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KENT STATE UNIVERSITY

College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE

of

Kelsey E. Klatka

for the degree of

Doctor of Philosophy

School Psychology

INVESTIGATORY ANALYSIS OF EXAMINER ERRORS ON THE WOODCOCK JOHNSON IV TESTS OF ACHIEVEMENT BY GRADUATE STUDENTS AND SCHOOL PSYCHOLOGISTS

Tuesday, April 16th, 2024
1:00pm
White Hall 408
Investigatory Analysis of Examiner Errors on the *Woodcock
Johnson IV Tests of Achievement* by Graduate Students and
School Psychologists

Norm-referenced tests (NRTs) are administered within the field of psychology and education to assess students' academic achievement and/or cognitive ability. NRTs are conducted as part of a broader psychoeducational assessment within school settings and the data gathered from them are commonly used to make special education eligibility decisions (Braden, 2013; Benson et al., 2019). Therefore, it is important to verify that these NRTs are administered according to standardized procedures and scored with fidelity. This dissertation conducted a study to examine total, non-critical, and critical errors made by school psychologists and school psychology graduate students on the *Woodcock-Johnson IV Tests of Achievement* (WJ IV ACH; Schrank, Mather, & McGrew, 2014).

The first purpose of this dissertation was to identify the total errors in each group and a combined sample. Next, the second purpose was to compare differences made on non-critical and critical errors between the two groups. The methods used for the comparisons were descriptive statistics and independent samples t-tests. A convenience sample of 20 WJ IV ACH protocols from school psychologists and graduate students were compared. There were statistically significant differences between the non-critical errors, but no statistically significant differences between critical errors for the two groups. Results are comparable to earlier studies that found graduate students and practitioners make a high number of errors on NRTs of academic achievement and cognitive ability.