


ASSESSMENT FOR EDUCATIONAL THERAPISTS: BEST PRACTICES, REMINDERS & RESOURCES

Designed as a refresher for practicing Professional Educational Therapy members and does not replace any required coursework.

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Director HNU Educational Therapy Program

Outcomes:

- What are the criteria for test selection?
- Which tests are within our scope of practice?
- Influences of test construction and formats
- Which tests measure what?
- Differences between formal & informal assessments
- Review of best practices
- Details of favorite informal measures
- Curated list of resources for continued self-study



5 Sections

Essentials & Best Practices formal measures
Which formal tests measure reading, writing & math?

Case Study
Reminders: psychometrics and resources
Informal Tests – reading, writing & math

Why assess?

Educational Therapists are **constantly** assessing.

- *Some assess for payment, few for determining eligibility.*
 - *New client*
 - *Reading a report from allied professionals*
 - *Progress updates*
 - *Within a session*
- Pace, level of engagement, alertness, attention (sustained & selective), flexibility, set shifting, noting successes, performing error analysis, observing avoidance, fatigue = clinical observations*

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Essential skills

- Determine questions to answer
- Determine battery of assessment tools
- Determine if you are qualified to administer & buy (Formal = A, B, C tests)

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Educational Therapists can usually purchase & administer all Level B tests

Level B assessments are **standardized assessment** measures that may only be administered by those who have specialized training and certification in **test administration, scoring and interpretation**. (Usually requires a Master's degree to purchase.)

There are many B level tests which measure **processing skills**:


Beery-6, CTOPP-2, LAC-3, Process Assessment of the Learner, TVPS-4,

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Essential skills (cont.)

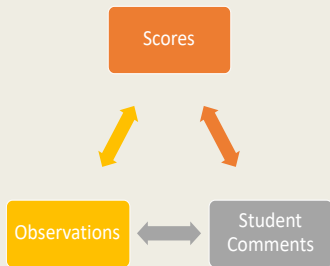
- Administer correctly
- Must give directions (etc.) verbatim
- Note and record behaviors & spontaneous comments
- Score accurately
- Perform item analyses
- Analyze data rigorously. Let patterns emerge. (Do not assume results or try to make them fit into your pre-conceived ideas.)
- Recognize that test construction & format may influence the results.
- Use the "constellation" of strengths and weaknesses to establish a learner's profile and create an intervention plan which includes strategies and materials.
- Prioritize recommendations and interventions.

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TESTS OF ACHIEVEMENT

Standard Error	ACH-01	Letter-Word Identification
	ACH-02	Applied Problems
	ACH-03	Spelling
	ACH-04	Passage Comprehension
	ACH-05	Calculation
	ACH-06	Writing Samples
	ACH-07	Word Attack
	ACH-08	Oral Reading
	ACH-09	Sentence Reading Fluency
	ACH-10	Math Facts Fluency
	ACH-11	Sentence Writing Fluency
Extended Error	ACH-12	Reading Recall
	ACH-13	Number Matrices
	ACH-14	Editing
	ACH-15	Word Reading Fluency
	ACH-16	Spelling of Sounds
	ACH-17	Reading Vocabulary
	ACH-18	Science
	ACH-19	Social Studies
	ACH-20	Humanities



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Can I continue to use an older edition of a test?

It is **professional** and **ethical** to use a test for no more than **1 year after publication of the newest edition**.

However you may use it as an **informal** measure, if you don't report the scores the publicly.

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Let's compare the formats of 3 reading comprehension tests

GORT-5 Reading Test

The student reads **aloud** passages increasing in difficulty once the basal is established. Each passage is **timed** and scored for accuracy & rate. **Questions are varied** in type- recall, vocabulary & inference. (No more multiple choice!) The student **may not look back** to aid recall.

WJ IV Passage Comprehension test

The student reads aloud or silently "passages" which increase in complexity of vocabulary, syntax and grammar. Uses the "**cloze procedure**" to evaluate comprehension.

WIAT III (FYI field testing has begun on WIAT 4!)

Reading Comprehension subtest

The student reads a variety of types of texts, closely aligned to those utilized in the student's grade-level classroom setting. **May look back** to find the answers to questions.

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How might these differences affect a student's performance?

- Read timed or untimed
- Read orally or silently
- Size of font
- Amount of text on a page or in a passage
- Length of passage
- Connected text?
- Narrative or expository text?
- Recall, cloze procedure or allowed to refer back to text to answer?

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"To interpret the reading tests, you must be aware of the skills involved in each task, know what abilities underlie each test, and recognize any additional factors that may facilitate and or inhibit performance, such as attention."

From the Essentials of WJ IV Tests of Achievement (Wiley, 2015, p. 102.)

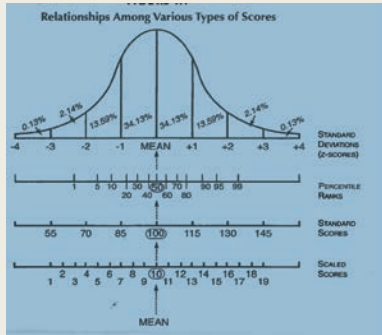
➤ More about "constellations" **Beyond the Scores: Examining the Context and Purpose of Assessment** Vol 34, Number 2 September/October 20



Terms used in formal assessments

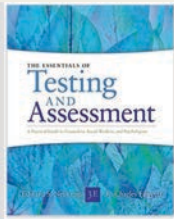
Percentile Rank	The percentage of people or scores that occur at or below a given score.
Reliability	≥ .80. The extent to which a score or measure is free of measurement error. Reliability is the ratio of true score variance to observed score variance. This ratio can be estimated using a variety of computational measures (e.g. Test-retest and parallel forms)
Scaled Scores	Scaled scores have a mean of 10 and a standard deviation of 3. Scaled scores are commonly used for subtests especially on cognitive tests.
Standard Error of Measurement	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.
Standard Score	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.
Validity	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)



Standard Scores to Percentile Ranks

Standard Score	Percentile Rank
9	4
8	3
7	2
6	1
5	



Subtitle = A Practical Guide for Counselors, Social Workers, and Psychologists

3rd Edition (2015)

It is **best practice** when administering standardized tests to:

- ✓ give directions (etc.) verbatim
- ✓ know when it is allowable to repeat instructions, prompt or ask a question
- ✓ administer tests or subtests in the order presented (even when not using some)
- ✓ avoid averaging subtest /test scores in Clusters, if possible
- ✓ always score by the student's age, except when the student is older than peers due to having been retained

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Do not use age or grade equivalent scoring when reporting (APA).

Standard scores are a more accurate representation of an examinee's ability because they are based not only on the mean at a given age level but also on the distribution of scores.

Standard scores also can be arithmetically compared and summarized. Age and grade equivalents are not a ratio or interval scale of measurement. They cannot be added, subtracted, or averaged.

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Not everything that can be counted counts
and
not everything that counts can be measured.
-Einstein

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 3rd 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-2nd Edition (TOWRE-2)**
<https://www.proedinc.com/Products/13925/gort5-gray-oral-reading-testsfifth-edition-complete-kit.aspx>
- **Process Assessment of the Learner II (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
- WIAT III**
 - Math Problem Solving
 - Numerical Operations
 - Math Fluency
- Test of Early Math Ability TEMA 3**
- TOMA-3 Test of Mathematical Abilities**

W-J IV versus WIAT III

- o Designed for different purposes
- o Follow different construct of intelligence

Brief case study: Jesse

Background:

Jesse was a first grader in an independent school in the San Francisco Bay Area. He was one of the few students reading in kindergarten. He was reassessed by his classroom teacher as he entered first grade and still deemed a reader. But 6 months later, his reading skills had not progressed. He received daily phonic instruction in his classroom. He appeared to have good attention skills.

Question:

- Why haven't Jesse's reading skills continued to progress?
- Data Collection using WJ IV, CTOPP-2, Slingerland Alphabet Survey, a book he is reading in his class & oral interview with Jesse.

Findings:

- Jesse read individual words at an age-appropriate level.
- He read sentences with pictures but struggled when picture cues were eliminated.
- He knew the names of all individual letters but not all associated letter sounds.
- Jesse knew few short vowels & none of the letter sounds that differ from the way their letter name begins (ex: y = /wh/ w = /d/)
- He said, "Skip it" rather than attempting to decode an unfamiliar word.

Hypothesis Testing

Jesse may not have the necessary phonological awareness (p.a.) skills to learn readily via a phonic method.

- Hypothesis is disproven; all p.a. & phonological memory skills were intact, according to the CTOPP-2. The tasks were all relatively easy for Jesse.

Interview with Jesse

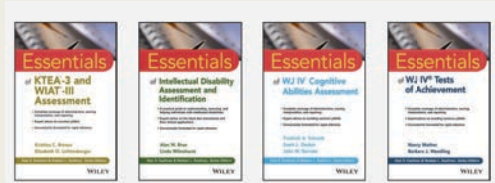
Ah Ha!

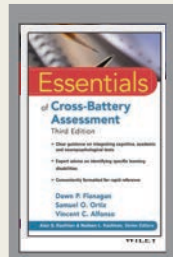
Assessment results direct the intervention plan.

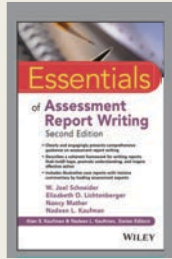
1. Teach phonics.
2. Help Jesse value using phonics when he sees a word he does not recognize.
3. Work with Jesse to actively pay attention to the phonic lessons.
4. Support his teacher in verifying Jesse is practicing applying the phonic lessons taught in the group setting.

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Resources for using & understanding formal tests







“Assessment is a great deal more complex and nuanced than the components of administration, scoring, analysis, and writing. It is both a science and an art” Marshall & Matthaei (April/May 2013).

Marshall & Matthaei (April/May 2013) *The Educational Therapist* Volume 34 (1) 26-28.

Marshall (2013, Fall), Beyond the Scores: Examining the Context and Purpose of Assessment (Part Two in a Three-Part Series). *The Educational Therapist*, 34 (2) 19-23.

Marshall & Matthaei (2015, Spring). Sharing Assessment Findings: Writing a High Quality Report. (Part 3) *The Educational Therapist*, 36 (1) 7-11.

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Informal Assessments - benefits

- o Many are self-made.
- o Advantages of creating your own "norms"
- o Administration can be more fluid and readily adjusted without invalidating the results.
- o Less reliance on the test scores
- o Greater focus on the learner's process and approach
- o May afford more opportunities to interact while observing the "style" of the learner
- o More emphasis on information gathering as a way to establish goals for a treatment plan.

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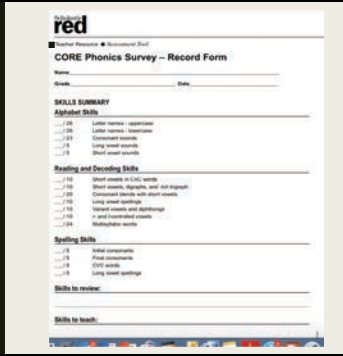
Reading

CORE Phonics Survey

K-8 10-15 minute administration includes: letters, word lists and pseudowords

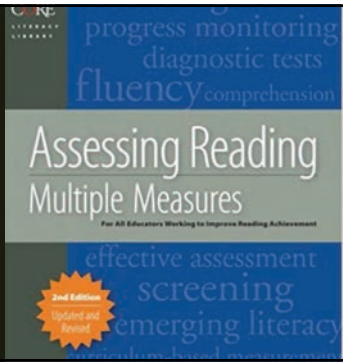
Designed to be used every 6 weeks to gauge progress

http://www.scholastic.com/dodea/module_2/resources/dodea_m2_tr_core.pdf



2nd Edition 2008

- Phonological Awareness
- High Frequency Word Lists
- Phonic Surveys
- San Diego Quick Assessment
- Reading Comprehension
- Spelling
- Vocabulary Screening
- some measure in Spanish for bilingual students



The Names Test (conform to the rules of phonics)
Article by Nancy Mather, et al.

<http://literacyportfolio8aml.wiki.westga.edu/file/view/namesarticle.pdf>

The Names Test (2006) Early Names Test

TABLE 3
Rereading of the supplemented Names Test

1. Dee Conroy	15. Oliver Quincy
2. Doc Cook	16. Sara Staphley
3. The Brooks	17. Tim Lucas
4. Fred Hoop	18. Sam Davis
5. Chuck Dale	19. Stanley Sulthorn
6. Frank Wade	20. Tom Cornwell
7. Jay Anderson	21. John Pennington
8. Robert Need	22. Steve Jones
9. Nancy Sponser	23. Glen Simpson
10. Ben Baker	24. Fred Stone
11. Austin Westwood	25. Vince Pritchard
12. Neal Loren	26. Gray Preston
27. Tony Jones	28. Sarah Williams
29. Anita Johnson	30. Robert Brown
31. Raymond Green	32. John Thomson
33. Sara Simpson	

FIGURE 1
Early Names Test

Mike Moss	John Bell
Julia Cook	John Bell
Ray Sam	John Bell
Tom Hoop	Frank Cook
John Bell	John Bell
David Cook	John Bell
Tom Hoop	John Bell
John Bell	John Bell
John Bell	John Bell
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John Bell	John Bell
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Slingerland Alphabet Survey

4 separate trials (deck of letter cards not in ABC order & recording sheet)

Useful to determine if the student knows:

- 1) each letter name
 - 2) each letter's associated sound
 - 3) when the examiner says the letter sound, can s/he name the letter?
 - 4) if the examiner says the letter sound, can s/he write it?
- (Watch pencil grip and letter formation.)

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from Educational Care Levine, MD (1994) p. 302

Retype so Problem Type isn't showing.

Break reading assign. into equal time periods.

Have the student record their experience across them. Look for patterns & apply strategies.

Name _____ Grade _____ Today's date _____
 Teacher _____ Class _____
 Book or Article Read _____ AI of K _____ Part of it _____
 Chapter/Section Read _____ Number of Pages _____

Directions: Many students have a hard time with reading. This form is designed to help students, their teachers, and their parents understand these reading problems better. Please look over the form and then read your assignment. Before you start, divide your reading into four sections or time periods. Put an X in the right box if any of the things on the list have been a problem during the part you just read. This may help you think about why reading is hard for you.

PROBLEM	1	2	3	4	KIND OF PROBLEM
Mind wandered					Attention
Fell tired					Attention
Mixed important details					Attention
Lost my place					Attention
Lost track of ideas					Attention/Memory
Wanted to shove around/get up					Attention
Felt bored					Mood/Attention
Felt nervous/uptight					Mood/Attention
Couldn't decide what's important					Attention/Background
Hard to remember what I read					Memory/Language
Forgot facts needed to understand					Memory
Would have trouble summarizing					Reading/Memory/Language
Too many new facts					Churn Size/Background
Too many new ideas					Churn Size/Background
Vocabulary too hard					Language
Sentences too complicated					Language
Paragraphs too complicated					Language/Background
Ideas hard to figure out					Concept/Language

Levine & M. Marshall (adapted from Educational Care)

Name _____ Start Time _____
Date _____ Ending Time _____

Reading Assignment:

- 1. For this checklist to describe your reading experience.
- 2. Circle the reading assignment into equal time periods (or 5, 10, or 15 mins)
- 3. Record the time period and any other helpful info for each reading
- 4. Check one or more problem areas for each of all the apply.

Time Period	1	2	3	4

Prepared by Melvin Marshall, M.S., BCYT Use with permission only.

Favorite Informal Written Language Tools

Rubrics

Levine Interview

Writing Rubric Assessment Scale

4 Exceptional Writer The work demonstrates exceptional organizational plan, content, and style. The writer uses a wide range of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.
3 Strong Writer The work demonstrates strong organizational plan, content, and style. The writer uses a variety of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.
4 Capable Writer The work demonstrates organizational plan, content, and style. The writer uses a variety of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.
3 Developing Writer The work demonstrates organizational plan, content, and style. The writer uses a variety of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.
2 Limited Writer The work demonstrates organizational plan, content, and style. The writer uses a variety of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.
1 Emergent Writer The work demonstrates organizational plan, content, and style. The writer uses a variety of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.

CDE rubric for evaluating a paragraph

https://www.cde.state.co.us/sites/default/files/documents/assessment/documents/rubric/holisticwritingrubricforscrs_eng.pdf

Holistic Writing Rubric for the Short Constructed Response Task

This rubric is used to assess students' responses to a writing prompt that requires a single paragraph. Each paragraph receives a single score of 1, 2, 3, or 4 points.

Score Point 4

This response is clear, focused, and developed for the prompt specified in the prompt. The writer uses a variety of vocabulary and sentence structures to convey a message. The work is well-written and easy to read.

Content and Organization	Style and Fluency
<ul style="list-style-type: none"> The response is clear, focused, and developed for the prompt. The response is well-organized and easy to read. The response uses a variety of vocabulary and sentence structures to convey a message. The response is well-written and easy to read. 	<ul style="list-style-type: none"> The response is clear, focused, and developed for the prompt. The response is well-organized and easy to read. The response uses a variety of vocabulary and sentence structures to convey a message. The response is well-written and easy to read.

Holistic Writing Rubric for the Short Constructed Response Task

This response is clear and focused. It stays on task for the prompt specified in the prompt for only for clarity or to be general. It does not demonstrate any detail and word choice support the topic, theme, or story line for the prompt. The response is longer, longer, and shorter. If present, do not repeat writing. One or more of the following problems may be present:

Content and Organization	Style and Fluency
<ul style="list-style-type: none"> The response is clear and focused. It stays on task for the prompt specified in the prompt for only for clarity or to be general. It does not demonstrate any detail and word choice support the topic, theme, or story line for the prompt. The response is longer, longer, and shorter. If present, do not repeat writing. One or more of the following problems may be present: The response is longer, longer, and shorter. If present, do not repeat writing. One or more of the following problems may be present: 	<ul style="list-style-type: none"> The response is clear and focused. It stays on task for the prompt specified in the prompt for only for clarity or to be general. It does not demonstrate any detail and word choice support the topic, theme, or story line for the prompt. The response is longer, longer, and shorter. If present, do not repeat writing. One or more of the following problems may be present: The response is longer, longer, and shorter. If present, do not repeat writing. One or more of the following problems may be present:

Levine Writing Interview

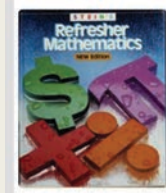
Educational Care (pgs.289-292) Suggest you administer orally.

The Writing Interview		2001	
HOIST CASE		2001	
1. How often does the student write?			
2. How often does the student write for a purpose?			
3. How often does the student write for a purpose?			
4. How often does the student write for a purpose?			
5. How often does the student write for a purpose?			
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16. How often does the student write for a purpose?			
17. How often does the student write for a purpose?			
18. How often does the student write for a purpose?			
19. How often does the student write for a purpose?			
20. How often does the student write for a purpose?			

The Writing Interview		2001	
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20. How often does the student write for a purpose?			

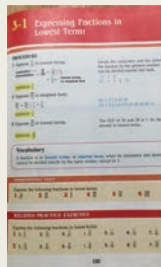
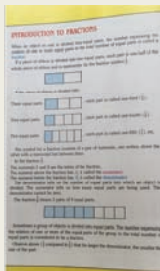
Favorite Math Informal Tools

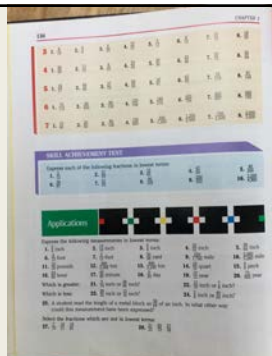
- o Stein Refresher Math
- o Underwood & Marshall Math Criterion Test©
- o Levine Math Interview



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Sample Stein pages





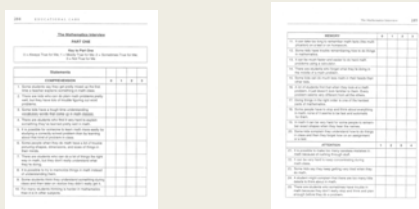
Underwood & Marshall (2016) math criterion reference test



Key to problem type



Levine Math Interview Educational Care



Many thanks

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