Introducing the
Woodcock-Muñoz Language Survey III

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- Educational Diagnostician
- Special Education Teacher
- Tammy.Stephens@hmhco.com
Agenda

• Overview of the WMLS III
  – What’s New?
  – Uses of the WMLS III
  – Components of the WMLS III
  – Technical Qualities
  – Organization and Tests
  – Levels of Information

• Scoring and Reporting

• Link to Interventions, Curriculum & Books
Overview of WMLS III

Provides a broad sampling of academic language proficiency in the areas of:

- Listening
- Speaking
- Reading
- Writing
- Oral Language
- Reading-Writing
- Comprehension
- English or Spanish Language Ability

Appropriate for use with ages 3 through 22 years of age

Available in English and Spanish
What’s New About the WMLS III?

• Includes 8 tests
• Offers 2 forms in English and 1 form in Spanish
• Links to WJ IV for comprehensive evaluations
• Provides online scoring and reporting
• Improves cluster composition to better measure listening, speaking, reading, and writing domains
What’s New About the WMLS III?

Includes 3 new tests:
- Oral Comprehension
- Oral Language Expression
- Written Language Expression

Retains 5 tests from WMLS-R:
- Analogies
- Picture Vocabulary
- Letter-Word Identification
- Passage Comprehension
- Dictation

Eliminates 2 tests from WMLS-R:
- Understanding Directions
- Story Recall
Primary Uses of the WMLS III

• Determine language proficiency (English/Spanish)
• Determine oral language dominance (English/Spanish)
• Monitor growth or change in language ability
• Determine eligibility for bilingual education/ESL services
• Assess readiness for English-only instruction
Additional Uses of the WMLS III

- Helps determine eligibility for accelerated or G/T programs
- Provides information for assessment of dyslexia
- Assists with educational planning and program evaluation
- Describes examinees’ language characteristics in research studies
Woodcock-Muñoz Language Survey III

Components

• Test Books: English Form A & B, Spanish Form
• Test Record
• Response Booklet
• Audio Recording
  – In online scoring & reporting program
• Comprehensive Manual
• Online Scoring & Reporting
• On line training video

WMLS III Online Parent and Teacher Intervention System

Coming Soon!!
Online Scoring and Reporting Program

- Included with purchase of test records
- Provides access to the audio file needed for the Oral Comprehension test
Technical Qualities

- Co-normed with the WJ IV (n=7416)
- Calibration study on all new items:
  - Native English speakers (n=1055)
  - Native Spanish speakers (n=1041)
- Data used to calibrate items and equate them to underlying scales of each test
- See Chapter 6 in the Comprehensive Manual for detailed information on Development, Norming, and Calibration
<table>
<thead>
<tr>
<th>Sampling Variable</th>
<th>Percentage in U.S. Population</th>
<th>Number in English Calibration Study Sample</th>
<th>Percentage of English Calibration Study Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Census Region</strong></td>
<td></td>
<td></td>
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<tr>
<td>Northeast</td>
<td>16.4%</td>
<td>237</td>
<td>22.5%</td>
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<tr>
<td>Midwest</td>
<td>21.7%</td>
<td>271</td>
<td>25.7%</td>
</tr>
<tr>
<td>South</td>
<td>37.2%</td>
<td>478</td>
<td>45.3%</td>
</tr>
<tr>
<td>West</td>
<td>24.7%</td>
<td>69</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Community Type</strong></td>
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<tr>
<td>Micropolitan</td>
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<tr>
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<td>6.3%</td>
<td>17</td>
<td>1.6%</td>
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<tr>
<td><strong>Sex</strong></td>
<td></td>
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<tr>
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<td>504</td>
<td>47.8%</td>
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<tr>
<td>Female</td>
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<td>Black</td>
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<td>2.3%</td>
</tr>
<tr>
<td>ASIPAC</td>
<td>0.6%</td>
<td>1</td>
<td>0.1%</td>
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<tr>
<td>Other</td>
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<td><strong>Ethnicity</strong></td>
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<tr>
<td>Not Hispanic</td>
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<td><strong>Parent Education</strong></td>
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<tr>
<td>&lt; High School</td>
<td>13.8%</td>
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<td>3.8%</td>
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<tr>
<td>High School</td>
<td>23.2%</td>
<td>110</td>
<td>12.1%</td>
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<tr>
<td>&gt; High School</td>
<td>63.0%</td>
<td>768</td>
<td>84.1%</td>
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</table>

* Parent Education is reported only for examinees who were less than 18 years old.
<table>
<thead>
<tr>
<th>Sampling Variable</th>
<th>Number in Spanish Calibration Study Sample</th>
<th>Percentage of Spanish Calibration Study Sample</th>
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<tbody>
<tr>
<td>Sex</td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>484</td>
<td>46.5%</td>
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<tr>
<td>Female</td>
<td>557</td>
<td>53.5%</td>
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<tr>
<td>Parent Education*</td>
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<td>&lt;= High School</td>
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<tr>
<td>High School</td>
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<tr>
<td>&gt; High School</td>
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<td>Geographic Location</td>
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<tr>
<td>California</td>
<td>53</td>
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<tr>
<td>Florida</td>
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<td>Idaho</td>
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<tr>
<td>Illinois</td>
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<td>22.4%</td>
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<td>Maryland</td>
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<td>0.1%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Michigan</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>New York</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>39</td>
<td>3.7%</td>
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<tr>
<td>Oregon</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>8</td>
<td>0.8%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>63</td>
<td>6.1%</td>
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<tr>
<td>Texas</td>
<td>499</td>
<td>47.9%</td>
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<tr>
<td>Virginia</td>
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<tr>
<td>Wisconsin</td>
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</tr>
<tr>
<td>Wyoming</td>
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<td>0.3%</td>
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<tr>
<td>Other</td>
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<td>5.2%</td>
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<tr>
<td>Hispanic Origin</td>
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<tr>
<td>Cuban</td>
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<td>0.3%</td>
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<tr>
<td>Dominican</td>
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<td>0.6%</td>
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<tr>
<td>Guatemalan</td>
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<td>2.7%</td>
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<tr>
<td>Mexican</td>
<td>865</td>
<td>83.1%</td>
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<tr>
<td>Puerto Rican</td>
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<td>1.7%</td>
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<tr>
<td>Salvadoran</td>
<td>22</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other/mixed</td>
<td>99</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

* Parent Education is reported only for examinees who were less than 18 years old.
Reliability: Median Cluster Reliabilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>.90</td>
</tr>
<tr>
<td>Speaking</td>
<td>.93</td>
</tr>
<tr>
<td>Broad English Oral Language</td>
<td>.96</td>
</tr>
<tr>
<td>Reading</td>
<td>.94</td>
</tr>
<tr>
<td>Writing</td>
<td>.94</td>
</tr>
<tr>
<td>Broad English Language Ability</td>
<td>.98</td>
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</table>

Goal for clusters is .90 or higher.

Reliabilities reported are for 5 to 18 years of age

See Chapter 7 in the Comprehensive Manual for detailed information on Reliability and Validity.
# Reliability: Median Test Reliabilities

<table>
<thead>
<tr>
<th>Test</th>
<th>Reliability</th>
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</thead>
<tbody>
<tr>
<td>Test 1: Analogies</td>
<td>.86</td>
</tr>
<tr>
<td>Test 2: Oral Comprehension</td>
<td>.84</td>
</tr>
<tr>
<td>Test 3: Picture Vocabulary</td>
<td>.79</td>
</tr>
<tr>
<td>Test 4: Oral Language Expression</td>
<td>.92</td>
</tr>
<tr>
<td>Test 5: Letter-Word Identification</td>
<td>.92</td>
</tr>
<tr>
<td>Test 6: Passage Comprehension</td>
<td>.89</td>
</tr>
<tr>
<td>Test 7: Dictation</td>
<td>.92</td>
</tr>
<tr>
<td>Test 8: Written Language Expression</td>
<td>.89</td>
</tr>
</tbody>
</table>

Reliabilities reported are for 5 to 18 years of age

Goal for tests is .80 or higher.
Validity

<table>
<thead>
<tr>
<th>WMLS III Clusters</th>
<th>CASL Core Composite</th>
<th>OWLS Oral Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ages 3-6</td>
<td>Ages 7-17</td>
</tr>
<tr>
<td>Listening</td>
<td>.58</td>
<td>.74</td>
</tr>
<tr>
<td>Speaking</td>
<td>.61</td>
<td>.81</td>
</tr>
<tr>
<td>Broad English Oral Language</td>
<td>.63</td>
<td>.79</td>
</tr>
</tbody>
</table>

Correlations provide concurrent validity evidence that the 3 WMLS III clusters are measures of general oral language ability.
Correlations provide support for the use of WMLS III clusters as valid measures of oral language, reading, and writing for English Learners.

<table>
<thead>
<tr>
<th>WMLS III Clusters</th>
<th>IPT Oral Language</th>
<th>IPT Reading</th>
<th>IPT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad English Oral Language</td>
<td>.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>.87</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>.83</td>
</tr>
</tbody>
</table>
Correlations provide support for the use of WMLS III clusters as valid measures of oral language, reading, and writing for English Learners.

<table>
<thead>
<tr>
<th>WMLS III Clusters</th>
<th>LAS Listening</th>
<th>LAS Speaking</th>
<th>LAS Reading</th>
<th>LAS Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>.62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad English Oral Language</td>
<td>.67</td>
<td>.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>.94</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td>.91</td>
</tr>
</tbody>
</table>
Organization
WMLS III Tests in English and Spanish

**English A & B**
1. Analogies
2. Oral Comprehension
3. Picture Vocabulary
4. Oral Language Expression
5. Letter-Word Identification
6. Passage Comprehension
7. Dictation
8. Written Language Expression

**Spanish**
1. Analogías
2. Comprensión oral
3. Vocabulario sobre dibujos
4. Expresión de lenguaje oral
5. Identificación de letras y palabras
6. Comprensión de textos
7. Dictado
8. Expresión de lenguaje escrito
WMLS III Structure

- Designed to provide 2 tests for each language domain—one test of *basic or foundational skills* and one test of skill *application or functional skills*:
  - Listening
  - Speaking
  - Reading
  - Writing

- The Comprehension cluster is designed to measure functional skills in listening comprehension and reading comprehension
# WMLs III: English Selective Testing Table

<table>
<thead>
<tr>
<th>Test 1: Analogies</th>
<th>Listening and Speaking</th>
<th>Reading and Writing</th>
<th>Cross-Domain Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 2: Oral Comprehension</td>
<td>Listening</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>Test 3: Picture Vocabulary</td>
<td>Speaking</td>
<td>Basic Reading and Writing</td>
<td>Broad Reading and Writing</td>
</tr>
<tr>
<td>Test 4: Oral Language Expression</td>
<td>Broad English Oral Language</td>
<td>Basic Reading and Writing</td>
<td>Applied Reading and Writing</td>
</tr>
<tr>
<td>Test 5: Letter-Word Identification</td>
<td>Applied English Oral Language</td>
<td>Reading and Writing</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Test 6: Passage Comprehension</td>
<td>Writing</td>
<td>Broad Reading and Writing</td>
<td>Cross-Domain Clusters</td>
</tr>
<tr>
<td>Test 7: Dictation</td>
<td>Basic Reading and Writing</td>
<td>Broad Reading and Writing</td>
<td>Cross-Domain Clusters</td>
</tr>
<tr>
<td>Test 8: Written Language Expression</td>
<td>Listening and Speaking</td>
<td>Reading and Writing</td>
<td>Cross-Domain Clusters</td>
</tr>
</tbody>
</table>

- Tests required to create the cluster listed.
# WMLS III: Spanish Selective Testing Table

<table>
<thead>
<tr>
<th>Escuchar y hablar</th>
<th>Leer y escribir</th>
<th>Cross-Domain Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escuchar</strong></td>
<td><strong>Lenguaje oral en español</strong></td>
<td><strong>Habilidad amplia de lenguaje en español</strong></td>
</tr>
<tr>
<td><strong>Hablar</strong></td>
<td><strong>Lenguaje oral básico en español</strong></td>
<td><strong>Habilidad aplicada de lenguaje en español</strong></td>
</tr>
<tr>
<td><strong>Leer</strong></td>
<td><strong>Comunicación</strong></td>
<td><strong>Habilidad básica de lenguaje en español</strong></td>
</tr>
<tr>
<td><strong>Escribir</strong></td>
<td><strong>Lectura y escritura básicas en español</strong></td>
<td><strong>Habilidad básica de lenguaje en español</strong></td>
</tr>
<tr>
<td><strong>Lectura y escritura amplias en español</strong></td>
<td><strong>Lectura y escritura básicas en español</strong></td>
<td><strong>Habilidad aplicada de lenguaje en español</strong></td>
</tr>
<tr>
<td><strong>Comunicación</strong></td>
<td><strong>Lectura y escritura básicas en español</strong></td>
<td><strong>Habilidad básica de lenguaje en español</strong></td>
</tr>
</tbody>
</table>

Prueba 1: Analogías
Prueba 2: Comprender oral
Prueba 3: Vocabulario sobre dibujos
Prueba 4: Expresión de lenguaje oral
Prueba 5: Identificación de letras y palabras
Prueba 6: Comprender de textos
Prueba 7: Dictado
Prueba 8: Expresión de lenguaje escrito

- Tests required to create the cluster listed.
WMLS III: Tests to Assess *Basic Skills*

**Listening**  Test 1: Analogies / Analogías

**Speaking**  Test 3: Picture Vocabulary / Vocabulario sobre dibujos

**Reading**  Test 5: Letter-Word Identification / Identificación de letras y palabras

**Writing**  Test 7: Dictation / Dictado
WMLS III: Tests to Assess *Applied Skills*

**Listening**  Test 2: Oral Comprehension / Comprensión oral

**Speaking**  Test 4: Oral Language Expression / Expresión de lenguaje oral

**Reading**  Test 6: Passage Comprehension / Comprensión de textos

**Writing**  Test 8: Written Language Expression / Expresión de lenguaje escrito
Texas – Language Proficiency Evaluation

Basic Skills *

- PreK-K-1<sup>st</sup>
  - Listening and Speaking
  - Tests 1 & 3

- Grades 2 and Up
  - Listening, Speaking, Reading & Writing
  - Tests 1, 3, 5, 7

Applied Skills

- PreK-K- 1<sup>st</sup>
  - Listening and Speaking
  - Tests 2 & 4

- Grades 2 and up
  - Listening, Speaking, Reading, and Writing
  - Tests 2, 4, 6, 8

* Most Texas Districts Use this Combination
Tests
WMLS III: Listening Tests

Analogies
Basic Skills

18. **On is to start, as off is to . . .** (pause).
   - ▲ Correct: stop, end, finish
   - ▼ Incorrect: on, dark, go, turn off
   - Q Query: shut down—**Tell me another answer.**

19. **Food is to hunger, as water is to . . .** (pause).
   - ▲ Correct: thirst
   - ▼ Incorrect: drink, hydrate, thirsty

20. **Shirt is to coat, as sock is to . . .** (pause).
    - ▲ Correct: shoe, boot
    - ▼ Incorrect: wear

Oral Comprehension
Applied Skills

2. **My mommy reads me a ______.**
   - ▲ Correct: book, story

3. **A duck quacks, but a dog ______.**
   - ▲ Correct: barks, ruffs, woofs

4. **Games are to play; books are to ______.**
   - ▲ Correct: read, look at
WMLS III: Speaking Tests

Picture Vocabulary
Basic Skills

9. Point to picture on examinee’s page and say: **What is this?**
   ▲ **Correct:** apple

10. Point to picture and say: **What is this?**
    ▲ **Correct:** frog, froggy, toad

11. Point to picture and say: **What is this?**
    ▲ **Correct:** book

Oral Language Expression
Applied Skills

18. Point to picture and say: **Use the word gliding in a complete sentence that tells about the picture. Do not change the word in any way. Gliding.**
   ▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture
   
   **Example:** We saw the eagle gliding overhead.

19. Point to picture and say: **Use the word shivering in a complete sentence that tells about the picture. Do not change the word in any way. Shivering.**
   ▲ **Correct:** uses stimulus word without changing its form in a complete, coherent sentence and mentions something about the picture
   
   **Example:** She was all bundled up, but she was still shivering.
WMLS III: Reading Tests

Letter-Word Identification

Basic Skills

57. ▲ Correct: routine

58. ▲ Correct: leagues

59. ▲ Correct: sufficient

60. ▲ Correct: domesticated

61. ▲ Correct: physics

62. ▲ Correct: therapeutic

Passage Comprehension

Applied Skills

12. The boy is _______. ▲ Correct: running, fast

13. The bug is on the _______. ▲ Correct: leaf

14. The book is under the _______. ▲ Correct: table
WMLSIII: Writing Tests

Dictation

25. (S) Number twenty-five. Write the word jump. I like to jump. Jump.
   ▲ Correct: jump

26. (P) Number twenty-six. Make an exclamation point.
   ▲ Correct: ! (exclamation point; must be dotted)

27. (S) Number twenty-seven. Write the word are. You are my best friend. Are.
   ▲ Correct: are

28. (S) Number twenty-eight. Write the word under. Look under the bed. Under.
   ▲ Correct: under

Written Language Expression

Applied Skills

Number thirteen. Look at the picture and the words walked, up, stairs (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.

▲ Correct: uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture

Examples:
1. The lady walked up the stairs.
2. That Grandma walked upstairs.
3. (misspelling forms real word)
4. Walked up stairs. (incomplete sentence)

Number fourteen. Look at the picture and the words girl, baby, kissed (present one word per second). Use these words and any others you need to write a good sentence about the picture. You can use the words in any order but do not change the words in any way.

▲ Correct: uses stimulus words without changing their form in a complete, coherent sentence and mentions something about the picture

Examples:
1. The girl kissed the baby.
2. The mom kissed the baby girl.
3. She kissed the baby. (omitted stimulus word)
4. baby kissed girl (incomplete sentence)
Complete Identifying Information Section

<table>
<thead>
<tr>
<th>Identifying Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>Sex: [ ] M  [ ] F</td>
</tr>
<tr>
<td>Date of Birth: MM/DD/YYYY</td>
</tr>
<tr>
<td>School/Organization</td>
</tr>
<tr>
<td>Teacher/Department</td>
</tr>
<tr>
<td>Date of Testing: MM/DD/YYYY</td>
</tr>
<tr>
<td>Grade</td>
</tr>
</tbody>
</table>

**Additional Information**

- Does the examinee have glasses? [ ] Yes  [ ] No
- Were they used during testing? [ ] Yes  [ ] No
- Does the examinee have a hearing aid? [ ] Yes  [ ] No
- Was it used during testing? [ ] Yes  [ ] No
- Other Information

**Adjusted School-Year Dates (Optional)**

<table>
<thead>
<tr>
<th>School-year start date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-year end date</td>
</tr>
</tbody>
</table>

Can be done prior to testing or during rapport building
Complete Language Background Information Section

Optional: Provides important qualitative information.

Language Background Information

1. Information about the examinee collected from (select all that apply):
   - [ ] Parent(s)
   - [ ] Teacher(s)
   - [ ] School records
   - [ ] Examinee self-report
   - [ ] Home Language Survey
   - [ ] Other

2. Examinee can be classified as (select one):
   - [ ] Native English speaker (skip 3 through 7)
   - [ ] Second-language learner of English (complete 3 through 7)
   - [ ] Native English speaker learning (language) as a foreign or heritage language (complete 4 through 7)
   - [ ] Simultaneous bilingual individual (speaking multiple languages from a very young age) (complete 3 through 7)

3. Examinee’s first or native language(s) (select all that apply):
   - [ ] English
   - [ ] Tagalog
   - [ ] French
   - [ ] Spanish
   - [ ] Arabic
   - [ ] Chinese (Cantonese)
   - [ ] Vietnamese
   - [ ] Hindi
   - [ ] Chinese (Mandarin)
   - [ ] Korean
   - [ ] German
   - [ ] Other (language)

4. In the examinee’s home, others speak (select one):
   - [ ] Only (language)
   - [ ] Primarily (language)
   - [ ] Both (language) and (language)

5. At home, examinee speaks (select one):
   - [ ] Only (language)
   - [ ] Primarily (language)
   - [ ] Both (language) and (language)

6. With peers, examinee speaks (select one):
   - [ ] Only (language)
   - [ ] Primarily (language)
   - [ ] Both (language) and (language)

7. At school, examinee speaks (select one):
   - [ ] Only (language)
   - [ ] Primarily (language)
   - [ ] Both (language) and (language)
Complete Academic Language Exposure Section

### Academic Language Exposure

The examinee is currently attending a/an (select all that apply):
- English-only program for ___ years ___ months
- Bilingual program in English and ____________ for ___ years ___ months
- Dual-language program in English and ____________ for ___ years ___ months
- Sheltered English program for ___ years ___ months
- Newcomer program for ___ years ___ months
- Other: ___________________ for ___ years ___ months
- Examinee is currently not attending an educational program.

Outside of the United States, the examinee received prior academic language instruction in (complete all that apply):
- Country: ___________________ Language of academic instruction: ___________________ Number of years: ___
- Country: ___________________ Language of academic instruction: ___________________ Number of years: ___

In the United States, the examinee previously attended a/an (select all that apply):
- English-only program for ___ years ___ months
- Bilingual program in English and ____________ for ___ years ___ months
- Dual-language program in English and ____________ for ___ years ___ months
- Sheltered English program for ___ years ___ months
- Newcomer program for ___ years ___ months
- Other: ___________________ for ___ years ___ months
- No prior formal academic instruction

If applicable, the examinee will be attending a/an:
- English-only program
- Bilingual program in English and ____________
- Dual-language program in English and ____________
- Sheltered English program
- Newcomer program
- Other: ___________________

Optional: Provides important qualitative information.
Levels of Information
Age- and Grade-Based Norms

• **Age norms:** Ages 3—22

• **Grade norms:** Kindergarten through college
  – Separate norms for 2-year and 4-year college students

• Choose most appropriate comparison group.

• Selection of age- or grade-based norms does not change age or grade equivalents.

• Standard scores and percentile ranks are impacted by choice of norm basis.
Hierarchy of Test Information

• **Level 1: Qualitative**
  – Information about language use, academic history, behaviors observed during testing, error analysis

• **Level 2: Level of Development**
  – Age or grade equivalents, raw score, $W$ score

• **Level 3: Level of Proficiency**
  – Relative proficiency index (RPI), language proficiency level, instructional or developmental zones

• **Level 4: Relative Standing in a Group**
  – Standard scores, percentile ranks
Level 1: Qualitative Information

- Test Record includes 3 checklists to assist with gathering information:
  - Language Background Information
  - Academic Language Exposure
  - Test Session Observation Checklist
- Conduct an error analysis within and across tests
- Record any comments, notes, or behaviors of interest during testing session
Level 2: Development

- Age- or Grade-equivalents are based on raw score
- Reflects age or grade level in norm sample at which median score is the same as the examinee’s raw score
- Abbreviated AE or GE
- Written with hyphen (AE) or period (GE)
  (AE: 8-4, GE: 3.8)
- Not affected by choice of age or grade norms
Level 3: Proficiency

• Criterion-referenced information
• Indicates the quality of performance or level of proficiency
• Indicates the range of development or instruction (independent to frustration)
• Types of Level 3 Scores: relative proficiency index (RPI), instructional zones, language proficiency levels, comparative language index (CLI)
Understanding RPIs

- RPIs are expressed as a fraction with the denominator fixed at 90. The numerator indicates the examinee’s proficiency on that task and predicts level of success on similar tasks.

- Ranges from 0/90 to 100/90.

- 90/90: Examinee has average proficiency on task.
  - 96/90: Independent (easy) level
  - 75/90: Frustration (difficult) level

Example: An RPI of 10/90 indicates the examinee has 10% proficiency on a task on which average age or grade mates have 90% proficiency.
Six Language Proficiency Levels

- Initial Development
- Early Development
- Continuing Development
- Emerging Proficiency
- Proficient
- Advanced Proficient

These levels replace the CALP levels in the WMLS-R.

See Table 5-4 in the Comprehensive Manual for an in-depth description of each level.
Proficiency levels are based on how far above or below the examinee’s score falls from the average score for age or grade mates.

The $W$ Difference score represents this distance.

RPIs also use the $W$ Diff.
### WMLS III: Language Proficiency Levels

<table>
<thead>
<tr>
<th>Language Proficiency Level</th>
<th>W Difference Score Range</th>
<th>Relative Proficiency Index (RPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Proficient</td>
<td>+11 and above</td>
<td>97/90 to 100/90</td>
</tr>
<tr>
<td>Proficient</td>
<td>-10 to +10</td>
<td>74/90 to 97/90</td>
</tr>
<tr>
<td>Emerging Proficiency</td>
<td>-19 to -11</td>
<td>51/90 to 74/90</td>
</tr>
<tr>
<td>Continuing Development</td>
<td>-34 to -20</td>
<td>17/90 to 51/90</td>
</tr>
<tr>
<td>Early Development</td>
<td>-50 to -35</td>
<td>3/90 to 17/90</td>
</tr>
<tr>
<td>Initial Development</td>
<td>-51 and below</td>
<td>0/90 to 3/90</td>
</tr>
</tbody>
</table>
WMLS III: Language Proficiency Cut Score

A test used to identify or reclassify an English Learner as English proficient relies heavily on the validity of the cut score of the test.

- Language proficiency levels and cut-scores of the WMLS III were developed based on research, state standards and archival impact data.

- A cut-score validation study was also conducted using methodology recommended in the Standards for Educational and Psychological Testing.
Comparative Language Index (CLI)

- Compares Spanish and English proficiency on selected clusters
- Helpful in determining language dominance
- Uses the numerator from the obtained RPIs to create the CLI
  - Spanish numerator is used as the numerator on the CLI
  - English numerator is used as the denominator on the CLI
Comparative Language Index (CLI)

Spanish oral language proficiency
RPI = 66/90

English oral language proficiency
RPI = 15/90

S/E CLI = 66/15
Comparative Language Index
Level 4: Peer Comparison

- Norm-referenced information
- Reflects relative standing within peer group (age or grade)
- Standard scores (SS)
- Percentile ranks (PR)
- NCE, z score, T score
An individual at the Initial Development level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning.

An Initial Development level indicates that an individual’s receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases.

In reading and writing, an Initial Development level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context. Participation in the classroom may be minimal unless substantial second-language scaffolding is provided for all language and academic content instruction.

Scaffolding methods at this level may include Total Physical Response methods, “buddy system”, visuals and realia, allowing drawing and pointing responses, the use of audio books with repetitive and predictive language, and instruction delivered using slower speech and simpler vocabulary.
Comprehensive Teacher Report

Name: Lafuente, Lucy
Date of Birth: 07/01/2005
Age: 11 years, 1 month
Sex: Female
Dates of Testing:
  08/01/2016 (WMLS III English Form A)
  08/03/2016 (WMLS III Spanish)

School: Hadley Junior High School
Teacher: Mr. Ortiz
Grade: 6.0
ID: 874632
Examiners:
  Mr. Lofgren
  Mrs. Alvarado

EXAMINEE INFORMATION

Lucy is an 11-year-old student currently enrolled in Grade 6 at Hadley Junior High School. She has been enrolled in an English-only program for 3 years, 9 months. She had 2 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 9 months.

LANGUAGE BACKGROUND INFORMATION

Information about Lucy's language use was gathered from her parent(s), teacher(s), Home Language Survey, and self-report. Lucy is a second-language learner of English. Her native language is Spanish. Others in her home speak both Spanish and English. At home, Lucy speaks both Spanish and English. With peers, Lucy speaks primarily English. At school, Lucy speaks primarily English.

TEST(S) ADMINISTERED

Lucy was administered the Woodcock-Munoz Language Survey® III (WMLS III™). On 8/1/2016, she took English
Informe para los padres

Nombre: Silvia Arce
Fecha de nacimiento: 07/01/2006
Edad: 11 años, 1 mes
Sexo: Femenino
Fecha del examen:
  08/01/2017 (WMLS III English Form A)
  08/03/2017 (WMLS III Spanish)

Escuela: Hadley Junior High School
Maestro (a): Mr. Ortiz
Grado: 6.0
Identificación: 874632
Examinador(es):
  Mr. Lofgren
  Mrs. Alvarado

INFORMACIÓN SOBRE EL EXAMINADO

Silvia Arce, quién tiene 11 años de edad, actualmente se encuentra en Grado 5º en Skyview Junior High School. Ha asistido a un programa de enseñanza solo en inglés durante 2 años, 1 mes. Silvia tuvo 2 años de educación académica en español en Guatemala. También tuvo 2 años de educación académica en español en México.

INFORMACIÓN SOBRE EL CONTEXTO LINGÜÍSTICO

La información acerca del ambiente lingüístico de Silvia, ha sido obtenida de su padre y/o madre, sus maestros, su autoevaluación y la Encuesta sobre el idioma que se habla en el hogar. Español es el idioma nativo de Silvia, quién además está aprendiendo inglés como segunda idioma. Las otras personas
WMLS III: Sample Plot of Scores

CUADRO DE PUNTAJES

Silvia Arce, 11 años, 1 mes de edad

Woodcock-Muñoz Language Survey III, English Form A
Woodcock-Muñoz Language Survey III, español

Desarrollo inicial | Desarrollo temprano | Desarrollo continuado | Proficiencia emergente | Proficiente | Proficiencia Avanzada

Listening
Escuchar
Speaking
Hablar
Broad English Oral Language
Lenguaje oral amplio en español
Reading
Leer
Writing
Escribir
Broad Reading and Writing
 Lectura y escritura amplias en español
Comprehension
Comprensión
Broad English Language Ability

Probabilidad de éxito en tareas por grado/nivel
WMLS III: Sample Table of Scores

<table>
<thead>
<tr>
<th>CLUSTER/Test</th>
<th>GE</th>
<th>RPI</th>
<th>Proficiency Level</th>
<th>PR (68% Band)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING (1,2)</td>
<td>&lt;K.0</td>
<td>22/90</td>
<td>Continuing Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>SPEAKING (3,4)</td>
<td>&lt;K.0</td>
<td>12/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>BROAD ENG ORAL LANG (1-4)</td>
<td>&lt;K.0</td>
<td>16/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>BASIC ENG ORAL LANG (1,3)</td>
<td>&lt;K.0</td>
<td>24/90</td>
<td>Continuing Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>APPLD ENG ORAL LANG (2,4)</td>
<td>&lt;K.0</td>
<td>11/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>1. Analogies</td>
<td>K.3</td>
<td>40/90</td>
<td>Continuing Devt</td>
<td>3 (1–7)</td>
</tr>
<tr>
<td>2. Oral Comprehension</td>
<td>&lt;K.0</td>
<td>10/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>3. Picture Vocabulary</td>
<td>&lt;K.0</td>
<td>13/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>4. Oral Lang Expression</td>
<td>K.0</td>
<td>11/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>READING (5,6)</td>
<td>1.6</td>
<td>19/90</td>
<td>Continuing Devt</td>
<td>7 (5–9)</td>
</tr>
<tr>
<td>WRITING (7,8)</td>
<td>1.0</td>
<td>7/90</td>
<td>Early Devt</td>
<td>2 (1–2)</td>
</tr>
<tr>
<td>BROAD READNG/WRTNG (5-8)</td>
<td>1.3</td>
<td>11/90</td>
<td>Early Devt</td>
<td>4 (3–5)</td>
</tr>
<tr>
<td>BASIC READNG/WRTNG (5,7)</td>
<td>1.7</td>
<td>21/90</td>
<td>Continuing Devt</td>
<td>9 (7–12)</td>
</tr>
<tr>
<td>APPLD READNG/WRTNG (6,8)</td>
<td>1.0</td>
<td>6/90</td>
<td>Early Devt</td>
<td>1 (1–2)</td>
</tr>
<tr>
<td>6. Passage Comprehension</td>
<td>1.2</td>
<td>8/90</td>
<td>Early Devt</td>
<td>2 (1–3)</td>
</tr>
<tr>
<td>7. Dictation</td>
<td>1.2</td>
<td>10/90</td>
<td>Early Devt</td>
<td>4 (3–7)</td>
</tr>
<tr>
<td>8. Written Language Expression</td>
<td>K.9</td>
<td>4/90</td>
<td>Early Devt</td>
<td>2 (1–3)</td>
</tr>
<tr>
<td>COMPREHENSION (2,6)</td>
<td>K.7</td>
<td>9/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
<tr>
<td>BROAD ENG ABILITY (1-8)</td>
<td>K.9</td>
<td>14/90</td>
<td>Early Devt</td>
<td>1 (&lt;1–1)</td>
</tr>
<tr>
<td>BASIC ENG ABILITY (1,3,5,7)</td>
<td>1.2</td>
<td>23/90</td>
<td>Continuing Devt</td>
<td>2 (1–3)</td>
</tr>
<tr>
<td>APPLD ENG ABILITY (2,4,6,8)</td>
<td>K.7</td>
<td>8/90</td>
<td>Early Devt</td>
<td>&lt;1 (&lt;1–1)</td>
</tr>
</tbody>
</table>

.Optional columns can be added to the Table of Scores.

Maribel
Norms based on grade 3.4
Linking Assessment Results to Interventions
WMLS III: Online Teacher and Parent Intervention System

- Statements on the Linguistic Characteristic of Examinee (in teacher report)
- Statements on the Linguistic Status of Examinee (in teacher report)
- Current Language Proficiency Levels (in teacher report)
- Diagnostic Statements (in teacher report)
- Classroom Interventions (in teacher report)
- “Examples of Books for Listening” and “Examples of Books for Reading” Based on Tested Ability (in teacher and parent report)
- Home-Based Activities (in parent report)
- ESL Program Recommendations with Second-Language Scaffolding Suggestions (planned enhancement in teacher report)
- Leveled Readers Recommendations with Second-Language Scaffolding Suggestions (planned enhancement, in teacher report)
WMLS III: Linguistic Characteristics of Examinee

• Jose is a second-language learner of English.

• Sofia is a simultaneous bilingual individual (speaking multiple languages from a very young age).

• David is a native English speaker.
Jose’s performance on the WMLS III English oral language tests suggests that he is at the *Emerging Proficiency* level.

Maribel’s performance on the WMLS III Spanish oral language tests suggests that she is at the *Continuing Development* level.
Jose’s English oral language development appears to be progressing within normal limits.
   – (Jose was reported to be a second language learner with 4 years of English exposure; his Language Proficiency Level in English oral language was Emerging Proficiency)

Maribel’s English oral language development does not appear to be developing at a typical pace. Evaluate her current oral language program and make appropriate changes. A rigorous, comprehensive, and intensive oral language development program should be considered at this time.
   – (Maribel is a second language learner of English with 4 years of English exposure; her Language Proficiency Level in English oral language was Continuing Development)
WMLS III: Diagnostic Statements

• Comparison of Jose’s performance on English oral language tasks and English reading and writing tasks indicates that his oral language is significantly better developed than his reading and writing. Consider a robust, comprehensive, and intensive reading and writing program. Ensure that he receives solid research-based literacy instruction for the appropriate amount of time. Further testing to investigate academic need may be indicated in the future if Jose does not demonstrate reasonable progress.

• Comparison of Sofia’s performance suggests relatively uniform and proficient development of English oral language skills and reading & writing skills.
Maribel may benefit by listening to audio books, particularly if she is able to follow along with a written text. Strategic use of audio books may provide models for pronunciation of printed words. In addition, introducing new words in the context of sentences and stories may also increase her comprehension of words.
Book Recommendations for Listening and Reading

Below is a list of books that are appropriate for Maribel to listen to, based on her WMLS III performance:

1. *Fishing: A Mr. and Mrs. Green Adventure* by Keith Baker
2. *Martha Speaks: Conoce a Martha/Meet Martha* by Karen Barss
4. *Annie and the Wild Animals* by Jan Bret

Based on Maribel’s WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during listening and speaking instruction.

1. Select books or have Maribel select books that relate to her experiences. Using books that she wants to listen to and can relate to will help increase motivation, comprehension, and ultimately, learning.
2. After reading a book, have Maribel retell the story in unique and creative ways, such as reporting it as a newscaster or telling it from a different perspective.
3. Provide opportunities for Maribel to participate in dramatic play of the storyline of a book, such as playing the role of one of the major characters.

...
Home-Based Activities

(Continuing Development, Ages 3-0 through 5-11):
Make homemade bubble solution with dish soap and water, and experiment using different bubble-blowing tools such as rings, string, and straws. Talk about why the bubbles are different sizes and shapes. Use words such as bubbles, air, small, large, medium, round, oval, blow, float, pop, light, heavy, and iridescent.

(Continuing Development, Ages 6-0 through 8-11):
Have Jose find items outside the house, such as sticks, rocks, and leaves. Ask him what those items have in common (they were found outside, they are all brown, etc.).

(Continuing Development, Ages 9-0 through 12-11):
Have Maribel measure large objects in her bedroom, such as the bed, dresser, bookshelf, and the size of the room itself. Talk about the process. Use words such as tape measure, measure, feet, inches, long, and wide. Have her create a “map” of the room, to scale, by drawing an outline with a ruler. Then have her cut out pieces of paper in the same dimensions as the large objects in the room. Have her arrange a model of the room using the pieces of paper. Ask simple questions and model correct grammar as Maribel puts the room together. Use words such as map, place, arrange, move, and fit. If she feels it should be arranged differently, let her explain to you why.

(Continuing Development, Ages 13-0 through 14-11):
Most communities have many free local activities for families to attend. Check your community newspaper, library, school, and bulletin boards as well as the internet. Have your family discuss these activities and have each family member explain why he or she thinks you should choose a certain activity. Take a vote to decide which activity interests the family most and then go as a family.
ESL Programs

Grades 4 to 8

Grades 4 - 12
If the school is using or has access to the English language development program, **Escalate English**, the Escalate English 4* may be beneficial at this time for Viktor based on tested reading and language ability. The program provides varying levels of scaffolding (substantial, moderate, and light). At this time, he should receive the most instructional benefit from the substantial level of scaffolding. The Escalate English 4* program has the following graphic novels and podcasts:

<table>
<thead>
<tr>
<th>Graphic Novels</th>
<th>Podcasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>20,000 Leagues Under the Sea</td>
<td>The Grateful Beasts</td>
</tr>
<tr>
<td>The Prince and the Pauper</td>
<td>Alex and Me</td>
</tr>
<tr>
<td>Nelson Mandela</td>
<td>Crocodile Meets Godzilla</td>
</tr>
<tr>
<td>Black Beauty</td>
<td>The Big Race</td>
</tr>
<tr>
<td>The Lion's Whisker</td>
<td>Two Poems by William Wordsworth</td>
</tr>
<tr>
<td>Balto's Story</td>
<td>My First Summer in the Sierra</td>
</tr>
</tbody>
</table>

Some additional instructional scaffolding to consider for Viktor include:
2. Focus first on oral language skills needed to understand the story before reading . . .
3. Avoid using idiomatic phrases during instruction except when specifically teaching . . .
4. Use sentence frames to provide Viktor the words needed to express. . .
Leveled Readers

K to 5

Boldprint
4th to 12th

Grades K–5
Leveled Readers Recommendations w/ Scaffolding

KINDERGARTEN--Emerging Proficiency and above

If the school is using or has access to the leveled reader series, *Rigby PM*, beginning with the *Magenta Kindergarten* level may be beneficial at this time for Sofia based on tested reading and language ability. The program provides meaningful stories that slowly develop in vocabulary and sentence structure with strong oral language development activities. On average the reader is introduced to 1 new word in 20. Sentence structure and accompanying illustrations are also carefully monitored.

The series has ELL support recommendations, but some additional instructional scaffolding to consider for her include: . . .

3. When first introducing the story, read the story to (name of examinee). Allow (him/her) to enjoy the reading and to concentrate on comprehension before asking him to read.

4. Ask (name of examinee) to tell about (his/her) experience . . .
Summary: WMLS III

• Yields important information about oral language abilities, reading, and writing skills
• Offers two English forms and one parallel Spanish form
• Allows comparison of English and Spanish oral language, reading, and writing abilities
• Explores language proficiency and dominance
• Linked to the WJ IV for more comprehensive evaluations
• Coming soon: Online Parent & Teacher Intervention Program
Questions????

• Lupina Vela  Lupina.Vela@hmhco.com
• Tony Castilleja  Tony.Castilleja@hmhco.com
• Dennis Murphy  Dennis.Murphy@hmhco.com
• Tammy Stephens  Tammy.Stephens@hmhco.com