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EDUC 316

Prof. Deterding

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Woodcock Reading Mastery Tests-Revised

Formal Assessment

I. Test
    a. <u>Title</u>: Woodcock Reading Mastery Tests-Revised
    b. <u>Author</u>: Richard W. Woodcock
    c. <u>Publisher</u>: American Guidance Service
    d. <u>Copyright</u>: 1998
II. Description
    a. <u>General Purpose</u>: The Woodcock Reading Mastery Tests- Revised is a comprehensive battery of tests measuring several important aspects of reading ability.
    b. <u>Materials Provided/ needed</u>: The Examiner's Manual, pronunciation guide, Pronunciation Guide cassette, test book, test record, pencil
    c. <u>Alternate Forms</u>: There are two forms of this test, forms G and H.
III. Administration:
    a. <u>Age ranges:</u> Kindergarten- age 75 or older
    b. <u>Administration time</u>: About 40 to 45 minutes
    c. <u>Scoring time</u>: This test manual does not explicitly report on scoring time. However, one can assume it can be fairly extensive and long because this test generates many different scores that take evaluation and calculation.
    d. <u>Types of scores reported</u>: Raw scores, W scores, difference scores, Standard Error of Measurement, Grade Equivalent scores, age equivalent scores, Relative Performance Indexes, Instructional Ranges, Percentile Ranks, Standard scores
    e. <u>Basal and ceiling levels</u>: The basal and ceiling is established when a student passes or fails six or more consecutive items, with the requirement that all items on a test page must be administered.
    f. <u>Standard error of measurement:</u> Standard error of measurement is reported for every age on every subtest as well as the total reading-full scale and short scale on page 99 of The Examiner's Manual. The standard error of measurement for the Total Reading- Full scale ranges from 2.0-3.1.
    g. <u>Confidence intervals</u>: The confidence intervals are not explicitly stated in the test manual. However, it can be assumed based on the reliability that the confidence interval is 0.68%. Furthermore, you can find the Confidence band (as called in

this test manual) by subtracting on SEM from the W score and adding one SEM to the W score. (46)

IV. Reliability:
   a. Split- half reliability: There are coefficients listed for all subtests as well as Total Reading-Full Scale and Total Reading- Short Scale. The coefficients listed for Total Reading- Full Scale ranges from .92 to .99. All coefficients listed on page 99 in Table 5.3 prove that this test is very reliable.

V. Validity:
   a. Author's intent: The intent of this test is to measure a person's reading ability from all different aspects that go into making someone a successful reader. The author developed this comprehensive battery in order to measure the many abilities that go into making someone successful at reading.
   b. Does test measure what the author purports to measure? Overall, this test has been proven through the validity and reliability research to test the many different aspects of reading and reading comprehension. The author's intention in this test was to create a comprehensive battery of tests measuring several important aspects of reading ability. Through the research with reliability and validity one can conclude that the author of the WRMT-R measured what he set out to measure when creating this test.
   c. Content Validity: The content of this test was designed to be a combination of both content and difficulty. All items on the test are open-ended and designed to closely resemble reading in real-life situations. Also, this format helps to eliminate any types of guessing that may go on within a testing situation. Classical item technique was used in the beginning of the test development and then the Rasch model was used in the later stages of development; both of these models contributed to the item selection process.
   d. Concurrent Validity: The concurrent validity correlations are made between the 1973 Woodcock Reading Mastery Test and several other measures of reading such as the Iowa Tests of Basic Skills, the Iowa Tests of education development, PIAT Reading, WJ Reading achievement, and the WRAT Reading. They administered these tests to random samples of students in the third, fifth, and twelfth grades. It is to be noted that these tests are based on the 1973 WRMT. However, the WRMT and the WRMT-R are very similar that many generalizations between the two can be validly made (100). The validity coefficients for the WRMT compared to the other tests range from.78 to .92. Overall, this test has measured to have a fairly respectable concurrent validity when compared to the other reading tests listed above.

VI.   Norming Procedures:
   a.   <u>Sampling Procedures</u>: The sampling procedure that was used was a continuous-year norm.
   b.   <u>Size of sample</u>: The total sample size was 6,089 subjects in 60 diverse communities throughout the U.S. The kindergarten- 12th grade sample was 4,201 subjects, the college/university sample was 1,023 subjects, and the adult sample (age 20- over 80) was 865 subjects.
   c.   <u>Was item analysis conducted and indexes reported?</u> I do not seem item analysis and indexes reported anywhere in the manual. The majority of the information that the manual gives regarding the norming process is characteristics of the sample that was used.
   d.   <u>Date of norms</u>: School age date was collected from November 1983-November 1985. College and University student data was gathered from March 1984- November 1985. Adult data was gathered from February 1984- November 1985.
VII.   Classroom Uses:
   a.   <u>As suggested by authors:</u> The authors suggest a variety of applications for this test within the classroom. The first use they suggest is to help in developing an individual Education plan. When looking at the students weaknesses throughout the test one can develop IEP goals and objectives to help the student conquer those weaknesses. A second use for this test is to decide placement into a more rigorous reading class if the student's results do not turn out to meet appropriate standards. A third use for this assessment suggested by the authors is to be able to praise students gains and growths by being able to easily recognize their gains and growths over a short amount of time as well as over a long time period. This test could also be used on the program and teacher side of education. A teacher can administer this test to those in his or her program to judge whether the program in tacked at a school or facility is effective for the students and goals it is trying to accomplish.
   b.   <u>Your opinion of appropriate uses:</u> I am not sure if I could see myself using this assessment at the elementary level because it seems to be quite lengthy for younger children. However, I could see an appropriate use for this test in the middle school or high school level in order to find the strengths and weaknesses in reading for a struggling learner. I think this test would help an IEP team or a teacher to understand the goals and objectives needed for a particular student in order for them to better succeed at reading.

Desirable Features	Undesirable Features
- Comprehensive look at the subject of reading - Can be used for almost all age levels - Reading is broken down into different components for a more detailed look into a student's struggles. - Has two different forms - Easel format - Fairly reliable and valid test based on the research done	- A little outdate compared to other assessments - The test manual is not as user friendly as it could be - Seems to be a bit complicated to score - A cassette tape is used for some portions of the test which could make it very hard to administer these days - Fairly lengthy assessment especially for young learners