STEC Guidance Woodcock Johnson V (COG, ACH and VTL) March 2026	
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Age Range:	3:00 – 90:11+
Access Level:	Open: Competent interpretation of the WJ V requires a higher degree of knowledge and experience than is required for administering and scoring the tests. Only trained and knowledgeable professionals who are sensitive to conditions that may compromise or even invalidate standardised test results should make interpretations and decisions. (Examiners Manual Chapter 1 p11. Also see examiner qualifications p 12.).
Cost	Use of WJ V requires an annual licence. In addition, there is a sliding scale of charges dependent upon the number of tests used. (These can be purchased in advance). Refer to Education Elephant for further information.

NB: This document is guidance. It should be read in conjunction with *thorough* and *detailed* reading of the WJ V manuals before administering the test. The test developers also recommend that assessors should undertake several practice tests before using WJ V for an assessment. Assessors may then draw on this information to determine which tests are appropriate for the purpose and requirements of an individual assessment.

Test Overview

What does the WJ V include: Except for tests that require a written response from the examinee, the WJ V is a fully digitalised test. The annual subscription includes access: to digital copies of the examiner's manual, the technical manual, examinee response booklets (which the test administrator prints from the online scoring platform), scoring guides for the maths facts fluency, sentence writing accuracy, written language samples and letter writing fluency tests and other resources. Two devices are required (check technical requirements for devices needed – click here for technical specification).

WJ V is a set of individually administered norm-referenced tests which measure cognitive abilities, academic achievements and oral language abilities. WJ V is organised into two separate batteries of tests with an additional Virtual Test Library. Depending on the purpose of the assessment, the batteries may be used alone or in combination with tests and cluster from the other battery or the VTL.

Assessors should determine which tests are appropriate for the requirements of the individual assessment and create their own test list. The Dyslexia Test List alone would not fulfil the requirements of the SASC 2025 Report format for a full diagnostic assessment of dyslexia.

The online platform suggests starting points, basals and ceilings (although these can be changed by the assessor) and most test items are scored automatically. Some tests are administered under

time restraints. All audio-recorded prompts and a timer device are built into the platform. No additional audio equipment or timing devices are needed. Assessors are also able to choose the order that the tests are given.

Parallel forms
15 of the WJ V ACH tests have 2 forms.

What types of score does it offer?
The online platform produces standard scores and 95% confidence intervals.
Differences between scores can be examined using the score comparison base-rate procedures (see Chapter 2 of the Examiner's Manual).

Uses of WJ V (Examiner's Manual Chapter 1)**:**
The test manual states that the WJ V tests can be used for:

- Diagnosis
- Score Comparison Base-Rate Procedures
- Educational Programming
- Planning Individual Program
- Guidance
- Assessing Growth
- Research and Evaluation
- Psychometric Training

Testing Time:
Testing time will vary according to the age and experience of the examinee and the nature of the assessment. The test developers suggest these times as a guide:

- WJ V COG: around 40 minutes to administer 8 tests with an additional 5-10 minutes for each extra test.
- WJ V ACH and VTL: 5-10 minutes per test.

After the examiner has chosen the tests that they will be administering, the online platform will display an estimated testing time.

Ease of Administration:
The directions for administering each test/item are on the examiner's screen. Detailed information is provided on the administration of each WJ V test and their scoring and includes the option for the examiner to add their own comments. Each test has a tick list for response style/behaviour observations to be recorded. The manual suggests that examiners should strive for a brisk testing pace. Guidance is also given on the testing environment and seating arrangements (Examiners Manual chapter 2: General Administration and Scoring Procedures).

Remote Administration:
Click here for details of Remote Administration.

Description of Tests

Tests of Cognitive Abilities (WJ V COG: McGrew, Mather and LaForte 2025).
WJ V COG contains 20 tests, 14 standard tests which combine in various ways to form broad and narrow interpretative clusters; and 6 extended tests (single stand-alone tests that are not part of clusters).

Tests of Achievement (WJ V ACH: Mather, McGrew, LaForte and Wendling 2025).
WJ V ACH contains 26 tests, 18 standard tests which combine in various ways to form interpretative clusters; and 8 extended tests (single standalone tests that are not part of clusters). They measure academic achievement in reading, writing and mathematics, as well as academic-related oral language abilities. There are also 6 Cross-Domain Achievement Clusters (see Manual for further details).

Virtual Test Library (WJ V VTL: Mather, McGrew, LaForte and Wendling 2025)
The WJ V VTL is a collection of tests that can be administered alone or in various combinations with tests from the WJ V COG or WJ V ACH to provide additional options for assessing an individual's broad and narrow abilities. WJ V VTL contains 15 tests of oral language, cognitive and achievement abilities. Certain of the VTL test and clusters can be used to contribute to special purpose batteries. (Chapter 1 p7).

Mapping WJ V onto the 2025 SASC Report Format

There are 60 subtests within WJ V, with different clusters measuring broad and narrow abilities. The following table outlines those that STEC consider meet the requirements of the 2025 Report Format, showing where they can be used. Some of the subtests are included in other clusters, but this list highlights those that are, in STEC's view, relevant to the 2025 Report Format. Assessors should always bear in mind the purpose of the assessment when selecting tests and should use their discretion as to which additional clusters may be useful.

Test Name and Battery	Description	Area of Report Format
Language and Reasoning Skills		
Picture Vocabulary (ACH) With Oral Language Samples this forms the Oral Language Cluster.	The examinee sees pictured objects on the tablet screen and is required to identify and name them.	**Expressive Language**
Oral Language Samples (ACH) With Picture Vocabulary this forms the Oral Language Cluster.	On early items, the examinee looks at a picture while the examiner reads a partial sentence orally. The examinee needs to provide a word that finishes the sentence and describes the	**Expressive Language**

	picture. On later items, the examinee must provide complete-sentence responses to prompts with various linguistic demands that are read aloud by the examiner and sometimes accompanied by a picture.	
Oral Vocabulary (COG) With Verbal Analogies this forms the Comprehension Knowledge Cluster.	2 subtests: Synonyms and Antonyms The examinee hears a word from the audio recording while the word is also displayed on the tablet screen. The examinee then says an appropriate synonym/antonym.	**Verbal Reasoning**
Verbal Analogies (COG) With Oral Vocabulary this forms the Comprehension Knowledge Cluster.	The examinee sees three words of a verbal analogy (e.g., A is to B as C is to . . .) and hears the examiner read the analogy orally. The examinee then says a word to complete the analogy.	**Verbal Reasoning**
General Information (COG) This is a single test and does not form part of a cluster.	This test is comprised of two subtests: Where and What. The examinee answers 'Where would you find…?' and 'What would you do with…?' questions read orally by the examiner.	**Verbal Reasoning.**
Sound Blending (VTL) With Segmentation this forms the Phonological Awareness Cluster.	The examinee hears a series of syllables or phonemes presented from an audio recording and must blend the sounds together to say the whole word.	**Phonological Awareness**
Segmentation (VTL) With Sound Blending this forms the Phonological Awareness Cluster.	The examinee hears a word and then says the word in parts; parts range from compound words to syllables to individual speech sounds (phonemes).	**Phonological Awareness**
Sound Deletion (VTL) With Sound Substitution this forms the Phonological Manipulation Cluster.	The examinee must delete a word part or phoneme from a word presented from an audio recording and then say the new word.	**Phonological Awareness**
Sound Substitution (VTL) With Sound Deletion this forms the Phonological Manipulation Cluster.	The examinee must replace part of a word with a new part presented from an audio recording and then say the new word.	**Phonological Awareness**
Sound Reversal (VTL) This is a single test and does not form part of a cluster.	The examinee hears a simple word and must say the sounds in the word backward to form a different word.	**Phonological Awareness**
Matrices (COG)	The examinee selects, from among 4 choices, the option that completes the pattern in a figural matrix presented on the tablet.	**Non-Verbal Reasoning**

With Analysis-Synthesis this forms the Fluid Reasoning Cluster.		
Analysis-Synthesis (COG) With Matrices this forms the Fluid Reasoning Cluster.	The examinee learns to use a key containing coloured squares to solve puzzles.	**Non-Verbal Reasoning**
Concept Formation (COG) This is a single test and does not form part of a cluster.	The examinee uses inductive reasoning to state the rule that explains how one or more pictures is/are different from the other pictures in each puzzle.	**Non-Verbal Reasoning**
Attainment: Reading		
Letter-Word Identification (ACH) With Word Attack this forms the Basic Reading Skills Composite.	For the initial items, the examinee taps a single letter, named by the examiner, that is presented on the tablet screen. On subsequent items, the examinee orally reads individual letters, taps individual words and orally reads individual words presented on the tablet screen.	**Graded Single-Word Reading (untimed)**
Word Attack (ACH) With Letter-Word Identification this forms the Basic Reading Skills Composite.	For initial items, the examinee produces the sounds for single letters and letter combinations. Subsequent items require, the examinee to orally read nonsense words (i.e., pseudowords) that are otherwise phonically regular in form.	**Non-word Reading (untimed)**
Paragraph Reading Comprehension (ACH) With Passage Reading Comprehension (which is not included on this list as it is a cloze procedure) this forms the Reading Comprehension Cluster.	The examinee reads passages followed by comprehension questions and then provides oral responses to the questions.	**Reading Comprehension of Continuous Prose (silent),** but young examinees may read aloud, if they do not read silently after requested.
Oral Reading (ACH Extended) This is a single test and does not form part of a cluster.	The examinee is required to read aloud sentences that increase in difficulty. Examinees are told to read carefully and not quickly so they do not make mistakes.	**Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency** This test does not cover reading speed or reading fluency.
Attainment: Spelling and Writing		
Spelling (ACH) With Spelling of Sounds this forms the Spelling Skills Cluster.	Working in a Response Booklet, the examinee writes words that the examiner dictates orally.	**Graded Single-Word Spelling**

Spelling of Sounds (ACH Extended) With Spelling this forms the Spelling Skills Cluster.	The initial items require the examinee to write single letters that represent 1 sound. The remaining items require the person to listen to nonwords spoken by the examiner at first and heard through the audio recording later on, and then to spell the nonsense words in accordance with English spelling rules. The items become more difficult as the words involve more complex spelling rules and patterns.	**Additional tests that could be used to further investigate Spelling**
Sentence Writing Accuracy (ACH) When combined with other subtests, this test can form part of several clusters.	Working in a Response Booklet, the examinee writes sentences that are presented from an audio recording. The written responses are scored on dictation accuracy, spelling, capitalisation, and punctuation.	**Additional Tests which could be used to analyse writing (Sentence Writing)**
Sentence Writing Fluency (ACH) With Written Language Samples this forms the Written Expression Cluster.	The examinee writes sentences about a picture using 3 words that are printed in the Response Booklet.	**Additional Tests which could be used to analyse writing (Sentence Writing)**
Written Language Samples (ACH) With Sentence Writing Fluency this forms the Written Expression Cluster.	Using a response booklet, the examinee is required to write sentences, read orally by the examiner, that are evaluated for their quality of expression. Item difficulty increases by increasing passage length, the level of vocabulary, and the sophistication of the content. The individual is not penalised for errors in basic writing skills such as spelling or punctuation, unless the response is illegible.	**Additional Tests which could be used to analyse writing (Sentence Writing)**
Attainment: Mathematics		
Math Facts Fluency (ACH) With Calculation this forms the Math Calculation Skills Cluster.	The examinee is required to solve a series of arithmetic problems including addition, subtraction, and multiplication as quickly as possible.	**Basic Calculation (timed)** **(may include: +, -, x, ÷)** This test does not include questions in the area of Division
Calculation (ACH) With Math Facts Fluency this forms the Math Calculation Skills Cluster.	The examinee provides written responses to maths problems in the Response Booklet.	**Graded Computation (written, untimed)**
Applied Problems (ACH)	The examinee answers maths problems, some of which have visual	**General Mathematics Attainment and Problem-Solving**

With Math Problem Identification this forms the Math Problem Solving Cluster.	stimuli, that the examiner reads orally.	
Math Problem Identification (ACH) With Applied Problems this forms the Math Problem Solving Cluster.	The examiner reads an unsolvable maths problem aloud, in some cases accompanied by pictures, words or numbers, and the examinee orally describes what is missing or what is wrong with the problem.	**Mathematical Reasoning and Problem-solving**
Cognitive Presentation: Speed of Processing and Retrieval		
Rapid Picture Naming (VTL) With Rapid Letter Naming and Rapid Phoneme Naming this forms the RAN-Reading Cluster.	The examinee has to quickly name pictures of common objects presented in successive rows.	**Rapid Automatised Naming (RAN)**
Rapid Letter Naming (VTL) With Rapid Picture Naming and Rapid Phoneme Naming this forms the RAN-Reading Cluster.	The examinee has to quickly name single letters presented in successive rows.	**Rapid Automatised Naming (RAN)**
Rapid Phoneme Naming (VTL) With Rapid Picture Naming and Rapid Letter Naming this forms the RAN-Reading Cluster.	The examinee has to quickly pronounce phonemes presented in successive rows.	**Rapid Automatised Naming (RAN)**
Rapid Number Naming (VTL) With Rapid Quantity Naming this forms the RAN-Math Cluster.	The examinee has to quickly name single-digit numbers presented in successive rows	**Rapid Automatised Naming (RAN)**
Rapid Quantity Naming (VTL) With Rapid Number Naming this forms the RAN-Math Cluster.	The examinee has to quickly say the number of dots in patterns that are presented in successive rows.	**Rapid Automatised Naming (RAN)**
Number-Pattern Matching (COG) With Letter-Pattern Matching this forms the Cognitive Processing Speed Cluster.	The examinee has to tap pairs of identical 1- to 3-digit numbers among rows of six numbers.	**Coding, Symbol Search and Cancellation tasks**
Letter-Pattern Matching (COG) With Number-Pattern Matching this forms the Cognitive Processing Speed Cluster.	The examinee has to tap pairs of identical nonword combinations of one to four letters among rows of letters or letter combinations.	**Coding, Symbol Search and Cancellation tasks**

Semantic Word Retrieval (COG) With Phonemic Word Retrieval this forms the Retrieval Fluency Cluster.	The examinee has to say as many words as possible that fit into a semantic category. There are three trials, each with a different semantic category.	**Retrieval Fluency**
Phonemic Word Retrieval (COG) With Semantic Word Retrieval this forms the Retrieval Fluency Cluster.	The examinee has to say as many words as possible that begin with a specific sound. There are three trials, each with a different beginning sound.	**Retrieval Fluency**
Cognitive Presentation: Memory and Attention		
Verbal Attention (COG) With Numbers Reversed this forms the Auditory Working Memory Capacity Cluster.	The examinee hears a series of intermingled animals and digits presented from an audio recording. Then the examinee must answer a specific question about the sequence.	**Verbal Working Memory**
Numbers Reversed (COG) With Verbal Attention this forms the Auditory Working Memory Capacity Cluster.	The examinee hears a sequence of numbers from an audio recording and then says the numbers in reverse order.	**Verbal Working Memory**
Sentence Repetition (VTL) With Memory for Words this forms the Auditory Working Memory Span Cluster.	The examinee hears a list of words, phrases, and sentences presented from an audio recording and must say each exactly as it was presented.	**Verbal Working Memory**
Nonsense Word Repetition (VTL) This is a single test and does not form part of a cluster.	The examinee hears a nonsense word presented from an audio recording and must say the word exactly as presented.	**Phonological Short-term Memory**
Memory for Words (VTL) With Sentence Repetition this forms the Auditory Working Memory Span Cluster.	The examinee hears a list of unrelated words presented from an audio recording and must say them in the same order.	**Phonological Short-term Memory**
Animal-Number Sequencing (VTL) This is a single test and does not form part of a cluster.	The examinee hears an intermingled list of animals and digits presented from an audio recording and must then say the words, first naming all the animals in order and then naming all the numbers in order.	**Attention, Shifting and Inhibitory Control/Inhibition**
Cognitive Presentation: Numerical Cognition		
Magnitude Comparison (ACH) With Number Sense this forms the Number Concepts Cluster.	The examinee is instructed to work as quickly as they can, to tap the greater of 2 values presented on the tablet screen.	**Symbolic Magnitude Comparison** The first few items involve quantities, rather than symbols.
Number Series (COG Extended) This is a single test and does not form part of a cluster.	The examinee sees a series of numbers with one number missing and must determine the underlying rule to provide the missing number.	**Counting and Sequencing/Ordering Numbers**

Number Sense (ACH Extended) With Magnitude Comparison this forms the Number Concepts Cluster.	The examinee answers questions read by the examiner (which are sometimes accompanied by words, pictures or equations) that require the examinee to compare, estimate or compute with numbers.	**Other sub-tests that could be considered for additional information**
Cognitive Presentation: Visual-spatial Processing		
Visual Working Memory (COG) This is a single test and does not form part of a cluster.	After briefly viewing a pattern of dots on the screen the examinee completes a simple visual distractor task, while concurrently retaining the dot patterns in active memory. Then the examinee must recall the location of the dots from the first screen immediately after the visual distractor task.	**Visual Working Memory** This test may provide qualitative information relating to other executive functions due to the distractor task.
Spatial Relations (COG) With Block Rotation this forms the Visual Processing Cluster.	The examinee taps the 2 or 3 (from among 6 options) 2-dimensional pieces on the tablet that form the complete shape in the key.	**Spatial Processing**
Block Rotation (COG) With Spatial Relations this forms the Visual Processing Cluster.	The examinee must determine which two (from among five options) 3-dimensional block figures match the figure in the key.	**Mental Rotation Skills**

Other WJ V Tests not included in the above.

Understanding Directions (VTL)	The examinee studies a detailed picture scene and then follows prompts from an audio recording to tap elements of the picture in a prescribed order.
Oral Comprehension (ACH)	The test requires the examinee to comprehend a short audio-recorded passage and then supply the missing word using syntactic and semantic cues.
Passage Comprehension (ACH)	A cloze test. Initially the examinee has to tap a picture that the printed word tells about. The remaining set of items require the examinee to read short sentences and identify one missing word that makes sense in the context of the passage. The items become increasingly difficult by removing pictorial stimuli and by increasing passage length, level of vocabulary and complexity of syntax.
Sentence Reading Fluency (ACH)	Working as quickly as possible, the examinee reads simple sentences displayed on the tablet screen and then indicates if the sentence is true or false by tapping 'Yes' or 'No.'
Word Reading Fluency (ACH)	The examinee reads 4 words in a row on the tablet screen and taps the two words that are semantically related (e.g., synonyms, members of the same category).
Reading Recall (ACH)	The examinee reads a short story silently and then retells as much of the story as they can recall.

Academic Vocabulary (ACH)	The examinee provides oral one-word answers to academic-specific vocabulary questions read aloud by the examiner.
Academic Facts (ACH)	The examinee provides oral answers to factual knowledge questions read out by the examiner on Letter Writing academic topics such as literacy, mathematics, science, and humanities.
Letter Writing Fluency (ACH)	Working in a Response Booklet, the examinee must work as quickly as they can first to print the letters of the alphabet from memory in any order, and then to copy a model of the alphabet, in alphabetical order.
Story Comprehension (ACH & COG)	The examinee hears passages from an audio recording and then provides oral responses to questions read aloud by the examiner.
Story Recall (COG)	The task requires the examinee to listens to recall increasingly complex stories that are presented from an audio recording. After listening to the passage, the individual is asked to recall as many details of the story as they can remember.
Visual-Auditory Learning (COG)	During the training phases, the examinee learns relationships between words and pictures (rebuses). The examinee must then read "sentences" formed by the rebuses. Sentences increase in difficulty as new rebuses are presented in each training phase.
Symbol Inhibition (COG)	The examinee has to quickly tap successive coloured shapes in a row of shapes but must not tap (i.e., inhibit) the shape(s) that are identical to the shape(s) in the key at the top of the screen. The task becomes more complex as additional shapes are added to the key.

Points to Consider:

- The platform manages basals, ceilings and continuation rules thus allowing the assessor to concentrate on the responses and behaviours of the assessee.
- Flexible tests selection allowing assessor to easily customise an assessment.
- Once tests have been chosen and preloaded, they allow smooth transitions and avoid delays in time taken for testing.
- Digital design means there are no bulky test manuals to carry.
- Information is stored on the Riverside score platform. Once test scores have been submitted, the information will remain there for as long as the product remains, unless a hard delete is requested by the Account Holder. If a subscription lapses or is not renewed, you can still get into the platform and see all data that was already submitted. You can also print out reports on students that have completed testing. However, you will not be able to launch new tests. But all the data remains intact and available to the assessor, even if they do not renew.
- Data management: The data remains for the lifetime of the product, or until manually deleted by the assessor, or they request for it to be deleted by Riverside Insights. To remain GDPR compliant, assessors should follow guidance regarding storing and deleting data (ICO/SASC Guidance).

- Need to check the operating system and equipment required.
- The Dyslexia Test list can provide precise insights to inform targeted intervention.
- Several tests within the ACH require the use of a response booklet for written responses.
- WJ V is aligned with current research.
- On demand courses and webinars are available for qualified assessors.
- Detailed information is provided on the administration of each WJ V test and their scoring and includes the option for the examiner to add their own comments. Each test has a tick list for response style/behaviour observations to be recorded.
- Access to the internet needs to be considered. Offline administration is available but will require downloads of subtests before assessment.
- For guidance relating to Americanisms and cultural adaptations, click here for literacy tests and here for mathematics tests.