



Less Accurately Measured Students

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Ross Moen, Martha Thurlow, Kristin Liu

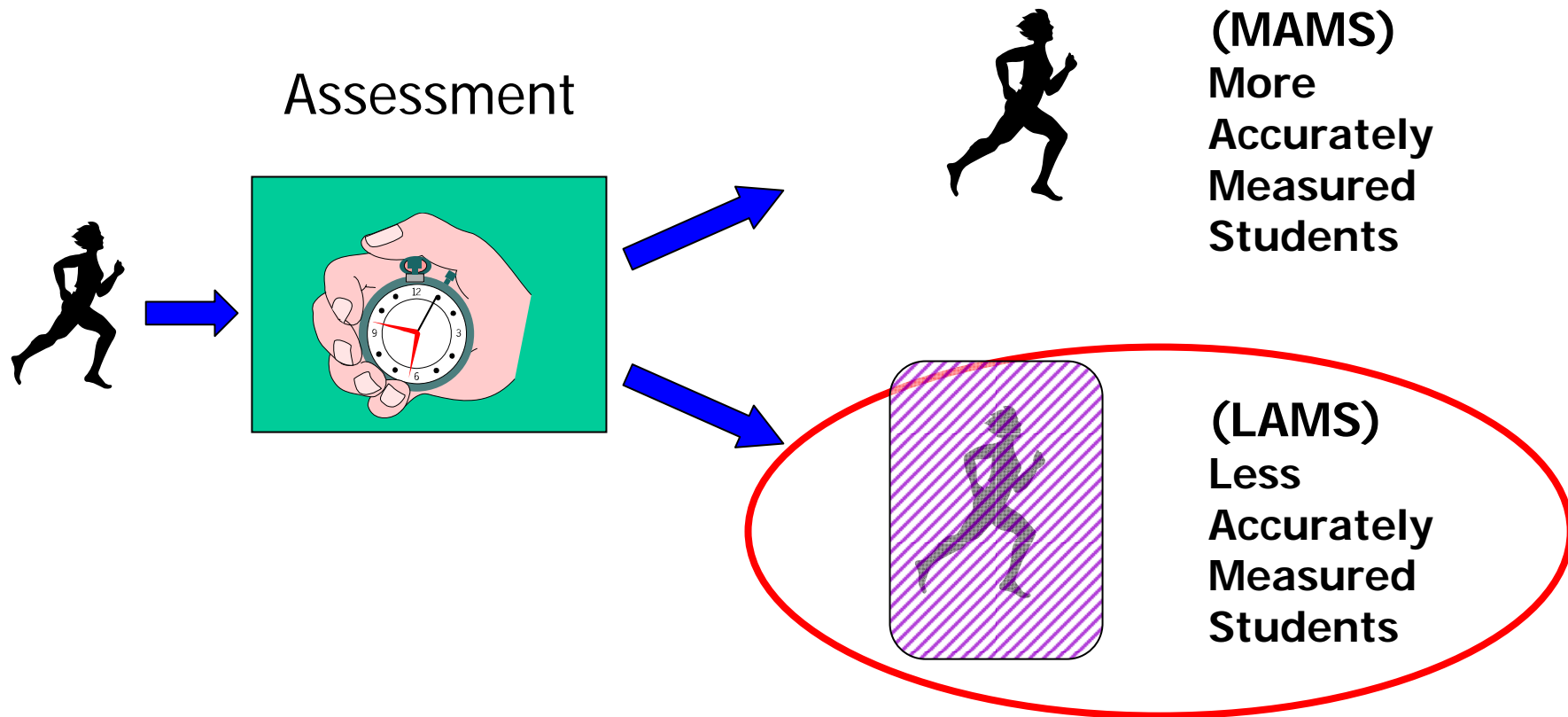
A collaboration between the University of Minnesota's National Center on Educational Outcomes and the Department of Curriculum & Instruction; CRESST, University of California, Davis; and Westat

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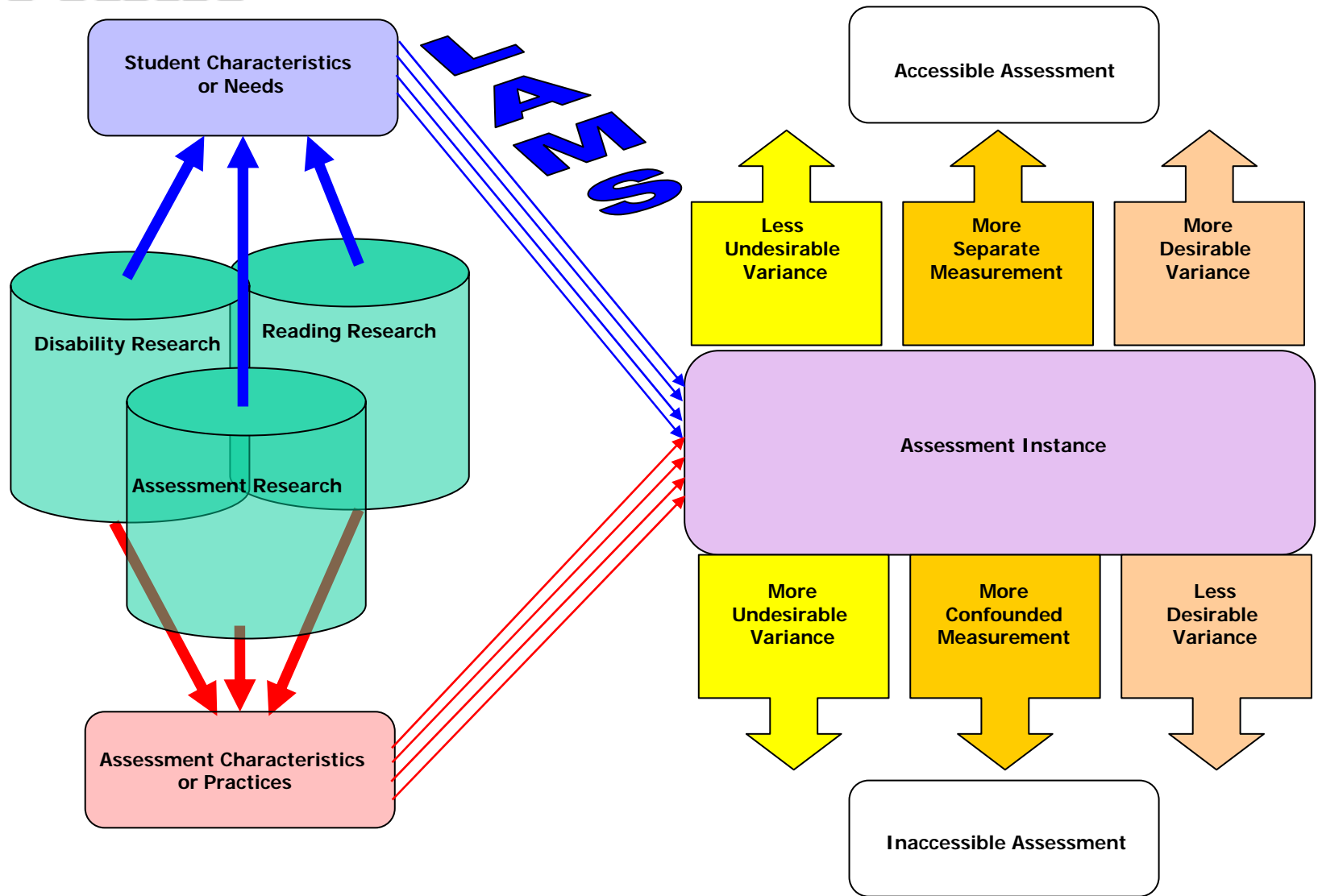
Which Students Most Need Accessible Reading Assessment?

Particular Students with Disabilities



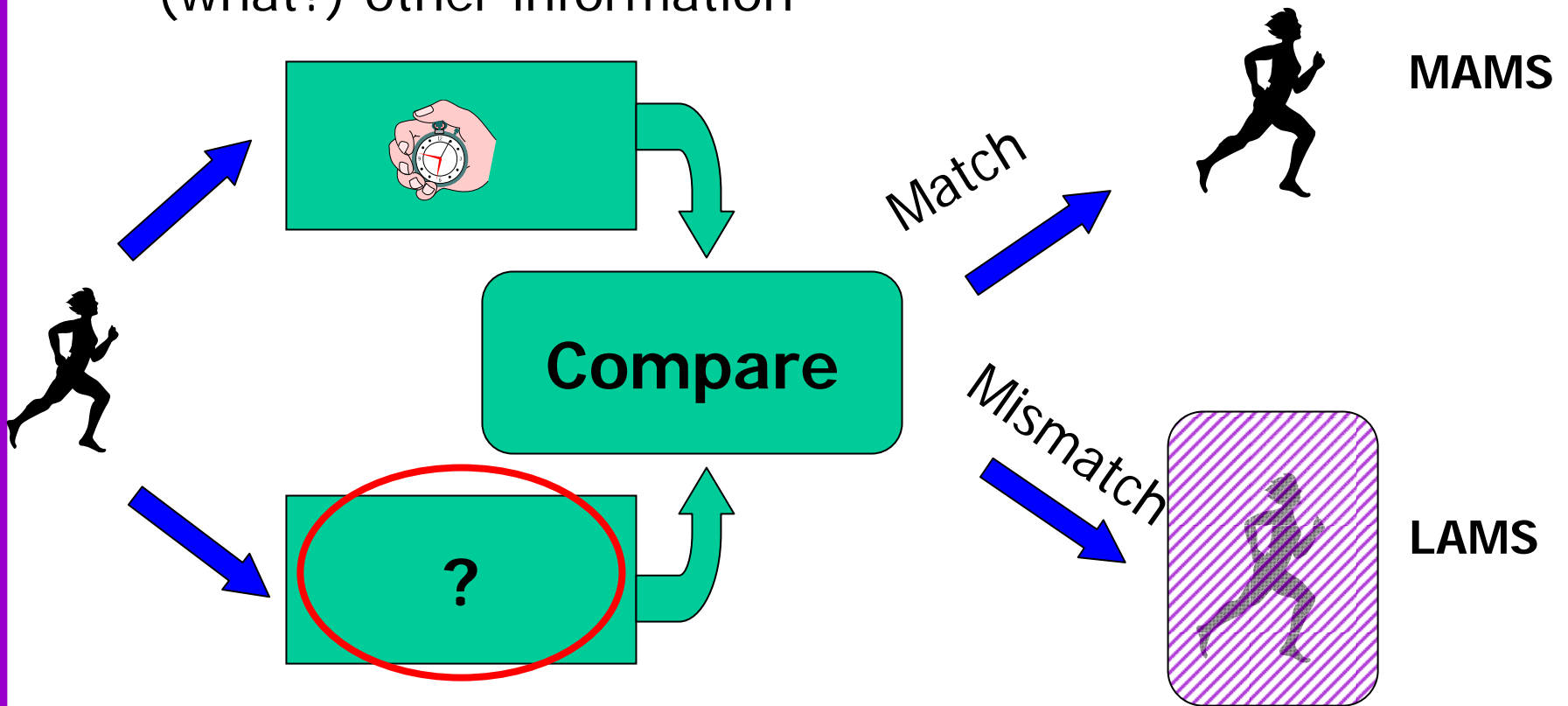


To Make Accessible Reading Assessment



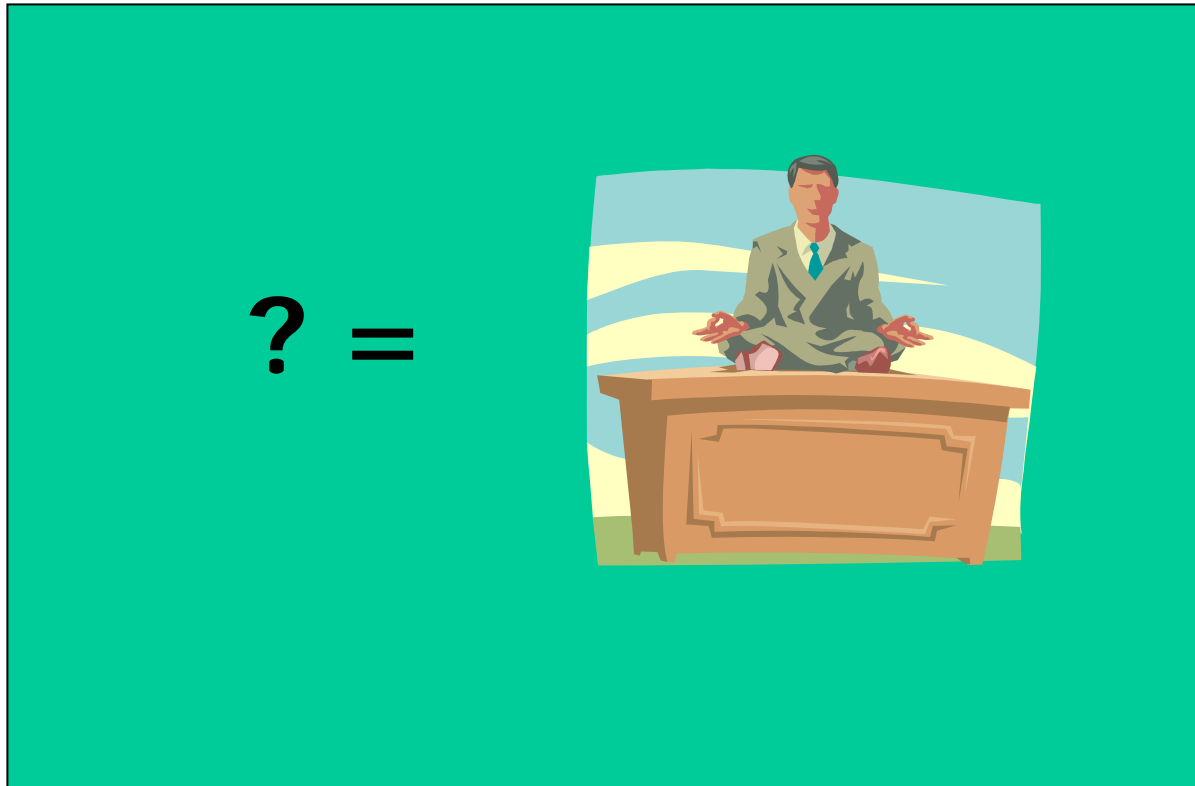
How Can We Identify LAMS?

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 years 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 year, met with 2 teachers and 6 students
- Second year, 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%	