Woodcock Reading Mastery Tests
Third Edition (WRMT-III)

- A Comprehensive Set of 9 Individually Administered Tests of Reading Readiness and Reading Achievement
- Ages 4:6 through 79:11
- Original developed in 1973 by Dr. Richard Woodcock
- Revision in 1987, Normative Update in 1998
- WRMT-III 2011: Extensive revision, new and revised content, new norms
  > 38 years of research and development

3 Tiered Model of Intervention and Prevention

TIER 3
Comprehensive evaluation to determine eligibility for special services. Intense interventions and progress monitoring

TIER 2
Diagnostic testing for identifying strengths and weaknesses. Targeted intensive interventions in the classroom

TIER 1
High quality instructional and behavioral supports for all students in general education. Group assessments and/or screeners

Schema adapted from Michelle Windmueller
TEST DESCRIPTIONS

Letter Identification

• **Description:** Examinee names upper-case and lower-case letters presented visually in the stimulus book.

Phonological Awareness

• **New Test**
• **Description:**
  ➢ Consists of five sections
  ➢ Examinee completes a series of tasks requiring the demonstration of phonemic awareness concepts.
  ➢ Key pre-reading skills
**Phonological Awareness: First Sound Matching**

- **Description:**
  - Uses illustrations to depict a target word and three other words, one of which has the same first sound as the target.
  - Examinee points to or names the word with the sound that matches the target word.

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**Phonological Awareness: Last Sound Matching**

- **Description:**
  - Uses illustrations to depict a target word and three other words, one of which has the same last sound as the target.
  - Examinee points to or names the word with the sound that matches the target word.

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**Phonological Awareness: Rhyme Production**

- **Description:** Examinee listens to a word supplied by the examiner and provides a word that rhymes with the target word.
Phonological Awareness: Blending

- **Description:** Examinee listens to phonemes or syllables supplied by the examiner and then assembles them verbally to form the target word.

Phonological Awareness: Deletion

- **Description:** Examinee names the word that remains after a piece of it is removed.

Rapid Automatic Naming (RAN) /Object Naming

- **New Test**
- **Description:**
  - Examinee is presented with an array of 36 items
    - These are familiar objects, colors, numbers, or letters
  - Task is to name these items as quickly as possible.
Word Identification

- **Description:** Examinee names words presented in the stimulus book.
  - Consists of 46 items.

Word Attack

- **Description:** Examinee reads nonsense words of increasing difficulty, applying the alphabetic and syllabication rules of the English language.

Word Comprehension: Antonyms

- **Description:** Examinee is asked to read a word and orally provide a word that means the opposite.
Word Comprehension: Synonyms

• Description: Examinee reads a word and then states another word which approximates its meaning.

Word Comprehension: Analogies

• Description:
  - Examinee reads a pair of words
  - Determines the relationship between those words
  - Reads the first word of a second pair
  - Supplies the second word to complete the analogy appropriately

Passage Comprehension

• Description: Using a modified cloze format, examinee reads a passage and provides the missing word.
**Listening Comprehension**

- **New Test**
- **Description:** Examinee listens to passages either read by the examiner or played from the audio CD and verbally responds to questions about the content.

**Oral Reading Fluency**

- **New Test**
- **Falls on Total Reading Cluster**
- **Description:** Measures the ability to fluently integrate learned reading abilities.
  - Examinee orally reads one or two passages depending on grade or age.

**ANALYSIS OF WRMT-III PERFORMANCE**
Levels of Interpretive Information

Sequence for Analysis
- Evaluate Cluster Scores
- Evaluate Test Scores and Individual Item Responses
  - Score analysis
  - Error analysis
- Interpret profiles and evaluate clinical relevance

WRMT-III Scores
- Standard Scores
- Percentile Ranks
- Confidence Intervals
- Growth Scale Value (GSV)
- Relative Performance Index (RPI)
- Descriptive categories
- Instructional Ranges
- Age and Grade Equivalents
### Descriptive Categories

Descriptive Categories Corresponding to Standard Scores, Percentile Ranks, and Standard Deviations From the Mean

<table>
<thead>
<tr>
<th>Descriptive Category</th>
<th>Standard Score Range</th>
<th>Percentile Rank Range</th>
<th>Standard Deviations From the Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below Average</td>
<td>69 and below</td>
<td>2 and below</td>
<td>-2.1 and below</td>
</tr>
<tr>
<td>Below Average</td>
<td>70-84</td>
<td>3-16</td>
<td>-2.0 to -1.1</td>
</tr>
<tr>
<td>Average</td>
<td>85-115</td>
<td>17-83</td>
<td>-1.0 to 1.0</td>
</tr>
<tr>
<td>Above Average</td>
<td>116-130</td>
<td>84-97</td>
<td>1.1 to 2.0</td>
</tr>
<tr>
<td>Well Above Average</td>
<td>131 and above</td>
<td>98 and above</td>
<td>2.1 and above</td>
</tr>
</tbody>
</table>

### Growth Scale Value “GSV”

- Based on an equal interval scale
- Measure of ability on a developmental continuum (Pre-K through adult)
- Compare a single test across multiple admins (not across tests)
- Ideal for making comparisons across administrations covering multiple grades and ages
- Measure growth and track the progress of individuals
  - To evaluate the efficacy of reading-related intervention programs

### Relative Proficiency Index (RPI)

- Translates normative scores into task-performance terms
- Probability of success on tasks average person can perform “easily”
- Interpretive value
- Derived from w-scores
Interpreting Scores: Total Reading Cluster

- Serves as a measure of general reading ability
- Includes: Word Attack, Word Identification, Word Comprehension, Passage Comprehension, and Oral Reading Fluency
Interpreting Scores: Readiness Cluster

- Focuses on pre-reading skills highly predictive of decoding success.
- Made up of RAN, Phonological Awareness, Letter Identification (highly predictive of later decoding ability)
- Screener

Interpreting Scores

- **Basic Skills Cluster**: Provides a broad measure of basic reading skills
  - Made up of Word Identification and Word Attack
- **Reading Comprehension Cluster**: Provides a broad measure of reading comprehension
  - Made up of Word Comprehension and Passage Comprehension

Refining Focus

- To refine your focus, must move to the next levels of analysis—
- Evaluating test scores and individual item responses/errors.
**Error Analysis – Drilling Down**

Table 4.1

<table>
<thead>
<tr>
<th>WRMT-III Error Analysis Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>Word Identification</td>
</tr>
<tr>
<td>Word Attack</td>
</tr>
<tr>
<td>Listening Comprehension</td>
</tr>
<tr>
<td>Passage Comprehension</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
</tr>
</tbody>
</table>

**Letter Identification**

- Examinees who score significantly below their peers on Letter Identification will need explicit instruction in:
  - Identifying and naming letters **AND**
  - The connection between letter names and the alphabetic principle
    - Knowing the name of the letter *b* and its distinct representative sound

**Interpreting Phonological Awareness**

- The five sections of Phonological Awareness begin with tasks that children generally find easier, such as sound matching and rhyme production, proceeding to more difficult tasks, such as blending and deletion.
- Where to begin in the instructional sequence.
What do Low Scores Mean?

• A low score on Phonological Awareness, especially if paired with a low score on Word Attack for a Grade 1 or 2 examinee, strongly suggests that an explicit instructional focus on phonological awareness is needed.

• If one score is not significantly different from the other, this might suggest that a deficit in phonological awareness may be inhibiting the development of decoding skill.

Compare Phonological Awareness and RAN

• Subtypes of severely impaired readers (who are often described as dyslexic).
  ➢ Subtype 1: displays deficits in phonological awareness.
  ➢ Subtype 2: deficits in naming speed.
  ➢ Subtype 3: most serious and shows deficits in both areas.
    • This group, referred to as the double-deficit subtype;

Double Deficit Intervention

• Treatment for these examinees should include an emphasis on phonological awareness and decoding

• Explicit training in establishing automaticity in both areas
**Word Identification/Word Attack**

- Low score on Word ID
- Low score on Word Attack
- Low scores on Word Attack and Word ID
- High score on Word attack w/low Word ID
- High score on Word ID w/low Word Attack

**Interpreting Listening Comprehension**

- Close relationship between comprehension of written language and spoken language
- Suggests reading "potential"
- "Simple view of reading" (Gough & Turner, 1986)
- Low score suggests need for exposure to higher level concepts and language
- Speech/Language consult

**Word/Passage Comprehension**

- Word knowledge *not* all or nothing
- Correlation between vocabulary and comprehension
- Word Comprehension = word knowledge
- Passage Comprehension = comprehension, vocabulary, and syntax
Differentiating Comprehension Relationships & Discrepancies

Listening Comprehension
Word Comprehension
Passage Comprehension

Listening Comprehension

Reading Comprehension Cluster

Teasing out Comprehension

• Rule out Word Identification

• Further examine comprehension deficit

Intervening on Poor Comprehension

• Low Listening Comprehension score
• Low scores on both Word and Passage Comprehension
• Low Passage Comprehension Score
Fluency

- Link to executive functioning and attention
- Difference from Word Identification and Word Attack
- Link to comprehension
- Interventions

Fluency Ratings and Miscue Analysis

- Expression, phrasing, and smoothness
- Miscue analysis
  - Two questions

Miscue Analysis Chart

<table>
<thead>
<tr>
<th>Test Word</th>
<th>Expected Word</th>
<th>Same Number of Syllables</th>
<th>Similar in First or More Consonants</th>
<th>Similar in Last or More Vowels</th>
<th>Changes Meaning</th>
<th>Attempt for Self-Corrected Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>to</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>chose</td>
<td>choose</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>pack</td>
<td>pick</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>many</td>
<td>every</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Figure 4.1: Illustration of a completed miscue analysis chart.
CASE STUDY

- John Doe
- 4th grade
- 9 years, 11 months old
- WRMT-III Form B
- Fall 4th grade Norms

Case Study: John Doe

- In 1st grade experienced difficulty with reading.
  - Received intermittent tutoring from paraprofessionals and volunteers.
- In 3rd grade took part in Tier 1 testing for all students in his grade.
  - Because of low scores was placed in Tier 2 program.
    - Small group instruction twice per week with reading specialist.
    - Lack of progress with Tier 2 intervention
- Referred for testing at start of 4th grade to determine if Tier 3 intervention is warranted.
### Oral Reading Fluency Score

<table>
<thead>
<tr>
<th>No.</th>
<th>Passage</th>
<th>Oral Measure</th>
<th>Oral Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>447</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ORF Ratings

**Expression:**
- Occasionally reads with expression and enthusiasm.
- Occasionally reads with what sounds like natural language.
- Reads in a quiet voice most of the time.

**Phrasing:**
- Reads in two- and three-word phrases with limited sense of phrase boundaries.
- Occasionally uses stress and intonation to mark the ends of sentences and clauses.

**Smoothness:**
- Reads with difficulty most of the time, resulting in disruptive breaks in flow.
- Occasionally uses self-correction to resolve word and sentence difficulties.

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**Table 7.1 Score ratings**

Complete the scale for Oral Reading Fluency. Passage will have been read. Enter a score for each. Check box for the assessment that best reflects performance, using the descriptions in the table below. The assessment also extends to reflect the behaviors within a category.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Completely reads with expression and enthusiasm.</td>
</tr>
<tr>
<td>5</td>
<td>Occasionally reads with expression and enthusiasm.</td>
</tr>
<tr>
<td>4</td>
<td>Occasionally reads with natural language.</td>
</tr>
<tr>
<td>3</td>
<td>Reads in a quiet voice most of the time.</td>
</tr>
<tr>
<td>2</td>
<td>Reads with expression and intonation most of the time.</td>
</tr>
<tr>
<td>1</td>
<td>Reads with what sounds like natural language.</td>
</tr>
<tr>
<td>0</td>
<td>Reads in two- and three-word phrases with limited sense of phrase boundaries.</td>
</tr>
<tr>
<td>-2</td>
<td>Occasionally uses stress and intonation to mark the ends of sentences and clauses.</td>
</tr>
<tr>
<td>-3</td>
<td>Reads with difficulty most of the time, resulting in disruptive breaks in flow.</td>
</tr>
<tr>
<td>-4</td>
<td>Occasionally uses self-correction to resolve word and sentence difficulties.</td>
</tr>
<tr>
<td>-5</td>
<td>Consistently reads with an appropriate sense of phrase boundaries.</td>
</tr>
<tr>
<td>-6</td>
<td>Consistently uses stress and intonation to mark the ends of sentences and clauses.</td>
</tr>
<tr>
<td>-7</td>
<td>Consistently reads in two- and three-word phrases with limited sense of phrase boundaries.</td>
</tr>
<tr>
<td>-8</td>
<td>Consistently uses stress and intonation to mark the ends of sentences and clauses.</td>
</tr>
<tr>
<td>-9</td>
<td>Consistently reads in two- and three-word phrases with limited sense of phrase boundaries.</td>
</tr>
</tbody>
</table>
INTERPRETATION OF SCORES

The WRMT-III’s Total Reading cluster is an estimate of the examinee’s overall reading achievement and is made up of the Oral Reading Fluency test, and the tests that make up the Basic Skills and Reading Comprehension clusters. The Oral Reading Fluency test measures the degree to which an examinee reads accurately and fluently; the Word Identification and Word Attack tests measure an examinee’s ability to read and decode words; and the Word Comprehension and Passage Comprehension tests assess an examinee’s abilities to read and understand words and connected text. Finally, the Listening Comprehension test may provide additional insight into the examinee’s comprehension ability when reading is not required.

Male’s cluster scores fall into the following RPI proficiency categories:
- Extremely Difficult: Basic Skills, Total Reading
- Difficult: Reading Comprehension

Male’s test scores fall into the following RPI proficiency categories:
- Nearly Impossible: Word Identification, Oral Reading Fluency
- Extremely Difficult: Word Attack
- Difficult: Word Comprehension, Passage Comprehension
- Manageable: Reading Comprehension
- Easy: Listening Comprehension

Comparison to Total Reading

<table>
<thead>
<tr>
<th>Test Cluster</th>
<th>Difference (Test Cluster - Total Reading)</th>
<th>Significance</th>
<th>Frequency</th>
<th>Personal Strength (PS)</th>
<th>Weakness (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Identification</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rapid Automatic Naming</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Word Identification</td>
<td>.5</td>
<td>NS</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Word Attack</td>
<td>-1</td>
<td>NS</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>-4</td>
<td>NS</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Word Comprehension</td>
<td>14</td>
<td>.01</td>
<td>&lt;10%</td>
<td>PS</td>
<td>-</td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td>22</td>
<td>.01</td>
<td>&lt;5%</td>
<td>PS</td>
<td>-</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>17</td>
<td>.01</td>
<td>&lt;5%</td>
<td>PS</td>
<td>-</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>36</td>
<td>.01</td>
<td>&lt;1%</td>
<td>PS</td>
<td>-</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>.90</td>
<td>.05</td>
<td>&gt;15%</td>
<td>PS</td>
<td>-</td>
</tr>
</tbody>
</table>
Cluster Comparisons

Cluster Comparisons (Tables A.16/A.17)

Comparisons: Basic Skills vs. Reading Comp

- Basic Skills vs. Reading Comp
  - Difference: 69
  - Significance: NS
  - Frequency: 0.05
  - Relative Strength: BS

- Basic Skills vs. Reading Comp
  - Difference: 90
  - Significance: NS
  - Frequency: 0.05
  - Relative Strength: BS

- Basic Skills vs. Reading Comp
  - Difference: 21
  - Significance: NS
  - Frequency: 0.05
  - Relative Strength: BS

Cluster Comparisons

Cluster | Difference between Clusters | Significance | Frequency | Relative Strength
--------|-----------------------------|--------------|-----------|---------------------
Basic Skills vs. Reading Comp | -21 | .01 < .05 | Reading Comprehension

Cluster Comparisons

Cluster | Difference between Clusters | Significance | Frequency | Relative Strength
--------|-----------------------------|--------------|-----------|---------------------
Basic Skills vs. Reading Comp | -21 | .01 < .05 | Reading Comprehension

Cluster Comparisons

Cluster | Difference between Clusters | Significance | Frequency | Relative Strength
--------|-----------------------------|--------------|-----------|---------------------
Basic Skills vs. Reading Comp | -21 | .01 < .05 | Reading Comprehension

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Developing an Instructional Plan

- Based on WRMT-III performance, we can now develop an instructional plan for reading.
- Focus should be in three areas:
  - Vocabulary
  - Fluency
  - Comprehension

Instructional Plan: Vocabulary

- Focus on learning to match letters and sounds beyond initial letters of a word.
  - Learning Common patterns
  - Increasing sight-word vocabulary
  - Combine word ID with word meaning
  - Morphological changes to words
Instructional Plan: Fluency

- Assisted Reading
  - Regular sessions of reading together with teacher.
  - Benefits from seeing word at the same time hearing it.
    - Builds on strength in Listening Comprehension

- Can you think of any other strategies addressing Fluency that builds on John’s strengths?

Instructional Plan: Comprehension

- Strength in Listening Comprehension should be supported and fostered
- Read-aloud sessions with material of interest.
  - Likely to involve material above his present reading level
  - Should focus on differences in meaning between question words (i.e. who, what, and how)
  - Use text from John’s 4th grade classroom
    - Present prior to introduction in classroom in order for John to become familiar with content and participate in activity/instruction.

Thank you for your interest in the new Woodcock Reading Mastery Tests-III

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