

# Woodcock-Johnson IV® Tests of Oral Language Test Descriptions

Below are descriptions of the different tests included in the Woodcock-Johnson IV Tests of Oral Language and their corresponding CHC abilities. For more detailed descriptions of the different CHC abilities, please reference pages 3 and 4 of this document.

TEST	CHC ABILITY	DESCRIPTION
<b>Test 1: Picture Vocabulary</b>	Comprehension-Knowledge (Gc) and Vocabulary (which includes the narrow abilities of Language Development, LD, and Lexical Knowledge, VL)	The examinee is required to identify objects based on presented pictures. As the task progresses in difficulty, the objects become less common within the environment
<b>Test 2: Oral Comprehension</b>	Comprehension-Knowledge (Gc) and narrow CHC ability-Listening Ability (LS)	Measures the ability to comprehend a short audio-recorded passage, and then provide the missing word based on semantic and syntactic cues. The test progresses in difficulty from simple associations and analogies to more complex passages.
<b>Test 3: Segmentation</b>	Auditory Processing (Ga)	An auditory processing test which measures an examinee's skill in breaking apart the speech sounds in words. The examinee is tasked with listening to words and identifying target word parts ranging from compound words to syllables to individual speech sounds.
<b>Test 4: Rapid Picture Naming</b>	Processing Speed (Gs) and the narrow ability of Naming Facility (NA)	Under timed conditions, the examinee is asked to recall the names of simple pictures. It provides information concerning an examinee's processing speed, speed of word retrieval, and speed of lexical access (naming facility).
<b>Test 5: Sentence Repetition</b>	Short-Term Working Memory (Gwm) and the narrow ability of Auditory Memory Span (MS). Also measures Listening Ability (LS), a narrow ability of Comprehension-Knowledge (Gc)	Measures the ability to remember and repeat individual words, phrases, and sentences. During this task, sentence meaning can be used to aid recall.
<b>Test 6: Understanding Directions</b>	Short-Term Working Memory (Gwm) and Listening Ability (LS), a narrow ability of Comprehension-Knowledge (Gc)	The examinee must listen to a sequence of audio-recorded instructions, and then follow the directions by pointing to various depicted stimuli.

TEST	CHC ABILITY	DESCRIPTION
<b>Test 7: Sound Blending</b>	Auditory Processing (Ga) and the narrow ability regarding phonetic coding (PC)	A phonetic coding task that measures the examinee's ability to synthesize phonemes. The examinee listens to a series of syllables or phonemes and then is asked to blend the sounds into a word.
<b>Test 8: Retrieval Fluency</b>	Long-Term Retrieval (Glr) and the narrow ability regarding one's speed of lexical access (LA)	The examinee is required to name examples from target categories (e.g., things to eat/drink) under timed conditions.
<b>Test 9: Sound Awareness</b>	Auditory Processing (Ga) and the narrow ability regarding phonetic coding (PC)	Comprised of two subtests: Rhyming and Deletion. Rhyming requires the examinee to identify words which rhyme with target words. Deletion requires the examinee to delete word parts and phonemes from orally presented words.
<b>Test 10: Vocabulario sobre dibujos</b>	Comprehension-Knowledge (Gc) and Vocabulary (which includes the narrow abilities of Language Development, LD, and Lexical Knowledge, VL)	Measures oral language development and word knowledge in Spanish. The examinee is tasked with identify pictured objects. This task is primarily expressive at the single-word level. The item difficulty increases as the selected pictures appear less frequently in the environment.
<b>Test 11: Comprension oral</b>	Primarily a measure of Short-Term Working Memory (Gwm) and the narrow ability of Listening Ability (LS), which falls under Comprehension-Knowledge (Gc)	Measures the ability to comprehend a short audio-recorded passage, and then provide the missing word based on semantic and syntactic cues in Spanish. The test progresses in difficulty from simple associations and analogies to more complex passages.
<b>Test 12: Comprension de indicaciones</b>	Primarily a measure of Short-Term Working Memory (Gwm) and the narrow ability of Listening Ability (LS), which falls under Comprehension-Knowledge (Gc)	The examinee must listen to a sequence of audio-recorded instructions in Spanish, and then follow the directions by pointing to various depicted stimuli.

# Woodcock-Johnson IV® Tests of Oral Language

## Definitions of CHC Abilities

### Comprehension-Knowledge (Gc)

Originally described as crystallized intelligence, including the depth and breadth of a person's acquired knowledge, the ability to communicate one's knowledge, and the ability to reason using previously learned experiences or procedures. This store of knowledge is primarily language-based and represents those abilities that have been developed largely through the investment of time, talent, and resources during education and general life experiences.

### Vocabulary (VL/LD)

Includes both language development and lexical knowledge.

- Language Development (LD)- The ability to comprehend and communicate using language. An individual's general understanding of spoken language at the level of words, idioms, and sentences.
- Lexical Knowledge (VL)- The knowledge of the definitions of words and the concepts that underlie them.

### Listening Ability (LS)

The ability to understand speech, beginning with word-level comprehension, and developing into the ability to understand longer/complex verbal input.

### Auditory Processing (Ga)

The ability to encode, synthesize, and discriminate auditory stimuli, including the ability to employ auditory information in task performance. Auditory processing includes many of the abilities referred to as phonological awareness, phonological processing, phonological sensitivity, and phonetic coding.

### Phonetic Coding (PC)

An aggregate measure of auditory processing, including phonological awareness (both analysis and synthesis).

### Short-Term Working Memory (Gwm)

The ability to apprehend and hold information in immediate awareness and then use or manipulate it to carry out a goal. Short-Term Working Memory is a limited capacity system where information is typically retained for only a few seconds before it is lost or transformed. Short-Term Working Memory reflects both the capacity to hold and manipulate information, as well as efficiency of attentional control during this process.

### **Auditory Memory Span (MS)**

The ability to hold auditory information in immediate awareness. Tasks tapping this skill typically require the examinee to hold information in immediate awareness, and then repeat that information in a specific sequence.

### **Cognitive Processing Speed (Gs)**

The ability to quickly perform both simple and complex cognitive tasks, particularly when measured under pressure to sustain controlled attention and concentration. Cognitive processing speed is an aspect of cognitive efficiency.

### **Long-term Retrieval (Glr)**

The ability to store information, after it has been displaced from short-term working memory, and fluently retrieve it later in the process of thinking. This ability involves both the amount of information that can be stored and the rate and fluency with which the information can be retrieved and accessed.

### **Naming Facility (NA)**

The ability to rapidly identify stimuli (e.g., objects) by their names.

### **Speed of Lexical Access (LA)**

The ability to retrieve words quickly and accurately from one's knowledge stores.

