Woodcock-Muñoz
Language Survey--Revised

Authors:
Richard W. Woodcock
Ana F. Muñoz-Sandoval
Mary L. Ruef
Criselda G. Alvarado

Overview

Comprised of 7 individually administered tests
Covers ages 2–90+ and grades K.0–18.0
Provides information about an individual’s Spanish and/or English language abilities
Offers parallel English and Spanish forms
Evaluates Listening, Speaking, Reading, Writing, and Comprehension
<table>
<thead>
<tr>
<th>TESTS</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Vocabulary</td>
<td>• Determine</td>
</tr>
<tr>
<td></td>
<td>• English and/or Spanish language proficiency</td>
</tr>
<tr>
<td>Verbal Analogies</td>
<td>• Oral language dominance of bilingual individuals</td>
</tr>
<tr>
<td>Letter-Word Identification</td>
<td>• Listening, speaking, reading, writing, and comprehension skills</td>
</tr>
<tr>
<td>Dictation</td>
<td>• Investigate</td>
</tr>
<tr>
<td>Story Recall</td>
<td>• Oral language difficulties</td>
</tr>
<tr>
<td>Understanding Directions</td>
<td>• Performance analysis on four oral language tests</td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td>• Learning difficulties</td>
</tr>
<tr>
<td></td>
<td>• Comparing oral language abilities with reading and writing abilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applications</th>
<th>Examples of Administration Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine</td>
<td>If you were to administer:</td>
</tr>
<tr>
<td></td>
<td>• 2 tests (i.e. listening and speaking)</td>
</tr>
<tr>
<td></td>
<td>5-10 minutes</td>
</tr>
<tr>
<td></td>
<td>• 4 tests (listening, speaking, reading, writing, and comprehension)</td>
</tr>
<tr>
<td></td>
<td>15-20</td>
</tr>
<tr>
<td></td>
<td>• 7 tests (listening, speaking, reading, writing, and comprehension)</td>
</tr>
<tr>
<td></td>
<td>35-45 minutes</td>
</tr>
<tr>
<td></td>
<td>• Eligibility for bilingual education or ESL services</td>
</tr>
<tr>
<td></td>
<td>• Eligibility for gifted and talented programs</td>
</tr>
<tr>
<td></td>
<td>• Readiness for English-only instruction</td>
</tr>
<tr>
<td></td>
<td>Test the five domains of NCLB</td>
</tr>
<tr>
<td></td>
<td>• Monitor growth in language ability</td>
</tr>
<tr>
<td></td>
<td>• Assist in educational planning</td>
</tr>
<tr>
<td></td>
<td>• Evaluate program effectiveness</td>
</tr>
</tbody>
</table>

**Uses**

• Determine
  - English and/or Spanish language proficiency
  - Oral language dominance of bilingual individuals
  - Listening, speaking, reading, writing, and comprehension skills

• Investigate
  - Oral language difficulties
  - Performance analysis on four oral language tests
  - Learning difficulties
  - Comparing oral language abilities with reading and writing abilities
• Raw score 24
• Age equivalent 6-7
• Grade equivalent 1.1
• Normal curve equivalent 60
• Growth Score (W) 489
• Relative proficiency index 96/90
• CALP levels 4
• Percentile rank 75
• Standard score 124
• Instructional range K.4 to 1.8
• Comparative language index 96/68
  --comes from 96/90 in Span. & 68/90 in Eng.

CALP Levels

<table>
<thead>
<tr>
<th>CALP Levels</th>
<th>Descriptors</th>
<th>RPI</th>
<th>Instructional Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Very Advanced</td>
<td>100/90</td>
<td>Extremely Easy</td>
</tr>
<tr>
<td>5</td>
<td>Advanced</td>
<td>98/90 to 100/90</td>
<td>Very Easy</td>
</tr>
<tr>
<td>4-5 (4.5)</td>
<td>Fluent to Advanced</td>
<td>95/90 to 98/90</td>
<td>Easy</td>
</tr>
<tr>
<td>4</td>
<td>Fluent</td>
<td>82/90 to 95/90</td>
<td>Manageable</td>
</tr>
<tr>
<td>3-4 (3.5)</td>
<td>Limited to Fluent</td>
<td>67/90 to 82/90</td>
<td>Difficult</td>
</tr>
<tr>
<td>3</td>
<td>Limited</td>
<td>24/90 to 67/90</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>2</td>
<td>Very Limited</td>
<td>3/90 to 24/90</td>
<td>Extremely Difficult</td>
</tr>
<tr>
<td>1</td>
<td>Negligible</td>
<td>0/90 to 3/90</td>
<td>Impossible</td>
</tr>
</tbody>
</table>

Testing the 5 Domains of NCLB

<table>
<thead>
<tr>
<th>Domain Measured</th>
<th>Using a Single Test (Four Tests)</th>
<th>Using a Cluster (Seven Tests)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Understanding Directions</td>
<td>Understanding Directions &amp; Verbal Analogies</td>
</tr>
<tr>
<td></td>
<td>Story Recall</td>
<td>Story Recall &amp; Picture Vocabulary</td>
</tr>
<tr>
<td>Speaking</td>
<td>Passage Comprehension</td>
<td>Passage Comprehension &amp; Letter-Word Identification</td>
</tr>
<tr>
<td>Reading</td>
<td>Dictation</td>
<td>Dictation</td>
</tr>
<tr>
<td>Writing</td>
<td>Story Recall &amp; Passage Comprehension</td>
<td>Story Recall &amp; Passage Comprehension</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### English Forms

<table>
<thead>
<tr>
<th>WRMS-R Section/Exercise</th>
<th>Qualitative Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Picture Vocabulary</td>
<td></td>
</tr>
<tr>
<td>2. Verbal Analogies</td>
<td></td>
</tr>
<tr>
<td>3. Letter-Word Identification</td>
<td></td>
</tr>
<tr>
<td>4. Calculation</td>
<td></td>
</tr>
<tr>
<td>5. Understanding Directions</td>
<td></td>
</tr>
<tr>
<td>6. Story Recall</td>
<td></td>
</tr>
<tr>
<td>7. Passage Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

### Spanish Form

<table>
<thead>
<tr>
<th>WRMS-R Section/Exercise</th>
<th>Qualitative Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vocabulario verbal-visual</td>
<td></td>
</tr>
<tr>
<td>2. Analogías</td>
<td></td>
</tr>
<tr>
<td>3. Identificación de vocabulario palabras</td>
<td></td>
</tr>
<tr>
<td>4. Cálculo</td>
<td></td>
</tr>
<tr>
<td>5. Comprensión de lectura</td>
<td></td>
</tr>
<tr>
<td>6. Reconstrucción de cuentos</td>
<td></td>
</tr>
<tr>
<td>7. Comprensión de textos</td>
<td></td>
</tr>
</tbody>
</table>

### Language Exposure and Use Information on Test Record Form

**Language Exposure Information**

- **Language Exposure Information**
  - Language(s) not spoken at home: [ ]
  - Language(s) spoken at home: [ ]
  - Other languages spoken at home: [ ]
  - Language(s) not read at home: [ ]
  - Language(s) read at home: [ ]
  - Other languages read at home: [ ]
  - Additional language information:

- **Qualitative Information**
  - Language(s) not written at home: [ ]
  - Language(s) written at home: [ ]
  - Other languages written at home: [ ]
  - Language(s) not understood at home: [ ]
  - Language(s) understood at home: [ ]
  - Other languages understood at home: [ ]
  - Additional language information:
Included with WMLS-R test kit
Generates all scores and profiles
Provides a Standard Report (English only)
Provides a Parent Report (English or Spanish)
Provides a Group Average Report

The computer scoring and reporting program of the WMLS-R has a very unique feature. It allow you to choose if you want to compare your student to others his age (age norms) or other in his grade level (grade norms).

For example, if you have a student who is a 10 years old in 3rd grade, you have the option to choose to compare the student to other students his age or other students in his grade.
This is an excerpt of the professional report and it is available only in English.

**Standard Report**

**Table of Scores: English**

<table>
<thead>
<tr>
<th>Test/QUARTER</th>
<th>Raw</th>
<th>QL</th>
<th>EASY</th>
<th>DIFF</th>
<th>RTI</th>
<th>PI</th>
<th>SQ</th>
<th>BI/BF</th>
<th>TOTAL</th>
<th>CALF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Vocabulary</td>
<td>28.2</td>
<td>2.3</td>
<td>3.8</td>
<td>3.0</td>
<td>89/80</td>
<td>44</td>
<td>96</td>
<td>90-120</td>
<td>104</td>
<td>109-120</td>
</tr>
<tr>
<td>Verbal Analogies</td>
<td>15.1</td>
<td>1.9</td>
<td>3.4</td>
<td>5.9</td>
<td>89/80</td>
<td>44</td>
<td>78</td>
<td>100-120</td>
<td>47</td>
<td>100-120</td>
</tr>
<tr>
<td>Letter/Word Identification</td>
<td>42.6</td>
<td>3.9</td>
<td>3.1</td>
<td>4.0</td>
<td>89/80</td>
<td>44</td>
<td>107</td>
<td>100-120</td>
<td>107</td>
<td>100-120</td>
</tr>
<tr>
<td>Dictation</td>
<td>31.5</td>
<td>4.1</td>
<td>3.7</td>
<td>6.3</td>
<td>95/90</td>
<td>44</td>
<td>106</td>
<td>100-120</td>
<td>106</td>
<td>100-120</td>
</tr>
<tr>
<td>Understanding Directions</td>
<td>4.0</td>
<td>3.0</td>
<td>2.5</td>
<td>5.0</td>
<td>47/60</td>
<td>15</td>
<td>84</td>
<td>90-120</td>
<td>84</td>
<td>90-120</td>
</tr>
<tr>
<td>Story Recall</td>
<td>5.2</td>
<td>1.6</td>
<td>3.1</td>
<td>6.6</td>
<td>70/80</td>
<td>4</td>
<td>77</td>
<td>67-88</td>
<td>77</td>
<td>67-88</td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td>3.3</td>
<td>2.5</td>
<td>4.4</td>
<td>8.6</td>
<td>34/40</td>
<td>81</td>
<td>104</td>
<td>90-120</td>
<td>104</td>
<td>90-120</td>
</tr>
<tr>
<td>ORAL LANGUAGE</td>
<td>3.0</td>
<td>1.7</td>
<td>4.7</td>
<td>52</td>
<td>102</td>
<td>97-104</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL LANGUAGE TOTAL</td>
<td>2.0</td>
<td>8.7</td>
<td>3.8</td>
<td>89/80</td>
<td>31</td>
<td>86</td>
<td>90-83</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING-WRITING</td>
<td>3.4</td>
<td>2.9</td>
<td>4.1</td>
<td>97/80</td>
<td>68</td>
<td>107</td>
<td>110-120</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BROAD ENG ABL</td>
<td>3.3</td>
<td>2.4</td>
<td>4.3</td>
<td>95/80</td>
<td>63</td>
<td>105</td>
<td>100-120</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIDEC LING ABL TIL</td>
<td>3.0</td>
<td>2.2</td>
<td>4.2</td>
<td>82/80</td>
<td>52</td>
<td>103</td>
<td>90-100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>2.4</td>
<td>2.2</td>
<td>4.0</td>
<td>86/80</td>
<td>50</td>
<td>95</td>
<td>90-100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING TOTAL</td>
<td>2.4</td>
<td>4.3</td>
<td>1.4</td>
<td>90/80</td>
<td>58</td>
<td>105</td>
<td>120-130</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>3.4</td>
<td>2.9</td>
<td>4.1</td>
<td>95/80</td>
<td>68</td>
<td>107</td>
<td>110-120</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRTNG</td>
<td>3.4</td>
<td>2.7</td>
<td>4.3</td>
<td>95/80</td>
<td>66</td>
<td>106</td>
<td>100-120</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE COMP</td>
<td>2.5</td>
<td>1.6</td>
<td>4.6</td>
<td>87/80</td>
<td>42</td>
<td>95</td>
<td>90-100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APP LNG PROF</td>
<td>2.6</td>
<td>1.6</td>
<td>3.8</td>
<td>87/80</td>
<td>42</td>
<td>97</td>
<td>90-100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Profiles**

*(English Test Results)*

**Instructional Zones**

EASY to DIFFICULT RANGE

**Example of a learning curve**

---

**Instructions and Observations**

Lara's dominant language was Spanish. At home, she speaks Spanish about 90% of the time and English about 10% of the time. Otherwise, she speaks Spanish about 50% of the time and English about 50% of the time. She enjoys social activities. Lara's spoken English is about 70% of the time and Spoken Spanish about 30% of the time.

Lara has been involved in a bilingual education program receiving both English and Spanish instruction since Kindergarten. She has been exposed to academic instruction in English at school for 3 years. She has been exposed to academic instruction in Spanish at school for 3 years.

**Session Observations**

Lara's concentration period is normal for her grade level. She was cooperative throughout the session. Her activity level was steady for her grade level. He appeared at ease, confident, and attentive to the tasks during the administration. He responded slowly and carefully to test questions, generally persevering with difficult tasks.
Standard Score/Percentile Rank Profile (English)

Parent Report, available in English and Spanish
Indicates proficiency on clusters
Indicates percentile ranks
Describes the clusters (tasks)

Create 2 files of identical examinees to show progress from initial testing to retesting.

Overview of WMLS-R Tests
The following are not actual test items, but for demonstration purposes only.
Test 1: Picture Vocabulary

Prueba 1: Vocabulario sobre dibujos

Here is a picture of a car (point) and a picture of a dog (point). Put your finger on the car.

Error or No Response
Score item 0. Point to car and say: This is the car. Put your finger on the car. Repeat as necessary.

Point to the picture and say: What are these?
Correct: books, any specific type of books

Point to the picture and say: What kind of animal is this?
Correct: dolphin
Q Query: fish—Tell me another word.

Point to picture and say: What is this?
Correct: tapestry
Q Query: rug—Tell me another word.
Prueba 1: Vocabulario sobre dibujos

Señale el dibujo y pregunte: ¿Qué es esto?

Correcto: lámpara
Si responde: luz—Dame [déme] otra palabra.

Test 2: Verbal Analogies

Prueba 2: Analogías verbales

Make eye contact with the subject and say: Finish what I say—go is to green, as stop is to ...(pause expectantly).

▲ Correct: red

Error or No Response Say: Go is to green; as stop is to red. Now try it again. Repeat sample item a maximum of three times until subject gives correct answer.

Make eye contact with the subject and say: Your toes are on your feet and your fingers are on your ...(pause expectantly).

▲ Correct: hands
▼ Incorrect: arm
Test 2: Verbal Analogies

Make eye contact and say: **Wall is to picture, as envelope is to ...(pause expectantly).**

▲ Correct: stamp  
▼ Incorrect: letter

Test 3: Letter-Word Identification

Prueba 2: Identificación de letras y palabras

Run your finger across letters on subject’s page. Say: **Point to the letter I say. Point to “S”.**
Test 3: Letter-Word Identification

Point to word “smile” on subject’s page and say: What is this word? After subject responds, say: Go ahead with the others. Don’t go too fast.

smile
banana
daisy

Test 4: Dictation

5. (S) Number five. Spell the word **bowl**.
Put your cereal in the **bowl**. **Bowl**.

△ Correct: bowl

22. (C) Number twenty-two. Write the name Aunt Betty. Aunt Betty lives in Oregon. Aunt Betty.

△ Correct: Aunt Betty (“A” and “B” must be capitalized) (capitalization item – misspellings acceptable)

Test 5: Understanding Directions

Prueba 5: Comprensión de indicaciones
Test 5: Understanding Directions

2. Point to the shoe store. Go.
   ▲ Correct: shoe store

4. Point to the man looking at the directory of stores. Go.
   ▲ Correct: man looking at directory

9. Point to the two men carrying packages if there are three people on the escalator. If not, point to the girl getting an ice cream. Go.
   ▲ Correct: two men carrying packages

Test 6: Story Recall

3. The boy played outside. Pause audio recording and look at subject expectantly.

10. The car’s engine made a terrible clanking noise and then sputtered to a stop. With a resigned sigh, the driver got out and opened the hood. Pause audio recording and look at subject expectantly.
12. The swimming pool was deep and had a diving board at one _________.
   ▲ Correct: end, corner, side

22. She could tell the cake batter wasn’t the right ________ when it stuck to the inside of the bowl.
   ▲ Correct: consistency
Recommended Seating Arrangement

- Examiner and student sit diagonally across from each other at the corner of a table or across from each other.
- Test book should be set upright between the examiner and the student.
- Table should be low enough to allow the examiner to see over the upright test book.

Audio Equipment

- A CD player with dual headphones for student and ear bud for examiner.
  or
- A CD player with external speakers.

Administration

- The first page(s) after the tab for each test provides general administration and scoring information.
• Specific instructions are embedded within the test.
• Examiner reads the script printed in bold blue type to student.
• Always use the exact wording provided.

Point to the first item on subject’s page and say: Finish what I say—a fish swims, a bird… (pause expectantly).

A. Error or No Response
Say: A fish swims; a bird flies. Now try it again. Repeat sample item a maximum of three times until subject gives correct answer.

• Some items require further query.
• Some items have Error or No Response boxes with further instructions.

• For each test item the examiner records a 1 for a correct response and a 0 for an incorrect response.

Starting Points
Some tests require that testing be conducted by complete pages.

- Test 1: Picture Vocabulary
- Test 3: Letter-Word Identification
- Test 7: Passage Comprehension

The “test by complete page” rule applies when a test has visual stimuli on the student’s side of the test book, such as pictures, words, letters, or numbers.
The test book explains basals and ceilings like this:

Basal: Test (by complete pages) until the 6 (or 5) lowest numbered items administered are correct or until you have administered Item 1.

Ceiling: Test (by complete pages) until the 6 (or 5) highest numbered items administered are incorrect or until you have administered the last test item.

Five possible scenarios occur with basals and ceilings.
Scenario 2
Starting Point
Basal has not been established. The tester must go back one or more pages to establish basal.

Scenario 3
Starting Point
Test by complete page rule
Scenario 3

Starting Point Basal

Although student has 6 consecutive 0s, they are not the 6 highest items administered. A ceiling has not been established. Continue testing.

Scenario 3

Starting Point Basal

While completing the page, the student got a test item correct. Testing must be continued because in order to establish a ceiling, the 6 highest numbered items administered must be incorrect.

Scenario 4

Starting Point Basal

Item 1 is automatically the basal, whether it is a 1 or 0.

Scenario 4

Starting Point Basal

Ceiling
Scenario 5

The last test item becomes the ceiling, whether the score is a 1 or a 0.

Calculate the Number Correct

Did you remember to count the items that you did not administer because they were too easy? These are the items below the basal.

Number Correct (0-59)
Calculate the Number Correct

Scenario 4

Cut-Off Points
apply to
Test 5: Understanding Directions
and
Test 6: Story Recall

Number Correct (0-59)

This test does not use basal and ceiling rules.

The Suggested Starting Points Box suggests a specific group of pictures to administer, but the student's score dictates the final number of pictures that will be administered.

Scenario 5

Cut-Off Point
Test 6: Story Recall

Score 1 point for each correct element.

1. / The baby / wanted his toy. /
   Number of Points: 2 (2)
   ✓

2. / I aim / to throw the ball / to his father. /
   Number of Points: 2 (2)
   ✓

3. / The black and white / horse / was Jessica’s favorite. / She wanted to take it home. /
   Number of Points: 4 (4)
   ✓

4. / Emily / went to the beach / with her parents / and brothers. / They took a picnic / lunch / towels / and several toys. /
   Number of Points: 5 (5)
   ✓

5. / The baby bear / scrambled up the tree. / He looked down / proudly / at his brother /
   / who was far below. / Suddenly, he realized that / climbing down was harder than climbing up. / He gave a loud, piercing cry / for his mother. /
   Number of Points: 5 (5)
   ✓

Stories 4-5: B. Number of Points (0-11)

For fewer points: Administer Stories 1 through 3
18 or more points: Administer Stories 6 and 7.
Example report of English and Spanish test scores generated by the computer scoring and reported program.

This page has the English test scores and begins the interpretive narrative.

The professional report is in English only.

The narrative on the English test scores continues.

This page reports the Spanish test scores and begins the interpretative narrative on the Spanish test scores.
The narrative on the Spanish test scores continues. The English and Spanish test scores are compared.

Parent Report in English

Parent Report in Spanish
Additional Notes

The software program also generates a student's graphic profile based on:
• age/grade equivalents or
• standard score/percentile rank.

The software program not only has the scoring and reporting program for the WMLS-R, but also a very handy user’s guide known as the *WMLS-R Scoring and Reporting Program User’s Manual.* The guide is found in the software program.