Overview: Part 2

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Agenda

1. KTEA-3 measures components of all eight specific learning disability (SLD) areas identified in IDEA, 2004 as well as the areas of impairment specified by DSM-V.
2. How does KTEA-3 help professionals answer questions of why a student is underachieving, but also which interventions are best to address a student’s needs?
3. KTEA-3 provides parent/teacher/child intervention suggestions that are based on a student’s KTEA-3 performance.
4. How does KTEA-3 relate to Common Core State Standards?
5. What am I hearing about an upcoming combo report with WISC-V and KABC-II?

What is KTEA-3?

The Kaufman Test of Educational Achievement, Third Edition (KTEA-3 Comprehensive Form) is an individually administered measure of academic achievement for grades pre-kindergarten through 12 or ages 4 through 25 years.

Core Composites and Subtests

Reading
- Letter & Word Recognition
- Reading Comprehension

Math
- Math Concepts & Application
- Math Computation

Written Language
- Written Expression
- Spelling

Academic Skills Battery

Reading-Related Subtests and Composites

Sound-Symbol
- Phonological Processing
- Nonsense Word Decoding

Decoding
- Letter & Word Recognition
- Nonsense Word Decoding

Reading Comprehension
- Reading Vocabulary

Reading Fluency
- Word Recognition Fluency
- Decoding Fluency
- Silent Reading Fluency
Overview of KTEA-3: Part II
Adam Scheller, Ph.D.

Oral Language Subtests and Composites

- Oral Fluency
  - Associational Fluency
  - Objects Naming Facility

- Oral Language
  - Associational Fluency
  - Listening Comprehension
    - Oral Expression

Cross-Domain Subtests and Composites

- Orthographic Processing
  - Spelling
    - Letter Naming Facility
    - Word Recognition Fluency

- Academic Fluency
  - Writing Fluency
    - Math Fluency
      - Decoding Fluency

Comprehension
- Reading Comprehension
- Listening Comprehension

Expression
- Written Expression
- Oral Expression

KTEA-3 Scores and IDEIA

<table>
<thead>
<tr>
<th>IDEA Areas of Achievement</th>
<th>Corresponding KTEA-3 Subtests</th>
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</thead>
<tbody>
<tr>
<td>Oral Expression</td>
<td>Oral Expression Subtest</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>Listening Comprehension Subtest</td>
</tr>
<tr>
<td>Basic Reading Skills</td>
<td>Letter &amp; Word Recognition Subtests</td>
</tr>
<tr>
<td></td>
<td>Nonword-Word Decoding Subtest</td>
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<tr>
<td></td>
<td>Decoding Composite</td>
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<tr>
<td>Reading Comprehension</td>
<td>Reading Comprehension Subtest</td>
</tr>
<tr>
<td></td>
<td>Reading Understanding Composite</td>
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<tr>
<td>Reading Fluency Skills</td>
<td>Word Recognition Fluency Subtest</td>
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<tr>
<td></td>
<td>Decoding Fluency Subtest</td>
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<tr>
<td></td>
<td>Silent Reading Fluency Subtest</td>
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<tr>
<td></td>
<td>Reading Fluency Composite</td>
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<tr>
<td>Written Expression</td>
<td>Written Expression Subtest</td>
</tr>
<tr>
<td></td>
<td>Written Language Composite</td>
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<tr>
<td>Mathematics Calculation</td>
<td>Math Computation Subtest</td>
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<td>Math Fluency Subtest</td>
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<tr>
<td>Mathematics Problem-Solving</td>
<td>Math Concepts &amp; Applications Subtest</td>
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KTEA-3 and CHC

<table>
<thead>
<tr>
<th>Oral Language Subtest</th>
<th>Broad</th>
<th>Narrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>Gc</td>
<td>Listening Ability (LS)</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Gc</td>
<td>Communication Ability (CM)</td>
</tr>
<tr>
<td>Reading Subtest</td>
<td>Broad</td>
<td>Narrow</td>
</tr>
<tr>
<td>Letter &amp; Word Recognition</td>
<td>Grw</td>
<td>Reading Decoding (RD)</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Grw</td>
<td>Reading Comprehension (RC)</td>
</tr>
<tr>
<td>Silent Reading Fluency</td>
<td>Grw/Gs</td>
<td>Reading Speed (RS)</td>
</tr>
<tr>
<td>Reading Vocabulary</td>
<td>Grw</td>
<td>Lexical Knowledge (VL)</td>
</tr>
</tbody>
</table>

Other subtests in manual.

KTEA-3 and Information Processing Approach

<table>
<thead>
<tr>
<th>Oral Language Subtest</th>
<th>Input</th>
<th>Processing</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Brief oral directions</td>
<td></td>
<td></td>
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<tr>
<td>• Auditory verbal: Early items are spoken by examiner, later items via audio recording</td>
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<tr>
<td>• Acquired achievement: Language comprehension, Listening ability</td>
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<tr>
<td>• Sequential processing</td>
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<tr>
<td>• Auditory verbal working memory</td>
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<tr>
<td>• Executive functions: Sustained attention, Short-term memory for details, Discrimination of essential and nonessential information</td>
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<tr>
<td>• Brief oral (verbal) response</td>
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<tr>
<td>• Open-ended and multiple-choice</td>
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</tbody>
</table>

Other subtests in manual.
KTEA-3 Evaluation

- The KTEA-3 includes:
  - measures of academic achievement
  - as well as
  - some related areas of cognitive processing
- In some cases, you will need to supplement KTEA-3 with one or more tests of:
  - Cognitive processing, or
  - Intellectual ability

Selecting Subtests to Administer

- Guidance for selecting KTEA-3 subtests based on specific reasons for referral:
  - Comprehensive evaluation
  - Weakness in a specific academic area: writing, math, or reading.
- 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.
  - In most cases, subtests selection will change as ongoing assessment results confirm or refute hypotheses and as theories are ruled in or out.

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.
  - To thoroughly evaluate S/W, a comprehensive evaluation may be preferred when evaluating for possible learning disorders and for “Tier 3” evaluations in an RTI model.
- However, a comprehensive evaluation may not be needed
  - when an examiner already has good assessment data in other academic areas, or
  - when the examiner is screening students in a specific area.
- For these purposes, a more targeted assessment plan may be warranted.

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
- Again, think about whether KTEA-3 may need to be supplemented with other norm-referenced tests and measures.

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 learning Facility to evaluate rapid automatic naming; and
    - Associational Fluency to evaluate possible word retrieval problems
  - For comprehension weaknesses:
    - Listening Comprehension and 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)
  - For all reading referrals:
    - Evaluation of verbal reasoning, perceptual reasoning, verbal working memory, and areas of executive functioning, such as inhibition, using behavioral observations on the KTEA-3 and/or administering other norm-referenced tests

Referral Questions Related to KTEA-3 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?
Reading Referral Questions Related to KTEA-3 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.

- **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?

- **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?

Qualitative Indicators

- Observations of test-taking behavior are necessary to **fully** interpret test performance.
- Qualitative information helps develop, confirm, or refute hypotheses about factors affecting the examinee’s test performance.
- Included for KTEA-3
  - Not exhaustive, and examiners are encouraged to record other observations that might be diagnosed.
  - Hypotheses suggested by the observations should be cross-validated with other test data or non-test data (such as classroom observations and reports by teachers and parents) before being acted upon.
  - In this way, quantitative and qualitative information can work together for the benefit of the examinee.

Qualitative Indicators & Q-global

- In the KTEA-3 standard report provided by Q-global, subtest-specific qualitative observations are entered for core and supplemental subtests in the areas of:
  - oral language
  - reading
  - writing
  - math
- The standard report will display the possible areas of cognitive processing weaknesses suggested by the qualitative observations.

Example of Qualitative Indicators

<table>
<thead>
<tr>
<th>Oral Expression</th>
<th>Y</th>
<th>N</th>
<th>DK</th>
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</thead>
<tbody>
<tr>
<td>Responses were often illogical or not meaningful?</td>
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<tr>
<td>Had difficulty using the target words correctly?</td>
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<tr>
<td>Responded impulsively?</td>
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<tr>
<td>Frequently revised or reformulated his/her response?</td>
<td></td>
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<td></td>
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<tr>
<td>Had difficulty with word finding?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses were often fragments/incomplete?</td>
<td></td>
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</tbody>
</table>
EXAMPLE SUMMARY: Possible Areas of Cognitive Processing Weaknesses Suggested by Qualitative Observations

<table>
<thead>
<tr>
<th>Language or Achievement Area</th>
<th>Oral Expression</th>
<th>Listening Comprehension</th>
<th>Basic Reading</th>
<th>Reading Comprehension</th>
<th>Reading Fluency</th>
<th>Spelling</th>
<th>Written Expression</th>
<th>Math Calculation</th>
<th>Math Problem Solving</th>
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<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>

Clinical Model of Assessment

- The KTEA-3 Comprehensive Form, like that of the K-TEA and the KTEA-II, was developed from a clinical model of assessment in order to provide more than a profile of norm-referenced scores.
  - Qualitative Indicators
  - The error analysis system offers clear direction for instructional interventions in all content areas by allowing the examiner to compare an examinee’s pattern of errors to a normative reference group.

Subtests with Similar Formats Help with Comparative Analyses

- Pairs of subtests—Reading Comprehension and Listening Comprehension, and Written Expression and Oral Expression—were developed to have similar formats to enable useful comparisons to be made between each pair of subtests.
- These comparisons help the examiner distinguish specific problems in reading or writing from more general language problems.

Interventions

- Intervention statements are provided along with error analysis results as part of the Clinician Report to give teachers and clinicians helpful instructional recommendations.
- In addition, Parent intervention suggestions are available as part of the Parent Report to provide parents with fun, playful educational activities to strengthen their child’s basic academic skills at home.

Examples of Parent-Child Interventions

- Reading Comprehension
  - Pre-K/K
    - Read to your child with inflection and gestures to convey meaning (e.g., shiver and extend the sounds while reading, “the ice mountain was so cool.”)
    - Read the same story repeatedly to allow your child to build his/her memory and see the benefits of repeated reading through his or her improved comprehension. Demonstrate how much they recall by allowing them to “fill-in-the-blank” of a favorite story or poem (e.g., Jack and Jill went up the ..."
  - 3rd – 5th
    - Encourage your child to preview new words before reading text (e.g., use an audio glossary or end of chapter glossary to preview chapter terms) or pre-teach words with them through discussing their meaning.
    - Have your child see you use and access a dictionary (think aloud - I don’t know that word, let’s look it up).
Examples of Parent-Child Interventions

- Written Expression
  - 3rd - 5th
    - Engage your child in writing frequently and for a variety of purposes (e.g., writing thank you notes, birthday cards, holiday cards, invitations, etc.).
    - Have your child write shopping lists and/or search and "check off" needed items, or list amounts needed, from a preprinted list.
  - 6th - 8th
    - Get your child a planner that requires him/her to note important dates, after school events/practices, homework, test dates, etc.
    - Have your child routinely write thank you notes, holiday cards, and/or update a family blog with a short descriptive phrase about a recent family event.

Common Core State Standards (CCSS)

- The goal of the initiative is to:
  - "provide teachers and parents with a common understanding of what students are expected to learn" and "define the knowledge and skills students should have within their K-12 education careers."
- Many state assessments and curriculum-based measures are designed to align closely to the CCSS to determine how well students have mastered these curriculum standards.

KTEA-3 and Common Core State Standards

- Incorporating CCSS skills into KTEA-3 was important consideration
- KTEA-3 has included CCSS identifiers for every teaching objectives and intervention statement in the report.
- As a clinical assessment (used frequently in educational settings), items needed to be sensitive to S/W analysis and diagnoses.
  - Many clinically sensitive skills are also included in CCSS.

KTEA-3 Aligns with many CCSS, but...

- Overall coverage limited for two reasons:
  1. Clinical Assessments (like the KTEA-3) are not appropriate venues for measuring many of the CCSS, especially at the upper grade levels.
  2. Grade-appropriate skills measured by the KTEA-3 subtests do not map perfectly or precisely to the CCSS.

Example of CCSS and KTEA-3 Test Map

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Grade</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsense Word Decoding</td>
<td>1 2 3</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Phonics and Word Recognition</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Phonics and Word Recognition</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Acquisition and Use</td>
<td>K 1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
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<td></td>
</tr>
<tr>
<td>Conversations of Standard English</td>
<td>K 1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Presentation of Knowledge and Ideas</td>
<td>K 1 2 3 4 5 6 7</td>
<td></td>
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</tbody>
</table>

Coming Soon...

- Q-global
  - Scoring and Reporting
  - Combo report (WISC-V, KTEA-III, WIAT-III)
- Q-interactive
  - Fall 2014
  - A digital system that streamlines the entire assessment process.
    - The clinician can create client profiles, choose and develop batteries, and review scored data through a secure web-portal.
    - Administration occurs using two tablets that "talk" to each other via Bluetooth connection. The clinician uses one to administer instructions, record and score responses, take notes, and control visual stimuli. The client uses the other to view and respond to stimuli.