

# **E-411 PRMA**

## **LECTURE 15 ASSESSMENTS IN EDUCATION**

Christopher David Desjardins

Talked about the use of tests in education

AYP/NCLB and RTI

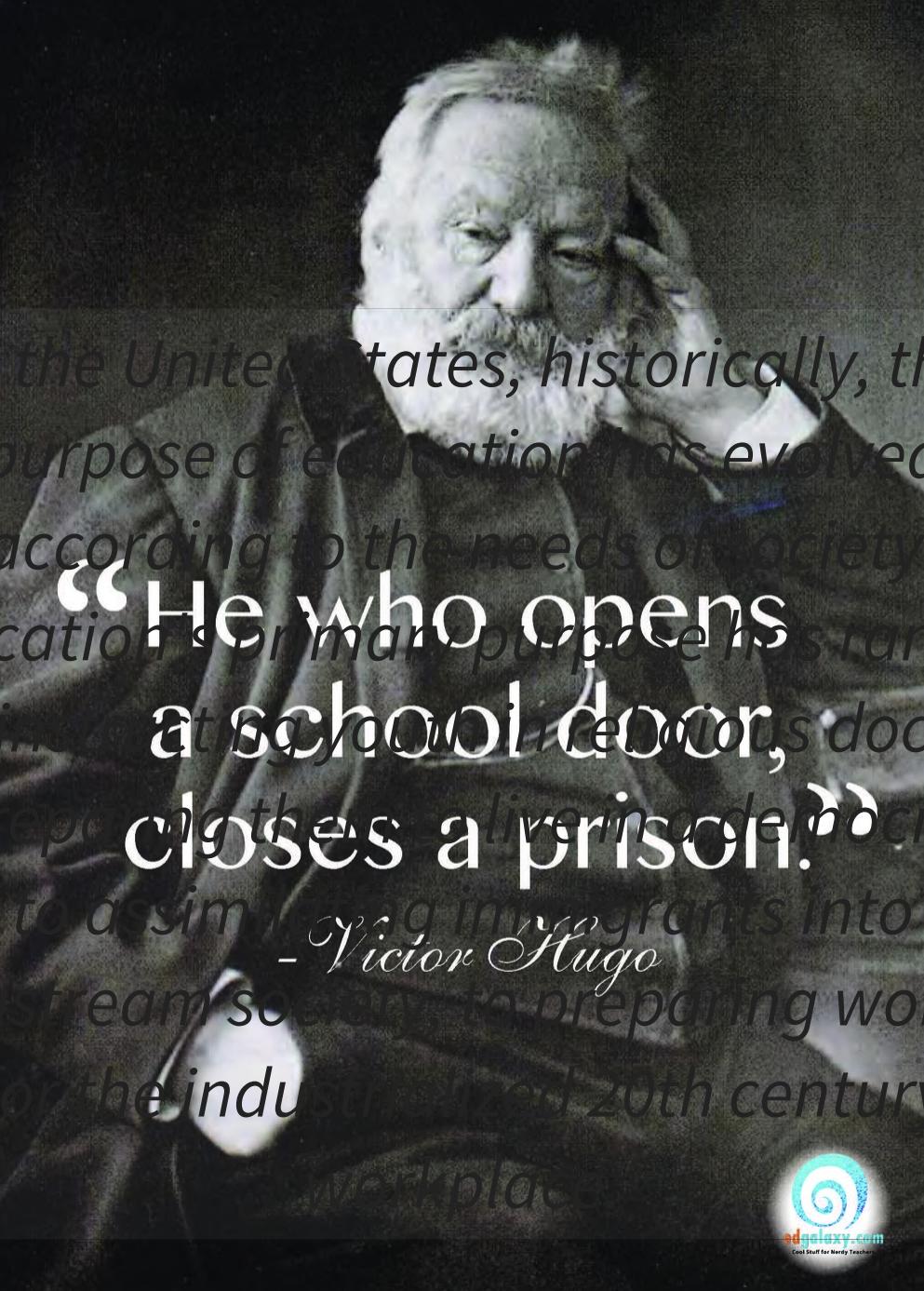
Differences between achievement and aptitude tests

SAT, GRE, PISA

Diagnostic uses, psychoeducational batteries, and other  
tests

A child without  
education, is like a  
bird without wings.  
~Tibetan proverb

**WHAT IS THE PURPOSE OF SCHOOL  
AND EDUCATION?**

A black and white portrait of the French作家Victor Hugo, looking slightly to the right with a thoughtful expression.

**"EDUCATION IS THE POV  
WE WHICH CAN  
CHANGE THE WORLD."**

**“He who opens a school door, closes a prison.”**

*- Victor Hugo*

**In the United States, historically, the purpose of education has evolved according to the needs of society. Education's primary purpose has ranged from instilling you in a religious doctrine, to preparing them to live in a democracy, to assimilating immigrants into mainstream society to preparing workers for the industrialized 20th century.**

[.usaish.com](http://usaish.com)



---

*I think that my view, and most people's view, is that the purpose of education is to support children in developing the skills, the knowledge, and the dispositions that will allow them to be responsible, contributing members of their community –their democratically-informed community. Meaning, to be a good friend, to be a good mate, to be able to work, and to contribute to the well-being of the community.*

---

# **DIAGNOSTIC VS. EVALUATIVE PURPOSES**

**Evaluative information** - tests are used to make judgements  
Pass or fail a course, program  
Admission to a program

**Diagnostic information** - tests are used to identify difficulties for remedial services  
**diagnostic test**

# DIAGNOSTIC TESTS

- May consists of multiple subtests
- Designed to identify the missing knowledge/skill
- Typically, easier than evaluative tests
- Doesn't answer *why*
- Often focus on **reading** and **mathematics**

**WHAT WOULD AN ITEM ON A READING DIAGNOSTIC TEST  
LOOK LIKE?**

**WHAT WOULD AN ITEM ON A MATHEMATICS DIAGNOSTIC  
TEST LOOK LIKE?**

**ED<sup>g</sup>Z M<sup>e</sup>W**

**HARCOURT BRACE JOVANOVICH, INC. New York**

Copyright © 1976 by Harcourt Brace Jovanovich, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Printed in U.S.A.

8-946824

**RED LEVEL FORM B**  
TEST BOOKLET

# Stanford Diagnostic Reading Test

Bjorn Karlsen  
Richard Madden  
Eric F. Gardner

m l t t T N e H  
g v B r L c P e  
Z O k L z f u t  
S n k u l a u  
G o n j e W f  
A W f e B R u n  
E A s B R H p q  
D A g Z R M e J  
E D g Z R H f d  
M e J e M e W

**HARCOURT BRACE JOVANOVICH, INC. New York**

Copyright © 1976 by Harcourt Brace Jovanovich, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Printed in U.S.A.

8-946824

**RED LEVEL FORM B**  
TEST BOOKLET

# Stanford Diagnostic

**ED<sup>g</sup>Z M<sup>e</sup>W**

**HARCOURT BRACE JOVANOVICH, INC. New York**

Copyright © 1976 by Harcourt Brace Jovanovich, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Printed in U.S.A.

8-946824

**RED LEVEL FORM B**  
TEST BOOKLET

# Stanford Diagnostic Reading Test

Bjorn Karlsen  
Richard Madden  
Eric F. Gardner

m l t t T N e H  
g v B r L c P e  
Z O k L z f u t  
S n k u l a u  
G o n j e W f  
A W f e B R u n  
E A s B R H p q  
D A g Z R M e J  
E D g Z R H f d  
M e J e M e W

**HARCOURT BRACE JOVANOVICH, INC. New York**

Copyright © 1976 by Harcourt Brace Jovanovich, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Printed in U.S.A.

8-946824

**RED LEVEL FORM B**  
TEST BOOKLET

# Stanford Diagnostic

**ED<sup>g</sup>Z M<sup>e</sup>W**

**HARCOURT BRACE JOVANOVICH, INC. New York**

Copyright © 1976 by Harcourt Brace Jovanovich, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Printed in U.S.A.

**RED LEVEL**

# Stanford Diagnostic Reading Test

Bjorn Karlsen  
Richard Madden  
Eric F. Gardner

m l t t T N e H  
g v B r L c P e  
Z O k L z f u t  
S n k u l a u  
G o n j e W f  
A W f e B R u n  
E A s B R H p q  
D A g Z R M e J  
E D g Z R H f d  
M e J e M e W

**HARCOURT BRACE JOVANOVICH, INC. New York**

Copyright © 1976 by Harcourt Brace Jovanovich, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. Printed in U.S.A.

**RED LEVEL**

# Stanford Diagnostic

# WOODCOCK READING MASTERY TESTS-REVISED

**measures:** reading readiness, achievement, and difficulties

**norm:** 3,300 USA nationally representative.

**target:** 4.5 to 80 year olds

subtests include letter identification, word identification,  
word attack, word comprehension, passage  
comprehension, phonological awareness, listening  
comprehension, oral reading fluency

**STANFORD DIAGNOSTIC READING  
TESTS**

**INSTEAD: GRADE**

Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

SCORE SUMMARY		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Operations Subtest Raw Score Scaled Score %ile Rank Applications Subtest Raw Score Scaled Score %ile Rank		
Addition (4) 13 84 Measurement (10) 15 95		
Subtraction (2) 10 50 Time and Money (7) 10 95		
Multiplication (1) NA Geometry (3) 11 63		
Division (3) NA Interpreting Data (2) 11 63		
Mental Computation (0) NA Problem Solving (3) 11 63		
OPERATIONS AREA Standard Score %ile Rank Raw Score 120 107 108		
APPLICATIONS AREA Standard Score %ile Rank Raw Score 117 87		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
12 + 12 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Pearson, Inc. All rights reserved.



Larsen Sex/M/F Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

SCORE SUMMARY		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Operations Subtest Raw Score Scaled Score %ile Rank Applications Subtest Raw Score Scaled Score %ile Rank		
Addition (4) 13 84 Measurement (10) 15 95		
Subtraction (2) 10 50 Time and Money (7) 10 95		
Multiplication (1) NA Geometry (3) 11 63		
Division (3) NA Interpreting Data (2) 11 63		
Mental Computation (0) NA Problem Solving (3) 11 63		
OPERATIONS AREA Standard Score %ile Rank Raw Score 120 107 108		
APPLICATIONS AREA Standard Score %ile Rank Raw Score 117 87		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
12 + 12 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Pearson, Inc. All rights reserved.



Larsen Sex/M/F Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

SCORE SUMMARY		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Operations Subtest Raw Score Scaled Score %ile Rank Applications Subtest Raw Score Scaled Score %ile Rank		
Addition (4) 13 84 Numeration (11) 14 91		
Subtraction (2) 10 50 Measurement (10) 15 95		
Multiplication (1) NA Time and Money (7) 10 95		
Division (3) NA Estimation (2) 11 63		
Mental Computation (0) NA Interpreting Data (3) 11 63		
OPERATIONS AREA Standard Score %ile Rank Raw Score 120 107 108		
APPLICATIONS AREA Standard Score %ile Rank Raw Score 117 87		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
12 + 12 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

E of the Manual. For standard selection of grade or age and number of the appropriate table.

School JEFFERSON Grade 1 Mathematics Teacher Examiner Sarah Jeske Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

SCORE SUMMARY		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Basic Concepts Subtest Raw Score Scaled Score %ile Rank Operations Subtest Raw Score Scaled Score %ile Rank		
Numeration (11) 14 91 Addition (4) 13 84		
Rational Numbers (3) NA Subtraction (2) 10 50		
Geometry (2) 10 48 Multiplication (1) NA		
Operations Area Standard Score %ile Rank Raw Score 120		
Applications Area Standard Score %ile Rank Raw Score 117		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
TOTAL TEST 1. 2. 3. 120 + 12 + 22 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Copyright © 1988 NCS Pearson, Inc. All rights reserved.

Product Number 2643



A Individual Test Record

Student's Name Hans Larsen Sex/M/F School JEFFERSON Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

DATA FROM OTHER TESTS		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Basic Concepts Subtest Raw Score Scaled Score %ile Rank Operations Subtest Raw Score Scaled Score %ile Rank		
Numeration (11) 14 91 Addition (4) 13 84		
Rational Numbers (3) NA Subtraction (2) 10 50		
Geometry (2) 10 48 Multiplication (1) NA		
Operations Area Standard Score %ile Rank Raw Score 120		
Applications Area Standard Score %ile Rank Raw Score 117		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
TOTAL TEST 1. 2. 3. 120 + 12 + 22 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Copyright © 1988 NCS Pearson, Inc. All rights reserved.

Product Number 2643



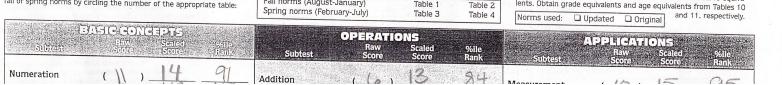
A Individual Test Record

Student's Name Hans Larsen Sex/M/F School JEFFERSON Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

DATA FROM OTHER TESTS		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Basic Concepts Subtest Raw Score Scaled Score %ile Rank Operations Subtest Raw Score Scaled Score %ile Rank		
Numeration (11) 14 91 Addition (4) 13 84		
Rational Numbers (3) NA Subtraction (2) 10 50		
Geometry (2) 10 48 Multiplication (1) NA		
Operations Area Standard Score %ile Rank Raw Score 120		
Applications Area Standard Score %ile Rank Raw Score 117		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
TOTAL TEST 1. 2. 3. 120 + 12 + 22 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Copyright © 1988 NCS Pearson, Inc. All rights reserved.

Product Number 2643



School JEFFERSON Grade 1 Mathematics Teacher Examiner Sarah Jeske Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

SCORE SUMMARY		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Basic Concepts Subtest Raw Score Scaled Score %ile Rank Operations Subtest Raw Score Scaled Score %ile Rank		
Numeration (11) 14 91 Addition (4) 13 84		
Rational Numbers (3) NA Subtraction (2) 10 50		
Geometry (2) 10 48 Multiplication (1) NA		
Operations Area Standard Score %ile Rank Raw Score 120		
Applications Area Standard Score %ile Rank Raw Score 117		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
TOTAL TEST 1. 2. 3. 120 + 12 + 22 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Copyright © 1988 NCS Pearson, Inc. All rights reserved.

Product Number 2643



A Individual Test Record

Student's Name Hans Larsen Sex/M/F School JEFFERSON Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

DATA FROM OTHER TESTS		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Basic Concepts Subtest Raw Score Scaled Score %ile Rank Operations Subtest Raw Score Scaled Score %ile Rank		
Numeration (11) 14 91 Addition (4) 13 84		
Rational Numbers (3) NA Subtraction (2) 10 50		
Geometry (2) 10 48 Multiplication (1) NA		
Operations Area Standard Score %ile Rank Raw Score 120		
Applications Area Standard Score %ile Rank Raw Score 117		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
TOTAL TEST 1. 2. 3. 120 + 12 + 22 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Copyright © 1988 NCS Pearson, Inc. All rights reserved.

Product Number 2643



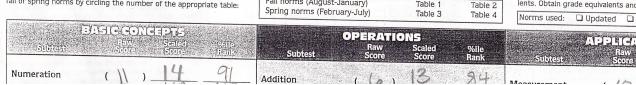
A Individual Test Record

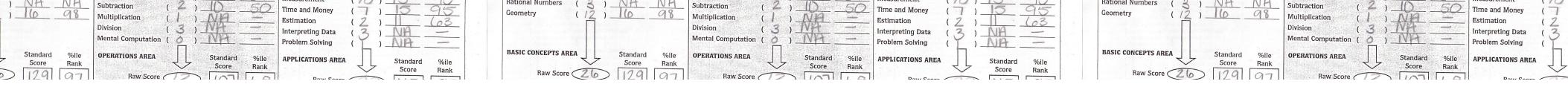
Student's Name Hans Larsen Sex/M/F School JEFFERSON Grade 1 Test date 09 10 08 Birth date 02 8 12 Chronological age 7 1 26 Date 10-8-09

DATA FROM OTHER TESTS		
Standard Scores and Scaled Scores Grade Age		
Fall norms (August-January) Table 1 Table 2 Spring norms (February-July) Table 3 Table 4		
See Table 9 for percentile ranks, stanines, and normal curve equivalents. Obtain grade equivalents and age equivalents from Tables 10 and 11, respectively.		
Norms used: <input type="checkbox"/> Updated <input type="checkbox"/> Original		
Basic Concepts Subtest Raw Score Scaled Score %ile Rank Operations Subtest Raw Score Scaled Score %ile Rank		
Numeration (11) 14 91 Addition (4) 13 84		
Rational Numbers (3) NA Subtraction (2) 10 50		
Geometry (2) 10 48 Multiplication (1) NA		
Operations Area Standard Score %ile Rank Raw Score 120		
Applications Area Standard Score %ile Rank Raw Score 117		
Grade/Age Equivalent 1.6 Grade/Age Equivalent 2.4		
TOTAL TEST 1. 2. 3. 120 + 12 + 22 = 100 Total Test Raw Score 118 88 NCE 75 Stanine 8 Grade Equivalent 2.3 Age Equivalent 7-7 (optional)		

Copyright © 1988 NCS Pearson, Inc. All rights reserved.

Product Number 2643





# STANFORD DIAGNOSTIC MATHEMATICS TEST

## INSTEAD: GMADE

**KEYMATH3**





# PSYCHOEDUCATIONAL BATTERIES

- Measure abilities related to success
- Measure educational achievement
- Used for normative comparision and to plan interventions

**HOW WOULD AN ITEM HERE DIFFER  
FROM THOSE FOR A DIAGNOSTIC  
TEST?**

# KAUFMAN ASSESSMENT BATTERY FOR CHILDREN

- Measures intelligence and achievement
- Kaufmans focus on information-processing aspect of intelligence
  - Simultaneous - all at once
  - Sequential - processing in a series
- Table 11 - 3
- Unclear factor structure
- Also can be used with the CHC model ... but how?

# WOODCOCK-JOHNSON IV

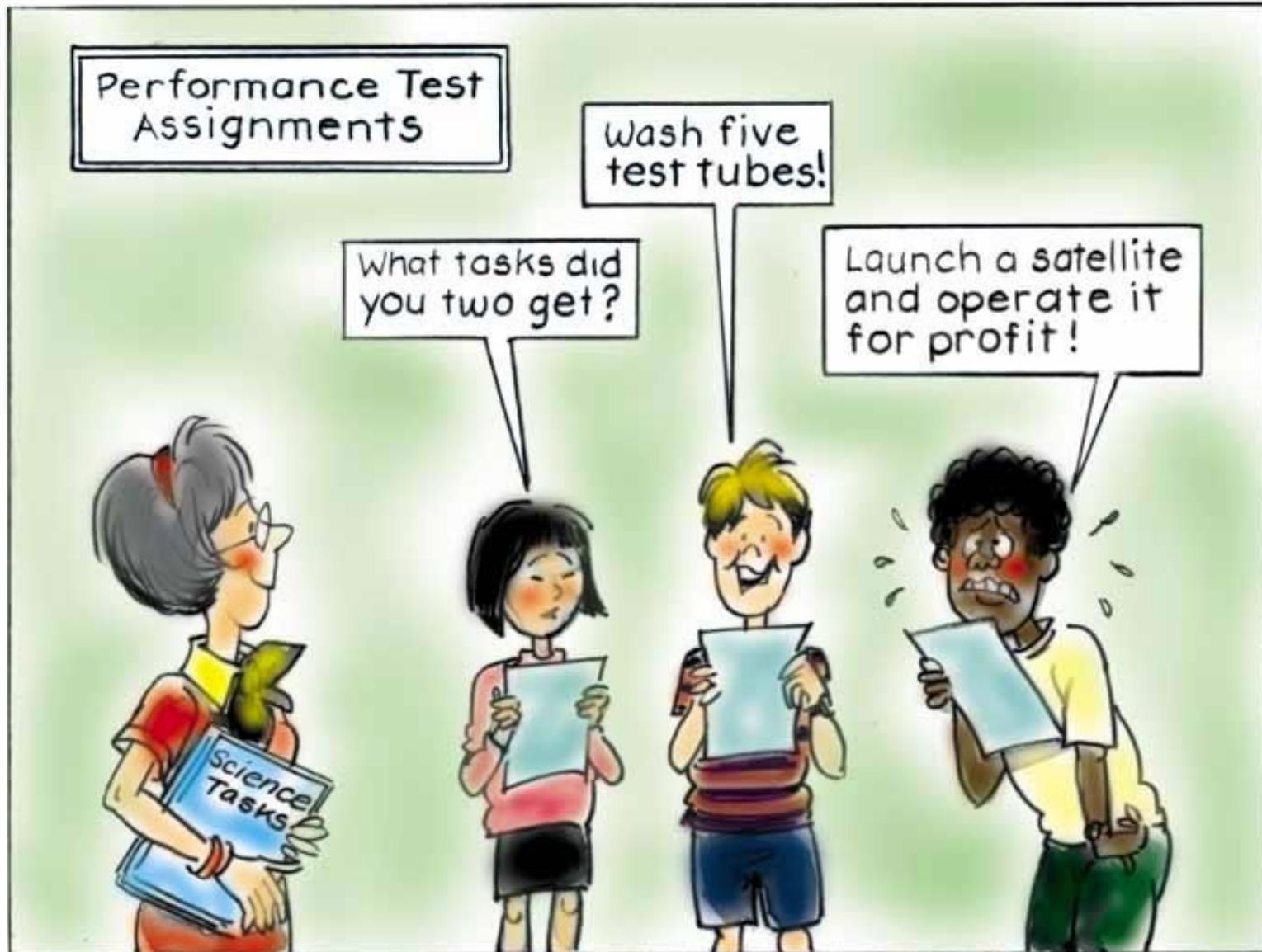
- Contains three batteries
  - Cognitive ability
  - Achievement
  - Oral language
- Administer together or individually
- [Assessment Service Bulletin](#)

## Performance Test Assignments

wash five test tubes!

What tasks did you two get?

Launch a satellite and operate it for profit!



# PERFORMANCE

- **Performance task** - a work sample design to elicit representative knowledge, skills, and values from a domain of study
- **Performance assessment** - evaluation of these tasks
- How might we use performance assessment in class? HR?

# PORTFOLIO

- What is a portfolio and what are some examples of a portfolio?
- A sample of your work
- How might we use a portfolio in class? HR?
- What are some ways you use a portfolio?
- Major issue, potential subjectivity in scoring

# AUTHENTIC ASSESSMENT

- A form of performance assessment is *authentic assessment*
- A task that evaluates your ability to transfer knowledge from the classroom to the real-world
- What have we done in class that is this type of an assessment?
- Major issue, could be affected by what you already know

# **PEER APPRAISAL AND OTHER MEASUREMENTS IN EDUCATION**

**peers assign a score or ranking to you**

"Which student would you rather work on a class project  
with?"

"Which student is the most popular"

**these are often dynamic**

Other inventories measure study habits, interests, and  
attitudes

# PERSONALITY ASSESSMENTS

# WHAT IS PERSONALITY?

# PERSONALITY IS ...

An individual's unique assemblage of psychological traits  
over time

Just like intelligence, there is no consensus

---

*Personality is defined by the particular empirical concepts which are a part of the theory of personality employed by the observer*

---

**SO ... WHAT IS A TRAIT?**

# PERSONALITY TRAIT

- Any distinguishable, relatively enduring way in which one individual varies from other
- Tend to be stable
- Traits are **relative**
- A characteristic of someone

# PERSONALITY TYPES

- A type is a similar pattern of traits to a pre-existing suite of personalities
- These are descriptions of someone
- Test consists of subtests will results in a profile (personality profile)
- Could then use profile analysis - interpreting both the pattern and the level effect
- Ex. Type A vs. Type B personality

**WHICH ONE ARE YOU?**

**[CLICK THE ABOVE]**

# **PERSONALITY STATE**

Refers to a short-term, ephemeral trait

How do you feel during a test? At the doctor's?

# HOW CAN WE USE PERSONALITY ASSESSMENTS?

# **SELF-REPORTING**

Often the person supplies information about their personality (**self-reporting**)

May be from diaries or an interview and can elicit very private information

Self-report measures self-concept (e.g. Beck Self-Concept Test)

What are some measurement issues with this?

# ANOTHER PERSON

- May want/need a spouse, parent, teacher, boss, friend, or trained observer as the informant
- Informant may know the subject being studied very well, perhaps better than themselves
- Lots of measurement issues though!!!
  - Biased leading to be too generous or severe
  - May want to rate person as "normal", i.e. in the middle
  - Something may overshadow (the halo effect)
  - Context important
  - Other problems?