HOW ADMINISTRATION AND SCORING OF THE WOODCOCK-JOHNSON III EDUCATIONAL ACHIEVEMENT BATTERY AFFECTS STUDENTS’ SPECIAL EDUCATION SERVICES

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This thesis has been prepared in the style and format consistent with the American Psychological Association
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ABSTRACT

Many students in Onslow County, North Carolina show deficiencies in writing as measured by the North Carolina State Writing Test. 61.3% of Onslow County’s fourth graders scored a Level 1 or 2 on the writing test. Although these students show deficits in written expression, when they take the Woodcock-Johnson Revised III Battery (WJR-III) they are still found to be ineligible for Special Education services under the category of Specific Learning Disabilities. Many of these students might benefit from these Special Education services. It is hypothesized that the manner in which the Onslow County evaluators (teachers or counselors) are prepared to administer the WJR-III and the way it is administered and interpreted by evaluators may be faulty.

This study examined three factors that may have impacted the evaluation process in which the WRJ-III was administered and interpreted. These factors were the accuracy of evaluators’ test interpretations, training time of evaluators, and perceived adequacy of training time. Testing accuracy was determined by comparing five elementary evaluators’ scores to determine if there was acceptable consistency in their scoring. Surveys received from twenty-seven K-12 evaluators ascertained the actual training hours the evaluators received and if the evaluators felt the amount of time was adequate.

It appeared that a substantial number of evaluators perceived their preparation time as inadequate. In addition, there was some inaccuracy shown in the administration and interpretation of the WJR-III scores. 31% of the evaluators felt they had not received enough preparation for administering and interpreting the WJR-III. The amount of time devoted to training did not appear to be positively correlated with the evaluators’ perceptions of how prepared they were to administer the test. In fact, 67% of the
evaluators who received the most training (over twenty hours) said they did not receive an adequate amount of training. 29% of the evaluators’ scores were inconsistent when compared with other evaluators’ scores. One evaluator from the first school that data was collected, reported that he felt he had not received adequate training.
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I would like to acknowledge several people who have guided me along my path in education. These people encouraged me to always give 100%, to never give up, and to believe that molding the life of a child is the most important career anyone can have.

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I am especially grateful to Dr. Martin Kozloff. His patience and knowledge have guided me every step of the way through this process.
DEDICATION

I would like to dedicate this thesis to my husband, Hubert. Because of his support, patience, and belief in my abilities, I was able to complete this thesis and the MSA program. I would also like to dedicate this thesis to my children, Hillary, Bert, and Lauren. Their love and support have helped me through this process.
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