Woodcock Reading Mastery Tests

- Aaron, P.G., & Whitefield, J. (1990). Dysfluency/fluency: Implications of a new cognitive style for reading consultation. Journal of Reading, Writing, & Learning Disabilities International, 6, 395-411.
- Alexander, A. W., Andersen, H. G., Heilman, P. C., & Voeller, K. K., et al. (1991). Phonological awareness training and remediation of analytic decoding deficits in a group of severe dyslexics. Annals of Dyslexia, 41, 193-206.
- Alexander, P. A., Haensly, P. A., Crimmins-Jeanes, M., & White, C. S. (1986). Analogy training: A study of the effects on verbal reasoning. Journal of Educational Research, 80, 77-80.
- Allington, R. L., & Fleming, J. T. (1978). The misreading of high-frequency words. Journal of Special Education, 12, 417-421.
- Allington, R. L., & McGill-Franzen, A. (1980). Word identification errors in isolation and in context: Apples vs. oranges. Reading Teacher, 33, 795-800.
- Alsdorf, B. J. (1998). The relationship between word finding and component reading skills in developing readers. Dissertation Abstracts International Section A: Humanities & Social Sciences, 58 (8-A), 2996.
- Applebaum, A. S., & Tuma, J. M. (1982). The relationship of the WISC-R to academic achievement in a clinical population. Journal of Clinical Psychology, 38, 401-405.
- Backman, J. (1983). The role of psycholinguistic skills in reading acquisition: A look at early readers. Reading Research Quarterly, 18, 466-479.
- Ball, E. W., & Blachman, B. A. (1988). Phoneme segmentation training: Effect on reading readiness. Annals of Dyslexia, 38, 208-225.
- Barnes, M. A., & Dennis, M. (1992). Reading in children and adolescents after early onset hydrocephalus and in normally developing age peers: Phonological analysis, word recognition, word comprehension, and passage comprehension skill. Journal of Pediatric Psychology, 17, 445-465.
- Bartelo, D. M. (1979). Does the Clinic Work? An investigation of Remedial Reading Instruction and Pupil Achievement (Report No. CS00629). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document reproduction Service No. ED207001)
- Bell, P. F., Lentz, F. E., & Graden, J. L. (1992). Effects of curriculum-test overlap on standardized test scores: Identifying systematic confounds in educational decision making. School Psychology Review, 21, 644-655.
- Bloom, A., et al. (1981). Relationship between intellectual status and reading skills for developmentally disabled children. Perceptual & Motor Skills, 52, 853-854.
- Bloom, A., Wagner, M., Reskin, L., & Bergman, A. (1980). A comparison of intellectually delayed and primary reading disabled children on measures of intelligence and achievement. Journal of Clinical Psychology, 36, 788-790.





- Bowey, J. A., & Francis, J. (1991). Phonological analysis as a function of age and exposure to reading instruction. Applied Psycholinguistics, 12, 91-121.
- Brady, S., Shankweler, D., & Mann, V. A. (1983). Speech perception and memory coding in relation to reading ability. Journal of Experimental Child Psychology, 35, 345-367.
- Breen, M. J., Lehman, J., & Carlson, M. (1984). Achievement correlates of the Woodcock-Johnson reading and mathematics subtests, KeyMath, and Woodcock Reading in an elementary aged learning disabled population. Journal of Learning Disabilities, 17, 258-261.
- Broder, P. K., Dunivant, N., Smith, E. C., & Sutton, L. P. (1981). Further observations on the link between learning disabilities and juvenile delinquency. Journal of Educational Psychology, 73, 838-850.
- Bryant, B. R., & Brown, L. (1985). A critical review of four measures of paragraph reading. RASE: Remedial & Special Education, 6, 52-55.
- Cahill, J. (1981). Towards model refinement in compensatory education: Comparison of intervention programs and paraprofessional screening measures. American Journal of Community Psychology, 9, 731-749.
- Carlson, J. S., & Das, J.P. (1997). A process approach to remediating word-decoding deficiencies in Chapter 1 children. Learning Disability Quarterly, 20, 93-102.
- Carver, R. P., & David, A. H. (2001). Investigating reading achievement using a causal model. Scientific Studies of Reading, 15, 107-140.
- Caskey, W. E. (1986). The use of the Peabody Individual Achievement Test and Woodcock Reading Mastery Tests in the diagnosis of a learning disability in reading: A caveat. Journal of Learning Disabilities, 19, 336-337.
- Coleman, M., & Harmer, W. R. (1982). A comparison of standardized reading tests and informal placement procedures. Journal of Learning Disabilities, 15, 396-398.
- Collins, V. K. (1995). Automaticity in information processing. Dissertation Abstracts International Section A: Humanities & Social Sciences, 55 (9-A), 2708.
- Cone, T. E., Wilson, L. R., Bradley, C. M., & Reese, J. H. (1985). Characteristics of LD students in Iowa: An empirical investigation. Learning Disability Quarterly, 8, 211-220.
- Connelly, J. B. (1985). Published tests: Which ones do special education teachers perceive as useful? Journal of Special Education, 19, 149-155.
- Cooter, R. B. (1989). Review of Woodcock Reading Mastery Tests-Revised. In J. C. Conoley, & J. J.Kramer (Eds.), Tenth mental measurements yearbook (pp. 910-913). Lincoln, NE: Buros Institute of Mental Measurements.
- Cotter, R. B., Jr. (1988). Woodcock Reading Mastery Tests-Revised (Forms G and H) (Test Review). Reading Teacher, 42(2), 154-155.
- Cronin, V. S. (2002). The syntagmatic-paradigmatic shift and reading development. Journal of Child Language, 2, 189-204.





- DeGraffenried, H. L. (1976). Use of the WISC-R to determine intellectual differences between average and retarded readers and to predict reading achievement as measured by the Woodcock Reading Mastery Test. Dissertation Abstracts International Section A: Humanities & Social Sciences, 37 (2-A), 877.
- De Rose, M. (1999). A review of the Woodcock Reading Mastery Test-Revised (WRMT-R). TESL Canada Journal, 16, 86-93.
- Drapeau, A.-M. (1999). Academic achievement and self-esteem in children and adolescents with moderate visual impairment. Dissertation Abstracts International Section B: The Sciences & Engineering, 59 (8-B), 4459.
- Dundon, W. D., Sewell, T. E., Manni, J. L., & Goldstein, D. (1986). The Bannatyne recategorization assessment procedure: Is it valid for individual diagnosis of LD children? Learning Disability Quarterly, 9, 208-213.
- Eaves, R. C. (1989-1990). Woodcock Reading Mastery Tests-Revised (WRMT-R). Diagnostique, 15, 277-297.
- Eaves, R. C. (1992). Diagnostic accuracy of the Cognitive Levels Test, the KeyMath-Revised, and the Woodcock Reading Mastery Tests-Revised. Diagnostique, 17, 163-175.
- Eaves, R. C., Campbell-Whatley, G. D., Dunn, C., Reilly, A., & Tate-Braxton, C. (1995). Statistically significant differences between standard scores on the Woodcock Reading Mastery Tests-Revised. Diagnostique, 21, 1-7.
- Eaves, R. C., Darch, C., & Haynes, M. (1989). The concurrent validity of the Peabody Individual Achievement Test and Woodcock Reading Mastery Tests among students with mild learning problems. Psychology in the School, 26, 261-266.
- Eaves, R. C, Darch, C., Mann, L., & Vance, R. H. (1989). Cognition and academic achievement: The relationship of the Cognitive Levels Test to the KeyMath and Woodcock Reading Mastery Tests. Educational & Psychological Measurement, 49, 973-983.
- Eaves, R. C., Darch, C., Mann L., & Vance, R. H. (1990). The Cognitive Levels Test: Its relationship with reading and mathematics achievement. Psychology in the Schools, 27, 22-28.
- Eaves, R. C., Vance, R. H., Mann, L., & Parker-Bohannon, A. (1990). Cognition and academic achievement: The relationship of the Cognitive Levels Test, the KeyMath Revised, and the Woodcock Reading Mastery Test-Revised. Psychology in the Schools, 27, 311-318.
- Eaves, R. C., Williams, P., Winchester, K., & Darch, C. (1994). Using teacher judgment and IQ to estimate reading and mathematics achievement in a remedial-reading program. Psychology in the Schools, 31, 261-272.
- Felton, R. H., & Brown, I. S. (1990). Phonological processes as predictors of specific reading skills in children at risk for reading failure. Reading & Writing, 2, 39-59.
- Fleener, F. T., & Scholl, J. F. (1992). Academic characteristics of self-identified illiterates. Perceptual & Motor Skills, 74, 739-744.
- Fleisher, B. M., Westfield, E. A., & Bank, J. L. (1990). Raising literacy levels: A college/community agency/public school partnership. Academic Therapy, 25, 635-644.







- Franklin, M. R. (1983). The effect of practice and instruction on the word comprehension subtest of the Woodcock. Journal of Psychoeducational Assessment, 1, 197-200.
- Franklin, M. R., Fullilove, R. M., & Sabers, D. L. (1985). Woodcock analogies: Effect of additional practice and instruction for learning-disabled students. Journal of Learning Disabilities, 18, 521-523.
- Fuchs, L. S., & Deno, S. L. (1992). Effects of curriculum within curriculum-based measurement. Exceptional Children, 58, 232-243.
- Goldstein, G., Minshew, N. J., & Siegel, D. J. (1994). Age differences in academic achievement in high-functioning autistic individuals. Journal of Clinical & Experimental Neuropsychology, 16, 671-680.
- Goodman, G., & Holland, M. L. (1992). Alternate eye suppression and reading ability: Little or no effect. Journal of Research in Reading, 15, 3-11.
- Guyer, B. P., & Sabatino, D. (1989). The effectiveness of a multisensory alphabetic phonetic approach with college students who are learning disabled. Journal of Learning Disabilities, 22, 430-434.
- Hagin, R. A. (1984). Effects on first-grade promotion practices of a program for the prevention of learning disabilities. Psychology in the Schools, 21, 471-476.
- Haines, M. E. (1978). A study of the construct validity of the Woodcock Reading Mastery Tests with underachieving and slow learning fourth, fifth, and sixth grade pupils. Dissertation Abstracts International Section A: Humanities & Social Sciences, 39 (1-A), 111-112.
- Hanson, V. L., Liberman, I. Y., & Shankweiler, D. (1984). Linguistic coding by deaf children in relation to beginning reading success. Journal of Experimental Child Psychology, 37, 378-393.
- Hayden, L. K., & McLaughlin, T.F. (1987). Effects of a study skills curriculum with rural high school learning disabled students. Techniques, 3, 162-171.
- Helper, M. M., Farber, E. D., & Feldgaier, S. (1982). Alternative thinking and classroom behavior of learning impaired children. Psychological Report, 50, 415-420.
- Henderson, J. G. (1987). Effects of depression upon reading: A case for distinguishing effortful from automatic processes. Perceptual & Motor Skills, 64, 191-200.
- Hildebrand, D. K. (1998). An investigation of the pass model and depth of processing in adolescents with reading difficulties. Dissertation Abstracts International Section A: Humanities & Social Sciences. 59 (6-A), 1904.
- Holmes, B. C., & Roser, N. L. (1987). Five ways to assess readers' prior knowledge. Reading Teacher, 40, 646-649.
- Howe, B. (1982). A language skills program for secondary LD students. Journal of Learning Disabilities, 15, 541-544.
- Hutcheson, L., Selig, H., & Young, N. (1990). A success story: A large urban district offers a working model for implementing multi-sensory teaching into the resource and regular classroom. Annals of Dyslexia, 40, 79-96.







- Jaeger, R. M. (1989). Review of Woodcock Reading Mastery Tests-Revised. In J. C. Conoley & J. J. Kramer (Eds.), Tenth mental measurements yearbook (pp. 913-916). Lincoln, NE: Buros Institute of Mental Measurements.
- Johnson, M. E., & Fisher, D. G. (1996). Evaluating three reading tests for use with alcohol and other drugs-abusing populations. Alcoholism: Clinical & Experimental Research, 20, 1125-1129.
- Johnson, M. E., Fisher, D. G., Davis, D. C., & Cagle, H. H. (1995). Reading abilities of drug users in Anchorage, Alaska. Journal of Drug Education, 25, 73-80.
- Johnson, M. E., Fisher, D. G., Rhodes, F., & Booth, R. (1996). Test-retest stability and concurrent validity of two reading tests with a drug-abusing population. Assessment, 3, 111-114.
- Joshi, R. M., Williams, K. A., & Wood, J. R. (1998). Predicting reading comprehension from listening comprehension: Is this the answer to the IQ debate? In C. Hulme, & R. M. Joshi (Eds.), Reading and spelling: Development and disorder (pp. 319-327). Mahwah, NJ: Lawrence Erlbaum Associates.
- Katz, R. B., & Shankweiler, D. (1985). Repetitive naming and the detection of word retrieval deficits in the beginning reader. Cortex, 21, 617-625.
- Katz, R. B., Healy, A. F., & Shankweiler, D. (1983). Phonetic coding and order memory in relation to reading proficiency: A comparison of short-term memory for temporal and spatial order information. Applied Psycholinguistics, 4, 229-250.
- Katz, R. B., Shankweiler, D., & Lieberman, I. Y. (1981). Memory for item order and phonetic recoding in the beginning reader. Journal of Experimental Child Psychology, 32, 474-484.
- Keyser, D., & Sweetland, R. (1985). Woodcock Reading Mastery Tests. In Test Critiques, Vol. IV. Austin, TX: PRO-ED.
- Krane, E. (2001). WISC-III third factor indexes learning problems but not attention deficit/hyperactivity disorder. Journal of Attention Disorders, 5, 69-78.
- Kroese, J. M., Hynd, G. W., Knight, D. F., Hiemenz, J. R., & Hall, J. (2000). Clinical appraisal of spelling ability and its relationship to phonemic awareness (blending, segmenting, elision and reversal), phonological memory and reading in reading disabled, ADHD and normal children. Reading & Writing, 13,105-131.
- Laing, S. P. (2000). The influence of language and cognitive abilities on comprehension in third-grade good and poor readers. Dissertation Abstracts International Section A: Humanities & Social Sciences. 60 (8-A), 2856.
- Leone, P. (1984). A descriptive follow-up of behaviorally disordered adolescents. Behavioral Disorders, 9, 207-214.
- Lewandowski, L. J., & Martens, B. K. (1990). Selecting and evaluating standardized reading tests (Test Review). Journal of Reading, 33, 384-388.
- Lowther, A. H., Rainey, B. B., Goss, D. A., Kidd, G., Swartz, T. L., & Horner, D. G. (2001). The developmental eye movement rest as a predictor of word recognition ability. Journal of Optometric Vision Development, 32, 9-14.





- MacDonald, G. W., & Cornwall, A. (1995). The relationship between phonological awareness and reading and spelling achievement eleven years later. Journal of Learning Disabilities, 28, 523-527.
- Maheady, L., Sainato, D. M., & Maitland, G. (1983). Motivated assessment: The effects of extrinsic rewards on the individually-administered reading test performance of low, average, and high IQ students. Education & Treatment of Children, 6, 37-46.
- Mahoney, D. L., & Mann, V. A. (1992). Using children's humor to clarify the relationship between linguistic awareness and early reading ability. Cognition, 45, 163-186.
- Mann, V. A. (1984). Longitudinal predication and prevention of early reading difficulty. Annals of Dyslexia, 34, 117-136.
- Mann, V. A., & Liberman, I. Y. (1984). Phonological awareness and verbal short-term memory. Journal of Learning Disabilities, 17, 592-599.
- Mantzicopoulos, P., Morrison, D., Stone, E., & Setrakian, W. (1992). Use of the SEARCH/TEACH tutoring approach with middle-class students at risk for reading failure. Elementary School Journal, 92, 573-586.
- McCullough, B. C., & Zaremba, B. A. (1979). Standardization achievement tests used with learning disabled and non-learning disabled adolescent boys. Learning Disability Quarterly, 2, 65-70.
- McGuinness, D. (1997). Decoding strategies as predictors of reading skill: A follow-on study. Annals of Dyslexia, 47, 117-150.
- McLain, K. V., Gridley, B. E., & McIntosh, D. (1991). Value of a scale used to measure metacognitive reading awareness. Journal of Educational Research, 85, 81-87.
- Meyer, L. A., Wardrop, J. L., Hastings, C. N., & Linn, R. L. (1993). Effects of ability and settings on kindergartners' reading performance. Journal of Educational Research, 86, 142-160.
- Minshew, N. J., Goldstein, G., Taylor, H. G., & Siegel, D. J. (1994). Academic achievement in high functioning autistic individuals. Journal of Clinical & Experimental Neuropsychology, 16, 261-270.
- Nicholson, C. L. (1988). Test review: Woodcock Reading Mastery Tests-Revised. CEDS Newsletter, 15, No. 2.
- Osterag, B. A., & Schnoor, J. M. (1981). Reading instruction in secondary LD programs. Academic Therapy, 17, 163-172.
- Parrila, R. K., Kendrick, M. E., Papapoulos, T. C., & Kirby, J. R. (1999). Efficacy of cognitive reading remediation program for at-risk children in grade 1. Developmental Disabilities Bulletin, 27, 1-31.
- Patel, P.G., & Patterson, P. (1982). Precocious reading acquisitions: Psycholinguistic development, IQ, and home background. First Language, 3, 139-153.
- Pickerill, A. M. (1996). The role of cognitive processes and phonological awareness in first-graders' reading of words. Dissertation Abstracts International Section A: Humanities & Social Sciences, 57(5-A), 1992.





- Plake, B. S., & Impara, J.C. (Eds.). (2001). Woodcock Reading Mastery Tests-Revised (1998 Normative Update). The fourteenth mental measurements yearbook. Lincoln NE: Buros Institute of Mental Measurements. [Test Number 423]
- Pope, J., Lehrer, B., & Stevens, J. (1980). A multi-phasic reading screening procedure. Journal of Learning Disabilities, 13, 98-102.
- Powell, G., Moore, D., & Callaway, B. (1981). A concurrent validity study of the Woodcock Word Comprehension Test. Psychology in the Schools, 18, 24-27.
- Prasse, D. P., Siewert, J. C., & Breen, M. J. (1983). An analysis of performance on reading subtests from the 1978 Wide Range Achievement Test and Woodcock Reading Mastery Test with the WISC-R for learning disabled and regular education students. Journal of Learning Disabilities, 16, 458-461.
- Proger, B. B. (1975). Test review No 18: Woodcock Reading Mastery Tests. Journal of Special Education, 9, 439-444.
- Putnam, L. R. (1981). Minnesota Percepto-Diagnostic Test and reading achievement. Perceptual & Motor Skills, 53, 235-238.
- Radencich, M. C. (1988). Test review: Woodcock Reading Mastery Tests-Revised. Journal of Psychoeducational Assessment, 6, 168-173.
- Raskind, W. H., Hsu, L., Berninger, V. W., Thomson, J. B., & Wijsman, E. M. (2000). Familial aggregation of dyslexia phenotypes. Behavior Genetics, 30, 385-396.
- Sandoval, J. (1982). Light's Retention Scale does not predict success in first-grade retainees. Psychology in the Schools, 19, 310-314.
- Sandoval, J. (1984). Repeating the first grade: How the decision is made. Psychology in the Schools, 21, 457-462.
- Salend, S. J., Blackhurst, A. E., & Kifer, E. (1982). Effects of systematic reinforcement conditions on the test scores of children labeled learning and behaviorally disordered. Measurement & Evaluation in Guidance, 15, 133-140.
- Saltstone, R., Tayler, S. M., & Fraboni, M. (1989). A note on the Word Identification subtest of the Woodcock Reading Mastery Test-Revised: Different classification consequences of Forms G and H. Journal of Psychoeducational Assessment, 7, 343-345.
- Scruggs, T. E., Bennion, K., & Lifson, S. A. (1985). An analysis of children's strategy use on reading achievement tests. Elementary School Journal, 85, 479-484.
- Shapiro, E. S., & Derr, T. F. (1987). An examination of overlap between reading curricula and standardized achievement tests. Journal of Special Education, 21, 59-67.
- Shefelbine, J. (1990). A syllabic-unit approach to teaching decoding of polysyllabic words to fourth and sixth grade disabled readers. National Reading Conference Yearbook, 39, 223-229.





- Shefelbine, J., & Calhoun, J. (1991). Variability in approaches to identifying polysyllabic words: A descriptive study of sixth graders with highly, moderately, and poorly developed syllabication strategies. National Reading Conference Yearbook, 40, 169-177.
- Sherman, T. F., & Merschman, J. (1987). Reading diagnostic tools: Review of Woodcock Reading Mastery Test (Report No. CS008923). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED287153)
- Siegel, L. S., Share, D., & Geva, E. (1995). Evidence for superior orthographic skills in dyslexics. Psychological Science, 6, 250-254.
- Simner, M. L. (1989). Predictive validity of an abbreviated version of the Printing Performance School Readiness Test. Journal of School Psychology, 27, 189-195.
- Simpson, R. G., & Eaves, R. C. (1983). The concurrent validity of the Woodcock Reading Mastery Tests relative to the Peabody Individual Achievement Test among retarded adolescents. Educational & Psychological Measurement, 4, 275-281.
- Simpson, R. G., & Halpin, G. (1987). The effects of altering the ceiling criterion on the Passage Comprehension Test of the Woodcock Reading Mastery Tests. Educational & Psychological Measurement, 47, 215-221.
- Simpson, R. G., & Halpin, G. (1992). Psychometric effects of altering the ceiling criterion on the Passage Comprehension test of the Woodcock Reading Mastery Tests-Revised. Educational & Psychological Measurement, 52, 467-473.
- Simpson, R. G., Haynes, M. D., & Haynes, W. O. (1984). The relationship between performance on the Wepman Auditory Discrimination Test and reading achievement among adolescents. Educational & Psychological Measurement, 44, 353-358.
- Sinatra, R., Hirshoren, A., & Primavera, L. H. (1987). Learning style, behavior ratings, and achievement interactions for adjudicated adolescents. Educational & Psychological Research, 7, 21-32.
- Slate, J. R. (1996). Interrelations of frequently administered achievement measures in the determination of specific learning disabilities. Learning Disabilities Research & Practice, 11, 86-89.
- Slate, J. R., & Jones, C. H. (1996). Woodcock Reading Mastery Tests-Revised: Differences in reading and math achievement tests scores for students experiencing academic difficulty. Research in the Schools, 3, 15-21.
- Speece, D. L. (1987). Information processing subtypes of learning-disabled readers. Learning Disabilities Research, 2, 91-102.
- Streissguth, A. P., Barr, H. M., Olson, H. C., & Sampson, P. D., et al. (1994). Drinking during pregnancy decreases word attack and arithmetic scores on standardized tests: Adolescent data from a population-based prospective study. Alcoholism: Clinical & Experimental Research, 18, 248-254.
- Strum, I. (1988). Test review: Woodcock Reading Mastery Tests-Revised. NERA Researcher, 3.
- Sutton, J. P. (1998-1999). Woodcock Reading Mastery Test-Revised/Normative Update (WRMT-R/NU). Diagnostique, 24, 299-316.





- Thomas, B. (1984). Early toy preferences of four-year old readers and nonreaders. Child Development, 55, 424-430.
- Vance, B., Mayes, L. M., Eaves, R. C., & Morrison, S. (1993). Concurrent validity of the Cognitive Levels Test with measures of achievement for a sample of referred children and youth. Journal of Clinical Psychology, 49, 72-79.
- Vance, B., Mayes, L. M., Eaves, R. C., & Morrison, S. (1993). "Concurrent validity of the Cognitive Levels Test with measures of achievement for a sample of referred children and youth": Erratum.Journal of Clinical Psychology, 49, 160.
- Voeller, K. K. (1986). Right-hemisphere deficit syndrome in children. American Journal of Psychiatry, 143, 1004-1009.
- Voeller, K. K. (1987). Right-hemisphere deficit syndrome in children. Annual Progress in Child Psychiatry & Child Development, 381-393.
- Watson, B. U., Goldgar, D. E., & Ryschon, K. L. (1983). Subtypes of reading disabilities. Journal of Clinical Neuropsychology, 5, 377-399.
- Weir, V. A. (1997). A study of psychological type as determined by the Murphy-Meisgeler Type Indicator for Children and third-grade reading achievement scores from the Woodcock Reading Mastery Tests-Revised. Dissertation Abstracts International Section A: Humanities & Social Sciences, 57 (7-A), 2863.
- Weldy, S. R. (1998). Complex memory in high-functioning autistic individuals. Dissertation Abstracts International Section B: The Sciences & Engineering, 58 (10-B), 5661.
- Weltner-Brunton, S. L., Serafica, F. C., & Friedt, G. R. (1988). Is earlier better? Reading Achievement and WISC-R stability in earlier vs. later identified students with learning disabilities. Learning Disability Quarterly, 11, 71-79.
- Wickes, K., & Slate, J. R. (1999). Math and reading tests: Dissimilar scores provided by similar tests for African-American students. Research in the Schools, 6, 41-45.
- Williams, T. O., Jr. (2001). Exploratory and confirmatory factor analysis of the Woodcock Reading Mastery Tests-Revised with special education students. Psychology in the Schools, 38, 561-567.
- Williamson, A. P. (1977). An analysis of error patterns of disabled readers at the secondary level. Dissertation Abstracts International Section A: Humanities & Social Sciences, 37 (7-A), 4292.
- Wilson, L. R. (1985). Large-scale learning disability identification: The reprieve of a concept. Exceptional Children, 52, 44-51.
- Wolford, G., & Fowler, C. A. (1984). Differential use of partial information by good and poor readers. Developmental Review, 4, 16-35.



