

Woodcock-Johnson Tests of Achievement: Passage Comprehension Subtest

Fast Track Project Technical Report

Year 6 / Grade 5

Mary Rose & Shari Miller-Johnson

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I. Subtest Description

The Woodcock-Johnson Psycho-Educational Battery - Revised (WJ-R) is a commonly used measure of children's achievement measuring various aspects of scholastic ability. In addition to the Letter-Word Identification and the Calculation tests, as of Summer, 1995 the Fast Track Project also utilized the Passage Comprehension subtest.

The Passage Comprehension test consists of 43 items; however, Fast Track administers only 38 of these as the scan forms begin with Item #6. For items #6 through #43, the subjects read a short passage and identify a missing key word; they are to select the word that would be appropriate given the context of the passage. (Tests using all 43 items also contain four items in which the subject reads a phrase and points to the picture represented by the phrase).

The Passage Comprehension subtest of the Woodcock-Johnson (WJ) has been administered as part of the summer child interview since 1995. As with other Woodcock-Johnson measures used by Fast Track, the items increase in difficulty as the test continues. Administration is discontinued following 6 consecutive failures on the same page of items; hence, 5 failures on one page and 1 failure on the following page would not discontinue the test. As of the date of this report, data is available for the following subjects: Cohort 1, year 6 only. These subjects were used for analyses reported here.

II. Subtest Scores

Subjects receive one point for each correct item on the Passage Comprehension test, and the final score is the sum of the number of items correct. All students receive five points initially which reflect the first set of passages not administered.

III. Missing Data

Eighty-eight subjects were missing on the entire test. Fifty-seven were from the normative sample; nine of these 57 were also members of the control group. In addition to these nine, 10 subjects from the control group, and 21 from the intervention group, were missing. With respect to the normative sample, most of the missing data came from Penn State and Seattle (n=20 and 19, respectively); 13 of the missing values were from Nashville and 5 were from Durham. For the control group (excluding those redundant with the normative sample), 3 were missing from Durham, 4 from Penn State, and 3 from Seattle. In the intervention group, 9 were missing from Seattle and 1 from Durham; 5 from Nashville, and 6 from Penn State.

IV. Subtest Means and SD's

Data reported here are for Cohort 1, Year 6.

Analysis Variable: C6PPCSUM W-J Passage Comprehension Test

All Groups Combined

N	Mean	Std Dev	Minimum	Maximum
530	22.7434	5.10293	5.0000000	36.0000000

Normative Sample

N	Mean	Std Dev
330	23.17	4.98

V. Correlations with other Subtests

Sample	<u>Passage Comprehension Score and:</u>	
	Letter-Word Score	Calculation Sum Score
Normative	0.810	0.652
High Risk	0.821	0.606

VI. Recommendations for Use:

A total score is recommended for use, given commonly accepted scoring procedures for Woodcock-Johnson subtests.