

64TH CONFERENCE ON EXCEPTIONAL CHILDREN



WORKING TOGETHER

TO ACHIEVE STUDENT SUCCESS

Practical Uses of Non-Standard Assessments in School Settings

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The reason for assessment?

- What is it?
- Why do we do it?
- How do we do it?



3 prongs to eligibility

- A disability
 - Standard testing can help
- Negative impact on academic achievement or functional performance
 - Curriculum based.... measures support this
- The need for specially designed individualized instruction
 - Curriculum based measure support this too



A variety of assessment tools

- Standard instruments
- Observations
- Teacher made tests
- Interventions (RTI)
- Benchmark testing
- Probes
- Check lists



Standardized testing...

- It is often not educationally relevant
- Inconsistent in what constitutes a disability
- Sensitivity
- Specificity
- Takes time to administer
- Intended as a binary decision
- There IS a correlation between poor scores and prognosis
- Control groups for reliability and validity may not include the child's population or any language impaired children 36 or 45 examined by Spaulding did, (intellectual disability)
- May not include cut off scores for severity rating , mild, moderate, severe (if you are looking for that)



Discussing Sensitivity and Specificity

- Does the test examine what it says it does
- How well does it examine that?
- All this information is found in the examiners manual
- What else that the items supposedly do not test do they actually test in a non-standard way?
- What else does a subtest REALLY test
- What biases does any given test have? (WISC old)



Table 2. Summary of score differences for language-impaired and normative or control groups.

<1 Standard Deviation

- ALL
- CASL
- CREVT-2
- DELV
- EVT
- FLT-AT
- PPVT 3
- TOLD-I3
- UTLD-4
- Spaulding, T. Plante, E. Farinella K., Eligibility Criteria for Language Impairment: Is the Low End of Normal Always Appropriate? LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS Vol. 37 61–72 January 2006 American Speech-Language-Hearing Association 610161-1461/06/3701-0061



Table 2. Summary of score differences for language-impaired and normative or control groups

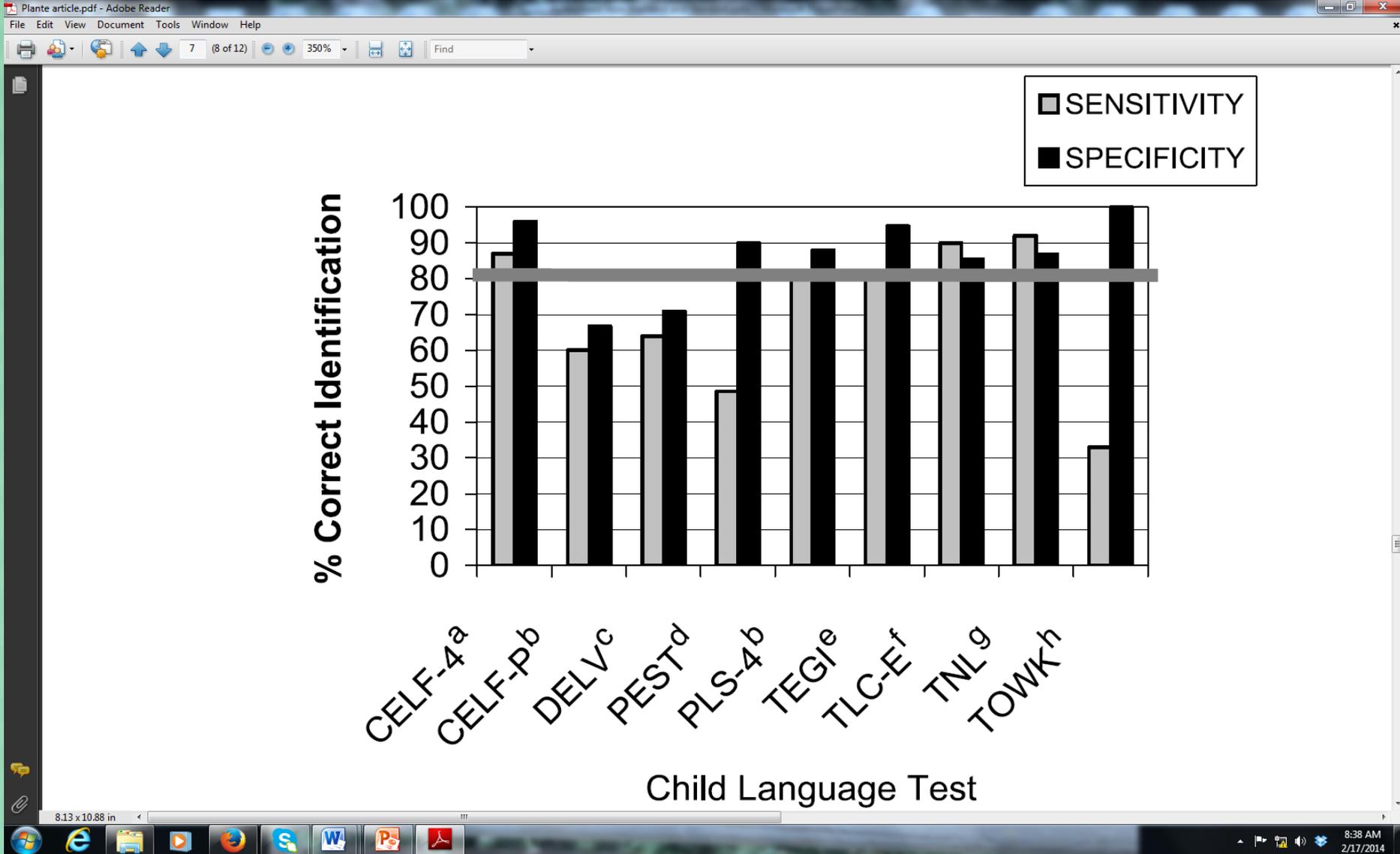
Between 1 and 1.5 SD difference

- BLT-2
 - BOEHM-3
 - CELF-P
 - LPT-R
 - OWLS
 - PLAAI-2
 - TACL-3
 - TELD-3
 - TOLD-P#
 - TOPS-R
 - TOSS-P
 - TOWK
 - TOWL-3
 - TLT-R
- Spaulding, T. Plante, E. Farinella K., Eligibility Criteria for Language Impairment: Is the Low End of Normal Always Appropriate? LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS Vol. 37 61–72 January 2006 American Speech-Language-Hearing Association 610161-1461/06/3701-0061



Table 2. Summary of score differences for language-impaired and normative or control groups
>1.5 SD difference

- CELF-4
- ELT
- OWLS-WE
- PLS-4
- TEGI
- THT
- TLC-E
- TNL
- TWT-A
- TWT-R
- Spaulding, T. Plante, E. Farinella K., Eligibility Criteria for Language Impairment: Is the Low End of Normal Always Appropriate? LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS Vol. 37 61–72 January 2006 American Speech-Language-Hearing Association 610161-1461/06/3701-0061





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Table 4. Identification accuracy for currently available tests.

<i>Test</i>	<i>Identification accuracy</i>		<i>Cutoff score^c (standard score)</i>
	<i>Sensitivity^a</i>	<i>Specificity^b</i>	
CELF-4	87%	96%	70
CELF-P	60%	67%	85
CELF-P ^d	80%	89%	96
DELV ^c	64%	71%	
EVT ^f	71%	68%	97
EOWPVT ^f	71%	71%	96
PEST	49%	90%	
PEST ^g	90%	95%	59.95
PLS-4	80%	88%	85
PPVT-3 ^f	74%	71%	104
TEGI ^h	81%	95%	
ROWPVT ^f	77%	77%	97
SPELT-3 ⁱ	90%	100%	95
SPELT-P ^d	83%	95%	79.15
TEEM ^g	90%	95%	75
TLC-E	90%	86%	n/a

8.13 x 10.88 in



Norm-Referenced VS Criterion Referenced Tests

- Norm-Referenced scores are compared to a group of scores obtained by the standardized sample
- Criterion-Referenced scores are compared with scores that are referred to as criterion levels, cut-offs, or performance standards
- (Stein-Rubin & Fabus 2012)



Non-standard assessment

- Curriculum Based
- Classroom work samples
- Checklists
- Benchmark testing
- Teacher/clinician made assessments
- Language Samples
- Teacher probes
- Writing samples
- Play samples



Curriculum Based

- Authentic: Evaluates the actual behaviors professionals want students to do.
- Dynamic: Focus on learning process rather than product

Larson & McKinley (2003)



Classroom Observation Form



Checklists



Benchmark Testing



Classroom Literacy Assessment Example



Example of Speech & Language Evaluation Report



Summary

- SLPs can use non-standard assessment information that already exists to provide the most educationally relevant intervention for students and use this information when making IEP team decisions.



References

- Larson, V., & McKinley, N. (2003). *Communication solutions for older students: Assessment and intervention strategies*. Eau Claire, Wisc.: Thinking Pub.
- Merrell, A., & Plante, E. (1997). Norm Referenced Test Interpretation in the Diagnostic Process. *Language, Speech, and Hearing*, 28, 50-58.
- Spaulding, T., Plante, E., & Farinella, K. (2006). Eligibility Criteria for Language Impairment: Is the Low End of Normal Always Appropriate? *Language, Speech, and Hearing Services in Schools*, 37, 61-72.
- Spaulding, T., Szulga, M., & Figueroa, C. (2012). Using Norm-Referenced Tests to Determine Severity of Language Impairment in Children: Disconnect Between U.S. Policy Makers and Test Developers. *Language, Speech, and Hearing Services in Schools*, 43, 176-190.

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