KTEA-3

Overview: Part 1

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Senior Educational Consultant

Coming Spring 2014!
Objectives

• discuss the changes from the KTEA-II to the KTEA-3;
• describe how the changes impact assessment of achievement.

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.
Overview

- The KTEA-3 Comprehensive Form represents a substantial revision of the *Kaufman Test of Educational Achievement, Comprehensive Form, Second Edition* (KTEA-II; Kaufman & Kaufman, 2004)
- Including updated norms, four new subtests, revised subtests with new items and improved content coverage, updated artwork, and simplification of administration procedures to enhance the user friendliness of the test

KTEA-3: Features Retained

- The KTEA-3 Comprehensive Form has two independent, parallel forms (A and B), covers a wider range of achievement domains, and provides error analysis capabilities.
KTEA-3: Key Updates

- Lowered age to 4:0.
- Added norms for Pre-K.
- Mapped content to Common Core State Standards.
- Provided Intervention suggestions for parents and teachers.
- Made moderate changes to current subtests.
- Revised Oral Expression.
- Separated Object and Letter Naming Facility tasks.

Special Features

The KTEA-3 Comprehensive Form has a number of special features that make it an important tool for assessing academic achievement.

- It measures achievement in reading, mathematics, written language, and oral language, and allows the examiner to administer a single subtest or any combination of subtests to assess achievement in one or more domains.

- The KTEA-3 provides measures of all eight specific learning disability areas identified in the IDEIA, 2004 as well as the areas of impairment specified by DSM-V.
KTEA-3 MATERIALS

Kit Materials
Administration Manual
Scoring Manual
Stimulus Books
Record Forms (25)
Response Booklets (25)
Written Expression Booklets (2 ea)
Flash Drive
KTEA-3 Materials

- **Materials - Manuals**
- **Administration Manual - printed**
  - Explains how to administer, score, and interpret the KTEA-3. Also includes information on content development.
- **Technical Manual - Searchable PDF on Flash Drive**
  - Provides information on tryout, standardization and norms development and all norms tables.

Scoring Manual - printed*
- Item-by-item scoring rules
- Chapters include:
  - RC and LC Scoring,
  - AF Scoring,
  - WF Scoring,
  - Language Glossary,
  - WE Scoring,
  - OE Scoring,
  - Error Analysis Scoring
KTEA-3 Materials

- Stimulus Books (2 for each Form)
- Record Forms (A and B)
- Response Booklets (A and B)
- WE Booklets*

<table>
<thead>
<tr>
<th>Level</th>
<th>Form A</th>
<th>Form B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Pre-K and K</td>
<td>Response Booklet</td>
<td>Response Booklet</td>
</tr>
<tr>
<td>2: Grades 1 and 2</td>
<td>Pam and Don’s Adventure</td>
<td>The Little Duck’s Friend</td>
</tr>
<tr>
<td>3: Grades 3–5</td>
<td>Kyra’s Dragon</td>
<td>The Amazing Scrapbook</td>
</tr>
<tr>
<td>4: Grades 6–12+</td>
<td>A Day on the Set</td>
<td>The News at 6</td>
</tr>
</tbody>
</table>

KTEA-3 Materials

Additional Flash Drive Files:
- Audio Files (Form A and B)
- Error Analysis Worksheets (reproducible)
- Hand-Scoring Template (reproducible)
- Scoring Keys for Math Fluency and Silent Reading Fluency (reproducible)
- Common Core Standards Mapping
- Qualitative Indicators record form (reproducible)
  - Identifying subtest specific qualitative indicators
  - Looking at things that aren’t captured in normal scoring
## Oral Language

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Grade/ Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>PK-12+ 4-25</td>
<td>Each item requires the examinee to listen to either a sentence read by the examiner (for the early items) or a recorded passage played from the Audio CD. After listening to each sentence or passage, the student responds orally to literal and/or inferential comprehension questions asked by the examiner.</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>PK - 12+ 4 - 25</td>
<td>The student responds orally with complete sentences describing the photographs presented in the Stimulus Book. As items progress in difficulty, one or two target words are required in the student’s response. The most difficult items require a response beginning with a phrase or target word(s).</td>
</tr>
</tbody>
</table>
## Reading

<table>
<thead>
<tr>
<th>Reading</th>
<th>Grade/ Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter &amp; Word Recognition</td>
<td>PK - 12+ 4 - 25</td>
<td>The student identifies letters and pronounces words of gradually increasing difficulty.</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>PK - 12+ 4 - 25</td>
<td>This untimed test of silent reading comprehension includes several item types. Early items require matching a symbol or word(s) with its corresponding picture. Subsequent items require reading a simple instruction and responding by performing the action. Later items involve reading passages of increasing difficulty and answering literal and/or inferential questions about them. The most difficult items require rearranging five sentences into a coherent paragraph, and then answering questions about the paragraph.</td>
</tr>
<tr>
<td>Silent Reading Fluency</td>
<td>1 - 12+ 6 - 25</td>
<td>The student silently reads simple sentences and marks yes or no in the Response Booklet to indicate whether the statement is true or false, completing as many items as possible within a two-minute time limit.</td>
</tr>
<tr>
<td>Reading Vocabulary</td>
<td>1 - 12+ 6 - 25</td>
<td>Early items require the student to point to one of three words with the same meaning as a picture and target word. Each of the remaining items requires the examinee to read a sentence (silently or aloud) and say or point to the word in the sentence that has a similar meaning to the target word.</td>
</tr>
</tbody>
</table>
### Reading-Related Subtests

<table>
<thead>
<tr>
<th>Reading-Related</th>
<th>Grade/ Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonsense Word Decoding</td>
<td>1 - 12+ 6 - 25</td>
<td>The student applies phonics and structural analysis skills to decode nonsense words of increasing difficulty.</td>
</tr>
<tr>
<td>Phonological Processing</td>
<td>PK - 12+ 4 - 25</td>
<td>The student responds orally to items that require manipulation of sounds. Tasks include rhyming, matching, blending, segmenting, and deleting sounds.</td>
</tr>
<tr>
<td>Associational Fluency</td>
<td>PK - 12+ 4 - 25</td>
<td>The student says as many words as possible in 60 seconds that belong to a given semantic category.</td>
</tr>
<tr>
<td>Object Naming Facility</td>
<td>PK - 12+ 4 - 25</td>
<td>The student names pictured objects as quickly as possible during two short trials.</td>
</tr>
<tr>
<td>Letter Naming Facility</td>
<td>K - 12+ 5 - 25</td>
<td>The student names a combination of upper and lower case letters as quickly as possible during two short trials.</td>
</tr>
<tr>
<td>Word Recognition Fluency</td>
<td>1 - 12+ 6 - 25</td>
<td>The student reads isolated words aloud as quickly as possible during two 15-second trials.</td>
</tr>
<tr>
<td>Decoding Fluency</td>
<td>3 - 12+ 8 - 25</td>
<td>The student reads isolated nonsense words aloud as quickly as possible during two 15-second trials.</td>
</tr>
</tbody>
</table>
### Writing Subtests

<table>
<thead>
<tr>
<th>Writing</th>
<th>Grade/ Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Expression</td>
<td>PK - 12+ 4 - 25</td>
<td>Prekindergarten and kindergarten students trace and copy letters, and write letters, words, and a sentence from dictation. At grades 1 and higher, students complete writing tasks in the context of a grade-appropriate story format. Items at those levels include writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing sentences, combining sentences, writing compound and complex sentences, and writing an essay based on the story.</td>
</tr>
<tr>
<td>Spelling</td>
<td>K - 12+ 5 - 25</td>
<td>The easiest items require students to write single letters that represent sounds. The remaining items require students to write increasingly difficult (regular and irregular) words from dictation.</td>
</tr>
<tr>
<td>Writing Fluency</td>
<td>2 - 12+ 7 - 25</td>
<td>The student writes one sentence for each picture presented in the Response Booklet and completes as many items as possible within a five-minute time limit.</td>
</tr>
</tbody>
</table>

### Math Subtest

<table>
<thead>
<tr>
<th>Math</th>
<th>Grade/ Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Concepts &amp; Applications</td>
<td>PK - 12+ 4 - 25</td>
<td>The student responds orally to items that require the application of mathematical principles to real-life situations. Skill categories include number concepts, operation concepts, time and money, measurement, geometry, fractions and decimals, data investigation, and higher math concepts.</td>
</tr>
<tr>
<td>Math Computation</td>
<td>K - 12+ 5 - 25</td>
<td>The student writes answers to as many math calculation problems as possible. Skills assessed include simple counting and number identification; addition, subtraction, multiplication, and division operations; fractions and decimals; square roots and exponents; and algebra.</td>
</tr>
<tr>
<td>Math Fluency</td>
<td>1 - 12+ 6 - 25</td>
<td>The student writes answers to as many addition, subtraction, multiplication, and division problems as possible in 60 seconds.</td>
</tr>
</tbody>
</table>
NEW AND REVISED SUBTESTS

Oral Expression

Sample A

Look at this picture. A good sentence that tells about this picture is
A boy and his mother read a book.
**Object Naming Facility**

<table>
<thead>
<tr>
<th>Practice Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
</tr>
<tr>
<td>ball</td>
</tr>
</tbody>
</table>

**Letter Naming Facility**

<table>
<thead>
<tr>
<th>Practice Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>p</td>
</tr>
</tbody>
</table>

Did examinee name all practice letters correctly?

- [ ] YES  Continue administration
- [ ] NO   Discontinue subtest

T s D p C v

p C v T D s
KTEA-3: Key Updates

- Added four new supplemental subtests
  - Math Fluency
  - Silent Reading Fluency
  - Reading Vocabulary
  - Writing Fluency
- Added KTEA-3 scoring on Q-global
  - [www.helloq.com](http://www.helloq.com)

Math Fluency (MF)

Time Limit
1 minute

Math Fluency

<table>
<thead>
<tr>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Silent Reading Fluency (SRF)

Sample Items
A. Is water dry? .................. YES NO
B. Are some apples red? ........ YE 5 NO

Teaching Items
1. a
2. a
3. a
4. a

Time Limit
2 minutes

Writing Fluency (WF)

Sample Items
A. A girl is running.
B. The pig sleeps.

Teaching Items
1. a
2. a

Time Limit
5 minutes
Composites and Subtests

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 Understanding**
  - Reading Comprehension
  - Reading Vocabulary
- **Reading Fluency**
  - Word Recognition Fluency
  - Decoding Fluency
  - Silent Reading Fluency

Oral Language Subtests and Composites

- **Oral Fluency**
  - Associational Fluency
  - Object 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

IDEIA Areas of Achievement | Corresponding KTEA-3 Subtests
---|---
Oral Expression | Oral Expression Subtest
Listening Comprehension | Listening Comprehension Subtest
Basic Reading Skills | Letter & Word Recognition Subtests
| Nonsense Word Decoding Subtest
| Reading Composite
| Decoding Composite
Reading Comprehension | Reading Comprehension Subtest
| Reading Understanding Composite
Reading Fluency Skills | Word Recognition Fluency Subtest
| Decoding Fluency Subtest
| Silent Reading Fluency Subtest
| Reading Fluency Composite
Written Expression | Written Expression Subtest
| Written Language Composite
Mathematics Calculation | Math Computation Subtest
| Math Fluency Subtest
Mathematics Problem-Solving | Math Concepts & Applications Subtest
<table>
<thead>
<tr>
<th>DSM-V specific areas of impairment</th>
<th>Corresponding KTEA-3 subtests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impairment in reading</td>
<td></td>
</tr>
<tr>
<td>Word reading accuracy</td>
<td>Letter &amp; Word Recognition subtest</td>
</tr>
<tr>
<td></td>
<td>Nonsense Word Decoding subtest</td>
</tr>
<tr>
<td></td>
<td>Decoding composite</td>
</tr>
<tr>
<td>Reading rate or fluency</td>
<td>Word Recognition Fluency subtest</td>
</tr>
<tr>
<td></td>
<td>Decoding Fluency subtest</td>
</tr>
<tr>
<td></td>
<td>Silent Reading Fluency subtest</td>
</tr>
<tr>
<td></td>
<td>Reading Fluency composite</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Reading Comprehension subtest</td>
</tr>
<tr>
<td></td>
<td>Reading Understanding Composite</td>
</tr>
<tr>
<td>Impairment in written expression</td>
<td></td>
</tr>
<tr>
<td>Spelling accuracy</td>
<td>Spelling subtest</td>
</tr>
<tr>
<td>Grammar and punctuation accuracy</td>
<td>Written Expression: “Structure,” “Word Form,” and “Punctuation” error analysis categories</td>
</tr>
<tr>
<td>Clarity or organization of written expression</td>
<td>Written Expression subtest: Essay item</td>
</tr>
<tr>
<td>Impairment in math</td>
<td></td>
</tr>
<tr>
<td>Number sense</td>
<td>Math Concepts &amp; Applications subtest: “Number Concepts” error analysis category</td>
</tr>
<tr>
<td>Memorization of arithmetic facts</td>
<td>Math Fluency subtest</td>
</tr>
<tr>
<td></td>
<td>Math Computation subtest: “Fact or Computation” error analysis category</td>
</tr>
<tr>
<td>Accurate or fluent calculation</td>
<td>Math Computation subtest</td>
</tr>
<tr>
<td></td>
<td>Math Fluency subtest</td>
</tr>
<tr>
<td>Accurate math reasoning</td>
<td>Math Concepts &amp; Applications subtest</td>
</tr>
</tbody>
</table>

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

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.
- 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.
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.

Subtests with Similar Formats

- 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.
Approach to Assessment

- Colorful art and novel approaches to the assessment of several skills are designed to encourage examinees’ best efforts.
- For example, on the Written Expression subtest, examinees complete tasks by working through an age-appropriate booklet that tells an engaging story.

Norms

- Norms are based on two separate, representative, nationwide standardizations, one in the fall and one in the spring.
- This procedure was implemented to accurately measure examinees’ performance throughout the year.
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.

Bias Reviews

- KTEA-3 content has undergone extensive bias reviews and statistical analyses to ensure that examinees of either sex and from a variety of ethnic and socioeconomic backgrounds can be assessed with confidence.
Relationship to Ability Tests

- A subset of the KTEA-3 standardization sample was administered the *Kaufman Assessment Battery for Children, Second Edition* (KABC-II; Kaufman & Kaufman, 2004) or the *Differential Ability Scales - Second Edition* (DAS-II; Elliott, 2007) to provide a source of information about how academic strengths and weaknesses may reflect strengths and weaknesses in processing and reasoning.
  - WISC-V study

Ordering Information

*Pre-order today and use code XD6 to receive 10% off published prices through April 2014 – May 2014*

<table>
<thead>
<tr>
<th>Description</th>
<th>Product Number</th>
<th>Pricing</th>
</tr>
</thead>
<tbody>
<tr>
<td>KTEA-3 Form A Kit</td>
<td>32400XD6</td>
<td>$410.00</td>
</tr>
<tr>
<td>KTEA-3 Form B Kit</td>
<td>32401XD6</td>
<td>$410.00</td>
</tr>
<tr>
<td>KTEA-3 Form A &amp; B Combined Kit</td>
<td>32402XD6</td>
<td>$740.00</td>
</tr>
</tbody>
</table>
Questions or Comments?

http://www.pearsonclinical.com/education.html
Search: KTEA-3