**Reviewing a Normed Assessment Task**

By

1. What is the purpose of the assessment?

The purpose of an assessment is to gather information so you can monitor how a student is progressing in order to make appropriate educational decisions if necessary.

2. What are the limitations?

Limitations are things that one cannot do to their full capacity. If a student has a limitation in reading it means they are not able to read at the level they are expected.

3. Who is qualified to use the assessment?

Only the person trained in doing the assessment can administer it. The specialist, LST, etc.

4. What is Test Security?

Test security is the continuous maintenance and of all the test material in the testing materials by the people who are designated to access them.

5. List the test materials?

Observation • Check List • Portfolio • Anecdotal Records • Rating Scale • Questionnaire • Interview

6.     Explain individual administration?

When administering the assessment to an individual, you should both be seated at desk or a table corner, sitting beside the individual. The record form should be held out of sight, but not too obvious that you are concealing the information on the page, so as not to make the individual uncomfortable.  Word reading subtest should always be done individually.

7.     What is group administration?

When the assessment is given to a larger group of people at the same time. The examiner should make sure everyone has the same start/stop point for the subtests. Examinees should be seated at a table or desk, far enough away from each other so they cannot see another’s paper. Examiner should circulate to make sure everyone is following directions and on the same number. For every 8-10 examinees, there should be an additional proctor present.

8.     What are the general administration guidelines?

The general administration guidelines are the rules that need to be followed when the assessment is administered. The guidelines should be reviewed prior to the assessment being given, so the examiner is familiar with them. These guidelines are in place so that the test is administered in the same way to each person. The administration guidelines are the start points, stop points, time limits, and the discontinue rule.

9.     Explain start points, stop points, time limits and discontinue rule?

For each of the subtests, there is a specific start point for where to begin the assessment, using the student’s current grade level. There is also an adult start point.

The stop points specify when to stop the subtest, which also depends on the person’s grade level. Reading comprehension, spelling, and numerical operations subtests have stop points.

The reading comprehension and numerical operations subtest have time limits. When a time limit is reached, the test is stopped.

The discontinue rule is for the word reading subtest. If an examinee receives a score of 0 for four consecutive items, stop the administration of that subtest.

10. What subtest will be first? Word Reading (p. 11)

11. Can you repeat directions? You can repeat and rephrase general directions if requested or if you think the student doesn’t understand, as long as no additional info is given. Test questions can’t be rephrased or modified, and items in the Spelling subtest can only be repeated once if requested (p. 15).

12. Explain pacing?

“It is important to proceed from item to item and subtest to subtest at a smooth, brisk pace to maintain the attention of the examinee while still allowing sufficient time to respond.” The manual indicates specific pacing guides, such as 5-7 seconds between items or noting when a student takes more than 3 seconds to respond (p. 15).

13. What is an item set? “Item sets span different ranges and difficulty levels. They are delineated by the start and stop points for a grade or for adults…. Using item sets reduces the overall administration time, makes maximum use of the examinee’s energy and efforts, and facilitates rapport” (p. 11).

14. What is rapport and why is this important? Rapport is “a cooperative relationship between the examinee and the examiner” that helps create a pleasant environment and reinforces the student’s efforts. This can be done prior to testing by ensuring you are prepared and understand all test components and having a brief conversation with the student. It can be done during testing by paying attention to pacing as well as the student’s responsiveness/energy levels and by providing encouragement as appropriate for the student (p. 7).

15.Can you repeat directions?

You may repeat the general directions when an examinee requests it or does not seem to understand the task. These general directions may be rephrased as long as no additional information is provided. Test questions must be rephrased or modified in any way. For the spelling subtest items may only be repeated only one time upon an examinee’s request p(15).

16. Explain recording and scoring of subtests?

All of the subjects are scored either 0 points for an incorrect response or 1 for a correct response. Correct responses are noted in the record form. The Word Reading subtest necessitates scoring the examinee’s responses during test administration The other subtests (i.e., Reading Comprehension, Spelling, and Numerical Operations0 can all be scored after the administration of the test is complete (p.16).

17. What is chronological age?

Chronological age determines how old a student in years, months and days (in that order) and must be calculated correctly for interpreting test results. CA calculated by writing the test day first then subtracting the student’s date of birth (p.17).

18. Why do you convert raw scores to weighted scores?

Weighted raw scores are necessary because the total raw scores from the different item sets are not directly comparable p.18).

***What advice would you provide to educators in terms of what is essential to know?***

My advice to educators would be to equip yourself with proper knowledge, and be prepared. You have to be familiar on the assessment tool through reading and by asking resource teachers about it. Make sure that you know how to administer the test, what are the procedures and protocols, and how to interpret results. I would also recommend to strictly follow the test manual and avoid giving your own directions. You also need to know how to respond to student’s questions or if they want you to repeat directions as it may affect the test validity. It is also important to understand your limitations as an examiner like how much you can do to assist the examinees.

**References**

Wechsler Fundamentals Academic Skills Administration and Scoring Manual Canadian Edition.

(2008). Pearson Canada Assessment Inc.

https://urcourses.uregina.ca/mod/assign/view.php?id=2253092.

Lockwood A. et.al. (2021). The course on norm‐referenced academic assessment: A survey of

special education faculty. https://urcourses.uregina.ca/mod/assign/view.php?id=2253092.