

WJ V OVERVIEW

Although many standardized instruments exist for measuring cognitive and academic performance, the Woodcock-Johnson® (WJ) has been one of the most widely used tests since its original publication in 1977. The latest revision, the *Woodcock-Johnson® V* (WJ V™; McGrew et al., 2025b), provides examiners with an even more comprehensive instrument. The WJ V contains 60 individually administered tests that are designed to measure general intellectual ability, specific cognitive abilities, oral language, and achievement. Depending upon the purpose of the assessment, the WJ V may be used independently or in conjunction with other assessment instruments.

Essentials of WJ V™ Assessment is an easy-to-use guide and reference for professionals and practitioners who wish to learn the key features of this instrument. This guide is appropriate for a wide array of professionals, whether their goal is to learn how to administer the test or simply to increase familiarity with the instrument. The topics covered in this guide include administration, scoring, interpretation, and application of the WJ V. All chapters include “Rapid Reference,” “Caution,” and “Don’t Forget” boxes that highlight or summarize important points. At the end of each chapter, a “Test Yourself” section is provided to help review and reinforce the key information presented. These features make this guide an ideal resource for both in-service and graduate training in WJ V administration and interpretation. Examiners may wish to read the book from cover to cover or turn to individual chapters to find specific information. Rapid Reference 1.1 provides basic information about the WJ V and the publisher.

Rapid Reference 1.1

Basic Information About the WJ V

- **Test name:** Woodcock-Johnson V
- **Authors:** Kevin S. McGrew, Nancy Mather, Erica M. LaForte, and Barbara J. Wendling
- **Publication date:** 2025
- **Age normative range:** 4 to 90+
- **Grade normative range:** K.0 through 12.9
- **Publisher:** Riverside Insights (www.riversideinsights.com)
- **Website:** *Riverside Score*[®] (www.riversidescore.com)
- **Price:** Contact the publisher for subscription pricing

WJ V HISTORY AND DEVELOPMENT

The original Woodcock-Johnson was published as the *Woodcock-Johnson Psycho-Educational Battery* (WJ; Woodcock & Johnson, 1977). The WJ provided the first comprehensive, co-normed battery of cognitive abilities, achievement, and interests. The tests in the 1977 WJ measured a continuum of human abilities across a wide age range and provided common norms for interpretation.

The *Woodcock-Johnson-Revised* (WJ-R[®]; Woodcock & Johnson, 1989) was designed to expand the diagnostic capabilities of the WJ. The tests were divided into two main batteries, the WJ-R Tests of Cognitive Ability (WJ-R COG) and the WJ-R Tests of Achievement (WJ-R ACH), with each containing a Standard Battery and the Supplemental Battery that were housed in separate easel test books.

Like its predecessor, the *Woodcock-Johnson III* (Woodcock et al., 2001) had two primary batteries: the WJ III Tests of Cognitive Abilities (WJ III[®] COG) and the WJ III Tests of Achievement (WJ III ACH). The *WJ III Diagnostic Supplement* (WJ III DS; Woodcock et al., 2003) provided 11 additional cognitive tests that further expanded the range of interpretive options. Together, these batteries comprised a comprehensive system for measuring general intellectual ability (*g*), specific cognitive abilities, oral language, and achievement across a wide age range.

The next edition, the *Woodcock-Johnson IV* (Schrack et al., 2014a), comprised three batteries: the WJ IV Tests of Cognitive Abilities (WJ IV COG; Schrank et al., 2014b), the WJ IV Tests of Achievement (WJ IV ACH; Schrank et al., 2015a), and the WJ IV Tests of Oral Language (WJ IV OL; Schrank et al., 2015b). Together, these three batteries provided a comprehensive set of individually administered, norm-referenced tests for measuring general intellectual abilities, academic achievement, and oral language. As with prior versions, the normative data for the three batteries were based on the same individuals who were administered the cognitive, oral language, and

achievement tests. This comprehensive assessment system facilitated exploring and identifying individual strengths and weaknesses across cognitive, oral language, and academic abilities.

The WJ V is an update and revision of the WJ IV and is administered almost exclusively in digital format. The WJ V contains two batteries: the WJ V Tests of Cognitive Abilities (WJ V COG; McGrew et al., 2025a) and the WJ V Tests of Achievement (WJ V ACH; Mather et al., 2025a). Several additional tests are contained in the WJ V Virtual Test Library (WJ V VTL; Mather et al., 2025b). The VTL tests, when administered alone or in conjunction with tests from the WJ V COG and WJ V ACH, provide additional information about an individual's cognitive abilities, oral language, and achievement. The WJ V includes an Examiner's Manual (Mather et al., 2025c) and a Technical Manual (LaForte et al., 2025) that are both available in PDF format on the *Riverside Score*[®] digital platform.

As with all prior editions of the Woodcock-Johnson, one of the most important features of the WJ V is that the normative data for all 60 tests are based on the same sample of individuals. This *conorming* provides greater accuracy and validity when making comparisons among and between an individual's cognitive, achievement, and oral language scores and provides options for data-based score comparison procedures.

CHANGES FROM THE WJ V

Examiners who are familiar with the WJ IV will find it easy to learn the overall structure and organization of the WJ V. Like prior editions, the WJ V is designed to facilitate *selective testing* by combining tests from the COG, ACH, and VTL to address specific referral questions or test specific hypotheses about an examinee's abilities and achievement. The WJ V maintains the traditional high standards for technical quality and psychometric rigor. All tests were re-normed to reflect the 2020 census for population demographics, based on a sample of 5,837 children and adults from across the United States.

Perhaps the biggest change for WJ IV users is the complete digital transformation of the battery in the WJ V. The WJ V is administered via the *Riverside Score*[®] digital platform by an examiner working on a laptop computer. The examinee sees visual stimuli on an iPad and, if applicable, hears auditory stimuli from the iPad speaker. For many of the test items, the examinee taps responses on the iPad screen. During testing, all data are captured in real time by the platform, eliminating the risk of data loss in case the Wi-Fi connection is interrupted. Many examiner testing tasks, including score calculations, starting item selections, continuation decisions, and basal and ceiling rules, are automated by *Riverside Score*[®], decreasing overall testing time and examiner errors while increasing efficiency and examinee engagement. Chapter 3 provides more information about the *Riverside Score*[®] platform.

Several new tests have been added to the WJ V COG to reflect the current theoretical broad ability structure under Cattell-Horn-Carroll (CHC) theories. The auditory processing (Ga) tests were moved from the COG battery to the WJ V VTL. The composition of the General Intellectual Ability (GIA) cluster changed significantly from the WJ IV to WJ V.

It is now comprised of eight tests instead of seven, no longer includes a measure of auditory processing (Ga), and contains more robust measures of comprehension-knowledge (Gc) and fluid reasoning (Gf) by including the new Matrices (Gf) and Verbal Analogies (Gc, Gf) tests. The new COG Visual Working Memory (Gwm, Gv) and Symbol Inhibition (Gs) tests tap into working memory and inhibitory control, two aspects of executive functioning.

The WJ V ACH battery has also undergone significant content updates. Two new tests, Paragraph Reading Comprehension and Story Comprehension, provide more ecologically valid measures of reading comprehension and oral comprehension, respectively, than the cloze-procedure tests (such as Passage Comprehension and Oral Comprehension) alone. Oral Language Samples, a new test of oral expression, provides an oral language parallel to the tasks in the WJ V Written Language Samples test (formerly Writing Samples), allowing an examiner to directly compare an examinee's written and oral ideational skills. A new writing test, Sentence Writing Accuracy, assesses mechanics such as spelling, punctuation, and capitalization to better represent the types of writing tasks a student encounters in the classroom. A new test of math problem solving, Math Problem Identification, mimics real-world applications of math concepts that require an individual to assess whether sufficient information exists to solve a problem. Two other new ACH tests, Number Sense and Magnitude Comparison, measure skills that are important for early math learning. Together with the existing WJ IV tests, the new WJ V tests provide more robust and ecologically valid assessment of the eight achievement areas for evaluation of specific learning disabilities (SLD).

In the WJ IV, the tests measuring aspects of oral language were contained in a separate battery (WJ IV OL). In the WJ V, the oral language tests have been redistributed into the COG, ACH, and VTL. Additionally, several new tests were developed for the WJ V VTL to increase the diagnostic utility of the WJ V. Four new tests of rapid automatized naming (RAN)—Rapid Letter Naming, Rapid Number Naming, Rapid Phoneme Naming, and Rapid Quantity Naming—together with the existing Rapid Picture Naming test tap into the cognitive processes underlying reading and math achievement. The new Sound Reversal test and the existing Sound Blending, Segmentation, Sound Substitution, and Sound Deletion tests provide robust measurement of phonological awareness and phonological manipulation.

Rapid Reference 1.2 provides a summary of several differences between the WJ IV and WJ V.

THEORETICAL FOUNDATIONS

Like both the WJ III and WJ IV, the WJ V is based on current theory and research on the structure and function of human cognitive abilities. The theoretical foundation is derived from the Cattell-Horn-Carroll theory of cognitive abilities (CHC; McGrew, 2005; Schneider & McGrew, 2018). Although this theory is most commonly discussed in relation to the WJ V COG, it can also be applied to the WJ V ACH and the WJ V VTL. This overarching theory provides a framework for describing performance, interpreting results, and measuring human performance across the continuum of cognitive abilities, oral language, and achievement.

Rapid Reference 1.2

Examples of Changes from the WJ IV to the WJ V

- The delivery mode changed from paper-and-pencil administration in the WJ IV to primarily digital administration in the WJ V, using a laptop and an iPad.
- The digital platform automates many administration tasks, removing the need for the examiner to monitor basal and ceiling rules and compute scores manually.
- All test data are captured and updated in real time during administration by the *Riverside Score*® platform and stored on a secure server.
- The norms were updated to reflect the 2020 U.S. census.
- Many new tests and clusters were added.
- Tests from the WJ IV Tests of Oral Language were moved into the WJ V COG, WJ V ACH, and WJ V VTL.
- The WJ V COG battery structure was updated to reflect contemporary CHC theory.
- The WJ V ACH battery was updated to provide more robust clusters measuring the eight SLD identification areas.
- Optional Response Style and Behavior Checklists were added to all tests so examiners can document important qualitative information from the test session.

CHC theory is a combination of two research-based theories: *Gf-Gc* theory, based on the work of Drs. Raymond Cattell and John Horn, and the three-stratum theory, based on the work of Dr. John Carroll. Both theoretical models focus on multiple broad abilities, each of which subsumes several narrow cognitive abilities. For more information about CHC theory, see Schneider and McGrew (2018), the *WJ V Technical Manual* (LaForte et al., 2025), and Chapter 2 of this book. Rapid Reference 1.3 provides a brief description of the broad CHC abilities measured by the WJ V.

Rapid Reference 1.3

Broad CHC Abilities Measured by the WJ V

- **Comprehension-Knowledge (Gc):** the depth and breadth of both general and specific declarative and procedural knowledge that is valued by a culture
- **Fluid Reasoning (Gf):** the ability to solve novel or unfamiliar problems
- **Working Memory Capacity (Gwm):** the ability to maintain information in memory and manipulate the information
- **Learning Efficiency or Long-Term Storage (Gl):** the ability to learn and store new information over time
- **Visual Processing (Gv):** the ability to use mental imagery to solve problems often involving nonlinguistic images, such as shapes and patterns
- **Retrieval Fluency (Gr):** the rate and fluency at which an individual can access known information in memory

- **Cognitive Processing Speed (Gs):** the ability to control attention and quickly perform simple cognitive tasks
- **Auditory Processing (Ga):** the aspect of Ga that is measured is phonological processing (the ability to hear phonemes and to blend sounds into words, segment words into parts, and manipulate sounds within words)
- **Reading and Writing (Grw):** mastery of skills and the depth and breadth of knowledge related to reading and writing
- **Quantitative Knowledge (Gq):** the depth and breadth of declarative and procedural knowledge related to mathematics
- **Domain-Specific Knowledge (Gkn):** the depth and breadth of specialized knowledge in a field

Adapted from Schneider and McGrew (2018) and the *WJ V Technical Manual* (LaForte et al., 2025).

DON'T FORGET

The tests in the WJ V VTL can be used alone or with tests from the WJ V COG or WJ V ACH.

ORGANIZATION OF THE WJ V

The WJ V comprises two batteries: the WJ V Tests of Cognitive Abilities (WJ V COG) and the WJ V Tests of Achievement (WJ V ACH). The WJ V Virtual Test Library (WJ V VTL), which is available to all WJ V users,

contains 15 additional tests that can be administered alone, or in combination with tests from the WJ V COG or WJ V ACH to increase the breadth, depth, and diagnostic utility of an assessment.

WJ V TESTS

Rapid References 1.4–1.6 contain the CHC broad ability classification, test description, and task demands for the tests in the WJ V COG, WJ V ACH, and the WJ V VTL, respectively. Several of the tests are mixed measures that include two broad CHC abilities.

WJ V CLUSTERS

The WJ V tests are organized into groups of two or more, called *clusters*, for interpretive purposes. Cluster scores are generally more reliable than individual test scores and are useful for interpreting both within-ability strengths and weaknesses and between-ability comparisons. Some tests contribute to more than one cluster. For example, in the WJ V COG, the Spatial Relations test combines with Block Rotation to form the Visual Processing (Gv) cluster, and it also contributes to the eight-test GIA cluster.

Rapid Reference 1.4

WJ V COG Test Broad CHC Classifications, Descriptions, and Task Demands

Test	Broad CHC Classification	Description and Task Demands
Oral Vocabulary	Gc	Measures oral vocabulary. The test consists of two subtests: Synonyms and Antonyms. Requires providing a synonym or antonym for a word presented orally and on the tablet screen.
Matrices	Gf	Measures inductive reasoning. Requires inducing a rule and deducing which among four options best completes the rule-based pattern in a figural matrix. Early items contain 2×2 matrices; later items contain 3×3 matrices.
Spatial Relations	Gv	Measures visualization and mental rotation processes. Requires determining which two or three 2-dimensional puzzle pieces, from among six options, fit together to form the shape shown in the key.
Story Recall	Gl	Measures meaningful (i.e., narrative) memory and retrieval. Requires listening to short stories from an audio recording and then retelling the stories with as much detail as possible.
Semantic Word Retrieval	Gr	Measures the rate and fluency of accessing information stored in long-term memory (four different trials of 1 minute). Requires saying as many words as possible that fit into the respective category (things to eat or drink, names of people, animals, and things to wear).
Verbal Attention	Gwm	Measures attentional control and auditory working memory. Requires hearing a series of intermingled digits and animals presented from an audio recording and then answering a specific question about the sequence, such as, "Tell me the animal that came before five."
Number-Pattern Matching	Gs	Measures processing speed (timed 3 minutes). Requires tapping pairs of identical 1- to 3-digit numbers among rows of six numbers.
Verbal Analogies	Gc, Gf	Measures oral vocabulary, inductive reasoning, and deductive reasoning. Requires saying a word to complete a verbal analogy (e.g., A is to B as C is to ...).

Test	Broad CHC Classification	Description and Task Demands
Analysis-Synthesis	Gf	Measures deductive reasoning. Requires learning to use a key containing colored squares to solve puzzles and then using deductive reasoning to solve each puzzle and name the missing color(s). With the exception of the last several items, immediate feedback is provided for both correct and incorrect answers.
Block Rotation	Gv	Measures visual-mental rotation processes. Requires determining which two, from among five options, 3-dimensional block figures match the figure shown in the key.
<i>Story Comprehension*</i>	Gl	Measures meaningful (i.e., narrative) memory and retrieval. Requires listening to short stories from an audio recording and then answering story-specific comprehension questions read orally by the examiner.
Phonemic Word Retrieval	Gr	Measures the rate and fluency of accessing information stored in long-term memory (four different trials of 1 minute). Requires saying as many words as possible that begin with a different initial sound.
Numbers Reversed	Gwm	Measures attentional control and auditory working memory. Requires hearing a sequence of numbers from an audio recording and then saying the numbers in reverse order.
Letter-Pattern Matching	Gs	Measures processing speed (timed 3 minutes). Requires tapping pairs of identical letter combinations of one to four letters among rows of letters or letter combinations.
General Information	Gc	Measures general knowledge and vocabulary. This test consists of two subtests: Where and What. Requires answering the questions "Where would you find ...?" and "What would you do with ...?" that are read orally by the examiner.
Concept Formation	Gf	Measures inductive reasoning. Requires learning rules for solving puzzles that require grouping pictures based on shape, size, color, and/or quantity and then stating the rule that explains how one or more pictures is/are different from the other pictures in each puzzle. With the exception of the last several items, immediate feedback is provided for both correct and incorrect answers.

Test	Broad CHC Classification	Description and Task Demands
Number Series	Gq, Gf	Measures mathematical knowledge and reasoning. Requires seeing a series of numbers with one number missing and determining the underlying rule to provide the missing number.
Visual-Auditory Learning	Gv, Gf	Measures visual memory, associative memory, and fluid reasoning. Requires learning the relationships between words and pictures (rebuses) and then reading “sentences” formed by the rebuses. Sentences increase in difficulty as new rebuses are presented, and oral feedback and error correction are provided. This task mirrors the early process of learning to read.
<i>Symbol Inhibition</i>	Gs	Measures processing speed (timed 3 minutes). Requires tapping successive colored shapes in a row of shapes and not tapping the shape(s) that are identical to the shape(s) shown in the key at the top of the screen. The task becomes more complex as additional shapes are added to the key.
<i>Visual Working Memory</i>	Gwm, Gv	Measures visual-spatial working memory. Requires viewing a pattern of dots on the screen (one to nine dots presented inside randomly displayed patterns of squares), then completing a simple visual distractor task while concurrently retaining the dot patterns in active memory. Immediately upon completing the visual distractor task, the task requires recalling the location of the dots from the first screen (in randomly displayed patterns of 2–23 empty boxes).

Note: New tests are in *italics*.
*Can be used as part of the WJ V COG or WJ V ACH batteries.
Adapted from Table 2.1 in the WJ V Technical Manual (LaForte et al., 2025).

Likewise, in the WJ V ACH, the Word Attack test combines with Letter-Word Identification to form the Basic Reading Skills cluster, and it also combines with Spelling of Sounds to form the Phoneme-Grapheme Knowledge cluster. There are 17 tests on the WJ V that do not contribute to any clusters; these tests may be used to supplement WJ V cluster score interpretation.

Rapid Reference 1.5

WJ V ACH Test Broad CHC Classifications, Descriptions, and Task Demands

Test	Broad CHC Classification	Description and Task Demands
Picture Vocabulary	Gc	Measures vocabulary knowledge, verbal ability, and cultural knowledge. Requires orally naming pictured objects.
Letter-Word Identification	Grw	Measures reading decoding. Requires identifying and pronouncing isolated letters and words.
Calculation	Gq	Measures the ability to perform mathematical computations. Requires the calculation of simple to complex mathematical facts and equations.
Spelling	Grw	Measures the ability to spell dictated words. Requires writing the correct spelling of words dictated orally by the examiner.
Oral Comprehension	Gc	Measures receptive language abilities and vocabulary knowledge. Requires listening to an audio recording of a short passage that contains a missing word and then providing a word that makes sense in the context of the passage.
Word Attack	Grw, Ga	Measures orthographic and phonological coding. Requires applying phonic and structural analysis skills to pronounce the sounds for single letters, letter combinations, and phonically regular nonsense words.
Math Facts Fluency	Gs, Gq	Measures number facility and math achievement. Requires rapid calculation of single-digit addition, subtraction, and multiplication problems. There is a 3-minute time limit.
<i>Sentence Writing Accuracy</i>	Grw	Measures basic writing skills. The examinee writes sentences in the Response Booklet that the examiner dictates orally. The responses are scored based on four categories: dictation accuracy, spelling, capitalization, and punctuation.
Passage Comprehension	Grw, Gc	Measures lexical knowledge and reading comprehension of contextual information. Requires reading a short passage and supplying a key missing word. Passage difficulty varies by length, the presence or absence of pictorial stimuli, and the complexity of the syntax and vocabulary.

Test	Broad CHC Classification	Description and Task Demands
Applied Problems	Gq	Measures mathematical reasoning and the ability to analyze and solve practical math problems. Requires comprehending the nature of the problem, identifying relevant information, performing calculations, and providing solutions to questions that are read orally by the examiner.
Sentence Reading Fluency	Gs, Grw	Measures reading rate, automaticity, and reading comprehension (timed 3 minutes). Requires reading simple sentences and then indicating whether the statement is true or false by marking "yes" or "no."
Written Language Samples	Grw	Measures quality of writing and ability to convey ideas. Requires writing sentences in response to a series of prompts that gradually increase in difficulty. There is no penalty for errors in basic writing skills, such as spelling or punctuation, as long as the response is legible.
Oral Language Samples	Gl, Gc	Measures expressive language abilities and vocabulary knowledge. Requires listening to oral prompts and providing either a word or complete sentence that satisfies the prompt requirements. Some prompts are accompanied by images.
Sentence Writing Fluency	Gs, Grw	Measures automaticity with syntactic components of written expression (timed 5 minutes). Requires rapidly formulating and writing simple sentences about pictures.
Paragraph Reading Comprehension	Grw/Gc	Measures the ability to understand written discourse. Requires reading paragraphs and then answering story-specific comprehension questions read orally by the examiner.
Story Comprehension*	Gl	Measures memory and retrieval. Requires listening to short stories from an audio recording and then answering story-specific comprehension questions that are read orally by the examiner.
Word Reading Fluency	Gs, Grw	Measures semantic fluency and vocabulary knowledge. Requires marking pairs of words that go together among rows of six words. There is a 3-minute time limit.
Math Problem Identification	Gq, Gf	Measures mathematical problem-solving skills. Requires listening to an unsolvable math problem and describing what is wrong with or missing from the problem.

Test	Broad CHC Classification	Description and Task Demands
<i>Magnitude Comparison</i>	Gs, Gq	Measures knowledge of numerical concepts and magnitude recognition speed (timed for 2 minutes). Requires choosing the greater value in each pair of numerical values; values are expressed as fractions, numbers, decimals, and groups of shapes.
Number Sense	Gq	Measures mathematical vocabulary, knowledge of number relationships, and the abilities to judge, compare, and estimate size, quantity, position, and volume. Requires providing oral responses to math-related questions that are read orally by the examiner.
Spelling of Sounds	Ga, Grw	Measures aspects of phonological and orthographic coding. Requires spelling nonsense words that conform to conventional English spelling rules.
Oral Reading	Grw	Measures word-reading accuracy and prosody (expression). Requires reading sentences aloud that gradually increase in difficulty.
Reading Recall	Grw, Gl	Measures reading comprehension and meaningful memory. Requires reading a passage silently one time and then retelling the information in the passage with as much detail as possible.
<i>Academic Vocabulary</i>	Gc, Gkn	Measures knowledge of specialized vocabulary in areas such as mathematics, science, and humanities. Requires responding to vocabulary questions that are read orally by the examiner.
<i>Academic Facts</i>	Gc, Gkn	Measures specialized knowledge of areas such as mathematics, science, and humanities. Requires responding to questions that are read orally by the examiner.
<i>Letter-Writing Fluency</i>	Gs	Measures working memory, lexical access, and fine motor efficiency (timed for 30 seconds). Requires writing the letters of the alphabet from memory in any order and then copying a model of the alphabet in order.

Note: New tests are in *italics*.

* Can be used as part of the WJ V COG or WJ V ACH batteries.

Adapted from Table 2.1 in the WJ V Technical Manual (LaForte et al., 2025).

Rapid Reference 1.6

WJ V VTL Test Broad CHC Classifications, Descriptions, and Task Demands

Test	Broad CHC Classification	Description and Task Demands
Nonsense Word Repetition	Ga, Gwm	Measures attentional control, auditory processing, and auditory working memory. Requires listening to a nonsense word presented from an audio recording and then pronouncing the nonsense word exactly as presented.
Rapid Picture Naming	Gs, Gr	Measures processing speed and naming facility (timed for 1 minute). Requires naming pictures of common objects presented in successive rows.
Animal-Number Sequencing	Gwm	Measures attentional control and auditory working memory. Requires listening to an intermingled list of animals and digits presented from an audio recording and then rearranging the presented words, first naming all the animals in order and then naming all the numbers in order.
<i>Sound Reversal</i>	Ga	Measures phonological processing and working memory. Requires listening to a simple word and then saying the sounds in the word backward to form a new word.
<i>Rapid Letter Naming</i>	Gs, Gr	Measures processing speed and speed of letter retrieval, a narrow ability of processing speed. Requires naming single letters presented in successive rows. There is a 1-minute time limit.
Understanding Directions	Gwm, Gf	Measures auditory working memory, fluid reasoning, attentional control, and oral language comprehension. Requires studying a detailed picture scene for 10 seconds and then following prompts from an audio recording to tap specific elements of the picture in a prescribed order.
Sound Blending	Ga	Measures phonological processing. Requires listening to a series of syllables presented from an audio recording and then blending the sounds together to pronounce a whole word.
<i>Rapid Phoneme Naming</i>	Gr, Ga	Measures processing speed, naming facility, and auditory processing (timed for 1 minute). Requires pronouncing phonemes (e.g., /m/) for single letters (graphemes) presented in successive rows.

Test	Broad CHC Classification	Description and Task Demands
Memory for Words	Gwm	Measures attentional control and auditory working memory. Requires listening to a list of unrelated words presented from an audio recording and then repeating them in the same order.
Segmentation	Ga	Measures phonological processing. Requires listening to a word and then breaking the word into parts (compound words, syllables, phonemes).
<i>Rapid Number Naming</i>	Gs, Gr	Measures processing speed and naming facility (timed for 1 minute). Requires naming single-digit numbers presented in successive rows.
Sentence Repetition	Gwm	Measures attentional control, auditory working memory, and oral language comprehension. Requires listening to a list of words, phrases, and sentences presented from an audio recording and then repeating each exactly as presented.
Sound Deletion	Ga	Measures phonological manipulation. Requires deleting a phoneme or word part from a word presented from an audio recording and then saying the new word.
<i>Rapid Quantity Naming</i>	Gs, Gv	Measures processing speed, naming facility, and visualization (timed for 1 minute). Requires saying the number of dots in each pattern of one to nine dots that are presented in successive rows.
Sound Substitution	Ga	Measures phonological manipulation. Requires replacing part of a word with a new word part presented from an audio recording and then saying the new word.

Note: New tests are in *italics*.
Adapted from Table 2.1 in the WJIV Technical Manual (LaForte et al., 2025).

DON'T FORGET

Reminders to Examiners

- The WJIV comprises two batteries, the WJIV COG and the WJIV ACH. Additionally, tests in the WJIV VTL can be used alone or in combination with tests and clusters from these two batteries.
- The WJIV oral language tests have been redistributed in the WJIV COG, WJIV ACH, and WJIV VTL.

- Important diagnostic information can be obtained by administering tests and clusters from across the WJ V.
- It is not necessary to administer all of the WJ V tests; you may select tests to administer based on the referral question(s).

PSYCHOMETRIC PROPERTIES

Intended to be broadly applicable from the preschool to the geriatric levels for either comprehensive or focused assessments, the WJ V, like its predecessors, was developed with a strong emphasis on technical quality.

NORMS

Normative data were based on a single sample of individuals who were administered tests from the COG, ACH, and VTL. The norming study included 5,837 individuals between the ages of 3 and 90+ years from geographically diverse U.S. communities representing all regions of the country. The sample included 3,599 children ages 3 through 17 and 2,238 adults and was selected to be representative of the United States population for geographic location, sex, race, ethnicity, and education level. The school-age (K–12) sample included 3,106 individuals, and the adult nonschool sample (16–90+ years of age and not enrolled in secondary school or college) included 1,688 individuals. Individuals were randomly selected with a stratified sampling design that controlled for five specific variables: census region, age, sex, race/ethnicity, and parent education (K–12 sample only) or educational attainment (adult sample only).

For the school-age sample, data were gathered throughout the calendar year rather than gathering data at only one or two points in the school year. This produces continuous-year norms without the large breaks, or jumps, that occur in the scores when normative data is collected at only one or two points during the school year. The grade norms are reported for each tenth of the school year from the first month of kindergarten (K.0) through the last month of 12th grade (12.9). The age norms are reported for each month from ages 4 years, 0 months through 99 years, 11 months.

All of the tests except Letter-Writing Fluency¹ were normed across the entire age range from 4 to 90+ years. While it is *possible* to obtain norm-referenced scores for any examinee within this age range, some tests are not appropriate or sufficiently reliable for children younger than 5, 6, or 7 years. For this reason, the publisher has recommended an age range (see Rapid References 1.7 and 1.8) for each WJ V test and cluster. In most cases, the minimum age recommendations were based primarily on the test content

¹ The Letter-Writing Fluency test contains norms for ages 4–9 only. You may administer the test to examinees outside of this age range, but you will only obtain *W* scores and AE/GE scores; you will not obtain scores that require norm tables, such as *W*DIFF scores, *z* scores, or standard scores.

Rapid Reference 1.7

Recommended Administration Ages and Reliability Coefficients for WJV Tests

WJV Test	Recommended Age Range	Reliability for Children	Reliability for Adults
WJV COG			
Oral Vocabulary	5 and up	0.86	0.88
Matrices	6 and up	0.84	0.86
Spatial Relations	4 and up	0.85	0.84
Story Recall	4 and up	0.90	0.93
Semantic Word Retrieval	4 and up	0.88	0.92
Verbal Attention	4 and up	0.79	0.80
Number-Pattern Matching	4 and up	0.96	0.97
Verbal Analogies	4 and up	0.83	0.86
Analysis-Synthesis	5 and up	0.87	0.87
Block Rotation	4 and up	0.83	0.84
Story Comprehension	6 and up	0.88	0.88
Phonemic Word Retrieval	5 and up	0.88	0.94
Numbers Reversed	5 and up	0.87	0.90
Letter-Pattern Matching	4 and up	0.96	0.96
General Information	5 and up	0.83	0.86
Concept Formation	6 and up	0.89	0.90
Number Series	4 and up	0.91	0.91
Visual-Auditory Learning	4 and up	0.91	0.93
Visual Working Memory	6 and up	0.79	0.81
Symbol Inhibition	7 and up	0.91	0.93
WJV ACh			
Picture Vocabulary	4 and up	0.83	0.86
Letter-Word Identification	4 and up	0.94	0.91
Calculation	6 and up	0.92	0.93
Spelling	5 and up	0.94	0.91
Oral Comprehension	4 and up	0.77	0.72

WJ V Test	Recommended Age Range	Reliability for Children	Reliability for Adults
Word Attack	5 and up	0.90	0.87
Math Facts Fluency	6 and up	0.95	0.95
Sentence Writing Accuracy	6 and up	0.95	0.94
Passage Comprehension	5 and up	0.87	0.87
Applied Problems	4 and up	0.87	0.88
Sentence Reading Fluency	5 and up	0.97	0.98
Writing Samples	5 and up	0.90	0.91
Language Expression	4 and up	0.84	0.80
Sentence Writing Fluency	7 and up	0.93	0.94
Paragraph Reading Comprehension	6 and up	0.89	0.85
Word Reading Fluency	6 and up	0.97	0.98
Math Problem Identification	5 and up	0.89	0.89
Magnitude Comparison	4 and up	0.97	0.97
Number Sense	5 and up	0.85	0.85
Spelling of Sounds	6 and up	0.83	0.84
Oral Reading	6 and up	0.88	0.81
Reading Recall	6 and up	0.91	0.93
Academic Vocabulary	5 and up	0.86	0.92
Academic Facts	5 and up	0.84	0.87
Letter-Writing Fluency	4–9 only	0.92	N/A
WJ VVTL			
Nonsense Word Repetition	4 and up	0.83	0.83
Rapid Picture Naming	4 and up	0.91	0.80
Animal-Number Sequencing	5 and up	0.84	0.86
Sound Reversal	7 and up	0.86	0.87
Rapid Letter Naming	4 and up	0.94	0.89
Understanding Directions	4 and up	0.78	0.73

WJ V Test	Recommended Age Range	Reliability for Children	Reliability for Adults
Sound Blending	4 and up	0.86	0.88
Rapid Phoneme Naming	6 and up	0.85	0.90
Memory for Words	4 and up	0.82	0.80
Segmentation	4 and up	0.90	0.90
Rapid Number Naming	4 and up	0.96	0.89
Sentence Repetition	4 and up	0.81	0.79
Sound Deletion	5–11 only	0.82	N/A
Rapid Quantity Naming	4 and up	0.95	0.91
Sound Substitution	6–12 only	0.83	N/A

Rapid Reference 1.8

Recommended Administration Ages and Reliability Coefficients for WJ V Clusters

WJ V Test	Recommended Age Range	Reliability for Children	Reliability for Adults
COG General Intelligence Clusters			
General Intellectual Ability	6 and up	0.97	0.97
Brief Intellectual Ability	6 and up	0.91	0.92
Gf-Gc Composite	6 and up	0.94	0.95
COG CHC Broad Ability Clusters			
Comprehension-Knowledge (Gc)	5 and up	0.91	0.93
Fluid Reasoning (Gf)	6 and up	0.90	0.91
Auditory Working Memory Capacity (Gwm)	5 and up	0.89	0.90
Cognitive Processing Speed (Gs)	4 and up	0.98	0.98
Retrieval Fluency (Gr)	5 and up	0.93	0.95

WJ V Test	Recommended Age Range	Reliability for Children	Reliability for Adults
Long-Term Storage (Gl)	6 and up	0.94	0.94
Visual Processing (Gv)	4 and up	0.90	0.90
Phonological Awareness (Ga)	4 and up	0.92	0.93
CHC Narrow Ability and Clinical Clusters			
Phonological Manipulation (Ga)	6–11 only	0.90	N/A
Auditory Memory Span (Gwm)	4 and up	0.88	0.87
Cognitive Efficiency (CE)	4 and up	0.91	0.92
Phonemic Retrieval Fluency (Gr)	6 and up	0.94	0.96
RAN–Reading (Gs, Gr)	6 and up	0.88	0.84
RAN–Math (Gs, Gr)	4 and up	0.87	0.79
Oral Language Clusters			
Oral Language	6 and up	0.93	0.93
Listening Comprehension	6 and up	0.89	0.87
Oral Expression	4 and up	0.88	0.88
Vocabulary	5 and up	0.91	0.94
Reading Clusters			
Brief Reading	5 and up	0.94	0.93
Basic Reading Skills	5 and up	0.96	0.94
Reading Fluency	6 and up	0.98	0.99
Reading Comprehension	6 and up	0.93	0.92
Math Clusters			
Brief Math	6 and up	0.94	0.94
Math Calculation Skills	6 and up	0.96	0.96
Number Concepts	5 and up	0.94	0.94
Math Problem Solving	5 and up	0.93	0.94
Writing Clusters			
Brief Writing	6 and up	0.96	0.96
Basic Writing Skills	6 and up	0.97	0.96
Spelling Skills	6 and up	0.93	0.92
Written Expression	7 and up	0.94	0.95

WJIV Test	Recommended Age Range	Reliability for Children	Reliability for Adults
Cross-Domain Achievement Clusters			
Broad Achievement	7 and up	0.98	0.98
Academic Skills/Brief Achievement	6 and up	0.97	0.96
Academic Fluency	7 and up	0.98	0.98
Academic Applications	5 and up	0.95	0.95
Academic Knowledge	5 and up	0.92	0.94
Phoneme-Grapheme Knowledge	6 and up	0.92	0.91

and task demands but were also informed by the performance of the children in the WJIV norming study. For example, it is not appropriate to administer a test such as Paragraph Reading Comprehension to a child who cannot read; and indeed, with some rare exceptions, most children younger than age 6 in the norming study were not able to read the passages in the Paragraph Reading Comprehension test well enough to obtain a nonzero score on the test. If you administer Paragraph Reading Comprehension to an examinee who is younger than the minimum recommended age range of 6 and they obtain a raw score of 0, you can still obtain a norm-referenced score for the test; however, the reliability of the score will be low because the student is at the *floor* of the test's range of measurement. For this reason, exercise caution when you interpret test results for an examinee who is younger than the minimum recommended age for the test, especially if the examinee obtains a raw score of 0.

RELIABILITY

Reliability refers to the precision of a test score, or “the degree to which scores are free from random errors of measurement for a given group” (AERA et al., 2014). *Reliability coefficients* are expressed as values from 0 (not reliable, or high measurement error) to 1 (perfectly reliable, or no measurement error). In the context of educational and psychological assessments, reliabilities of 0.80 and above are generally considered strong. In IRT, measurement error is estimated separately for each possible raw-score point value on the test; therefore, it is possible for a test to exhibit differential reliability values across the ability range covered by the test. A *marginal IRT reliability coefficient* is computed as:

$$1 - \frac{SEM^2}{SD^2}, \quad (1.1)$$

where SEM is the IRT conditional standard error of measurement and SD^2 is the variance of the IRT ability scores for the sample of examinees. In the WJ V, reliability coefficients for the nontimed tests were computed using Equation 1.1 and are reported in the WJ V Technical Manual (LaForte et al., 2025) for six different age groups.

For most speeded tests (e.g., Letter-Pattern Matching, Math Facts Fluency), *alternate-form reliability coefficients* were computed. An alternate-form reliability coefficient is the correlation between scores from two forms of a test administered to the same sample of examinees. For Letter-Writing Fluency, Semantic Word Retrieval, and Phonemic Word Retrieval—speeded tests for which there is only one form—*test-retest reliability coefficients* were computed. A test-retest reliability coefficient is the correlation between scores from two administrations of the same test to a sample of examinees.

Rapid Reference 1.7 contains the reliability coefficients for the WJ V tests for children (ages 4–17, excluding ages for which the test is not recommended) and adults (ages 18+). Most tests have reliability coefficients of 0.80 or higher.

Rapid Reference 1.8 contains the reliability coefficients for the WJ V clusters for children (ages 4–17, excluding ages for which the cluster is not recommended) and adults (ages 18+). Most clusters have reliability coefficients of 0.90 or higher.

VALIDITY

Validity is a primary consideration when using test scores to make decisions. The WJ V Technical Manual (LaForte et al., 2025) provides extensive evidence to support the validity of the WJ V score interpretations, including expert consensus content evaluation, developmental growth curve analysis, exploratory and confirmatory factor analysis, and concurrent correlations with other cognitive, achievement, and oral language batteries. The performance of subsamples of examinees with attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), specific learning disability in reading, writing, and math, language impairment, and intellectual disability, and a subsample of gifted examinees, is also reported.

Ensuring proper test score use and interpretation is the responsibility of the test user. Administering the tests correctly will minimize threats to validity that could arise due to administration or scoring errors. Before administering the WJ V, you must be familiar with the structure and organization of the battery to ensure that you select the most appropriate tests and clusters to address the referral concern(s). Study the WJ V Examiner's Manual and Chapters 3 through 6 of this book to ensure that you know how to correctly administer the tests according to standardized procedures. Review the test content to become familiar with how to pronounce all the words on the tests and how to correctly assign scores to the examinee's responses. Practice administering the tests with a colleague or family member prior to conducting an evaluation with a client or student. Before using the WJ V as part of a comprehensive evaluation, read the WJ V Technical Manual to ensure that the interpretations you are making from the WJ V scores are valid and defensible.

CAUTION

Possible Kinds of Test Misuse

- Being unfamiliar with the content and organization of the test
- Not completing proper training or study for test use
- Not strictly adhering to standardized administration procedures
- Not understanding both the applications and limitations of test scores

USES OF THE WJIV

Because it is a comprehensive instrument, the WJIV can be used with confidence in a variety of settings and for multiple purposes. The wide age range and breadth of coverage allow the tests to be used for educational, clinical, or research purposes from preschool to the geriatric level. Uses of the WJIV include: (a) establishing an individual's present cognitive and achievement performance levels, (b) determining strengths and weaknesses among abilities, (c) comparing an individual's performance to age or grade peers, (d) exploring eligibility for special programs, (e) monitoring educational progress across the school years, (f) investigating the effectiveness of curricula, and (g) assisting with rationales for recommendations that propose specific curricular adaptations and modifications.

The conorming of the WJIV tests results in a “best-practice” scenario for identifying an individual's unique strengths and weaknesses, as well as for obtaining information for instructional planning and programming. Additionally, the conorming of the WJIV tests provides information and statistical models that are especially useful for documenting the nature of an individual's strengths and weaknesses and for determining ability/achievement comparisons.

Intra-Ability Comparison Procedures (including Intra-Cognitive, Intra-Achievement, and Academic Skills/Academic Fluency/Academic Applications procedures) are useful for understanding an individual's strengths and weaknesses, diagnosing and documenting the existence of specific disabilities, and acquiring the most relevant information for educational and vocational planning. *Ability/Achievement Comparison Procedures* (including General Intellectual Ability/Achievement, Gf-Gc Composite/Other Abilities, and Academic Knowledge/Achievement) are sometimes used as part of the selection criteria for SLD programs. See Chapter 7 for further discussion about the use and interpretation of these comparison scores.

DON'T FORGET

Purposes and Uses of the WJIV

- Describing individual strengths and weaknesses
- Determining present performance levels
- Assisting with the diagnosis of disabilities

- Determining intra-ability strengths and weaknesses and documenting ability/achievement comparisons
- Planning accommodations
- Assessing growth
- Evaluating programs
- Conducting research

POSSIBLE WJ V LIMITATIONS

As with all test revisions, some of the changes in the new edition may not appeal to all examiners. In some cases, a favorite test is no longer available or a scoring procedure has been changed or modified. Rapid Reference 1.9 lists some possible limitations to the use of the WJ V.

WJ V RESOURCES

The *WJ V Examiner's Manual* (Mather et al., 2025c) and the *WJ V Technical Manual* (LaForte et al., 2025) are available on the *Riverside Score*® (www.riversidescore.com) platform and provide detailed information about the WJ V. The examiner's manual presents the basic principles of individual clinical assessment, specific information regarding uses of the tests, and suggested procedures for learning to administer, score, and complete the interpretative portions of the WJ V. The development, norming, and technical characteristics of the tests are described in the separate technical manual.

Rapid Reference 1.9

Possible WJ V Limitations

- The change from paper-and-pencil administration to primarily digital administration may be difficult for some examiners.
- Some digital platform procedures, such as setting up a test session, managing accounts, and running reports, are not always intuitive. There is a learning curve for the examiner.
- Not having a paper test record form makes error analysis more difficult on some tests.
- Some schools or other organizations may not have sufficient internet speed and signal strength for online testing.
- Schools and organizations that do not already own iPads will need to purchase them.
- Some examinees may have limited prior experience with tablet devices.
- The removal of the Spanish tests may be problematic for bilingual examiners.

**TEST YOURSELF**

1. **Major changes from the WJ IV include:**
 - (A) Digital administration
 - (B) The elimination of a separate oral language battery
 - (C) Updated norms to represent the 2020 U.S. census demographics
 - (D) All of the above
2. **The only materials needed to administer the WJ V are a laptop and an iPad. True or False?**
3. **You can obtain age-based scores for a 6-year-old student on any WJ V test. True or False?**
4. **You can obtain grade-based normative scores on the WJ V for an examinee who is in their third year of a 4-year college degree program. True or False?**
5. **The tests in the VTL may be used alone or with either the WJ V COG or the WJ V ACH. True or False?**
6. **Which of the following tests is new in the WJ V ACH?**
 - (A) Letter-Word Identification
 - (B) Sentence Writing Fluency
 - (C) Oral Language Samples
 - (D) Applied Problems
7. **The WJ V contains procedures for calculating an ability-achievement comparison. True or False?**
8. **You are testing a 5-year-old student and want to include the Reading Comprehension cluster, which includes the Passage Comprehension and Paragraph Reading Comprehension tests. Which of the following is true?**
 - (A) You should administer *only* Passage Comprehension because it is recommended for examinees ages 5 and older.
 - (B) You should not administer either test because the Reading Comprehension cluster is not recommended for examinees younger than age 6.
 - (C) You should not administer either test because the scores will not be reliable at age 5.
 - (D) You should use your professional judgment to determine whether to administer both tests.
9. **If you want to interpret a particular cluster score, you must administer all the tests that contribute to the cluster. True or False?**
10. **CHC theory is only relevant to the WJ V COG. True or False?**

ANSWERS

1. **D.**
2. **False.** A Response Booklet is still needed for several tests in the WJ V ACH.
3. **True.** Although some tests are not recommended for children as young as 4, 5, or 6, you can obtain norm-referenced scores for any individual who is 4 through 90+ years of age on any test. The only exception is Letter-Writing Fluency, which provides norms for ages 4 through 9 only.

4. **False.** Grade-based normative scores are available on the WJV for grades K.0 through 12.9 only.
5. **True.**
6. **C.**
7. **True.**
8. **D.** Although the WJV provides recommended age ranges for all tests and clusters, use your professional judgment to determine if a test is appropriate for a particular examinee. In this example, if a 5-year-old student can read well enough to receive a nonzero raw score on both tests, then it is appropriate to administer the Reading Comprehension cluster and interpret the examinee's score.
9. **True.**
10. **False.**

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