Woodcock-Johnson III(r) Diagnostic Reading Battery - WJ III DRB

The WJ III DRB is a set of 10 individually administered tests designed to measure specific aspects of the reading process: phonological awareness, phonics knowledge, reading achievement, and related oral language abilities. The WJ III DRB also includes two tests of oral language ability: Oral Vocabulary and Oral Comprehension.

Basic Information
The authors of the assessment are:

- **Fredrick A. Schrank, PhD, ABPP**, is Director of Measurement Learning Consultants, Executive Director of the Woodcock-Muñoz Foundation, and a past president of the American Academy of School Psychology.

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- The assessment can be used with ages 2 to 80+ years

- **Price**: 2007 price data: $397.25 per complete kit with carrying case including test book, audio CD package, comprehensive manual, software package, and 25 test records and subject response booklets; $61.25 per 25 test records and subject response booklets; $67 per comprehensive manual; $146 per scoring and reporting program (Windows/Mac).

- Its standardization is excellent. And its reliability is moderately stable for individual tests and more so for clusters. According to the manual, reliability characteristics
(i.e., standard error of measurement, internal consistency, and test-retest) meet or exceed the basic standards for both individual placement and programming decisions. Standard errors of measurement are listed for each test and cluster score at each age range. Internal consistency reliability coefficients and test-retest reliability range from $r = .58$ to $.99$ for all tests at all age levels. Median cluster reliabilities are between $r = .83$ to $.90$ or higher. For a more comprehensive look at reliability estimates the reader is referred to the Fifteenth Mental Measurements Yearbook reviews of the WJ III (Cizek, 2003; Sandoval, 2003). Support for the content, concurrent, and construct validity of the WJ III DRB is presented in a variety of correlational studies. All 10 tests selected for inclusion in the WJ III DRB demonstrate moderate to high intercorrelations between the broad construct of language proficiency and reading abilities. The WJ III DRB appears to be a good test that can help qualified examiners (e.g., learning consultants, reading specialists) gain an overall understanding of examinees' reading abilities and identify their weaknesses, especially if examiners focus on clusters rather than individual tests. Like all tests, however, the WJ III DRB should not be used alone. It needs to be supplemented by other quality measures of reading ability, especially measures that more accurately reflect the reading demands placed on students (e.g., the need to comprehend and respond to lengthier, more complex reading materials). Such tests include the Qualitative Reading Inventory-4 (Leslie & Caldwell, 2006) and the Stieglitz Informal Reading Inventory (Stieglitz, 2002).

**Rationale for Inclusion**

The WJ III's examiner's manual states that, "the tests, clusters, factors, and scales of the WJ III provide more precise measures and a wider breadth of coverage of human cognitive abilities than are found in any other system of psychological and educational assessment" (McGrew & Woodcock, 2001, p. 2). The assessment offers a variety of subtests that evaluates phonological abilities - Letter-Word Identification, Word Attack, Reading Vocabulary, Spelling of Sounds, Sound Awareness, Sound Blending, and Oral Vocabulary - that the examiner can use to target instruction for individual student needs.