The 3rd International Conference on
Psychology, Sociology, Educational Sciences and Social Studies
August 14, 2017
Shiraz, Iran
w w w . p s c o n f . i k h a r a z m i . c o m

Convergent and Differential Validity Study of Woodcock Johnson Student Achievement Test

Akram Hassani .Dr. Reza Rostami, Dr. Kambiz Poushaneh
Ph.D. Student of Psychology, Allameh Tabatabaei University, Tehran
Faculty Member, Clinical Psychology Department, University of Tehran
Faculty Member, Islamic Azad University, Central Tehran Branch

Abstract

The purpose of the present study was to investigate the constructive validity of Convergent and Differential Type Structures of the Woodcock Johnson Educational Achievement Test, Third Edition. Participants of this study included students with learning disabilities in primary schools in Tehran. In this study, 57 students (24 girls and 33 boys) were randomly selected. Participants responded to two Woodcock Johnson (twelve subtest) and Stanford Binet tests for validity. The results of Pearson correlation test showed that there is a positive and significant relationship between stats retrieval subtasks (r = 0. 48, p <0.01) and understanding the instruction (r = 0.43, p <0.01) with the intelligence score (Stanford Binet). Also, the results showed that there was no significant difference between two groups of girls and boys in the Woodcock Johnson subtest, but there was a significant difference between the first level primary school children (first three years) and the second level of the primary school (the second three years) and the mean The second level group was higher. It is concluded that Woodcock Johnson test has differential validity.

Keywords: Woodcock Johnson Test; Stanford Binet Intelligence Test; Learning Disability

Introduction

Psychology and the teaching of exceptional children require the use of psychological tools in order to provide accurate recognition for exceptional children. The importance of interpersonal and interpersonal differences is one of the things that are culminating in the psychological assessment, especially in the exceptional assessment. (Afrouz & Kamkari, 2012). Measuring learning disability as one of the sub-sets of exceptional assessment is of increasing complexity and diversity and requires the simultaneous implementation of the levels of academic achievement and cognitive abilities. The use of several psychological scales in the field of cognitive actions, all of which have desirable psychometric properties, is considered as an effective measure in the screening, diagnosis and identification of children with learning disabilities. When simultaneous implementation of several cognitive scales, rich clinical information was obtained using the subject's observation and interview with the parents, the mentor and the teacher of the subject. Therefore, measuring learning disability focuses on the simultaneous use of several psychological scales and several other measurement methods (Wadsworth, Defries, Olson & Willcutt, 2007). The Special Commission for Special Learning Problems in the Exceptional Organization (2004) describes the new version of the Tehran-Stanford-Binet Investigating Intelligence Model as a measure of the ability to recognize learning disability, which in addition to computing intelligence can lead to screening and sometimes the recognition of learning disabilities. Low level scores in verbal active memory, nonverbal acoustic memory, verbal knowledge and non-verbal knowledge, such as a model that can be used to predict reading disability, are used. In addition, the commission is also recommended to use the fourth version of the children's Wechsler Measurement Scale for diagnosis and development of the legitimacy of the diagnosis after the implementation of the new version of the Tehran-Stanford-Binet Aesthetic Test. Finally, the implementation of the fourth supplementary Wechsler IQ Scale also provides rich clinical information for designing and planning health interventions. The specialty of