

# Academic Assessment: From Screening to Progress Monitoring

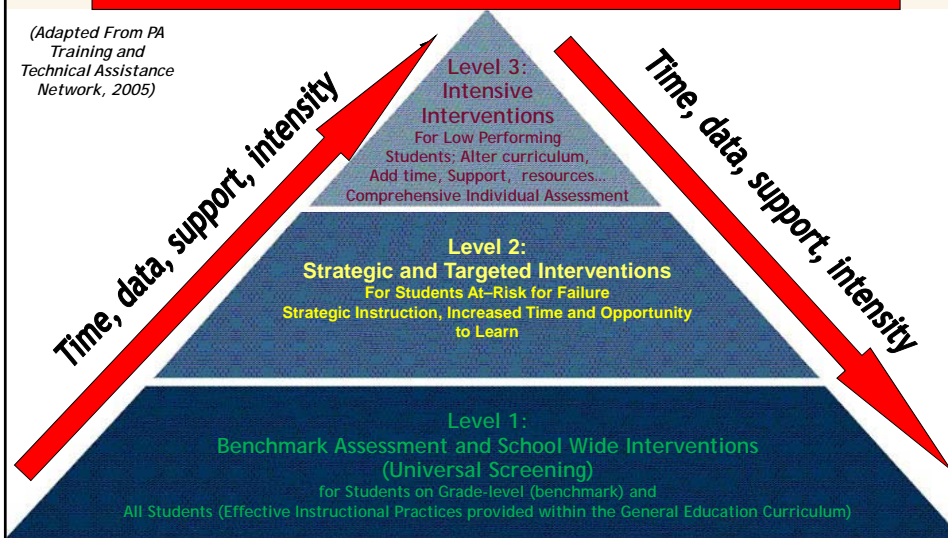


## Academic Assessment: From Screening to Progress Monitoring

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Pearson Clinical Training and Consultation

## Multi-tiered Models

(Adapted From PA  
Training and  
Technical Assistance  
Network, 2005)



## Academic Assessment: From Screening to Progress Monitoring

### Universal Screening



- An interrelated process that is applied to every student
- A process by which instructional practices are evaluated and adjusted based on data
- A process to match the student's needs with the strategies
- Not an indication of a need for special education services
- 3 times per year to define who is at-risk
- Measures of basic skills that serve as outcome indicators



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### Universal Screening Cautions:



- **Be sure to use screening tools that are research validated to ensure that you are measuring what you want to measure.**
- **Also ensure that the measure may be repeated consistently over time.**
  - Keeps the standard/"benchmark" the same.

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## Academic Assessment: From Screening to Progress Monitoring

### Screening with the KTEA-3



- Screen for achievement weaknesses in reading, mathematics, and written language
- Obtain a general estimate of academic achievement.
  - The three-subtest Brief Achievement (BA-3) composite is especially useful for this purpose.
  - Results may be used to identify students who need more.

### Screening with the KTEA-3



- Use as the starting point for a more extensive assessment of achievement.
  - Example
- Subtests used in the ASB provide domain composites in Reading, Math, and Written Language.
  - If the results from the Academic Skills Battery or domain composites indicate need for further testing, administer the Comprehensive Form.

## Academic Assessment: From Screening to Progress Monitoring

### RTI and Academic Progress Monitoring



- The KTEA-3 Brief can provide information about the effectiveness of specific academic interventions or programs.
  - Initial test with Brief – Follow up with Comprehensive Form A
  - Give Brief at regular intervals (every 3, 6, or 12 months)

Analysis of growth scale values (GSV) **AND** standard scores

=

Best thing since sliced bread!

### Seamlessly Integrate into Comprehensive Evaluation



- The KTEA-3 Brief includes the same six core subtests as the KTEA-3 Comprehensive **Form B**.
- Subtest scores from the Brief Form may be used as part of a Comprehensive Form (A or B) assessment
  - Save admin and scoring time

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**KTEA-3**  
Kaiser Family Foundation  
*Brief*

Reading	Range	Description
Letter & Word Recognition	PK–12+	The examinee identifies letters and pronounces words.
Reading Comprehension	PK–12+	Early items require matching a symbol or word(s) with its corresponding picture or reading a simple instruction and then performing the action. Later items involve reading passages and answering comprehension questions.
Mathematics	Range	Description
Math Computation	K–12+	The examinee writes answers to math calculation problems.
Math Concepts & Applications	PK–12+	The examinee responds orally to items that require the application of mathematical principles to real life situations.
Writing	Range	Description
Spelling	K–12+	Early items require writing single letters that represent sounds. Later items involve spelling words from dictation.
Written Expression	PK–12+	Young children trace and copy letters, and write letters, words, and a sentence from dictation. At grades 1 and higher, examinees write sentences from dictation, add capitalization and punctuation, complete or combine sentences, and write an essay.


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**KTEA-3**  
Kaiser Family Foundation  
*Brief*


COMPOSITE STRUCTURE						
BRIEF ACHIEVEMENT (BA-3) COMPOSITE						
Grade	Subtests					
K–12+	LWR	MC	SP			
ACADEMIC SKILLS BATTERY (ASB) COMPOSITE						
Grade	Subtests					
PK	MCA	LWR	WE			
K	MCA	LWR	WE	MC	SP	
1–12+	MCA	LWR	WE	MC	SP	RC
Domain Composites						
	Grade	Subtests				
Reading	PK–12+	LWR	RC			
Math	K–12+	MCA	MC			
Written Language	K–12+	WE	SP			

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 <b>KTEA-3</b> <i>Brief</i>	<b>IDEIA and KTEA-3 Brief Scores</b>	
IDEIA Areas of Achievement	Corresponding KTEA-3 Brief Score	
Oral expression	N/A	
Listening comprehension	N/A	
Basic reading skills	Letter & Word Recognition subtest	
Reading comprehension	Reading Comprehension subtest	
Reading fluency skills	N/A	
Written expression	Written Expression subtest	
Mathematics calculation	Math Computation subtest	
Mathematics problem solving	Math Concepts & Applications subtest	

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 <b>KTEA-3</b> <i>Brief</i>	<b>DSM-5 and KTEA-3 Brief Scores</b>	
Impairment	DSM-5 Area of Impairment	Corresponding KTEA-3 Brief Score
Reading	Word reading accuracy	Letter & Word Recognition subtest
	Reading rate or fluency	N/A
	Reading comprehension	Reading Comprehension subtest
Written expression	Spelling accuracy	Spelling subtest
	Grammar and punctuation accuracy	Written Expression: Structure, Word Form, and Punctuation error categories
	Clarity or organization of written expression	Written Expression subtest: Essay item at Levels 2, 3, 4
Math	Number sense	Math Concepts & Applications subtest: Number Concepts error category
	Memorization of arithmetic facts	Math Computation subtest
	Accurate or fluent calculation	Math Computation subtest
	Accurate math reasoning	Math Concepts & Applications subtest

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**How can this work in “my” RTI/MTSS?**

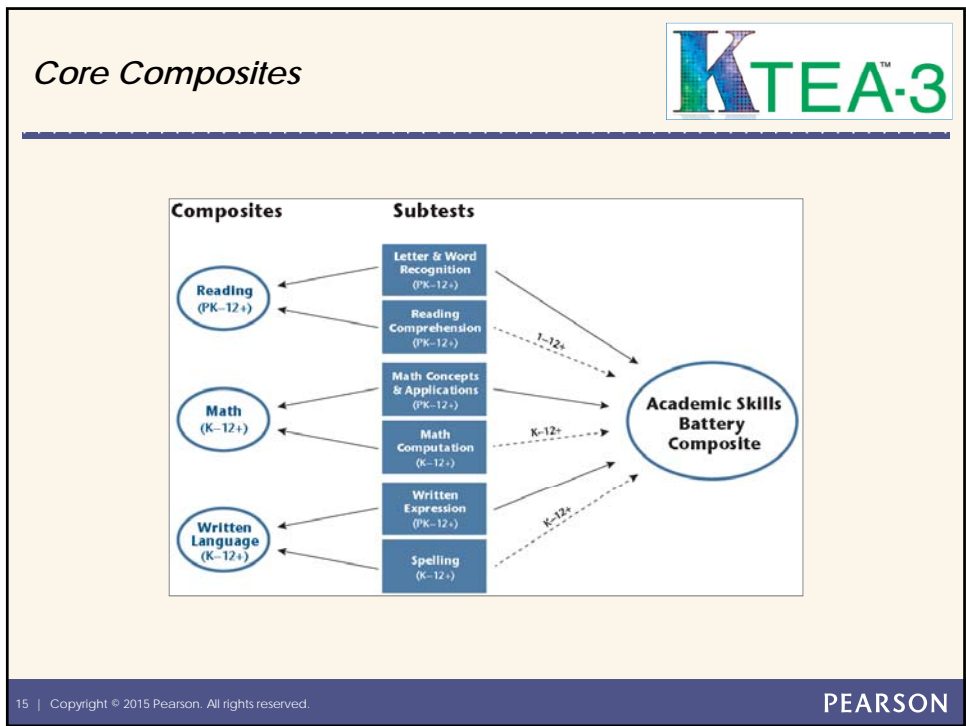
1. How are you implementing RTI?/MTSS
2. What do you use for screening?



**KTEA-3 Comprehensive Battery:  
Composites**

1. Core Composites
2. Reading-Related Composites
3. Cross-Domain Composites
4. Oral Language Composites

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**Reading-Related Composites**


Composite	Grade	Subtests Administered		
Sound Symbol	1-12+	PP	NWD	
Decoding	1-12+	LWR	NWD	
Reading Fluency	3-12+	SRF	WRF	DF
Reading Understanding	1-12+	RC	RV	

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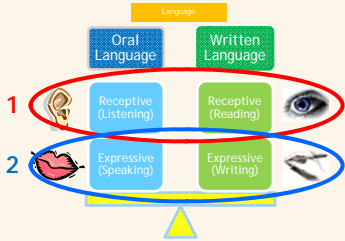


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## Cross-Domain Composites




Composite	Grade	Subtests Administered		
Comprehension <b>1</b>	PK-12+	RC	LC	
Expression <b>2</b>	PK-12+	WE	OE	
Orthographic Processing	1-12+	SP	LNF	WRF
Academic Fluency	3-12+	WF	MF	DF



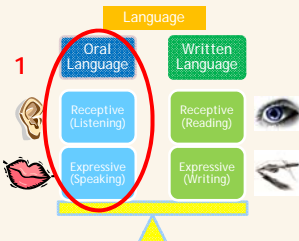
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## Oral Language Composites



Composite	Grade	Subtests Administered		
Oral Language <b>1</b>	PK-12+	AF	LC	OE
Oral Fluency	PK-12+	AF	ONF	



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### Subtest Selection Based on Referral

1. Comprehensive vs. Targeted
2. Reading Difficulties
3. Spelling or Writing Difficulties
4. Math Difficulties

### Selecting Subtests to Administer



- Guidance for selecting KTEA-3 subtests based on specific reasons for referral
- Subtests are suggested for testing hypotheses about subtypes of learning problems and possible processing weaknesses that may be contributing to academic difficulties.
  - *These subtest suggestions are not intended to be prescriptive.*

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### Comprehensive vs. Targeted Eval



- The evaluation of areas of strength and weakness is imperative to plan for individualized interventions, rather than assessing only in the area of weakness.
- However, a comprehensive evaluation may not be needed when:
  - assessment data in other academic areas exists;
  - conducting screening in a specific area.

(Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E., & Yalof, J., 2010).

### Referral for a Comprehensive Evaluation



- Administer the subtests required for:
  - Academic Skills Battery Composite
  - Oral Language Composite.
  - At nearly every age and grade, these subtests will yield each of the domain composites that are available for the examinee's age or grade.
- Generally recommended for students presenting with a weakness in one or more academic areas

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Referral for Reading Difficulties



**Strongly Recommended Subtests:**

- Letter & Word Recognition, Reading Comprehension
  - For word recognition weaknesses:
    - Phonological Processing, Nonsense Word Decoding, Spelling, Word Recognition Fluency, and Letter Naming Facility (to evaluate rapid automatic naming); and
    - Associational Fluency (to evaluate possible word retrieval problems)

Referral for Reading Difficulties



**Strongly Recommended Subtests:**

Letter & Word Recognition, Reading Comprehension

- For comprehension weaknesses:
  - Listening Comprehension, Reading Vocabulary
- For fluency weaknesses:
  - Silent Reading Fluency, Word Recognition Fluency, and Decoding Fluency (these three combine to form the Reading Fluency composite); and
  - Math Fluency, Writing Fluency, and Decoding Fluency (which combine to form the Academic Fluency composite)

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Sample Referral Questions Related to  
KTEA-3 Reading Subtests



- *If Reading Comprehension skills are weak, also administer:*
- **Listening Comprehension**
  - How well does the student comprehend literal and inferential information from oral narrative and expository passages? Are comprehension weaknesses general or specific to reading?
- **Reading Vocabulary**
  - How well can the student identify or infer the meaning of words he or she reads? If performance is weak, consider evaluating oral receptive vocabulary as well

Sample Referral Questions Related to  
KTEA-3 Reading Subtests



- **Letter & Word Recognition**
  - How well does the student read real words under untimed conditions? Compare performance on sight words and words with unpredictable patterns with regular words.
- **Reading Comprehension**
  - How well does the student comprehend literal and inferential information from written narrative and expository passages?

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### Sample Referral Questions Related to KTEA-3 Reading Subtests



- **Phonological Processing**
  - Does the student demonstrate weaknesses in areas of phonological processing that might be contributing to decoding and spelling problems?
- **Nonsense Word Decoding**
  - How well is the student able to decode unfamiliar words?
- **Associational Fluency**
  - Are there weaknesses in fluent word retrieval that might be contributing to reading problems?
- **Word Recognition Fluency**
  - How fluently (quickly and accurately) can the student read real words under timed conditions?
  - Are weaknesses in word identification primarily in speed, accuracy, or both?

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### Sample Referral Questions Related to KTEA-3 Reading Subtests



- **Decoding Fluency**
  - How fluently (quickly and accurately) can the student decode nonsense words under timed conditions?
- **Spelling**
  - How well can the student spell regular and irregular words?
  - Do spelling errors suggest weaknesses in phonological and/or orthographic awareness?
- **Silent Reading Fluency**
  - How quickly and accurately can the student read and comprehend words in context?
- **Choose based on age or letter knowledge:**
  - Letter Naming Facility
    - Does the student have a rapid naming weakness that contributes to word identification and reading fluency problems?
  - Object Naming Facility (preferred if letter names are not well-learned)
    - For preschool/young elementary grades: is the student at risk for learning disabilities or reading disorder?

or ↔

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Referral for Spelling or Writing Difficulties



**Strongly Recommended Subtests:**

- Written Expression, Writing Fluency, Spelling
  1. For spelling weaknesses:
    - Phonological Processing, Nonsense Word Decoding, Letter Naming Facility, Word Recognition Fluency, Letter & Word Recognition
  2. For grammar weaknesses:
    - Oral Expression

Referral for Spelling or Writing Difficulties



**Strongly Recommended Subtests:**

- Written Expression, Writing Fluency, Spelling
  - For low production or poor fluency:
    - (a) Associational Fluency and Object Naming Facility (these two combine to form the Oral Fluency composite);
    - (b) Math Fluency and Decoding Fluency (these two combine with Writing Fluency to form the Academic Fluency composite); and
    - (c) consider evaluation of visual-motor integration and graphomotor control

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Referral for Spelling or Writing Difficulties  
(cont.)



- **Therefore, for all writing referrals consider:**
  - Evaluating verbal working memory and executive functioning areas, such as inhibition, planning, and organization,
  - Using qualitative observations on the KTEA-3 and administering other norm-referenced tests
- **Consider also evaluating Reading**



**Is there a Skill Deficit?**

**(Used Age-Norms)**



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Core Composites and Subtests



<i>Composite/Subtests</i>	<b>Standard Score (Mean=100)</b>	<b>Percentile Rank</b>
<b><i>Academic Skills Battery</i></b>	<b>74</b>	<b>4</b>
<b><i>Reading</i></b>	<b>73</b>	<b>4</b>
Letter-Word Recognition	76	5
Reading Comprehension	71	3
<b><i>Written Language</i></b>	<b>64</b>	<b>1</b>
Written Expression	62	19
Spelling	70	2
<b><i>Math</i></b>	<b>92</b>	<b>30</b>
Math Concepts & Applications	88	21
Math Computation	98	45

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What is the Underlying Cause  
of the Identified Skill Deficit?

ALWAYS LEARNING

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## Reading-Related Subtests and Composites

<i>Composite/Subtests</i>	<b>Standard Score (Mean=100)</b>	<b>Percentile Rank</b>
<b><i>Sound-Symbol</i></b>	<b>77</b>	<b>6</b>
Phonological Processing	89	23
Nonsense Word Decoding	73	4
<b><i>Decoding</i></b>	<b>73</b>	<b>4</b>
Letter & Word Recognition	76	5
Nonsense Word Decoding	73	4
<b><i>Reading Understanding</i></b>	<b>75</b>	<b>5</b>
Reading Comprehension	71	3
Reading Vocabulary	82	12
<b><i>Reading Fluency</i></b>	<b>74</b>	<b>4</b>
Word Recognition Fluency	86	18
Decoding Fluency	68	2
Silent Reading Fluency	78	7

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## Oral Language Subtests and Composites

<i>Composite/Subtests</i>	<b>Standard Score (Mean=100)</b>	<b>Percentile Rank</b>
<b><i>Oral Fluency</i></b>	<b>81</b>	<b>10</b>
Associational Fluency	102	55
Object Naming Facility	68	2
<b><i>Oral Language</i></b>	<b>105</b>	<b>63</b>
Associational Fluency	102	55
Listening Comprehension	116	86
Oral Expression	95	37

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### Cross Domain Subtests and Composites

<b>Composite/Subtests</b>	<b>Standard Score (Mean=100)</b>	<b>Percentile Rank</b>
<b>Orthographic Processing</b>	<b>67</b>	<b>1</b>
Spelling	70	2
Letter Naming Facility	58	0.3
Word Recognition Fluency	86	18
<b>Academic Fluency</b>	<b>71</b>	<b>3</b>
Writing Fluency	77	6
Math Fluency	80	9
Decoding Fluency	68	2

### Cross Domain Subtests and Composites

<b>Composite/Subtests</b>	<b>Standard Score (Mean=100)</b>	<b>Percentile Rank</b>
<b>Comprehension</b>	<b>93</b>	<b>32</b>
Reading Comprehension	71	3
Listening Comprehension	116	86
<b>Expression</b>	<b>76</b>	<b>5</b>
Written Expression	62	1
Oral Expression	95	37

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### WISC-V Score Summary

Subtest	Scaled Score	Index	Standard Score
Similarities	9	Verbal Comprehension Index	98
Vocabulary	10	Visual Spatial Index	129
Information	9	Fluid Reasoning Index	109
Comprehension	8	Working Memory Index	79
Block Design	17	Processing Speed Index	86
Visual Puzzles	13	Full Scale IQ	105
Matrix Reasoning	13	Quantitative Reasoning Index	94
Figure Weights	10	Auditory Working Memory Index	87
Picture Concepts	9	Nonverbal Index	110
Arithmetic	8	General Ability Index	112
Digit Span	7	Cognitive Proficiency Index	79
Picture Span	6		
Letter-Number Sequencing	8		
Coding	9		
Symbol Search	6		
Cancellation	10		

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### WISC-V Score Summary

Subtest	Standard Score	Index	Standard Score
Naming Speed Letter-Number	55	Naming Speed Index	66
Naming Speed Quantity	68	Symbol Translation Index	90
Naming Speed Literacy	55	Storage and Retrieval Index	74
Symbol Translation Immediate	93		
Symbol Translation Delayed	88		
Symbol Translation Cued	96		

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Or, use the Q-global Intervention Guide for LD Subtypes to see how to effectively and efficiently *inform* diagnostic and intervention decisions...

**DESCRIPTION OF SUBTYPE: MIXED  
PHONOLOGICAL/ORTHOGRAPHIC**

X's pattern of performance across key cognitive, language, and academic domains is similar to that of students with a **mixed phonological and orthographic deficit**. Students with a **mixed deficit have difficulty mentally representing the sound patterns of the words** in their language, which causes great difficulty in using the phonological route to reading and spelling, as well as difficulty in using the visual-lexical route to reading and writing words.

These readers are typically severely impaired because they have no usable key to the reading and spelling code, and seemingly arbitrary error patterns are often observed (44,45). Students with mixed deficits are more numerous than those with either phonological or orthographic deficits (111).

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### Strengths and Needs

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#### Relative Strengths

General or nonverbal cognitive functioning (typically average or above average)  
Listening Comprehension  
Verbal comprehension and reasoning  
Auditory-verbal working memory  
Perceptual reasoning  
Oral grammar (morphology and syntax)  
Processing speed

#### Weaknesses

Phonological processing  
Decoding/Nonsense word reading  
Word recognition accuracy  
Spelling  
Orthographic coding  
Reading comprehension  
Reading fluency  
Naming speed  
Handwriting

### Interventions from General to Specific

---

#### Utilize areas of strength when addressing areas of weakness

....A "strength model" that seeks to remediate weaknesses through strategies and methods that utilize a student's cognitive processing strengths is preferred (65,100). Examples of how to utilize X's strengths to remediate weaknesses include the following.

When selecting contextual reading materials to use during instruction, build upon X's knowledge, curiosity, and intellect by selecting a wide variety of texts that cover many different subject areas. Encourage reading for different purposes such as learning, entertainment, and communication with others. Similarly, plan writing assignments with a variety of different purposes and audiences in mind.

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### Interventions from General to Specific

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Utilize areas of strength when addressing areas of weakness-

Utilize strong perceptual reasoning skills by incorporating visual, nonverbal stimuli into instruction, such as writing about pictures and tracking academic progress on simple line graphs or charts.

Utilize X's strong verbal comprehension and reasoning skills by engaging him in the study of words, including spelling, pronunciation, meaning, usage, and derivations. Discuss with X the patterns or rules that govern the spelling or pronunciation of a group of words that share a similar feature.

### Research-Based

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Consider teaching phonological awareness using a phonics (letter + sound) approach

Phonological awareness may be taught using a single modality (auditory stimuli only) or through phonics instruction, which may be bi-sensory (auditory + visual stimuli), or multi-sensory (visual + auditory + kinesthetic + tactile). Some students with weak phonological processing may improve their auditory perception of phonemes when the printed word is used because the letters help them detect differences that they do not perceive auditorily (65). Some research in improving literacy skills suggests that teaching phonological awareness with letter training (i.e., connecting sounds with letters) may be more effective than emphasizing intrasensory phonological awareness activities (e.g., playing oral phonemic awareness games) (30).

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**EXAMPLES OF EVIDENCE-BASED PROGRAMS**

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**ALPHABETIC PHONICS(35,50)**

Author: Cox, A. R.

Publisher: Educators Publishing Service

Category: Phonological Processing, Oral Expression,  
Decoding, Comprehension, Spelling, Handwriting

Age Range: 4-14

Grade Range: PK-8

**CORRECTIVE READING (SRA)(55,119)**

Publisher: SRA/McGraw-Hill

Category: Phonological Processing, Decoding, Vocabulary,  
Comprehension, Fluency

Age Range: 8-17+

Grade Range: 3-12+

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**What Now?**



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**Use Qualitative and Quantitative  
Information**



- Tests are changing to give better information in both areas, not just 1 or the other
- Example - students who demonstrate reading comprehension difficulties differ in their ability to comprehend literal information, inferential information, or both.
  - Error analysis provides details regarding comprehension gaps, while normative information gives information relative to standing



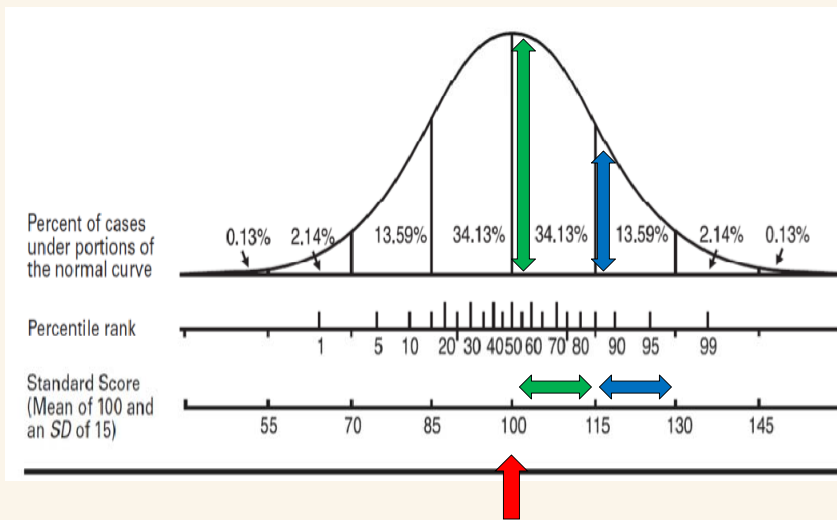
**How do I analyze scores to measure  
progress?**

**What metrics are most effective?**

**How often should I measure progress?**

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### What is a Standard Score?



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### Alternate Forms



- Forms A and B of the KTEA-3 Comprehensive Form were developed and normed simultaneously, with approximately half of the standardization sample taking each.
- Retesting an examinee with the alternate form reduces the effects of practice and thereby contributes to accurate measurement of progress.

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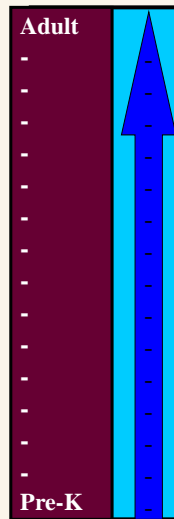
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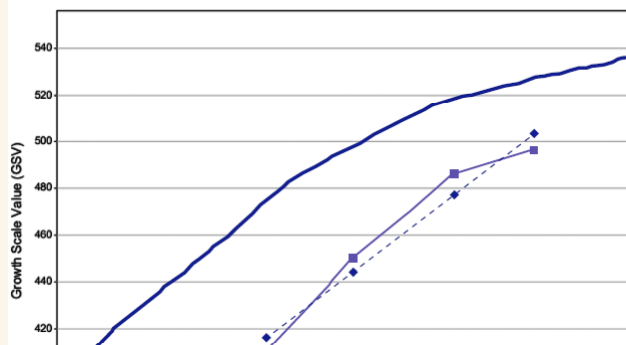
## What is a Growth Scale Value (GSV)?



- Equal interval scale
- Measure ability on a developmental continuum
- Compare performance over time
- Measure growth and track individual progress
  - Evaluate interventions



## Plotting GSVs



Administrations			Student Performance	
Test Date	Grade Level	%Rank	GSV	Change Since Last Test
05/28/2014	1.9	8	410	-
09/30/2015	3.2	12	450	40*
01/07/2017	4.5	19	486	36*
02/10/2018	5.6	19	496	10

\*Change since last test is significant.

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### The Case of Marc – Relative Standing Remains Important

- **Attended high school in changing area**
  - Rural becoming affluent
- **Advanced classes**
  - Honor role
- **Accepted into highly competitive engineering school, sports team scholarship**
- **Struggling**



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### What do we learn about Marc: Criterion-referenced or local norms vs. National norms

- **Local/Criterion Referenced**
  - He has mastered the state standards to earn HS diploma
  - In comparison to students with different levels of interest and access to enriching experiences, he is in the top 20%
- **National**
  - Compared to a national sample, Marc is in the top 25% for reading comprehension, top 40% for mathematics

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### Consider Nihee-

- **KTEA-3 Growth Scores**
  - 450 (Test 1) to 475 (Test 2)
- **KTEA-3 Reading Comp Standard Scores**
  - 85 (16th %ile) to 88 (21st %ile)
- **She improved in comparison to her past performance AND progressed at a rate slightly faster than her peers**



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### Examples of Some Additional Meaningful Patterns




- **Growth Scores Increase/Standard Scores and Percentile Ranks Remain the Same**
  - Improved relative to past performance, but gap won't close as improving at same rate as peers
- **Growth Scores Increase/Standard Scores and Percentile Ranks Drop**
  - There are improvements relative to past performance, but gap is widening


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**Interpretation Scenario 1** 

Scale	Standard Score Time 1	GSV Time 1	Standard Score Time 2	GSV Time 2
Reading Vocabulary	79	492	85	520
Reading Comprehension	75	482	75	515

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**Interpretation Scenario 2** 

Scale	Standard Score Time 1	GSV Time 1	Standard Score Time 2	GSV Time 2
Math Computation	85	427	79	460

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### Interpretation Scenario 3



Scale	Standard Score Time 1	GSV Time 1	Standard Score Time 2	GSV Time 2
Phonological Processing	90	492	90	515
Nonsense Word Decoding	85	482	72	475

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