



Identifying Less Accurately Measured Students June 14, 2008

CCSSO

National Conference on Student Assessment

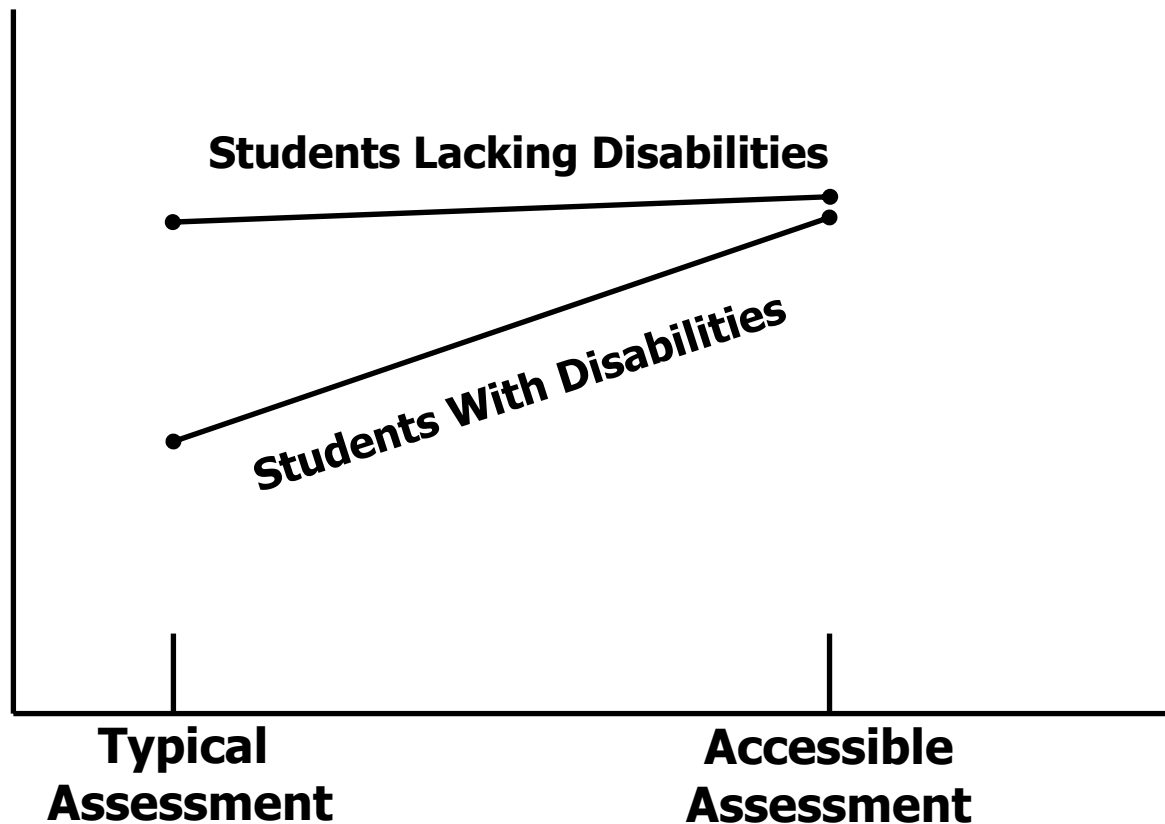
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Higher Scores for All?

- 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

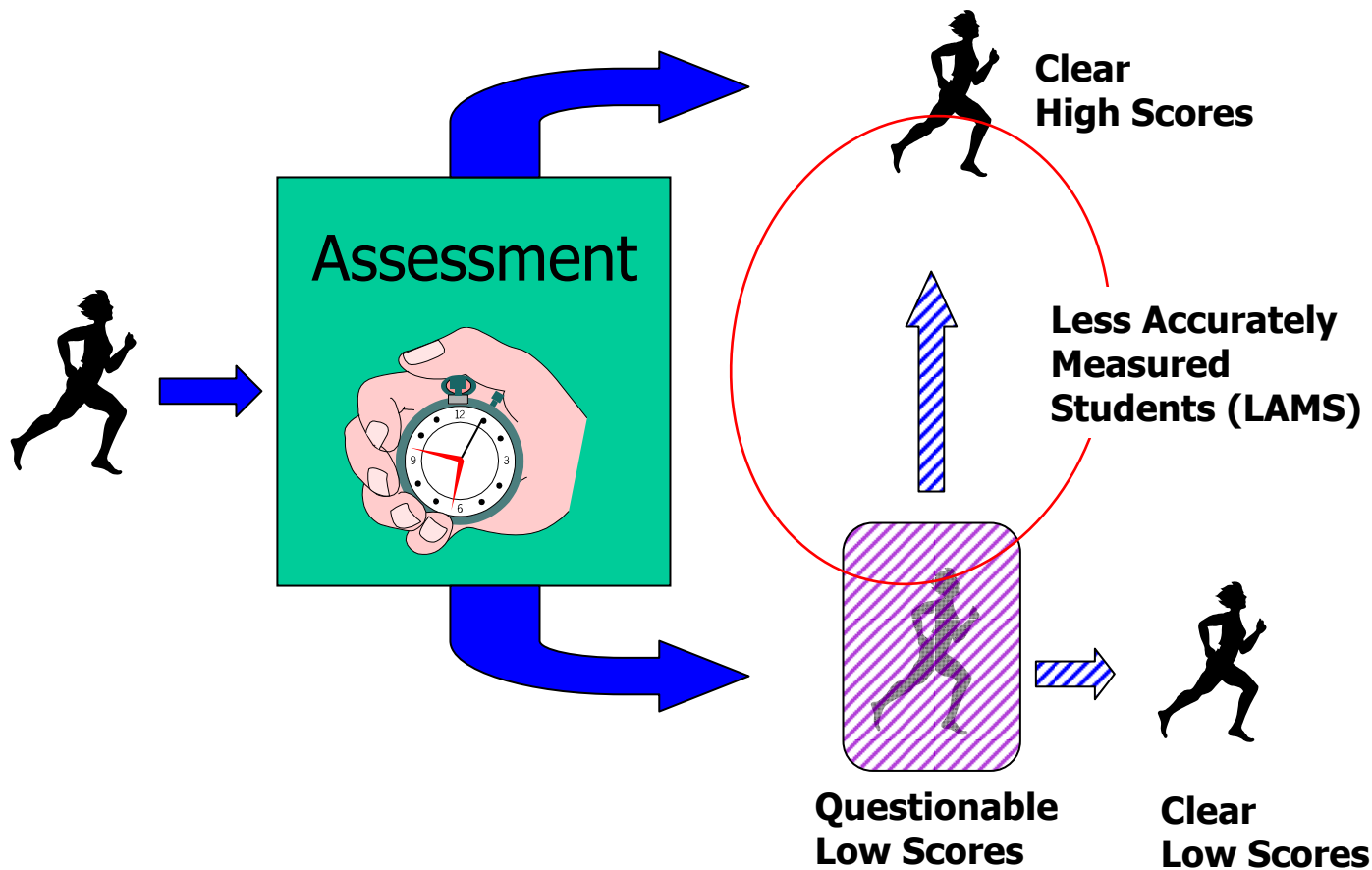




But Reality Is More Complicated

- 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



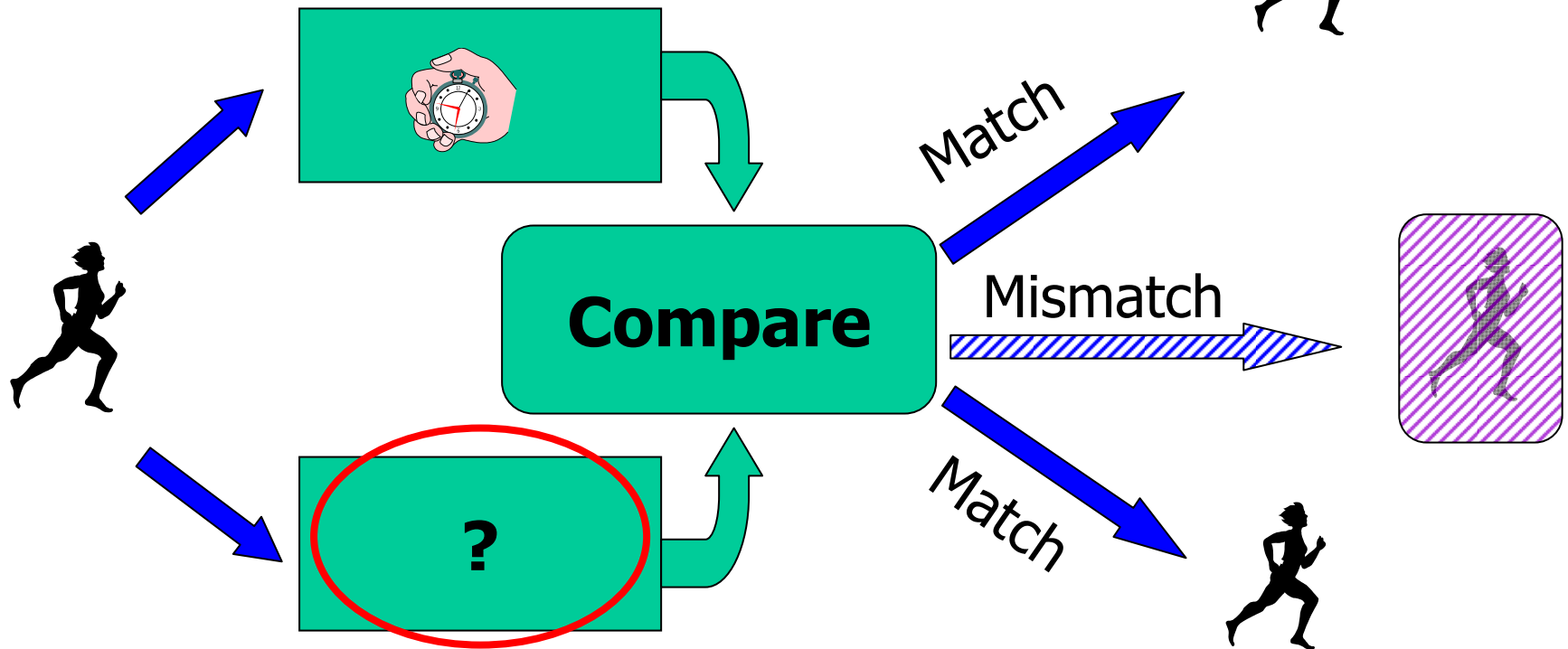


Sources of Reduced Accuracy

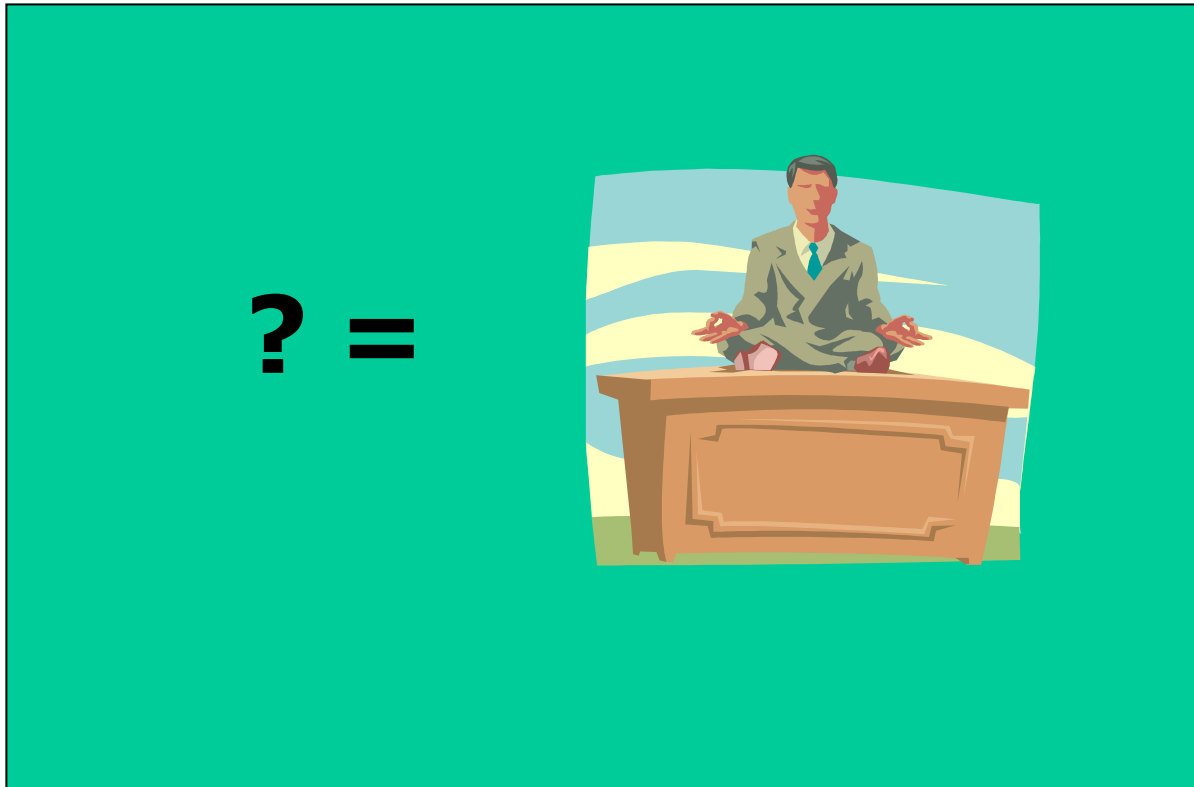
| | Systematic Error | Random Error |
|-----------------|---|--|
| Too High Scores | Cheating, Narrow Teaching to the Test | Lucky Learning, Good Guesses |
| Too Low Scores | Bias, Inappropriate Obstacles | Bad Day, Bad Guesses, Test Taking Errors |

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% | |

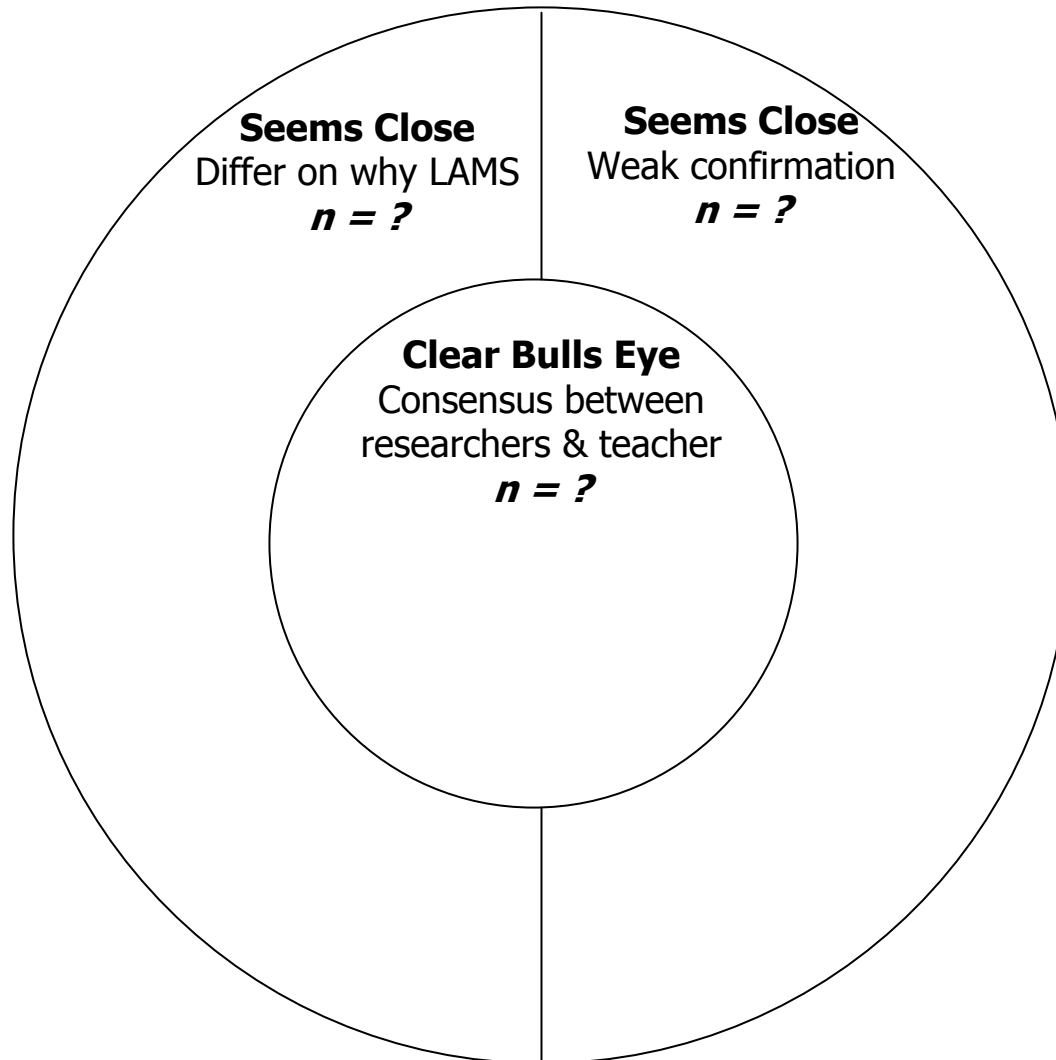


Student Ratings of What Might Help

| | 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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