee to provide a complete sentence, assign a score based on whether the examinee successfully demonstrates that he or she understands the meaning of the stimulus word(s).

Reading / Leer

- Composed of 2 tests:
 - Test 5: Letter-Word Identification
 - Test 6: Passage Comprehension
- Provides a measure of reading achievement

Test 5: Letter-Word Identification Identificación de letras y palabras

- Measures the ability to identify letters and words
- Basal 6 / Ceiling 6 (test by complete pages)
- Words must be pronounced smoothly as a whole word to receive credit. Sounding words out is permitted, but the final response must be pronounced as a whole word.
 - Provide reminder one time only: *First read the word silently and then say the whole word smoothly.*

Test 5: Letter-Word Identification

O

Early items require pointing to a matching letter.

A

T

O

G

Test 5: Letter-Word Identification

G Y O R Other items require pointing to a letter the examiner says. *Point to the R.*

C Other items require the examinee to provide the name of the letter.

k

D

Test 5: Letter-Word Identification

Slowly, examinees are required to start identifying words.

not up dog in Grade 1 Start Point Items:
Point to the word dog.

pan ran tan man *Point to the word pan.*

Test 5: Letter-Word Identification

Finally, reading is required.

Point to word out on examinee's page and say: **What is this word?** After examinee responds, say: **Go ahead with the others. Don't read the words too quickly.**

- 21. ▲ Correct: cat
- 22. ▲ Correct: the
- 23. ▲ Correct: go
- 24. ▲ Correct: will
- 25. ▲ Correct: not
- 26. ▲ Correct: stop

◆ **21-26: No Response**
Point to each word, if necessary. If examinee does not respond in 5 seconds, encourage response. If examinee still does not respond, score item 0 and continue testing. Do not tell examinee any words.

Test 5: Letter-Word Identification

cat	Items 21-76 (12-70 in Spanish) require the examinee to read the word aloud. Words increase in difficulty.	character
the		apology
go		declared
will	Do not tell examinee any words.	prairie
not		tremendous
stop		pamphlet

Test 5: Letter-Word Identification

- 63. ▲ Correct: chorused (kòr'ast)
- 64. ▲ Correct: intrigue (in'trèg', in-trèg')
- 65. ▲ Correct: mitochondria (mì'tà-kòn'drè-à)
- 66. ▲ Correct: heuristic (hyè-sis'tik)
- 67. ▲ Correct: isosceles (i-sòs'è-lèz')
- 68. ▲ Correct: magnanimous (mág-nán'i-məs)

Pronunciation guidance is provided for the words beginning with Item 63 (42 in Spanish).
Examiners must know the correct pronunciation of all the words prior to testing. Consult a dictionary.

Test 5: Letter-Word Identification

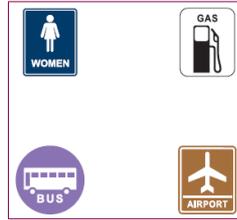
Additional reminders in the Test Book

◆ **21-26: No Response**
Point to each word, if necessary. If examinee does not respond in 5 seconds, encourage response. If examinee still does not respond, score item 0 and continue testing. Do *not* tell examinee any words.

Test 6: Passage Comprehension Comprensión de textos

- Measures the ability to read and comprehend text
- Basal 6 / Ceiling 6 (test by complete pages)
- Passages are to be read silently. Provide reminder to read silently, but do not insist if examinee persists in reading orally or subvocalizing.
- Do not tell examinee any words on this test

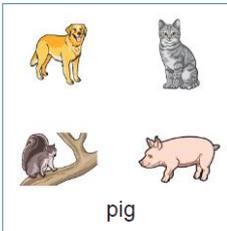
Test 6: Passage Comprehension



Early items require a pointing response.

Look at these pictures.
Point to the one that says bus.

Test 6: Passage Comprehension



Other early items require recognizing a word by pointing to a picture.

Look at this word. Point to the picture this word tells about.

pig

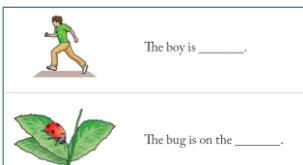
Test 6: Passage Comprehension

5. Point to word on examinee's page and say: Point to the picture this word tells about. Do not read word to examinee.



slide

Test 6: Passage Comprehension



Items require reading a passage and providing an appropriate word that goes in the blank space.

◆ 12-15: 15-Second Pause
If examinee does not respond in about 15 seconds after completely reading passage, encourage response. If examinee still does not respond, score item 0, point to next item, and say: Try this one.

Test 6: Passage Comprehension

Ducks like to swim in the _____.

Your room is a mess. Please _____ it up.

The picture prompts then go away and no clues are given as difficulty increases.

Test 6: Passage Comprehension

The astronauts were in stasis for 10 years. It was strange for them to _____ in the next decade.

Brightly colored male mallard ducks garner much visual attention; however, the females are rather drab. For this reason they are not as likely to attract the attention of _____.

Items increase in length and difficulty.

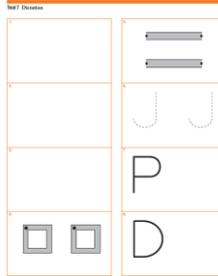
Writing / Escribir

- Composed of 2 tests:
 - Test 7: Dictation / Dictado
 - Test 8: Written Language Expression / Expresión de lenguaje escrito
- Provides a measure of written language achievement

Test 7: Dictation

- Measures written language skills
- Basal 6 / Ceiling 6
- Use the Response Booklet as directed
- Items may be repeated, but do not spell any words for the examinee on this test

Test 7: Dictation



Early items require drawing after a demonstration, tracing letters, and copying letters.

Control the pencil during these early items. Give the examinee the pencil after demonstrating the item. Collect the pencil after examinee completes each item (Items 1-5).

Test 7: Dictation

18. _____	20. _____
19. _____	21. _____
20. _____	22. _____
21. G A _____	23. _____
22. _____	24. _____
23. e h _____	25. _____
24. _____	26. _____
25. e _____	27. _____
26. _____	28. _____
27. What time is it _____	29. I see a horse a dog and a cone _____
28. _____	30. _____
29. We have a new car _____	31. _____

Later items require writing letters or words dictated by the examiner.

Reversed letters are not scored as errors unless it makes a new letter, e.g., b / d

If writing is difficult to read, ask the examinee to write more neatly.

Test 7: Dictation

- 17. (S) Number seventeen. Write the word *hat*.
The man has a *hat*. *Hat*.
▲ Correct: hat
- 19. (P) Number nineteen. This says, "What time is it?" Put a question mark at the end of that sentence.
▲ Correct: What time is it? (must add question mark)
- 31. (C) Number thirty-one. Write the word *June*.
June is the sixth month of the year. *June*.
▲ Correct: June (J must be capital; capitalization items—misspellings acceptable)
- 35. (U) Number thirty-five. Write the word that is the past tense of *run*. Today, I run. Yesterday, I ... (pause) what?
▲ Correct: ran

Beginning with Item 17, items are coded to identify the skill being measured.
S = spelling O = ortografía
P = punctuation P = puntuación
C = capitalization M = mayúscula
U = usage C = concordancia

Test 7: Dictation

For punctuation, capitalization, or usage items, do not penalize for spelling errors if the misspelling is an accurate sound representation.

31. (C) **Number thirty-one. Write the word June. June is the sixth month of the year. June.**

▲ **Correct:** June (J must be capital; capitalization item—misspellings acceptable)

Joon receives credit because it includes a capital J and is an accurate sound representation.

Test 8: Written Language Expression

Expresión de lenguaje escrito

- Measures the ability to communicate in writing
- Uses the Response Booklet
- Uses continuation instructions
- Items may be repeated and words may be read upon request, but do not spell any words for the examinee on this test
- Review the reminders that may be given only once during the test (same ones used in Test 4)

Test 8: Written Language Expression

Use Dictation Raw Score, or examinee’s estimated writing ability to choose starting point.

Suggested Starting Points

Examinee’s Raw Score on Test 7: Dictation	0–25	26–30	31–64
OR Examinee’s Estimated Ability	Preschool to Grade 1	Grade 2	Grade 3 to Adult
Begin With	Sample Item A	Block B	Introduction
	Page 241	Page 247	Page 251

Test 8: Written Language Expression

Administer by complete item blocks.
Follow continuation instructions after each item block.

<p>Block A</p> <p>1. <u> </u> bat</p> <p>2. <u> </u> bus</p> <p>3. <u> </u> log</p> <p>4. <u> </u> box</p> <p>5. <u> </u> fish</p> <p>6. <u> </u> wet</p>	<p>Block B</p> <p>7. <u> </u> bee</p> <p>8. <u> </u> pen</p> <p>9. <u> </u> cry</p> <p>10. <u> </u> door</p> <p>11. <u> </u> star</p> <p>12. <u> </u> train</p>
<p>Block A Number of Points (0-4)</p> <p>3 or fewer points: Discontinue testing.</p> <p>4 or more points: Administer Block B unless already administered.</p>	<p>Block B Number of Points (0-4)</p> <p>3 or fewer points: Administer Block A unless already administered.</p> <p>4 or more points: Administer Block C unless already administered.</p>

Test 8: Written Language Expression

Starting point for Dictation raw score of 0–25 or estimated ability of Preschool–Grade 1.

A. My name is _____.

Point to Sample Item A in Response Booklet and say: **This says, “My name is...”** Point to blank and say: **Write your name here.**

▲ **Correct:** initial letter of first name, last name, or nickname with at least one other correct letter; letter reversals acceptable; upper- or lowercase letters acceptable

▼ **Incorrect:** a single letter; illegible scribbles

◆ **A: No Response**

Say: **This says, “My name is...”** Point to blank and say: **Write your name here.** If the examinee still does not respond, score item 0. Discontinue testing and record a score of 0 for Block A without administering the test items.

Test 8: Written Language Expression

The cat has a _____.

I ride to school on the _____.

The frog is on the _____.

Early items require writing one word to complete a sentence.
(Block A and Block B)

Test 8: Written Language Expression

Starting point for Dictation raw score of 26-30 or estimated ability of Grade 2.

Block B

Starting With Item 7

Open Response Booklet to Written Language Expression Item 7 and place directly in front of examinee. Give examinee sharp pencil with eraser and say: **I am going to ask you to do some writing. Please write or print your answers neatly so that I can read them. Begin with number seven. Point to answer space for Item 7. You may tell examinee any printed words during test. Repeat instructions, if needed. If examinee asks about spelling, say: Just do the best you can.**

Test 8: Written Language Expression

Do not penalize for:

- Spelling errors unless the misspelling forms another real word or interferes with understanding the response
- Punctuation, capitalization, or usage errors unless otherwise indicated in the scoring key
- Poor handwriting unless, after a reminder to write neatly, the response is still illegible

Test 8: Written Language Expression



Point to picture on stimulus page and say: Look at this picture and the words apple, a, good (present one word per second). Point to stimulus for Introduction in English, Spanish and sign. Examinee then tells about the picture and says these words: "The apple is good."



Point to picture on stimulus page and say: Look at this picture and the words how fast (present one word per second). Use these words and any other words you write a good sentence about the picture (give a frequency feedback).
You can use the words in any order but do not change the words in any way.

• Correct: uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture.
Examples: (1) The bear is how fast.
(2) The bear how fast is.
(3) I think how fast is.
(4) I think how fast is.
(5) I think how fast is.
(6) I think how fast is.
(7) I think how fast is.
(8) I think how fast is.
(9) I think how fast is.
(10) I think how fast is.

• B. No Response: Say: A complete sentence using the words how fast, how fast is, could be: "The bear is how fast."
• B. Incomplete Sentence: Say: How fast is, how fast is, could be: "The bear is how fast."
• B. Omitted Word or Change of Word: Say: How fast is, how fast is, could be: "The bear is how fast."
• B. Omitted Word or Change of Word: Say: How fast is, how fast is, could be: "The bear is how fast."

Starting point for Dictation raw score of 31-64 (25-60 in Spanish) or estimated ability of Grade 3 to adult.

Blocks C-H require writing a complete sentence in response to a variety of prompts.

Test 8: Written Language Expression

Test Items
Block C

13.



walked
up
stairs

Number thirteen. Look at the picture and the words walked, up, stairs (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.

▲ Correct: uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture.
Examples: (1) The lady walked up the stairs.
(2) That Grandma walked upstairs.
(3) I walked up the stairs. (misspelling forms real word)
(4) Walked up stairs. (incomplete sentence)

Assign a score of 1 if the response meets the criteria. Use example responses to help determine score.

Test 8: Written Language Expression

These reminders may be given only once during the test. Score the item 0 when giving any of these reminders.

- Remember, do not change the word (words) in any way.
- Remember to give me a complete sentence.
- Remember to use the word (words) in one sentence.
- Remember to use all the words.

These are the same reminders used in Test 4: Oral Language Expression.

Test 8: Written Language Expression

Write your response to this item.

44. Number forty-four. The second sentence is missing from this paragraph. Write a good sentence that the writer might have used.

(1) The feathered pair assembled by the picturesque fountain formed as unlikely a duet as a fiddle and a bassoon.
(2) _____ (3) The tall, long-legged bird, whose close-fitting wings were draped across his body like the tails of a dress coat, was preposterously uncomely.

Test 8: Written Language Expression

Score your response 2, 1, or 0.

44. Number forty-four. The second sentence is missing from this paragraph. Write a good sentence that the writer might have used.

- ▲ **Correct (2 points):** writes a detailed, complete, coherent sentence that makes sense in the passage and maintains the writer's style.
Example: The small, colorful bird's wings were spread gracefully, revealing their ornate beauty. The short, corpulent bird was set apart by its beautiful resplendence.
- ▲ **Correct (1 point):** writes a simple, complete, coherent sentence that makes sense in the passage, but does not maintain the writer's style.
Example: The short, ugly bird had bright green feathers. (does not maintain writer's style)
- ▼ **Incorrect (0 points):** does not write a complete, coherent sentence or writes a sentence that does not make sense in the passage.
Example: They were very strange birds. (does not make sense in the passage)

Cluster Level Analysis

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Comprehension/ Comprensión

- Composed of 2 tests:
 - Test 2: Oral Comprehension
 - Test 6: Passage Comprehension
- Provides a measure of spoken and written language comprehension

Oral Language/ Lenguaje oral

- 3 clusters (each includes listening and speaking tasks)
 - Broad (includes Tests 1–4)
 - Basic
 - Test 1: Analogies
 - Test 3: Picture Vocabulary
 - Applied
 - Test 2: Oral Comprehension
 - Test 4: Oral Language Expression

Reading-Writing/ Lectura y escritura

- 3 clusters (each includes reading and writing tasks)
 - Broad (includes Tests 5–8)
 - Basic
 - Test 5: Letter-Word Identification
 - Test 7: Dictation
 - Applied
 - Test 6: Passage Comprehension
 - Test 8: Written Language Expression

English or Spanish Language Ability

- 3 clusters (each includes listening, speaking, reading, and writing tasks)
 - Broad (includes Tests 1–8)
 - Basic
 - Test 1: Analogies
 - Test 3: Picture Vocabulary
 - Test 5: Letter-Word Identification
 - Test 7: Dictation
 - Applied
 - Test 2: Oral Comprehension
 - Test 4: Oral Language Expression
 - Test 6: Passage Comprehension
 - Test 8: Written Language Expression

Levels of Information

Age- and Grade-Based Norms

- Age norms: Ages 3—22
- Grade norms: Kindergarten through college
 - Separate norms for 2-year and 4-year college students
- Choose most appropriate comparison group.
- Selection of age- or grade-based norms does not change age or grade equivalents.
- Standard scores and percentile ranks are impacted by choice of norm basis.

Age- and Grade-Based Norms

- Age equivalents & grade equivalents are not influenced by whether you use age or grade norms. The other scores (RPI, Language Proficiency Level, PR & SS) are.
- PK teachers must use age norms. There are no grade norms for PK because some 4 year olds are in school and some are not.
- For Kindergarten and up:
 - Testing for Bilingual/ESL purposes almost exclusively uses grade norms.
 - Testing for Sp Ed purposes almost exclusively uses age norms.

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Hierarchy of Test Information

- Level 1: Qualitative
 - Information about language use, academic history, behaviors observed during testing, error analysis
- Level 2: Level of Development
 - Age or grade equivalents, raw score, *W* score
- Level 3: Level of Proficiency
 - Relative proficiency index (RPI), language proficiency level, instructional or developmental zones
- Level 4: Relative standing in a group
 - Standard scores, percentile ranks

Level 1: Qualitative Information

- Test Record includes 3 checklists to assist with gathering information:
 - Language Background Information
 - Academic Language Exposure
 - Test Session Observation Checklist
- Conduct an error analysis within and across tests
- Record any comments, notes, or behaviors of interest during testing session

Level 2: Development

- Age- or Grade-equivalents are based on raw score
- Reflects age or grade level in norm sample at which median score is the same as the examinee's raw score
- Abbreviated AE or GE
- Written with hyphen (AE) or period (GE)
 - (AE: 8-4, GE: 3.8)
- Not affected by choice of age or grade norms

Level 3: Proficiency

- Criterion-referenced information
- Indicates the quality of performance or level of proficiency
- Indicates the range of development or instruction (independent to frustration)
- Types of Level 3 Scores: relative proficiency index (RPI), instructional zones, language proficiency levels, comparative language index (CLI)

Six Language Proficiency Levels

- Initial Development
- Early Development
- Continuing Development
- Emerging Proficiency
- Proficient
- Advanced Proficient

These levels replace the CALP levels in the WMLS-R.

See Table 5-4 in the Comprehensive Manual for an in-depth description of each level.

Six Language Proficiency Levels

WMLS III Language Proficiency Levels		
Language Proficiency Level	W Difference Score Range	Relative Proficiency Index (RPI)
Initial Development	-51 and below	0/90 to 3/90
Early Development	-50 to -35	3/90 to 17/90
Continuing Development	-34 to -20	17/90 to 51/90
Emerging Proficiency	-19 to -11	51/90 to 74/90
Proficient	-10 to +10	74/90 to 97/90
Advanced Proficient	+11 and above	97/90 to 100/90

Proficiency levels are based on how far above or below the examinee's score falls from the average score for age or grade mates.

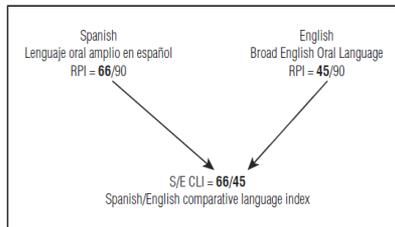
The *W* Difference score represents this distance.

RPIs also use the *W* Diff.

Comparative Language Index (CLI)

- Compares Spanish and English proficiency on selected clusters
- Helpful in determining language dominance
- Uses the numerator from the obtained RPIs to create the CLI
 - Spanish numerator is used as the numerator on the CLI
 - English numerator is used as the denominator on the CLI

Put it all together....



Comparative Language Index (CLI)

- Limitations= if both are weak it is tough to determine language dominance from the CLI score alone.
- For the example provided, 66/45 tells us that
 - Spanish is stronger
 - Information regarding proficiency in each language compared with that of other examinees at the same age or grade level.
 - Spanish= Emerging Proficiency range
 - English= Continuing Development range

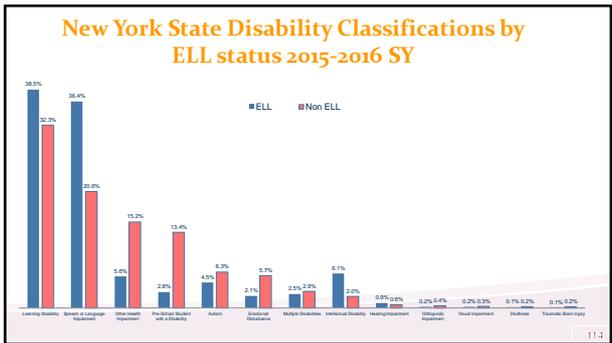
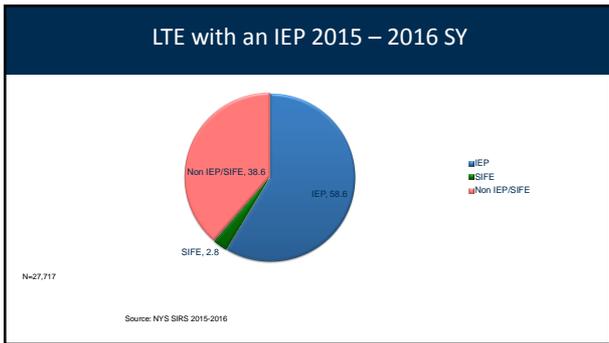
WMLS III Language Proficiency Levels		
Language Proficiency Level	W Difference Score Range	Relative Proficiency Index (RPI)
Advanced Proficient	+11 and above	97/90 to 100/90
Proficient	-10 to +10	74/90 to 97/90
Emerging Proficiency	-19 to -11	51/90 to 74/90
Continuing Development	-34 to -20	17/90 to 51/90
Early Development	-50 to -35	3/90 to 17/90
Initial Development	-51 and below	0/90 to 3/90

- ### Level 4: Peer Comparison
- Norm-referenced information
 - Reflects relative standing within peer group (age or grade)
 - Standard scores (SS)
 - Percentile ranks (PR)
 - NCE, z score, T score

WMLS III:

Use in Assessment for Bilingual/ESL programs and Special Education

- ### Challenges with ELL and Special Education Evaluations:
- Special education has become the default intervention
 - Accurate identification of ELL students who also need special education services has been a historical issue.
 - In 2003, the U.S. DOE did a study that found **over-identification** occurred more commonly in districts with small numbers of ELLs, and **under-identification** was more common in districts with larger ELL populations.
 - 2009-2010: EL comprised 9.7% of students enrolled in public schools, but made up 8.3% of public school students being served under IDEA
 - By 2030, EL's will comprise an estimated 40% of the American school population.



Identifying & Assessing All Potential EL Students:

- This procedure is done primarily through a home language survey and other tests done at the school level to identify a student for ELL services.
- There are guidelines in place for when a student is referred to the special education process.

Bilingual Special Education Evaluation:

- Gathering of Information
- Oral Language Proficiency and Dominance Testing in the Student's Two or more Languages
- Cognitive Testing
- Academic Testing

Oral Language Proficiency & Dominance Testing

- Oral language testing (formal testing when available, informal testing if necessary) should be conducted in **both languages** of students identified as LEP/ELL and those where another language has had a real and significant impact on the student's development of English language proficiency.
- Strive for parallel and equated oral language in both languages in order to make comparisons to determine dominance.
- Be aware that oral language tests may measure different aspects of language
 - SLP - Functional Language
 - School Psychologists - Cognitive/Academic language

Oral Language Proficiency & Dominance Testing- Best Practices

- Compare Oral Language performance on:
 - Spanish and English forms of WMLS III
 - Spanish and English Oral Language cluster of WJ IV
 - Oral Language clusters in WJ III and Bateria III

Interpret results based on amount and quality of student's exposure to language of the test

Cognitive Testing

- Administered in the dominant language of the student.
- If cognitive testing is limited to nonverbal only, be sure this was because of a student-centered reason and not because it was easier and faster.
 - Nonverbal assessments are narrow enough that it can be challenging to use them as foundation of SLD evaluation.
 - If you have a clear reason to use a nonverbal cognitive assessment, then do it.
 - If you're using a nonverbal to make the process easier on you (by sidestepping the language dominance determination), that's not a good reason.

Academic Testing

Completed in language of academic instruction

- English academic testing is almost always done unless student is newly immigrated within the last few months
- Academic testing in the other language is usually conducted if the student has been exposed to academic instruction for 1+ years
- Informal academic testing in the other language may be necessary if tests aren't available or if amount of instruction in other language was negligible
- Interpret in light of amount and quality of academic exposure in that language
- Consider impact of instructional programming on performance - is learning issue a result of educational programming or disability?

Online Scoring and Reporting

Online Scoring and Reporting

- Once the WMLS III is added to your school you will provide account holder name and email when placing the order.
- The AH will get an email that the WMLS III has now been added.
- They will need to go into the system and add you to the WMLS III.
- Each person added will receive an email with a link to set up their scoring site.
- The scoring is based on how many protocols you have:
 - 25 protocols=25 scoring opportunities/credits

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WMLS III Scoring Dashboard

Great Resources for Training

Additional Scoring Features

- Examinee data report- Raw scores, good for output
- Parent Report- Available in Spanish or English
- Teacher Report
- *Comprehensive Report with Interventions now available!*

Summary: WMLS III

- Yields important information about oral language abilities, reading, and writing skills
- Offers two English forms and one parallel Spanish form
- Allows comparison of English and Spanish oral language, reading, and writing abilities
- Explores language proficiency and dominance