

Goals for Today

- Review Evaluation Results to gather specific information about learner characteristics
- Use Evaluation Results for informing and designing group and individualized instruction
- Share Resources and Ideas

Administering Assessments

- Standardized Procedures for Standardized Results
- Standardized items for valid and reliable results
- Normative Samples for valid and reliable results
- Statistical Significance for valid and reliable interpretation of results
- *Normal, Typical, common vs. 'abnormal', 'atypical', and uncommon*

Relevant Terms

- Standard Scores
- Bell Curve
- Statistical Significance
- Standard Deviation
- Discrepant Scores
- Commensurate Scores



Assessment Qualities and Terms

- **Reliable** – accurate, stable and consistent results
- **Valid** – accurate, testing what it claims to test
- **Standard Error of Measurement** – (reliability) the dispersion of error for estimating a true score
- **Statistically Significant** – how sure you are that a difference or a relationship exists
- **Commensurate** – corresponding in amount, in magnitude, or degree
- Discrepant – significant difference

Assessment Results

- Cognitive Assessments
- Language Assessments
- Behavioral Assessments
- Adaptive Behavior Assessments
- Achievement Assessments
- Developmental Assessments

Commensurate



Assessment Results

- Intelligence Quotient
- Standard Scores
- Scaled Scores
- Percentile Ranks
- T-Scores
- Z-Scores

See Handouts



Assessment Results: Categories (IQ scores)

- | | |
|--------------------------|--------------------|
| ■ Very Superior (130+) | ■ Impaired |
| ■ Superior (121-129) | ■ Mild (69-55) |
| ■ High Average (111-120) | ■ Moderate (54-40) |
| ■ Average (90-110) | ■ Severe (39-25) |
| ■ Low Average (80-89) | ■ Profound (<25) |
| ■ Borderline (70-79) | |

Assessment Results Eligibility Criteria (testing)

- Learning Disability (discrepancy)
 - 22 points lower in achievement than cognitive (1.5 standard deviations)
- Language Impaired (discrepancy)
 - 22 points lower in language scores than cognitive scores (1.5 standard deviations)
- Intellectual Disability
 - 2 standard deviations from the mean
 - Adaptive Behavior consistent with cognitive abilities

Assessment Results

Eligibility Criteria (Rtl plus Testing)

- Learning Disability (resistance to intervention)
 - *Mo Guidelines recommend 2 interventions across 24 sessions, minimum*
- Language Impaired (discrepancy)
 - *22 points lower in language scores than cognitive scores (1.5 standard deviations)*
- Intellectual Disability
 - *2 standard deviations from the mean*
 - *Adaptive Behavior consistent with cognitive abilities*

Assessment Results

Eligibility Criteria

- For either method, the evaluation process must draw upon information from a **variety of assessment tools and strategies** and may not rely on any single procedure for determining eligibility for special education and related services.

Assessment Results

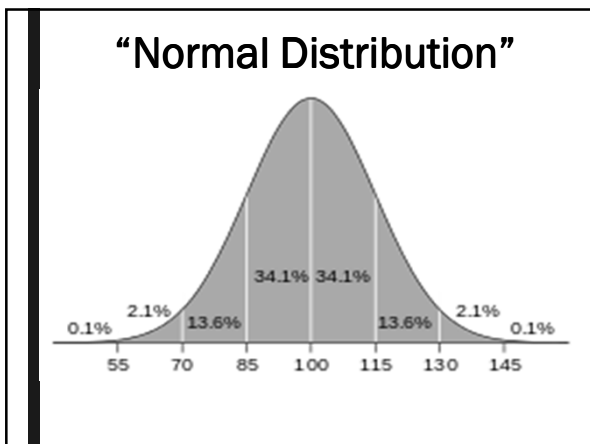
Eligibility Criteria

- **Examples** of sources of information used during the evaluation process include **formative and summative assessments, characteristics exhibited of a SLD, ongoing progress monitoring, aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.** All of this information must be documented and carefully considered by the eligibility determination team. **Observations** related to the area(s) of suspected disability completed in the regular education setting are a required component of a SLD evaluation. The team may determine if additional observation is needed or if appropriate observations conducted prior to beginning the evaluation can be utilized.

PROFILE REVIEW

Sample Profile

- Age / Grade **Grade 4**
- Category of Eligibility **OHI**
- Evaluation Results (charts)
 - **Cognitive**
 - **KTEA**
 - **Language**
 - **BASC**



Significance in Scores

- Interpretation Section of Administrators **Manual**
- Supplemental Interpretation **Guides**
- Identify what are **common** occurrences in the population by category
- Identify what are **less common** or **rare** occurrences in the population by category

Significance in Scores (for our purposes)

Standard Scores / IQ Scores

- Standard Deviation of 15
- SEM \pm 5 (range of 10)

THEREFORE

- Scores with difference of 10 or less are commensurate
- Scores with difference of 15 or more are significant

Scaled Scores

- Standard Deviation of 3
- SEM \pm 1 or 2

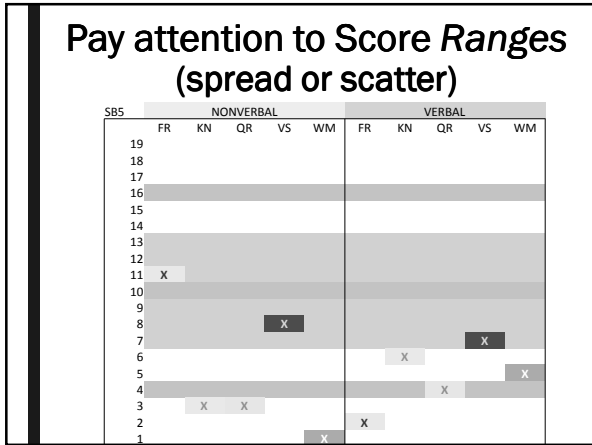
THEREFORE

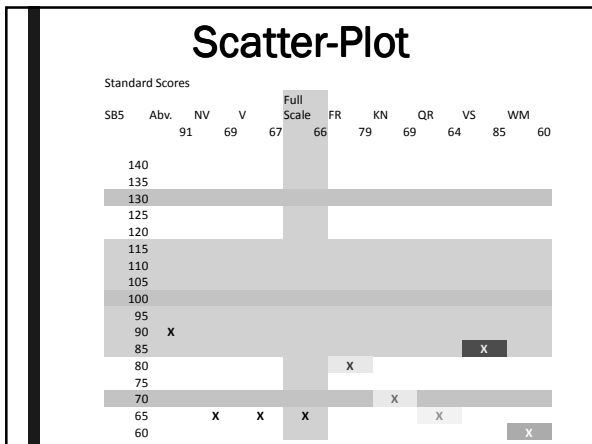
- Scores with difference of 6 or less, commensurate
- Scores with difference of 7 or greater are significant



*Greater differences
MAY mean greater
significance;
and they may not.*

Kindergarten Sample Profile





Charts reflect scatter

SB5

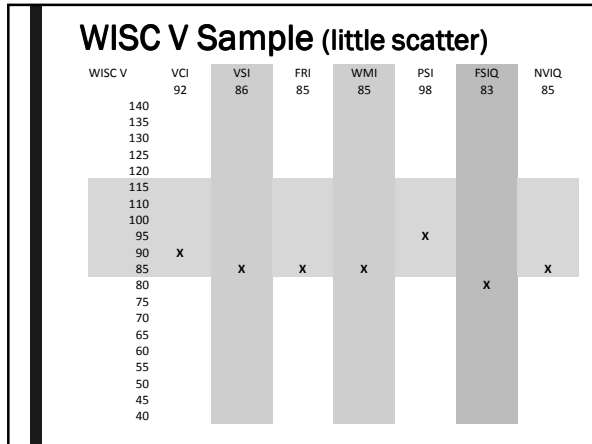
I Q Scores	SS	Descriptive Classification
Full Scale IQ (FSIQ)	66	Mildly Delayed
Nonverbal IQ (NVIQ)	69	Mildly Delayed
Verbal IQ (VIQ)	67	Mildly Delayed
Abbreviated IQ (ABIQ)	91	Average

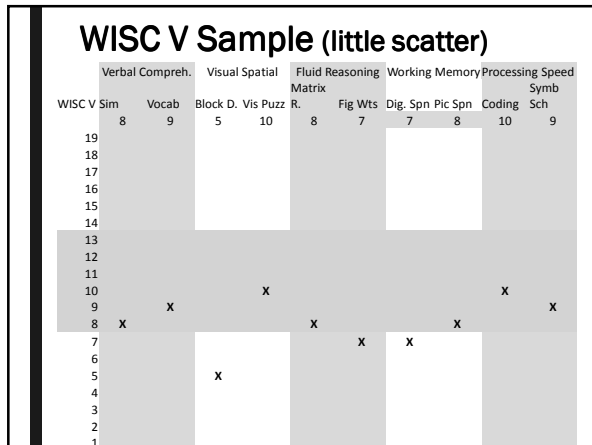
Charts reflect scatter

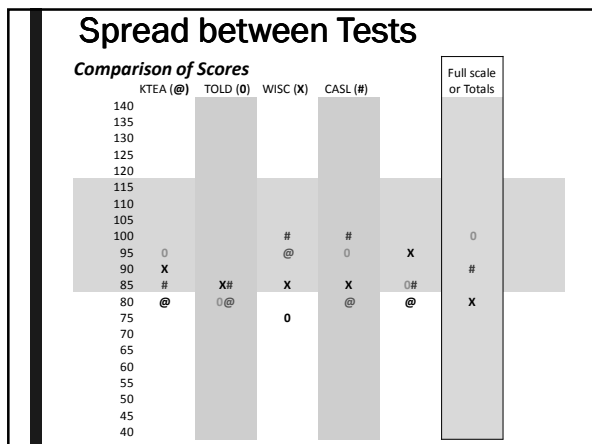
SB5

Subtest - Non-Verbal	Scaled Score	Subtest - Verbal	Scaled Score
Fluid Reasoning	11	Fluid Reasoning	2
Knowledge	3	Knowledge	6
Quantitative Reasoning	3	Quantitative Reasoning	4
Visual Spatial	8	Visual Spatial	7
Working Memory	1	Working Memory	5

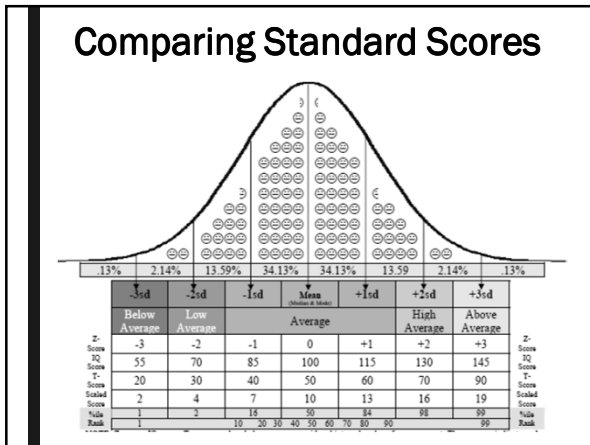
**4th Grade
Sample Profile**





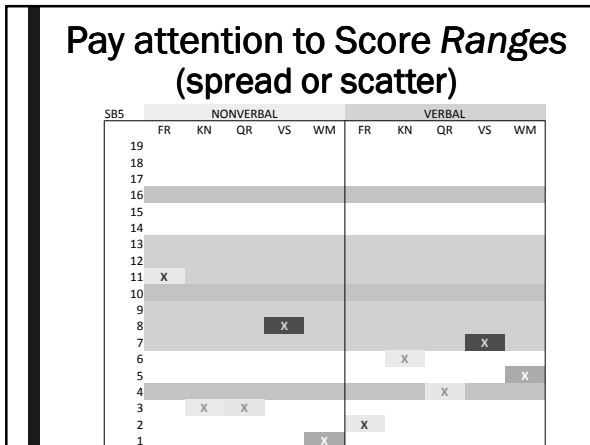


4th Grade Sample Profile



- ### Scores that should be commensurate
- IQ and Language
 - IQ and Achievement
 - *Language and Achievement*
 - Developmental Norms and Language

STRATEGIES FROM TEST RESULTS



- ## Guidance for Using Results
- Intelligence
 - Areas of Scatter in Processing and Use of information
 - Language
 - Expressive and/or Receptive
 - Achievement
 - Content Area highs and lows
 - Developmental Progressions
 - Ready to learn and/or need to learn

**Strengths – Challenges
Implications for Instruction**

Strengths	Challenges
Implications for Instruction	

***INSTRUCTIONAL
STRATEGIES***

Language Interventions

- Receptive
 - Build **Concepts**
 - Build **Comprehension**
 - Build **Vocabulary** (developed 1 to 2 grade levels above reading level)
- Expressive
 - Speaking and Writing
 - Organization of thought
 - Clarity
- Expand Emotional Language

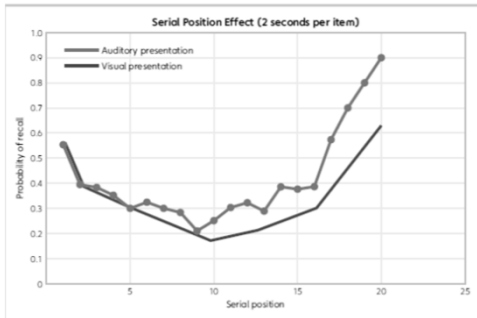
Working Memory

Memory Span Across Age Level	
Age (in years)	Memory Span (for digits)
2	2
4	3
6	4
8	5
10	6
12	6
18	7

Source: From Dempster, 1981

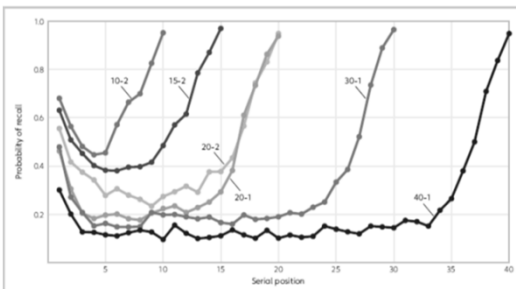
Working Memory

We remember the beginning and ending of things better than the middle



Working Memory

We remember about the same amount of the “end” regardless of the length of the string of items or chunks presented.



Working Memory is...

- influenced by the size of the items presented for use and memory
- influenced by the number of items presented for use and memory
- influenced by the speed of the items presented for use and memory

- influenced by stress
- influenced by developmental levels

Moving from Short Term to Long Term Memory

Repeating same actions, words, skills to become fluent or increase fluency.

Drill Sequence - moves items from short term to long term:

Known to Unknown Ratio

K K U K K U K K U K

Visual Spatial Strategies

- Use Visual Aids
- Use Manipulatives
- Consider strategies like Cover-Copy-Compare
- Allow construction, drawing, other visual representation to represent learning

Processing Speed

- High Scores can actually be a deficit
- Low scores are more noticeable in the classroom
- Influenced by attention abilities
- Influenced by working memory

POWERFUL TEACHING AND LEARNING STRATEGIES

Teach using Learning Progressions

Developmental Continuums
Learning Trajectories

Reading Continuums

- <http://literacy.nationaldb.org/index.php/literacy-development-continuum/>
- http://www.myread.org/monitoring_first.htm

Math Continuums

- <http://www.numeracycontinuum.com/>
- <http://learningtrajectories.org/>

Teach Skills Directly and Explicitly

- Task Related Skills
 - *Initiation - Perseverance - Completion*
- Metacognitive Skills / Learning Strategies/ Cognitive Strategy Instruction
 - <https://cehs.unl.edu/csi/>
 - http://www.specialconnections.ku.edu/~kucri/cgi-bin/drupal/?q=instruction/cognitive_strategies/teacher_tools
- Attention and Focus Skills
- Regulation Skills (sensory, emotional)
- Coping Skills and Strategies

Strategies for Every Learner

- **Feedback** matched to student and instruction
- **Brain compatible strategies**
- **Task Difficulty** matched to student
- **Activity Sequence** (momentum)
- **Choice**
- **Opportunities to Respond**

THANKS!
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SE RPDC- OCTOBER 29&30, 2018
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