



Linking Assessment to Intervention






The WJIV Interpretation and Instructional Interventions Program™ (WIIP™)

Agenda


- Overview
- The Comprehensive Report
- Checklists
- Evidence-Based Interventions
- Formative Interventions
- Summary
- Availability & Pricing
- Questions?



Overview

Overview

Why was WIIP Created?



- Makes testing more instructionally relevant by responding to professionals' needs
- Links WJIV results to interventions
- Facilitates report writing so professionals can focus on interpretation and program planning




Overview

Background

- Desire to align practice with research
- Need to enhance student performance
- Legal and regulatory mandates designed to improve educational outcomes


General Ed and Special Ed have a need for evidence-based interventions.



Overview

How does WIIP fit in?

- Supports a widely used, comprehensive assessment (WJIV: COG, OL, and ACH) and brand new ECAD
- Provides evidence-based interventions based on individual needs
- Facilitates data-based decision making



Overview

What's new in WIIP?

- Convenient web-based entry
- Increased number of interventions and accommodations (700+)
- Streamlined comprehensive report
 - 2 pages without the Appendix
- Option to include more interpretive detail for tests and clusters



Overview

What does WIIP include?

- Comprehensive report options
- Qualitative checklists
- Hundreds of formative and evidence-based interventions
- Formative interventions for five ACH tests
- Interventions for oral reading errors



The Comprehensive Report

The Comprehensive Report

Summary

- Report provides interpretive overview narrative of scores
- More detail can be included if “Include Test Appendix A” is selected
- If selected, checklists, evidence-based and formative interventions can be included
- Score report is included



The Comprehensive Report

Two Options for Basis of Interpretation

The Comprehensive Report narrative can be based on:

- Standard Scores (SS)
 - Peer comparison
- Proficiency (RPI and W)
 - Describes functionality



The Comprehensive Report

Standard Score Option Report Excerpt

Samantha's overall intellectual ability, as measured by the *WJIV* General Intellectual Ability (GIA) standard score (124), is in the superior range of others in her grade. There is a 68% probability that her true GIA score would be included in the range of standard scores from 121 to 128.



The Comprehensive Report

Proficiency Option Report Excerpt

Samantha's overall intellectual ability, as measured by the WJ IV General Intellectual Ability cluster, is advanced when compared to others in her grade.



The Comprehensive Report

Concept Formations

Concept Formation: SS is 87

Her Concept Formation standard score is in the low average range (percentile rank of 20; standard score of 87).

Concept Formation: RPI is 66/90

Her inductive reasoning is limited (RPI of 66/90); she will probably find it very difficult to succeed on age-level tasks involving rule-based categorization.



The Comprehensive Report

Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Samantha's **developmental level**, a **comparison to age peers** using a **standard score range classification**, and a **description of her proficiency level**.

WJ IV Tests of Cognitive Abilities

Intellectual Ability

General Intellectual Ability represents a measure of Samantha's overall intelligence. Samantha's performance on General Intellectual Ability is comparable to that of the average student in grade 11.9. Her General Intellectual Ability standard score is in the superior range (percentile rank of 95; standard score of 124). Her overall intellectual ability is advanced (RPI of 98/90).



The Comprehensive Report

Achievement Example Appendix A:

Suzie may benefit from use of an explicit, systematic, synthetic phonics program. These programs begin instruction at the phoneme level and then introduce graphemes. Teach Suzie the relationship between sounds (phonemes) and letters (graphemes) and then how to blend the sounds to make words

Oral Language Example Appendix A:

To increase Lauren's fluency of retrieval and oral production of names of recognized objects (lexical retrieval), have her keep track of the time it takes to name a series of pictured objects. Set up a self-competition by timing and recording multiple trials, and encouraging a faster speed each time



The Comprehensive Report

Summary

- Choose SS or Proficiency for basis of interpretation overview
- You retain responsibility and control over content of report and interpretation
- Output reports in Word, PDF, or web-based format
- Detailed score interpretation can be included in Test Appendix A
- Interventions can be included
- One or more checklists can be included



Checklists

Help collect, organize, and document important information about the examinee

Checklists

Six Reproducible Checklists

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

Additional checklists included in test record:

- All three batteries include Test Session Observations Checklist
- ACH tests (Standard Battery) include qualitative observations



Checklists

Reason for Referral Checklist

- Can be included as a brief introductory section in the Comprehensive Report if this checklist is completed
- Can be completed before online entry using the reproducible checklist or during online entry
- Checklists located under “Add a Test Record” section



WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Reason for Referral Checklist

Woodcock Johnson IV

Examinee's Name (Last, First, Middle) _____ Date _____

Preferred Form of Address: Mr. Ms. Mrs. Miss

A. Relationship

1. Teacher 2. Caretaker 10. Director

3. Mother 6. Caretaker 14. Aunt

7. Father 8. Friend 15. Friend

4. Representative 9. Social Worker 16. Personal Friend

5. Student 11. Counselor 17. Self

8. Guardian 12. Sibling 18. Other (specify) _____

B. Primary Reason for Referral

1. Suspected learning disability (specify) _____

2. Observed learning problems (specify) _____

3. Difficulty achieving (specify) _____

4. Observed attention and concentration problems (specify) _____

5. Apparent emotional problem (specify) _____

6. Suspected health problem (specify) _____

7. Suspected conduct problem (specify) _____

8. Suspected emotional problem (specify) _____

9. Suspected developmental delay (specify) _____

10. Observed interpersonal problems (specify) _____

11. Gifted/overachiever

12. Assessment for program planning (specify) _____

13. Court-ordered assessment (specify) _____

14. Miscellaneous _____

C. If there are additional reasons for the referral, please specify. _____

D. What questions should this evaluation address? (Check all that apply.)

1. What cognitive, language, and/or academic strengths and weaknesses exist?

2. Is there evidence of an underlying disorder (dyslexia)?

3. What are the individual's cognitive and academic developmental levels?

4. Other: This evaluation is intended to answer the following question: _____

Sample

Houghton Mifflin Harcourt

Checklists

Parent’s Checklist: School Age

- Intended for use by parents (or guardians) of school-age children
- Includes eight parts:
 - Parts I through V: Developmental History
 - Part VI: Current Temperament and Mood
 - Part VII: Current Behaviors
 - Part VIII: Behavior Problems at Home



WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Parent’s Checklist: School Age

Woodcock Johnson IV

Examinee's Name (Last, First, Middle) _____ Date _____

Preferred Form of Address: Mr. Ms. Mrs. Miss

Relationship

1. Mother 2. Caretaker 3. Brother

4. Father 5. Caretaker 6. Aunt

4. Representative 8. Sibling 11. Friend

10. Director 12. Sibling 17. Other (specify) _____

Part I: Current Home and Health Status

Please check one item for each category.

A. With whom does your child live?

1. Both parents (together in one home)

2. Mother

3. Father

4. Mother and stepfather

5. Father and stepmother

6. Both parents (in two different homes)

7. Foster parents

8. Other (specify) _____

B. Was your child adopted?

1. I don't know

2. Yes

3. No

4. Yes (to what age?) _____

C. Are any languages other than English spoken in your home?

1. No

2. Yes (specify language(s)) _____

D. How many other children live in your home?

1. None

2. One (age) _____

3. Two (ages) _____

4. Three (ages) _____

5. Other (ages) _____

E. What is your child's overall physical health?

1. I don't know

2. Excellent

3. Good

4. Fair

5. Poor

6. Very serious

7. How long ago did the injury occur?

8. Within the past year

9. 2 to 3 years ago

10. 3 to 5 years ago

11. 5 to 6 years ago

12. More than 6 years ago

13. Was the child unconscious?

14. I don't know

15. No

Sample

Houghton Mifflin Harcourt

Checklists

Online Entry of Parent’s Checklist

Parent's Checklist

Identifying Information

Examinee's Name: Adam Sample Checklist Date: 12/14/2014

Respondent's Name (Last) Sample (First Name) Sally

Preferred Form of Address: Mrs Relationship: 1 Mother Family

Part I: Current Home and Health Status

A. With whom does the examinee live? 1. Both parents (together in one home) Specify

B. Was the examinee adopted? 1. No Examinee's age at adoption

C. Are any languages other than English spoken in the examinee's home? 1. No Enter ages

D. How many other children live in the examinee's home? 3. Three Enter ages Three other children, aged, live in

E. Have there been any recent changes in family life (for example, a birth, a divorce, or a move to a new home)? 1. No Specify

F. What is the examinee's overall physical health? 1. Is usually in good health and physically fit Specify


G. Has the examinee ever sustained a head injury? 1. No If yes, please answer parts a, b, and c below:

Houghton Mifflin Harcourt

Checklists

Teacher's Checklist: School Age

- Intended to integrate information provided by student's teacher
- Includes six parts:
 - Part I: Ratings of Oral Language and Achievement
 - Part II: Current Level of Instruction
 - Part III: Student's Temperament and Mood
 - Part IV: Current Classroom Functioning
 - Part V: Primary Concern
 - Part VI: Problem Behaviors in the Classroom



WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Teacher's Checklist: School Age

Woodcock Johnson IV

Student's Name (Last) _____ (First) _____ Date _____
 Teacher's Name (Last) _____ (First) _____
 Preferred Form of Address: Mr. Mrs. Ms. Miss

Part I: Ratings of Oral Language Ability and Achievement

Please rate this student's level of oral language ability and achievement in the following areas. Check only one item for each category. If you have not had the opportunity to observe the student in one or more of these areas, or if you do not have enough information on which to base a rating, please check I don't know. If one of these areas does not apply to this student, please check Does not apply.

A. Level of oral expression


- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

D. Level of reading comprehension

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

E. Level of reading fluency (oral reading ability and reading rate)


- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited



Checklists

Classroom Behavior Observation Form

- Designed to integrate direct observations into the Comprehensive Report
- Can include one or two classroom observations in report
- Includes three parts:
 - Part I: Time Sampling Form
 - Comparison Student and Referred Student
 - Part II: Impact of Problem Behaviors
 - Part III: Review of Primary Problem Behavior



WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Classroom Behavior Observation Form

Woodcock Johnson IV


Student's Name (Last) _____ (First) _____ Time _____
 Teacher's Name (Last) _____ (First) _____ Time _____
 Observer's Name (Last) _____ (First) _____ Time _____

Part I: Time Sampling of Behavior

At the end of each 10-minute interval, you observe the comparison student's behavior and record a 1 in the column for on-task behavior or a 0 in the column for off-task behavior. Then observe the referred student and record a 1 or 0 in the desired column. Calculate the percent on-task behavior by dividing the number of 1's by the number of intervals. Make your notes to help identify the antecedents, consequences, or persistent reasons for each problem behavior.

Interval	1. On-task behavior		2. Off-task behavior		Notes
	Comparison	Referred	Comparison	Referred	
0:00-0:10	1	0	0	0	Playing with pencil
0:10-0:20	1	0	0	0	
0:20-0:30	1	0	0	0	
0:30-0:40	1	0	0	0	
0:40-0:50	1	0	0	0	
0:50-1:00	1	0	0	0	
1:00-1:10	1	0	0	0	
1:10-1:20	1	0	0	0	
1:20-1:30	1	0	0	0	
1:30-1:40	1	0	0	0	
1:40-1:50	1	0	0	0	
1:50-2:00	1	0	0	0	


Sample



Checklists

Self-Report Checklist: Adolescent/Adult


- Intended for use by adolescent or adult who is capable of reading and understanding the questions
- Modification of the Parent's Checklist: School Age
- Includes five parts:
 - Part I: Current Home and Health Status
 - Part II: Self-Description of Attitudes
 - Part III: Self-Rating of Abilities and Skills
 - Part IV: School History
 - Part V: Recollections of Early Schooling



Checklists

Writing Evaluation Scale

- Provides narrative interpretation of examinee's writing skills
- Supplements test results and provides more detail on individual's writing competency
- Helps identify instructional goals
- Assists in monitoring progress



WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Writing Evaluation Scale

Woodcock Johnson IV

Student's Name (Last) _____ (First) _____ Date _____

Type of text: Narrative (skip Part VII) Expository (skip Part VI)

Assignment _____

Components	Very Poor	Poor	Adequate	Good	Very Good
Part I: Handwriting					
A. Forms letters correctly	0	1	2	3	4
B. Uses consistent spacing	0	1	2	3	4
C. Stays on line	0	1	2	3	4
D. Forms letters automatically	0	1	2	3	4
Part II: Spelling					
A. Spells regular words correctly	0	1	2	3	4
B. Spells exception words correctly	0	1	2	3	4
Part III: Punctuation and Capitalization					
A. Ends sentences with correct punctuation	0	1	2	3	4
B. Uses internal punctuation correctly	0	1	2	3	4
C. Uses capital letters correctly	0	1	2	3	4
D. Indents paragraphs	0	1	2	3	4
Part IV: Vocabulary					
A. Uses age-appropriate vocabulary	0	1	2	3	4
B. Uses varied vocabulary	0	1	2	3	4
C. Uses precise vocabulary	0	1	2	3	4

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Evidence-Based Interventions

Research supports the effectiveness of the intervention.

Evidence-Based Interventions

WJ IV ACH: Instructional interventions
 WJ IV OL: Accommodations and interventions
 WJ IV COG: Accommodations and interventions

- Written in narrative style for reports
- Based on individual's performance
- Generated when performance falls within limited or lower range

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Evidence-Based Interventions

The Tests of Achievement (ACH) Measure:

- Reading
- Mathematics
- Written Language
- Academic Knowledge

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Evidence-Based Interventions

ACH Sample 1: Samantha, Age 10-7

CLUSTER/Test	W	GE	RPI	SS (68% Band)
READING FLUENCY	454	1.9	2/90	67 (63-71)

The phrase-drill error-correction procedure may be helpful for developing Samantha's reading fluency. In this procedure, combine immediate corrective feedback with rehearsal of the corrected error. When Samantha makes an error on a word, model the correct word immediately. Then ask Samantha to reread the phrase (where the error occurred) three times.

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Evidence-Based Interventions

ACH Sample 2: Chas, Age 6-3

CLUSTER/Test	W	AE	EASY	to DIFF	RPI	SS (68% Band)	WDiff
Spelling	412	5-8	5-5	6-05	2/90	89 (84-94)	-19

Multisensory techniques involving repeated tracing and saying of letters and words may be especially helpful, particularly when introducing irregular words. Emphasize activities that involve writing or using letter tiles to spell words, rather than oral spelling as it is important for Chas to construct and then see the correctly printed word.

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Evidence-Based Interventions

The Tests of Cognitive Abilities (COG) Measure:

- Comprehension-Knowledge (Gc)
- Fluid Reasoning (Gf)
- Short-term Working Memory (Gwm)
- Cognitive Processing Speed (Gs)
- Auditory Processing (Ga)
- Long-term Retrieval (Glr)
- Visual Processing (Gv)

Evidence-Based Interventions

COG Sample: Tara, Age 17-1

CLUSTER/Test	W	AE	EASY to DIFF	RPI	SS (68% Band)	WDiff
S-T WORK MEM (Gwm)	502	10-1	8-5	12-5	49/90	85 (81-89) -20

Rehearsal is an important factor in learning. Repeated and extensive practice may enable Tara to perform some tasks in a more automatic fashion, lessening the demand on short-term working memory.

Accommodations may be useful in compensating for Tara's limitations in short-term working memory. Some examples include keeping oral directions short and simple, asking Tara to paraphrase directions to ensure understanding, and providing visual cues for directions or steps to be followed.

Evidence-Based Interventions

The Tests of Oral Language (OL) Measure:

- Oral Expression
- Listening Comprehension
- Phonetic Coding and Phonological Awareness
- Speed of Lexical Access

Evidence-Based Interventions

OL Sample: Samantha, Age 10-7

CLUSTER/Test	W	AE	RPI	SS (68% Band)
Sentence Repetition	484	7-9	47/90	84 (80-89)
Understanding Directions	488	7-11	69/90	83 (78-88)

Oral elaboration is an intervention that may facilitate Samantha's encoding ability, storage, and recall of information over time. Elaborative rehearsal should go beyond simple recitation of information to focus on meaning and association of the new information with other knowledge. A deeper processing of information may result when Samantha interacts with the material by thinking about it, associating it with prior knowledge, and talking about the association.

Formative Interventions

Designed to improve day-to-day teaching and meet the specific needs of the student

Formative Interventions

Availability

Available for five tests in the *WJIV* Tests of Achievement Forms A, B, and C:

- Letter-Word Identification
- Applied Problems
- Spelling
- Calculation
- Word Attack

If error types are tallied for Test 8: Oral Reading, a formative intervention for each error type is available.

Formative Interventions

Item-Level Data (1, 0) Requirement

Achievement Test 1 - Letter-Word Identification Item Data									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items left blank below the basal will be counted as correct for computing the raw score.

Raw Score

Formative Interventions

Other Information

- Generates formative intervention when unexpected error occurs
- Provides intervention for teaching specific skill or concept
- Based on sound teaching practices, but effectiveness is not necessarily backed by research as in evidence-based interventions

Unexpected Error: An incorrect response followed by one or more correct responses.

Formative Interventions

Example 1

Test 1: Letter-Word Identification (teaching closed/open syllables)

Samantha will benefit from learning about types of syllables. Review closed and open syllables with Samantha. Explain that a **closed syllable** ends in a consonant and has a short vowel sound, whereas an **open syllable** ends in a vowel and has a long vowel sound. Present different, two-syllable words, some with closed syllables and some with open syllables. Write each word on the board and ask Samantha to read each word aloud and draw lines or slash marks (/) between the syllables to divide it. Then ask Samantha to underline the first syllable and tell you whether it is closed (ends on a consonant and has a short vowel sound) or open (ends on a long vowel sound).

Formative Interventions

Example 2

Test 2: Applied Problems (teaching simple multiplication word problems)

Explain that multiplication helps us solve problems easily when groups are of equal size. Illustrate the principle using this example: Four children are playing tennis. Each child has five tennis balls. How many tennis balls are there altogether? Ask Missy to draw 4 children using stick figures and then to draw 5 tennis balls by each child. Point out that there are 4 groups of equal size in this problem, which can be represented by writing 4×5 . Present additional simple word problems requiring multiplication. Ask Missy to write a multiplication sentence for each problem. Remind her that she can draw pictures to help.

A Walk Through

Adding a Checklist

My Recent Examinees + Add Examinee +

Referrals (23 Examinees in the Folder)

<input type="checkbox"/> All	First Name	Last Name	Examinee	Test Record/ Checklist
<input type="checkbox"/>	Brian	Brown		
<input type="checkbox"/>	Charlie	Brown		
<input type="checkbox"/>	Charlie	Brown		
<input type="checkbox"/>	a	d		

Select a Test Record/Checklist from the menu below

Classroom Behavior Observation Form, Parent's Checklist, Scho...

Examinee Record Forms- Select and Complete

Name: Charlie Brown Date of Birth: 09/12/2005 Gender: Male ID:

Test Records/Checklists

<input type="checkbox"/> All	Test	Test Committed	Grade	Test/Checklist	Status	Days remaining to be edited
<input type="checkbox"/>	09/26/2014	09/26/2014		WJ IV Tests of Cognitive Abilities	Expired	
<input type="checkbox"/>				WJ IV Tests of Achievement Form A and Extended	Not started	
<input type="checkbox"/>				Parent's Checklist: School Age	Not started	
<input type="checkbox"/>				Reason for Referral: Checklist	Not started	
<input type="checkbox"/>				Teacher's Checklist: School Age	Not started	

Creating a Report

Create Report

Select report filters from the menu below

Report Type * Select Comprehensive Report

Product *

Examinee Selection *

Test Record/Checklist * Select Record Forms and Checklists

Normative Basis *

Age

Options

Variations

Comparisons

Selecting Score Type and Appendix Option

Report Style

Standard Scores

Base summary on

- Standard Scores
- Proficiency (VDO/IF)

Select SS or Proficiency

Other

- Exclude Instructional Recommendations and Interventions
- Exclude Language of Instruction Statements
- Include Test Appendix

Select Appendix (optional)

Intervention Population and Application

Interventions

Database ID


- G8P-010-Complan
- G80-000-ReadWrt
- G82-010-Covering
- G82-020-CoveringCom
- G82-070-MyonLine
- G82-080-MyonLine
- G89-010-MyonLine
- G89-020-MyonLine
- G89-030-MyonLine
- G89-040-MyonLine
- G89-050-MyonLine
- G89-060-MyonLine
- G89-070-MyonLine
- G89-080-MyonLine
- G89-090-MyonLine
- G89-100-MyonLine
- G89-110-MyonLine
- G89-120-MyonLine
- G89-130-MyonLine
- G89-140-MyonLine
- G89-150-MyonLine
- G89-160-MyonLine
- G89-170-MyonLine
- G89-180-MyonLine
- G89-190-MyonLine
- G89-200-MyonLine

Recommendations for Instruction:

All recommendations that may help compensate for Charlie's limitations in instructional areas should include explicitly modeled, direct instruction, explicit component assignments, alternating or breaking copying activities, and handwriting work time after questions are asked as well as other responses are given.

Select any interventions you want to include and SAVE

Summary



Summary

Key Points

- **Professional retains control over and responsibility for the report and interventions**
- **WIIIP facilitates the process**
 - Generates interventions based on examinee's age and areas of concern (academic, language, and cognitive)
 - Generates narrative report and scores so examiner can focus on interpretation



Summary

Key Points

- **Relevant**
 - Links *WJ IV* evaluations to instruction
 - Provides evidence-based and formative interventions
 - Focuses on the educational needs of the individual
- **Convenient**
 - Provides interventions for all *WJ IV* academic, language, and cognitive areas in one place
 - Matches interventions to individual based on needs
 - Generates comprehensive report and all scores
 - Includes checklists if completed



Summary

What's New

- **Convenient web-based entry**
- **Increased number of interventions and accommodations**
- **Streamlined Comprehensive Report**
 - Test Appendix A provides optional, more detailed interpretation



Availability and Pricing



Questions?

