

## WJ III TEST NAMES AND DESCRIPTIONS

### **Test Name**

### **Description of test**

*Verbal Comprehension*

Measures knowledge of word meanings. In Picture Vocabulary, the subject must name familiar and unfamiliar pictured objects. In Oral Vocab: Synonyms, the subject must say a word similar in meaning to the word presented. In Oral Vocab: Antonyms, the subject must say a word that is opposite in meaning to the word presented. In Verbal Analogies the subject must complete phrases with words that indicate appropriate analogies.

*Visual-Auditory Learning*

Measures the ability to associate new visual symbols (rebuses) with familiar words in oral language and to translate a series of symbols presented as a reading passage (a visual-auditory association task). This is a "learning" test where corrective feedback is provided to the subject.

*Spatial Relations*

Measures the ability to visually match and combine shapes. The subject must select from a series of shapes, the component parts composing a given whole shape.

*Sound Blending*

Measures the ability to perform auditory synthesis on segments of speech. After hearing the recorded parts (syllables and/or phonemes) of a word the subject must "blend" the parts together to make a whole word (synthesis task).

*Concept Formation*

Measures the ability to identify and state the rule for a concept about a set of colored geometric figures when shown instances and non-instances of the concept. This is a "learning" test with corrective feedback and reinforcement of correct answers provided to the subject.

*Visual Matching*

There are two different versions of this test. The first version, Visual Matching 1, is designed for use with preschool children and individuals who have developmental delays or reduced functioning. The task requires the person to point to the two matching shapes in a row of four to five shapes. This section has a 2-minute time limit and does not require the subject to write. The second version, Visual Matching 2, is designed for individuals above the developmental level of an average 5-year-old. On this section, the subject is asked to locate and circle the two identical numbers in a row of six numbers. This task proceeds in difficulty from single-digit numbers to triple-digit numbers and has a 3-minute time limit.

*Numbers Reversed*

Measures the ability to repeat a series of random numbers backward. The number sequences are presented by audio tape.

*Incomplete Words*

Measures the ability to perform auditory closure on segments of speech. After hearing a recorded word with one or more phonemes missing, the subject must name the complete word (analysis task).

*Auditory Working Memory*

Measures the ability to retain two types of orally presented information and then repeat them in a specified order. The subject is presented a mixed series of words and digits and is asked to rearrange them by first saying the words in order and then the numbers. The task requires divided attention as the subject must perform two different mental operations simultaneously.

*Del Rec—Vis-Aud Lrng*

Measures the ability to recall and relearn (after 1 to 8 days) the symbols (rebuses) presented in Visual-Auditory Learning. This is a "relearning" task as the subject relearns forgotten associations. Corrective feedback is provided to the subject during the task.

*General Information*

Measures knowledge of the common or typical characteristics of certain objects. The test has two components: "what" and "where" questions. The questions are presented orally and the subject must state the answer to "where you would find...." and "what you would do with..." questions.

*Retrieval Fluency*

Measures fluency in retrieving the names of objects. The subject is asked to state as many items as they can of three different types, "things to eat or drink", "names of people", and "animals."

*Picture Recognition*

Measures the ability to recognize a subset of previously presented pictures within a larger set of pictures.

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<i>Auditory Attention</i>	Measures the ability to discriminate similar sounding words. An audio tape is used to present the words to the subject with increasing levels of background noise as a distracter.
<i>Analysis-Synthesis</i>	Measures the ability to analyze the components of an incomplete logic puzzle and to determine and name the missing components. This is a "learning" test with corrective feedback and reinforcement of correct answers provided to the subject.
<i>Decision Speed</i>	Measures the ability to rapidly scan a row of pictures and decide which of the two drawings are the most related. The decisions become slightly more abstract as the test progresses. The subject is instructed to complete as many rows of drawings as possible within a three-minute time limit.
<i>Memory for Words</i>	Measures the ability to repeat lists of unrelated words in the correct sequence; words are presented by audio tape.
<i>Rapid Picture Naming</i>	Measures the ability to rapidly identify and orally name pictures of common objects. The stimulus pictures are presented in rows of five. The test has a two-minute time limit.
<i>Planning</i>	Measures the ability to plan a tracing route that covers as many segments of a dotted line drawing as possible without lifting the pencil or tracing over the same segment twice. The test requires "forward thinking" in that the subject is required to plan a sequence of steps prior to initializing the plan.
<i>Pair Cancellation</i>	Measures the capacity for sustained attention (vigilance). The subject is presented with rows that contain repeating pictures of a dog and a ball (in no particular sequence) and must circle all instances of when the "ball is followed by the dog". The test has a three-minute time limit.
<i>Memory for Names</i>	Measures the ability to learn associations between unfamiliar auditory and visual stimuli (an auditory—visual association task). The task requires learning the names of a series of space creatures. This is a "learning" test where corrective feedback is provided to the subject.
<i>Visual Closure</i>	Measures the ability to name a drawing or picture of a simple object that is represented by disconnected lines. The test requires the subject to visually combine the disconnected lines into a meaningful whole.
<i>Sound Patterns-Voice</i>	Measures the ability to indicate whether pairs of complex sounds are the same or different. The sound patterns resemble human speech sounds. The pairs may differ in pitch, rhythm, or sound content.
<i>Number Series</i>	Measures the ability to identify the quantitative principle that underlies a sequence of numbers in a series of numbers and then apply the principle to supply a missing number in the series.
<i>Cross Out</i>	Measures the ability to quickly scan and compare visual information. The subject must mark the five drawings in a row of 20 drawings that are identical to the first drawing in the row. The subject is given a 3-minute time limit to complete as many rows of items as possible.
<i>Number Matrices</i>	Measures the ability to identify the quantitative principle that underlies a series of numbers in matrices and then apply the principle to supply a missing number in the matrix.
<i>Memory for Sentences</i>	Measures the ability to remember and repeat simple words, phrases, and sentences presented auditorily by a tape player.
<i>Block Rotation</i>	Measures the ability to recognize two geometric designs, in a row of five, that are identical, although rotated to a different visual perspective from the target geometric design. Below the target stimulus are five pictures of geometric shapes or three-dimensional block strings that have been rotated in space. The subject must identify which two drawings are replications of the target item.

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<i>Sound Patterns-Music</i>	Measures the ability to indicate whether pairs of musical sounds are the same or different. The pairs may differ in pitch, rhythm, or sound content.
<i>Del Rec—Mem Names</i>	Measures the ability to recall (after 1 to 8 days) the space creatures presented in Memory for Names.

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*Letter-Word Identification*

Measures the subject's reading skills in identifying isolated letters and words. It is not necessary that the subject knows the meaning of any words correctly identified.

*Reading Fluency*

Measures the ability to quickly comprehend the correctness of simple sentences. The subject is presented a series of simple sentences and must circle whether each sentence is true or false. The subject is required to complete as many items as possible within a 3-minute time limit.

*Story Recall*

Measures the ability to recall increasingly complex stories presented orally to the subject. The subject is asked to tell back as much of the story as they can. The score is based on the number of correctly recalled story elements.

*Understanding Directions*

Measures comprehension of linguistic concepts (receptive language). The subject is asked to follow oral directions by pointing to different items in a picture.

*Calculation*

Measures the ability to perform mathematical calculations ranging from simple addition to calculus. The subject is not required to make any decisions about what operations to use or what data to include.

*Math Fluency*

Measures the ability to quickly perform single-digit addition, subtraction, and multiplication facts. The subject is presented a series of simple arithmetic problems on a worksheet. The subject has two minutes to complete as many problems as possible.

*Spelling*

Measures the ability to write correct spellings of orally presented words.

*Writing Fluency*

Measures the ability to formulate and write simple sentences quickly. This subtest has a 7-minute time limit.

*Passage Comprehension*

Measures the subject's skill in reading a short passage and identifying a missing key word. In this modified cloze procedure, the subject must exercise a variety of comprehension and vocabulary skills.

*Applied Problems*

Measures the ability to analyze and solve problems in mathematics. The subject must decide not only the appropriate mathematical operations to use but also which of the data to include in the calculation.

*Writing Samples*

Measures the ability to write responses to a variety of demands. The subject must phrase and present written sentences that are evaluated with respect to the quality of expression. The subject is not penalized for errors in the basic mechanics of writing (spelling; punctuation).

*Del. Recall-Story Recall*

Measures the ability to recall (after 1 to 8 days) the stories presented in Oral Recall.

*Word Attack*

Measures the ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words. The subject reads aloud letter combinations that are linguistically logical in English but that do not form actual words (nonsense word), or words that constitute low-frequency words in the English language.

*Picture Vocabulary*

The subject must name familiar and unfamiliar pictured objects.

*Oral Comprehension*

Measures the ability to listen to a short tape-recorded passage and to verbally supply the single word missing at the end of the passage.

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<i>Editing</i>	Measures the ability to identify, and indicate how to correct, mistakes in typewritten passages. The error in the passage may be incorrect punctuation or capitalization, inappropriate word usage, or a misspelling.
<i>Reading Vocabulary</i>	Measures subject's skill in reading and understanding the meanings of words. In Part A: Synonyms, the subject must read a word and provide a word similar in meaning to the word presented. In Part B: Antonyms, the subject must read a word and provide a word that is opposite in meaning to the word presented. In Part C: Analogies, the subject must read an analogy and provide the missing word.
<i>Quantitative Concepts</i>	Measures the subject's mathematical vocabulary, concepts and quantitative reasoning. The test consists of a mixture of number series items and items requiring the subject to display mathematical knowledge. The number series items require the subject to identify the underlying numerical relation in a series of numbers and then apply this principle by supplying a missing number in the series.
<i>Academic Knowledge</i>	Measures the subject's knowledge in various areas of the biological and physical sciences, history, geography, government, economics, art, music, and literature.
<i>Spelling of Sounds</i>	Measures the ability to listen to a nonsense word and produce a written response representing the likely spelling of that word if it were a real English word. It is a measure of the subject's comprehension of the "alphabetic principle." The subject is presented the nonsense word from an audio tape and is asked to write it.
<i>Sound Awareness</i>	Measures oral sound analysis skills at the preschool and primary level of development. It contains four parts: Rhyming, Substitution, Deletion, and Reversal. The items are presented orally by the examiner, or by tape, and the subject responds orally.
<i>Punctuation &amp; Capitalization</i>	Measures knowledge of punctuation and capitalization.

Table \_\_\_\_:

First-order Factors/Tests	First-order Factors												
	RQ	KM	PG	WA/V	Gsa	Gf	Gv	MA	Gc	Ga	MS	Gsc	NA
<b>Quantitative Reasoning (RQ)</b>													
Number Series	0.80												
Number Matrices	0.71												
<b>Math Achievement (KM)</b>													
Calculation		0.58		0.29									
Quantitative Concepts-Concepts		0.54							0.41				
Applied Problems	0.06	0.49				0.38							
<b>Processing Speed-Achievement (Gsa)</b>													
Math Fluency		0.32			0.30							0.39	
Reading Fluency					0.73							0.25	
Writing Fluency					0.53							0.23	
<b>Phoneme-Grapheme Knowledge (PG)</b>													
Word Attack			0.78										
Spelling			0.76										
Letter-Word Identification			0.69						0.16				
Spelling of Sounds			0.57	0.26						0.33			
<b>Writing Ability/Verbal (printed) Lng Comp. (WA/V)</b>													
Editing				0.75									
Writing Samples				0.73									
Passage Comprehension				0.54					0.20				
<b>Fluid Reasoning (Gf)</b>													
Understanding Directions						0.93							
Concept Formation						0.81							
Analysis-Synthesis						0.35	0.34						
<b>Visual Processing (Gv)</b>													
Spatial Relations							0.59						
Block Rotation							0.51						
Planning							0.41						
Visual Closure							0.37						
Picture Recognition							0.19	0.24					
<b>Associative Memory (MA)</b>													
Visual-Auditory Learning								0.83					
Memory for Names								0.66					
<b>Crystallized Intelligence (Gc)</b>													
General Information									0.84				
Verbal Comprehension-Oral Vocabulary									0.83				
Academic Knowledge-Science									0.76				
Academic Knowledge-Social Studies									0.73				
Academic Knowledge-Humanities									0.72				
Verbal Comprehension-Picture Vocabulary									0.72				
Oral Comprehension									0.68				
Verbal Comprehension-Analogies									0.68				
Story Recall						0.30			0.54				
Reading Vocabulary				0.39					0.46				
<b>Auditory Processing (Ga)</b>													
Sound Blending										0.69			
Incomplete Words										0.58			
Auditory Attention										0.52			
Sound Awareness						0.47				0.30			
Sound Patterns-Voice							0.35			0.20			
<b>Memory Span (MS)</b>													
Memory for Words											0.80		
Memory for Sentences									0.35		0.47		
Auditory Working Memory	0.24									0.27	0.26		
Numbers Reversed	0.21			0.18							0.13		
<b>Processing Speed-Cognitive (Gsc)</b>													
Pair Cancellation												0.93	
Visual Matching		0.19										0.79	
Decision Speed						0.22						0.63	
Cross Out							0.33					0.56	
<b>Naming Facility *NA)</b>													
Rapid Picture Naming													0.68
Retrieval Fluency									0.25				0.49