



National Accessible Reading Assessment Projects



# Identifying Less Accurately Measured Students June 14, 2008

CCSSO

National Conference on Student Assessment

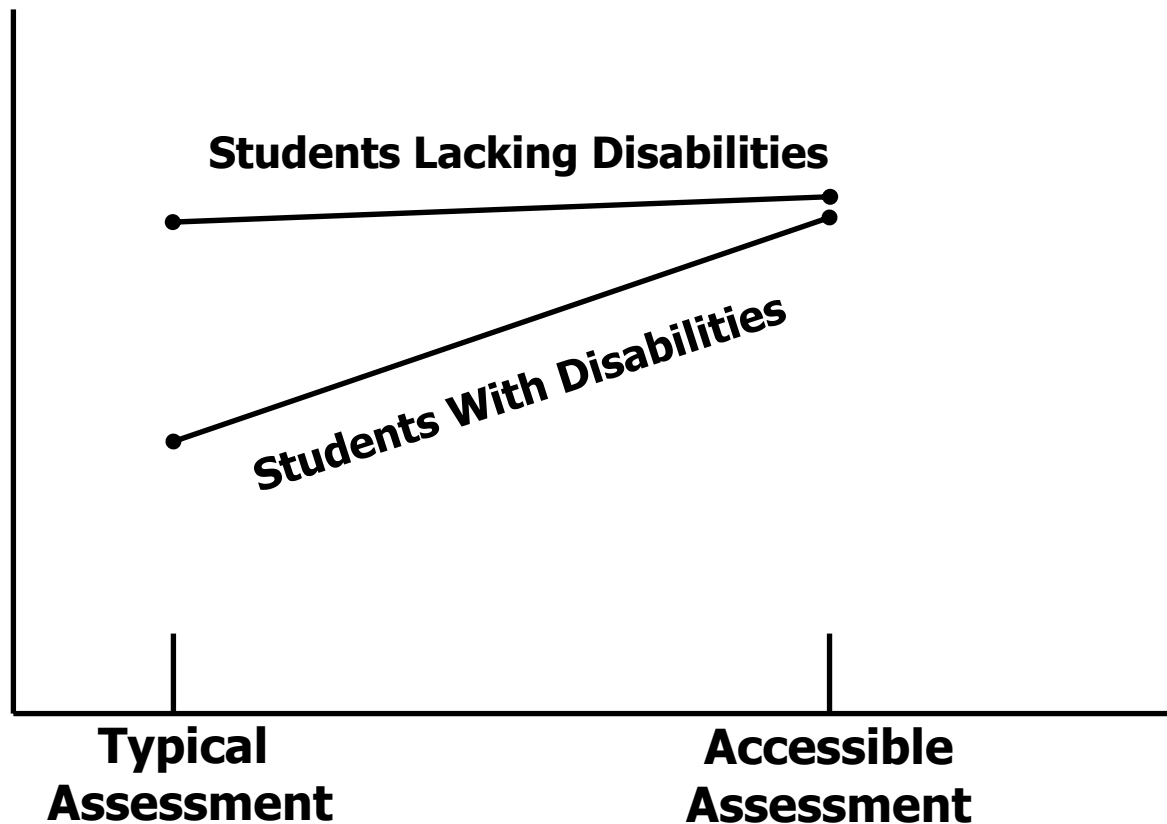
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# Higher Scores for All?

- As was previously described, typical reading assessments have limitations for assessing the reading skills of students with disabilities.
- Is accessible reading assessment a way to increase test scores for all students with disabilities?

# Interaction Hypothesis Might Suggest All SWD Scores Rise

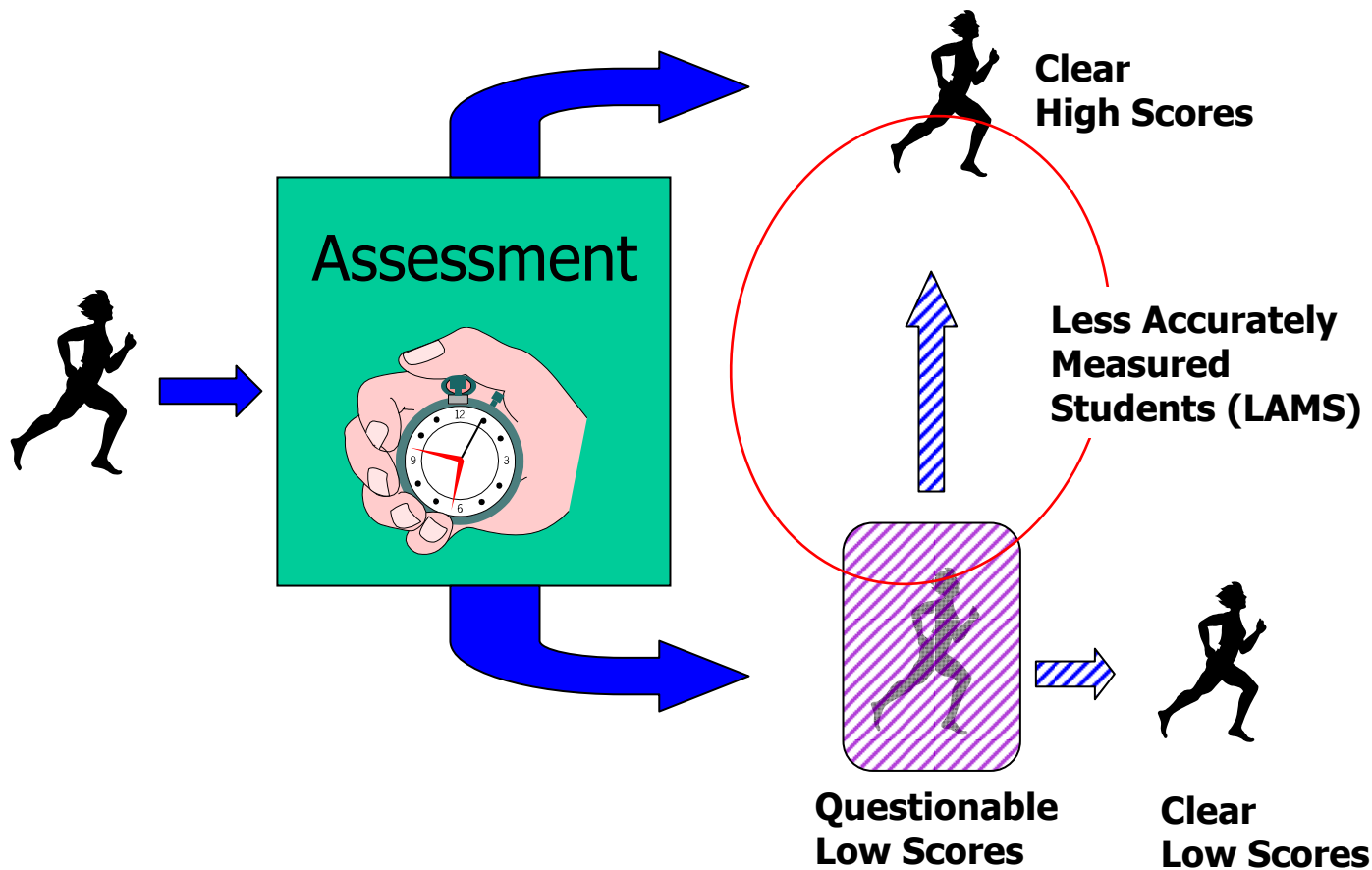




## But Reality Is More Complicated

- Some students with disabilities already score well despite their disabilities.
- Some students with disabilities truly cannot do what a State's standards require.
  - Regardless of where the fault lies - whether with the instruction, the student or elsewhere – assessments should show if a student cannot do what is required.

# Scores Should Rise For Some Less Accurately Measured Students



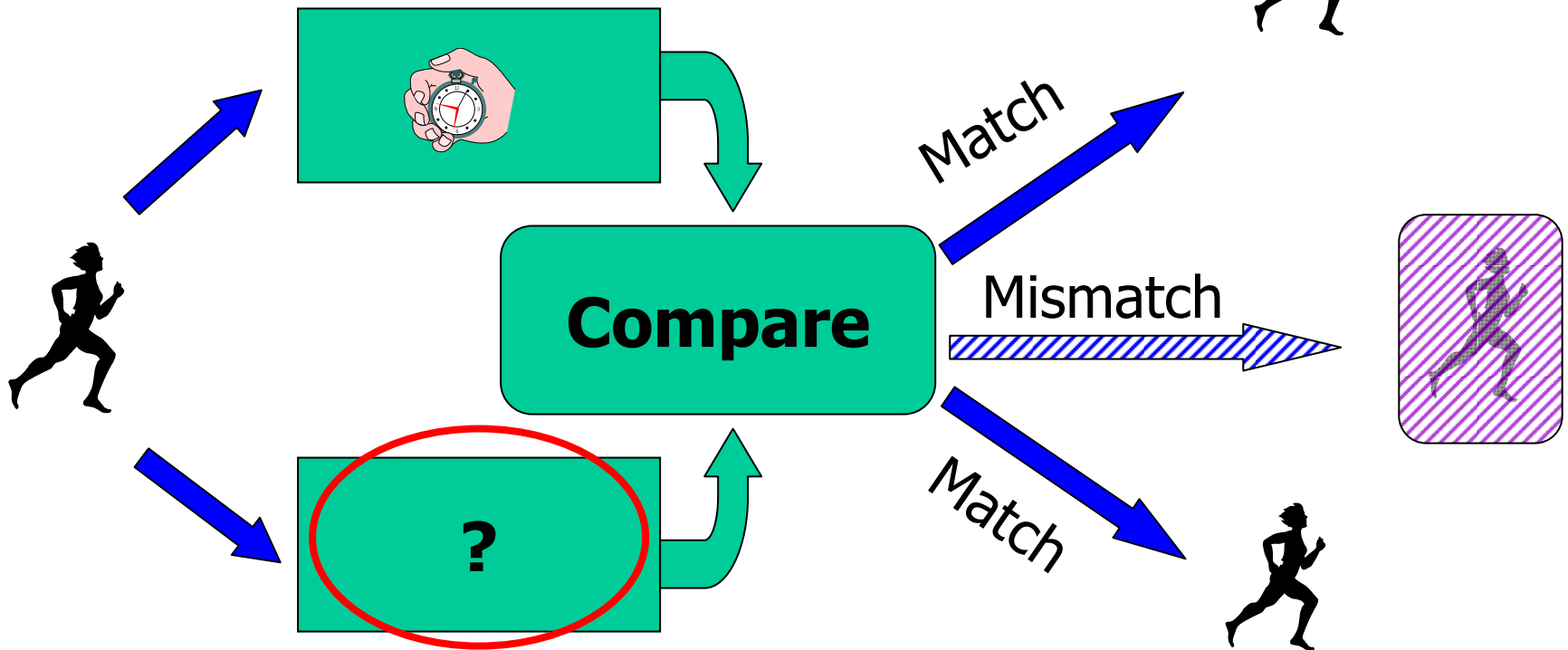


# Sources of Reduced Accuracy

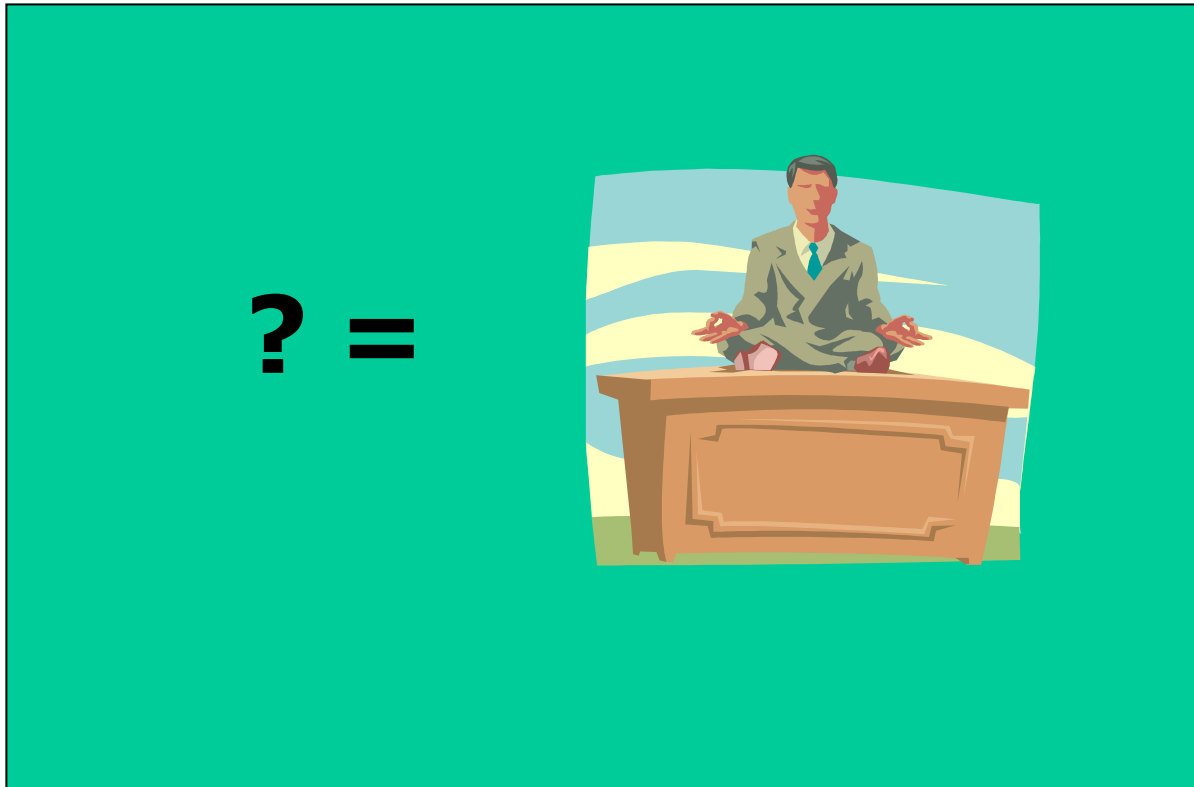
	Systematic Error	Random Error
Too High Scores	Cheating, Narrow Teaching to the Test	Lucky Learning, Good Guesses
Too Low Scores	Bias, Inappropriate Obstacles	Bad Day, Bad Guesses, Test Taking Errors

# How Can We Identify Potential LAMS?

Compare test results with  
(what?) other information



# Compare Tests with Teacher Judgment?





# Teacher Nominations: Study Goals

- How well can teachers identify LAMS?
  - Do they say they can?
  - Can they distinguish reasons for LAMS?
  - Can they provide supporting evidence?
  - Do brief supplemental examinations match teacher judgments?
- What can we learn from teachers' LAMS?
  - What do they say they need or want?
  - What do we observe in assessment situations?



# Teacher Nominations: Study Procedures

- Teachers complete LAMS nomination questionnaire
  - 4th and 8th grade classroom, reading, English/language arts, special education teachers
- Researchers meet with teachers
  - Structured interview & examine supporting evidence
- Researchers meet with students
  - 4th through 8th grade, native speakers of English
  - Structured interview and differentiated assessment



# Teacher Nominations: Study Results

- Two phases separated by adjustments in meeting procedures
- 21 teachers at 10 sites completed LAMS nomination questionnaires on 77 students
- Average “misrepresentation” (1-5): 3.89
- First phase, met with 2 teachers and 6 students
- Second phase, met with 7 teachers and 17 students – all elementary



# Reasons for Identifying Students as LAMS

	Count*	Percentage*
Fluency Limitations Obscure Comprehension Skills	32	41.6%
Some Comprehension Limitations Obscure other Skills	22	28.6%
Test Fails to Reveal Non-Tested Strengths	18	23.4%
Responds Poorly to Testing Circumstances or Materials	31	40.3%
Other	5	6.5%

\* Note duplicate counts on 77 students sum to a total count of 108 and total percentage of 140%



# Teacher Ratings of Hindrances to Student Performance

	Hardly At All	A Little	Some	Quite a Bit	A Lot	Blank	Mean
Fluency limitations	3	0	4	6	4	<0>	3.47
	17.6%	0.0%	23.5%	35.3%	23.5%	0.0%	
Comprehension limitations	0	1	5	7	4	<0>	3.82
	0.0%	5.9%	29.4%	41.2%	23.5%	0.0%	
Low motivation for the test	7	1	4	1	4	<0>	2.65
	41.2%	5.9%	23.5%	5.9%	23.5%	0.0%	
Keeping attention focused on the test	3	5	5	2	2	<0>	2.71
	17.6%	29.4%	29.4%	11.8%	11.8%	0.0%	
Getting worn out by the test	5	4	2	3	3	<0>	2.71
	29.4%	23.5%	11.8%	17.6%	17.6%	0.0%	
Anxiety	5	3	6	0	2	<1>	2.44
	29.4%	17.6%	35.3%	0.0%	11.8%	5.9%	
Other:	0	1	0	2	7	<7>	4.50
	0.0%	5.9%	0.0%	11.8%	41.2%	41.2%	



# Student Attitudes Toward Reading and Tests

	Hardly At All	A Little	Some	Quite a Bit	A Lot	Blank	Mean
How much do you read not for school?	1	4	7	1	3	<1>	3.06
	5.9%	23.5%	41.2%	5.9%	17.6%	5.9%	
How much do you Like reading?	0	0	9	4	3	<1>	3.63
	0.0%	0.0%	52.9%	23.5%	17.6%	5.9%	
How hard is reading for you?	3	2	7	4	0	<1>	2.75
	17.6%	11.8%	41.2%	23.5%	0.0%	5.9%	
How well do tests show your reading?	0	1	6	5	2	<3>	3.57
	0.0%	5.9%	35.3%	29.4%	11.8%	17.6%	

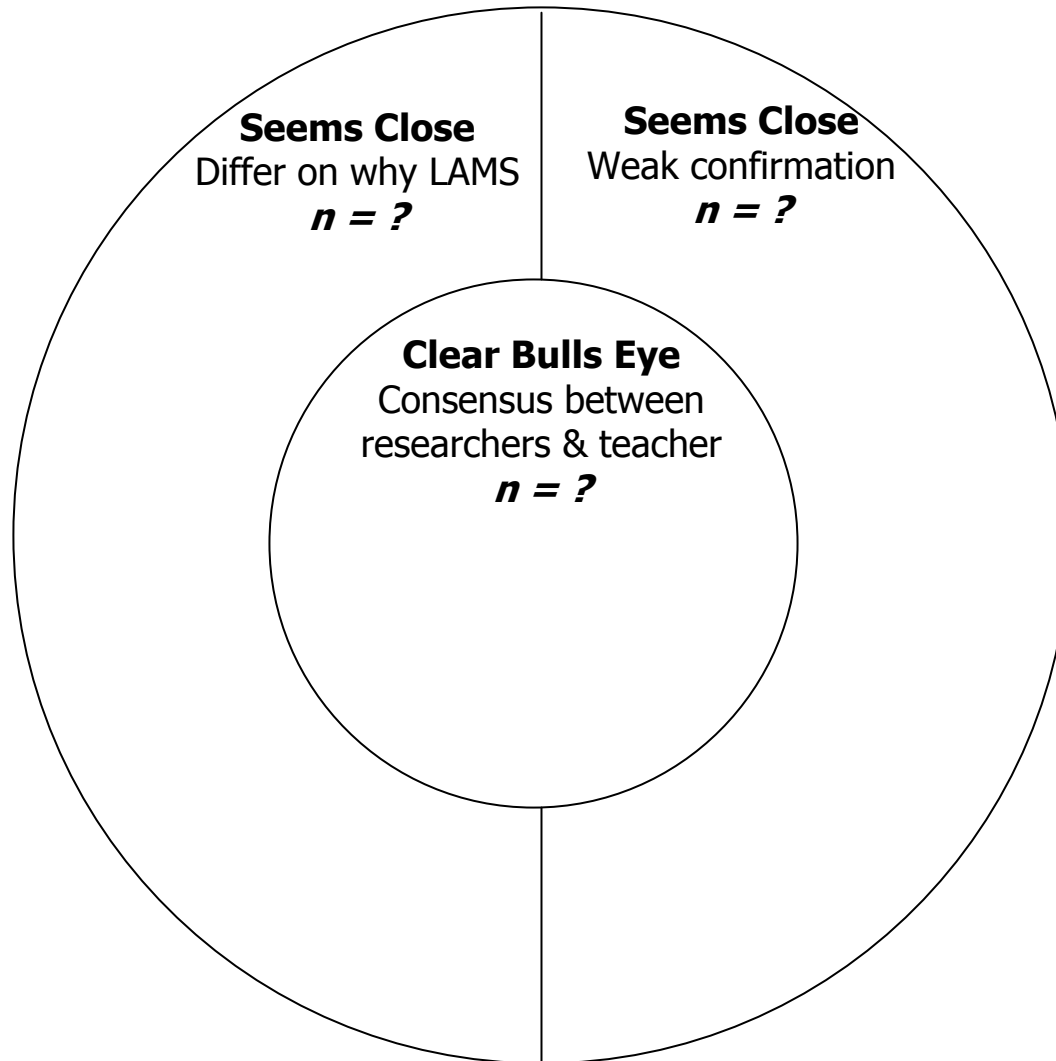


# Student Ratings of What Might Help

	Hardly At All	A Little	Some	Quite a Bit	A Lot	Blank	Mean
Shorter reading passages	0	2	4	7	1	<3>	3.50
	0.0%	11.8%	23.5%	41.2%	5.9%	17.6%	
More interesting passages	0	3	1	4	6	<3>	3.93
	0.0%	17.6%	5.9%	23.5%	35.3%	17.6%	
Computer instead of paper and pencil	2	1	2	4	4	<4>	3.54
	11.8%	5.9%	11.8%	23.5%	23.5%	23.5%	
Entire test read aloud by CD etc	1	1	7	2	3	<3>	3.36
	5.9%	5.9%	41.2%	11.8%	17.6%	17.6%	
Computer pronounces or explains words you pick	0	0	1	6	7	<3>	4.43
	0.0%	0.0%	5.9%	35.3%	41.2%	17.6%	
Other ideas you have	0	1	0	1	5	<10>	4.43
	0.0%	5.9%	0.0%	5.9%	29.4%	58.8%	



# Qualitative Analysis: Teachers' LAMS confirmed?



**Off Target**  
Indications that  
student is not a LAMS  
*n = ?*



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