Introducing…

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Woodcock Reading Mastery Tests, Third Edition (WRMT-III)

A comprehensive set of 9 individually administered tests of reading skills for children and adults

- Original developed in 1973 by Dr. Richard Woodcock
- Revision in 1988, Normative Update in 1998
- WRMT-III publishing in **June 2011**
  -extensive revision with new and revised content
Why Woodcock Reading Mastery Tests, Third Edition?

If there are struggling readers...

That aren’t responding to interventions...

It’s time for an in-depth diagnostic assessment to pinpoint areas of weakness...
Additional Assessments
Analogy

If you have a medical concern, you....  =  Go to the your doctor
If they are not sure what is wrong.....  =  They order more tests
Why WRMT-III?

- Just like in the medical example...
  - Every academic concern needs more information to better plan effective treatment interventions
  - i.e. for a reading difficulty is it:
    - Vocabulary?
    - Fluency?
    - Phonics?
    - Phonemic Awareness?
    - Comprehension?
WRMT-III

- Administration time 15-45 minutes
- Age-based norms for 4:6 – 79:11 years
- Grade-based norms for K-12
- Parallel forms for monitoring progress
  - Forms A and B
  - Retest interval: 3 months
- Test Qualification Level B
  An individual who is certified by a professional organization that requires training and experience in a relevant area of assessment.
Uses

- Diagnostic assessment
- Program placement (RPI, Instructional level)
- Tier 2 or 3 assessment tool
- Intervention progress monitoring (GSV’s)
- ELL foundation skills
- Program evaluation (progress of entire schools)
- Research
Comprehensive RTI Model for Assessment of Literacy Skills

Consideration for Referral for Comprehensive Evaluation for potential Special Education eligibility

Tier 3
Diagnostic Assessment/Intensive Progress Monitoring:
AIMSweb
WIAT-III, KTEA-II, PAL-II, DRA-2, GORT-4, CTOPP, PIPA, ALL, PPVT-4, EVT-2, WRMT-III

Tier 2
Identifying Specific Strengths & Weaknesses/Progress Monitoring:
AIMSweb
WIAT-III, KTEA-II, PAL-II, DRA-2, BASI, ERDA-2, GORT-4, CTOPP, PIPA, ALL, PPVT-4, EVT-2, WRMT-III

Tier 1
Universal Screening:
(Group Administered and/or Screeners)
AIMSweb, DRA-2, ASA, ERDA-2, PPVT-4, EVT-2, BASI Survey Form

* See Pearson Curriculum Solutions for intervention materials
What’s New with the WRMT-III?
WRMT-III

- New tests (4 out of 9)
- New items (bias reviewed)
- New norms (2011 copyright)
- New art work (diversity addressed)
- More accurate, grade-based starting points
- Simplified basal and discontinue rules
- GSV’s for documenting growth
- Comprehensive web-based scoring software
- Error analysis for intervention planning (6 tests)
WRMT-III Error Analysis

• Item-level error analysis is provided for
  – Passage Comprehension
  – Listening Comprehension
  – Phonological Awareness

• Within-item level error analysis is provided for
  – Word Attack
  – Word Identification

> Oral Reading Fluency error types qualitative analysis
WRMT-III Materials

- Main Record form
- Oral Reading Fluency Record form (grades 1+)
- Stimulus Book (easel)
- Rapid Automatic Naming (RAN) cards
- Listening Comprehension audio CD
  (Word Id, Word Attack pronunciation as well)
- Manual
- Kit bag
- Software report usages bundled with record forms

Additional materials needed:
- tape recorder (ORF), stopwatch (RAN, ORF)
Content influenced by key research findings

• National Reading Panel’s: *Teaching Children to Read* (2000)

• International Reading Association’s: *Standards for the Assessment of Reading and Writing* (2009)

• Supports *Reading First* & *IDEA* program guidelines
Aligned to new Common Core Standards

<table>
<thead>
<tr>
<th>WRMT-III Test</th>
<th>Common Core domain K-5 Reading Foundation skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Identification</td>
<td>Print concepts</td>
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<tr>
<td>Phonological Awareness</td>
<td>Phonological awareness</td>
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<tr>
<td>RAN, Word Identification, Word Attack, Word Comprehension</td>
<td>Phonics and word recognition</td>
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<tr>
<td>Oral Reading Fluency. Passage Comprehension</td>
<td>Fluency</td>
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</tbody>
</table>

PEARSON
WRMT-III Tests

- Letter Identification
- Word Identification
- Phonological Awareness – **NEW**
  - First Sound Matching
  - Last Sound Matching
  - Rhyme Production
  - Blending
  - Deletion
- Rapid Automatic Naming – **NEW**
  - Objects
  - Colors
  - Numbers
  - Letters

- Word Attack
- Listening Comprehension – **NEW**
- Word Comprehension
  - Antonyms
  - Synonyms
  - Analogies
- Passage Comprehension
- Oral Reading Fluency - **NEW**
WRMT-III New Tests

- **Listening Comprehension**
  - Measures the ability to understand spoken language
- **Oral Reading Fluency**
  - Measures the ability to fluently integrate learned reading abilities such as decoding, expression and phrasing
- **Phonological Awareness**
  - A collection of key pre-reading skills that measure an examinee’s ability to distinguish distinct sounds (5 areas)
- **Rapid Automatic Naming**
  - Measures the speed and accuracy with which one is able to retrieve the names of known stimuli (objects, colors, letters or numbers)
5 Retained and Revised Tests (50% content updated)

- Letter Identification
  - letters now in uniform font style
- Word Identification (read not comprehend)
- Word Attack (simple to multisyllabic)
- Word Comprehension (exp vocabulary)
  - Antonyms
  - Synonyms
  - Analogies
- Passage Comprehension (cloze)
WRMT-III Scores
WRMT-III Scores (9 tests and 4 clusters)

- Standard Scores
- Percentile Ranks
- Age and Grade Equivalents
- Descriptive categories
- Relative Performance Index (RPI)
- Growth Scale Value (GSV)
WRMT-III Scores

- **Cluster Scores:** >higher reliability & generalizability
  - **Readiness**
    - Provides an index of several skills necessary for beginning reading
    - Made up of RAN, Phonological Awareness, Letter Identification (highly predictive of later decoding ability)
  - **Basic Skills**
    - Provides a broad measure of reading skills
    - Made up of Word Attack and Word Identification
  - **Reading Comprehension**
    - Provides a broad measure of reading comprehension
    - Made up of Word Comprehension and Passage Comprehension
  - **Total Reading**
    - Serves as a measure of global reading ability
    - Made up of Word Attack, Word Identification, Word Comprehension, Passage Comprehension, Oral Reading Fluency
## Recommended Administration Order & Cluster

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade (Age) Range*</th>
<th>Average Testing Time (min)</th>
<th>Readiness Cluster</th>
<th>Basic Skills Cluster</th>
<th>Reading Comprehension Cluster</th>
<th>Total Reading Cluster</th>
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</table>

*PK = not entered K yet; 12+ = adults
Norms: Age and grade-based

- Age norm sample – 3,360 individuals
- Age norms
  - 2 month intervals from 4:6 – 6:11
  - 4 month intervals from 7:0 – 13:11
  - 1 year intervals from 14:0 – 18:11
  - 19 through 25
  - 26 through 30
  - 31 through 40
  - 41 through 55
  - 56 and older
Norms

- Grade norm sample – 2,600 (K-12)
- Grade based norms
  - Fall, fall/winter, winter, winter/spring, and spring norms for grades K and 1
  - Fall, winter and spring norms grade 2 - 12
Administration – general guidelines- consult manual

- Discontinuation rule - for most tests- score of 0 on four consecutive items

- Basal rule- is met if examinee has answered at least three items correctly before discontinuation rule is met (the three correct do NOT have to be consecutive)

- If examinee hits discontinuation rule before answering three items correctly, drop back to the preceding start point

- Testing should be conducted in units of complete stimulus book pages to maintain rapport (do not award points for incorrect responses)
Letter Identification

Ability to recognize letters presented in upper and lowercase forms
Phonological Awareness:

Awareness of the phonological components of language
(5 sections)
Phonological Awareness: First Sound Matching
Phonological Awareness: Last Sound Matching
Rhyme Production

Ability to name a real or made up word that rhymes with a given word
Blending

Ability to combine phonemes or syllables and identify the word they create
Deletion

Ability to say the word created when one phoneme or syllable is removed from the beginning or end of the stimulus word.
Rapid Automatic Naming: Object Naming

Speed and accuracy of ability to name a set of familiar stimuli
(objects, colors, numbers, letters)
Word Identification

Ability to read words
(not to know meaning)
Word Attack

Ability to read nonsense words of increasing difficulty (from simple consonant-vowel combinations to multisyllabic nonsense words) – used to determine ability to apply structural analysis skills

Must be a natural reading of the word, give about 5 seconds to answer
Listening Comprehension

Ability to comprehend spoken language-includes literal and inferential comprehension

Need CD player with external speakers, student listens to passage, you read the question. Question can be repeated once if requested, passages cannot be repeated.
Word Comprehension: Antonyms

Ability to read a presented word and provide a word that means the opposite

Go in order, accept only single word responses
Word Comprehension: Synonyms

Ability to read a word and then state another word that approximates its meaning
Word Comprehension: Analogies

Ability to ascertain the relationship between pairs of words
Passage Comprehension

Ability to study a sentence or short passage and exercise a variety of comprehension and vocabulary skills in identifying a missing word.

Examinee must understand not only the sentence containing the blank but the rest of the passage to be able to fill in the blank (cloze).

40% of the items are one sentence long and contain art related to the text and are a source of information required to determine an answer. Picture-Text type items allow for measuring passage comprehension at lower grade levels.

Examinee is asked to read passage silently.
Oral Reading Fluency

Ability to fluently integrate learned reading abilities such as decoding, expression and phrasing.

Rated in expression, phrasing and smoothness; words read correctly per 10 seconds.

Grade 2+ = 2 passages (one slightly below, one at GL)
Grade 1 = 1 passage

Use grade enrollment, not reading level for start point.
Stop timing when the examinee finishes reading last word on the passage.
WRMT-III software

- Web based
- Features extra scoring interpretation
- No up front license fee or yearly fee
- Usages will be able to be ordered in any quantity needed, pay as you go ($1)
- Price breaks for larger quantities
- Bundle usages in kits and in with record forms
## WRMT-III tentative pricing

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<th>Description</th>
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<td>WRMT-III Form A &amp; B Combined Kit</td>
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<td>16710</td>
<td>WRMT-III Form A Kit</td>
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<td>16712</td>
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<tr>
<td>16723</td>
<td>WRMT-III Form B ORF (25)</td>
<td>$  30.00</td>
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Pearson  
800-627-7271  
www.psychcorp.com
Thank you for your interest in the new Woodcock Reading Master Test- Third Edition (WRMT-III)

Join us for upcoming free webinars or contact your local Pearson Assessment Consultant:

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