

## Terms used in Formal Assessments

<b>Percentile Rank</b>	The percentage of people or scores that occur at or below a given score.
<b>Reliability</b>	≥ .80. The extent to which a score or measure is free of measurement error. Reliability is the ratio of true score variance to observed score variance. This ratio can be estimated using a variety of computational measures (e.g. Test-retest and parallel forms)
<b>Scaled Scores</b>	Scaled scores have a mean of 10 and a standard deviation of 3. Scaled scores are commonly used for subtests especially on cognitive tests.
<b>Standard Error of Measurement</b>	An index of the amount of error in a test or measure. A measure is most accurate when the standard error of estimate is small.
<b>Standard Score</b>	Standard scores are reliable way to compare student's performance on different tests and from one year to another. The most common standard score has a mean of 100 and a standard deviation of 15. The average range is 85-115 S.S.
<b>Validity</b>	The extent to which a test measures the quality it purports to measure. Types of validity evidence include content validity, criterion validity, and construct validity evidence.

Definitions from Psychological Testing: Principles, Applications, and Issues 9th Edition. Kaplan, Robert and Saccuzzo, Dennis P. (hardback, 2017; paperback 2018)



## Which formal tests measure reading?

- **The Wechsler Individual Achievement Test – Third Edition (WIAT-III)** new Dyslexia Index Score; grades K-1 or 2-12; good reliability; buy new manual (\$28); new reproducible record form embedded in the new manual

<https://images.pearsonclinical.com/images/Assets/KTEA-III/Dyslexia-Index-Scores-Flyer.pdf>

- **Woodcock-Johnson IV (WJ-IV)** <https://www.hmhco.com/programs/woodcock-johnson-iv>
- **Gray Oral Reading Tests 5th Edition (GORT-5)**  
<https://www.proedinc.com/Products/13925/gort5-gray-oral-reading-testsfifth-edition-complete-kit.aspx>
- **Kaufman Test of Educational Achievement 3<sup>rd</sup> Edition, (KTEA-3)** 4 years to 25:11 years; 2014; new Dyslexia Index scores
- **Nelson Denny Reading Test** (last normed in 1993!)
- **Test of Word Reading Efficiency-2<sup>nd</sup> Edition (TOWRE-2)**  
<https://www.proedinc.com/Products/13925/gort5-gray-oral-reading-testsfifth-edition-complete-kit.aspx>
- **Process Assessment of the Learner (PAL-II RW) 2007**

## Which formal tests measure written language?

- **WJ IV Achievement**
  - Spelling
  - Writing Samples
  - Sentence Writing Fluency
  - Editing
    - **WIAT III**
      - Alphabet Writing Fluency
      - Sentence Composition
      - Sentence Combining
      - Sentence Building
      - Essay Composition
      - Spelling
- **Test of Early Written Language 3rd Edition (TEWL-3)**
- **Test of Written Language 4th Edition (TOWL-4)**

## Which formal tests measure math?

- **Key Math -3**
- **Process Assessment of the Learner II PAL-II M**
- **WJ IV Achievement**
  - Applied Problems
  - Calculation
  - Math Facts Fluency
  - Number Matrices

Quantitative Concepts

- **WIAT III**

- Math Problem Solving

- Numerical Operations

- Math Fluency

- **Test of Early Math Ability TEMA 3**

- **TOMA-3 Test of Mathematical Abilities**

# Writing Rubric Assessment Scale

## 6 Exceptional Writer

The work demonstrates

- purposeful organizational plan
- clear sentence sense and variety
- control over vocabulary choice and arrangement
- few errors in mechanics
- sustained quality through piece
- evidence of the writing process

## 5 Strong Writer

The work demonstrates

- strong organizational plan
- clear sentence sense and variety
- selection of vocabulary appropriate for the writing
- few errors in mechanics
- evidence of the writing process

## 4 Capable Writer

The work demonstrates

- organizational plan
- varied sentence structure, may include fragments and/or run-ons
- beginning use of precise vocabulary (more telling than showing writing)
- occasional errors in mechanics
- evidence of the writing process

## 3 Developing Writer

The work demonstrates

- evidence of organizational plan but may lose focus
- simple or repetitive sentence, may include fragments and/or run-ons
- few descriptive words
- errors in mechanics but is readable
- evidence of the writing process

## 2 Limited Writer

The work demonstrates

- inconsistent organizational plan
- some vague or confusing statements
- simple sentence structure, many fragments and/or run-ons
- limited vocabulary
- frequent errors in conventions and spelling interfere with readability
- limited evidence of the writing process

## 1 Emergent Writer

The work demonstrates

- no organizational plan
- lack of sentence structure
- limited vocabulary
- consistent errors in mechanics which interfere with readability
- little evidence of the writing process

# Underwood & Marshall (2016) math criterion reference test

## Key to problem type

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### Skills Assessed\*:

#### Whole Nos.

- 1) Basic addition facts
- 2) 2 digit addition without renaming
- 3) 3-digit by 2 digit addition with regrouping
- 4) Basic subtraction facts
- 5) Simple subtraction, no regrouping
- 6) 3-digit by 2-digit subt. w/ regrouping across a zero
- 7) Basic multiplication facts
- 8) 2 digit by 1 digit mult. with "carrying"(regrouping)
- 9) 2 digit by 2 digit mult. No carrying
- 10) 3 digit by 2 digit mult. w/ carrying across a zero.
- 11) Basic division facts
- 12) Short division, no remainder
- 13) 3 digit by 2-digit division, no remainder

#### Decimals

- 14) Adding decimals with same no. of places, with regrouping.
- 15) Addition of decs. with different no. of dec. places
- 16) Addition of decimal and whole no.
- 17) Subt. of decs. with same no. of dec. places, no regrouping
- 18) Subt. of decs. with different dec. places, no regrouping
- 19) Subt. Decimal from a whole number(appendng zeroes needed)
- 20) Mult. of one-digit decs. (counting dec. places required)
- 21) Decimal times whole no.
- 22) 3 digit by 2 digit dec. mult.w/ unequal no. of dec. places
- 23) "short" decimal division by a whole no. No remainder.
- 24) Decimal divided by decimal(moving dps. Required). No remainder
- 25) Div, of decimal by whole with appendng zero required
- 26) "long" Div. of mixed decimal by mixed dec. (moving dps. Required). No remainder.

#### Fractions

- 27) Addition of fractions with common denominator. No reducing.
- 28) Subt. Of fractions with common denom. Reducing.
- 29) Addition of 2 common fractions without common denoms.No regrouping to mixed no. required.
- 30) Addition of 2 mixed numbers w/ diff. denoms. Regrouping required.
- 31) Subtracting fractions w/ common denoms. with regrouping required
- 32) Subtracting a Mixed fraction from a whole no.(regrouping required)
- 33) Taking a fraction of a whole (multiplication using "of")
- 34) Mult. 2 common fractions. No reducing. 35)Mult. Of 2 common fractions with reducing.
- 36) Mixed fraction times a whole no. (renaming mixed to improper required)
- 37) Mixed no. times mixed no. (renaming required)
- 38) Common fraction divided by common fr. (reducing required)
- 39) Common fraction divided by whole no. (no reducing)
- 40) Division of 2 mixed fractions(renaming and reducing required)
- 41) Whole no. divided by common fraction(reducing required)
- 42) Converting a fraction to decimal 43)Converting a decimal to a fraction in lowest terms

#### Percent

- 44) Converting a decimal to a percent. 45) Converting a fraction to a percent
- 46) Changing a percent to a fraction in lowest terms 47) Finding the percent one number is of another
- 48) Finding the "base" given the percent and the part. 49) Taking the percent of a number

\*Skills not assessed: 3-digit by 3-digit operations, Dec/Whole  $\div$  with remainder, Subt. 2 common fracs. with different denoms., Subt. of mixed nos. with diff. denoms and regrouping,