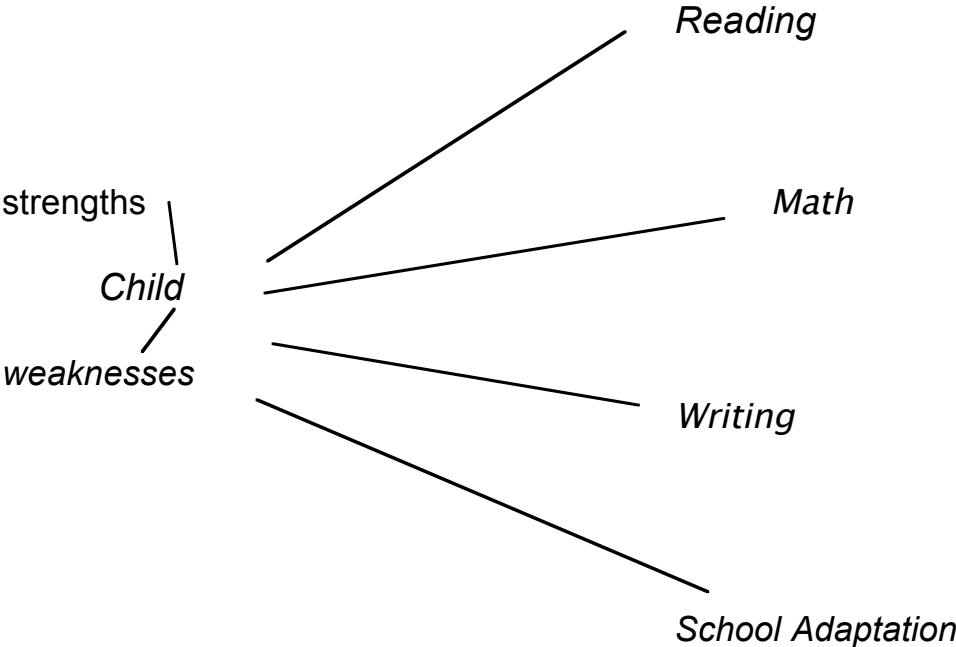


# Educational Evaluation



Individual Differences

Normative Comparison

Intra individual Differences: Strengths/Weaknesses

Intervention

Evaluate Progress

## Strength or Weakness?

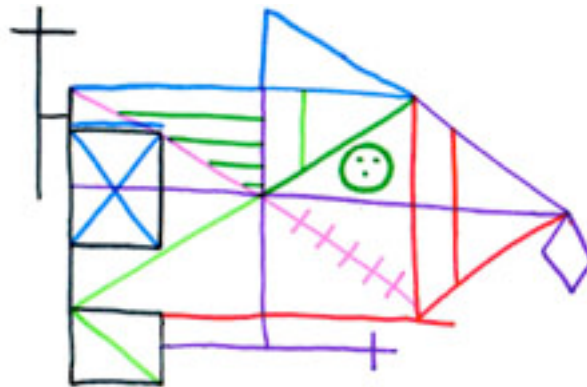
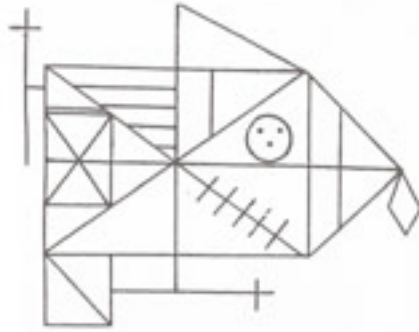
$$\begin{array}{r} 1.05 \\ \underline{\times 2} \\ \text{"about 1"} \end{array}$$

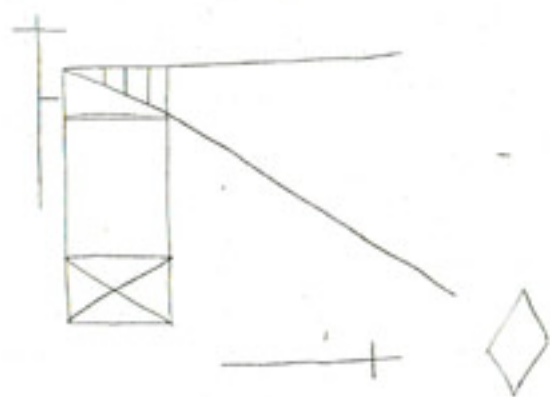
$$\begin{array}{r} 1.05 \\ \underline{\times 2} \\ 2.10 \end{array}$$

$$\begin{array}{r} 1.05 \\ \underline{\times 2} \\ .210 \end{array}$$

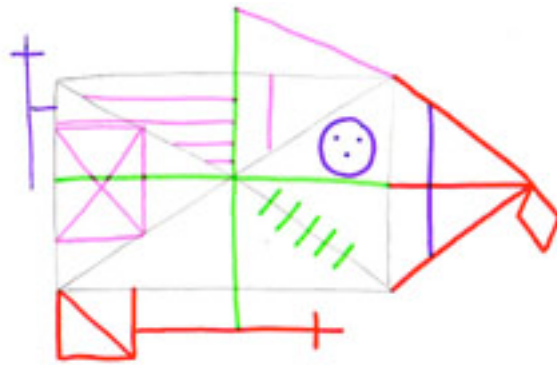
At this testing, there were serious processing problems (CVLT-C, ROCF copy) that reflect conditions more central to issues of inhibition/disinhibition and racing thoughts than X's other diagnoses. These manifest as disruptions in the narrow confines of tightly focussed, specific goal orientation. They manifest as assets when he is creating a compilation of thoughts that might eventually be harnessed in some functional or creative direction.

Strength or Weakness?  
honors student, high school

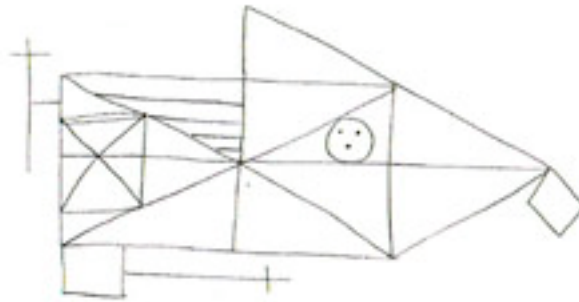




copy, structural anchor, time 2



recall, structural anchor at copy, time 2



## **INDIVIDUAL DIFFERENCES**

### **DATA SOURCES**

- **ERRORS**
- **ITEM ANALYSIS**
- **INTRAINDIVIDUAL COMPARISONS**
- **NORMATIVE COMPARISONS:**

**STANDARD SCORES**

**PERCENTILES**

- **SURPRISE, BONUS DATA**
- **FINDING SOURCE PROBLEMS IN BRIGHT OR TWICE  
EXCEPTIONAL (2e) STUDENTS**
- **EVALUATIVE PROCEDURES AND DATA**

## ERRORS

READING: STRAIN

“set-er-ain”    “shraint”    “stran”    “ainst”    “strine”

SPELLING: AMONG

umug            amnog            umung            amonk

MATH:         $\frac{3}{4} + \frac{1}{8}$

$$\begin{array}{r} \underline{3} \\ 4 \\ + \underline{1} \\ \hline 8 \\ \hline 4/12 \end{array}$$

$$\begin{array}{r} \underline{3} = \underline{6} \\ 4 \quad 8 \\ \underline{1} = \underline{2} \\ 8 \quad 8 \\ \hline 8/8 \end{array}$$

$$\begin{array}{r} \underline{3} = \underline{5} \\ 4 \quad 8 \\ \underline{1} = \underline{1} \\ 8 \quad 8 \\ \hline 6/8 \end{array}$$

## ITEM ANALYSIS

### Woodcock–Johnson Passage Comprehension

**GRADE LEVEL 4.5**      **WRONG**

What if you were \_\_\_\_\_? If someone stood right in front of you and looked right at you, they still would not be able to see you. **blind**

**GRADE LEVEL 13.0**      **CORRECT**

Eight planets besides the earth circle the sun. Of the eight, Mars comes closer to us than any other \_\_\_\_\_ Venus. **except**

### Standard Score vs Item Analysis

**Algebra Student**

**Calculation**

**SS 105**

**no algebra items answered correctly**

**third grade student**

**gallistel ellis**

**80% correct**

**no pseudowords answered correctly**

## INTRAINDIVIDUAL COMPARISONS

<b>BROAD MATH</b>	<b>100</b>
<b>CALCULATION</b>	<b>130</b>
<b>APPLIED PROBLEMS</b>	<b>70</b>
<b>BROAD READING</b>	<b>100</b>
<b>PASSAGE COMPREHENSION</b>	<b>130</b>
<b>PSEUDOWORD DECODING/WA</b>	<b>70</b>
<b>FULL SCALE WISC-IV</b>	<b>100</b>
<b>VERBAL COMPREHENSION</b>	<b>130</b>
<b>PERCEPTUAL REASONING</b>	<b>70</b>
<b>VERBAL COMPREHENSION</b>	
<b>SIMILARITIES</b>	<b>130</b>
<b>VOCABULARY</b>	<b>100</b>
<b>COMPREHENSION</b>	<b>70</b>

## **DISAGGREGATION: NCLB**

If you look at NCLB, its primary thrust in regards to accountability is to make sure that student performance is not hidden in the averages. I'm sure you can go to school districts in Louisiana where the average test scores are very high. But when you disaggregate by groups, you'll find out that although the average is high, there might be many or a few groups that are very much below that average. If you don't disaggregate, those students get lost in the averages. You never find out the nature of the achievement gap you've got before you. The purpose behind these subgroups is to make it impossible to hide inadequate student performances. Dr. Eugene Hickok, Under Secretary of Education

we're unwilling to accept the past, where everybody was just kind of measured all together. What we want to know, is we want to know specifically who is succeeding, and who is not. President Bush

## **DISAGGREGATION: IDEA**

If you look at *LD identification*, its primary thrust in regards to accountability is to make sure that student performance is not hidden in the averages. I'm sure you can go to *an individual student's performance* where the average test scores are very high. But when you disaggregate by *performance area*, you'll find out that although the average is high, there might be many or a few *subtest areas* that are very much below that average. If you don't disaggregate, those *performance areas* get lost in the averages. You never find out the nature of the achievement gap you've got before you. The purpose behind these *subtest areas* is to make it impossible to hide inadequate student performances.

we're unwilling to accept the past, where *all subtest or individual performance areas were* just kind of measured all together. What we want to know, is we want to know specifically *in what individual performance areas a child* is succeeding, and *in what individual performance areas s/he* is not.

## SURPRISE

## BONUS DATA

On a Saturday the space shuttle  
went to the moon with space men  
in it. Space men were cutting some  
moon stone out to bring it back  
to earth. When they came back  
they were happy that they went.

Imet nana + sdn set sur  
Kimha to get it to a vet

3 weeks later

Les had a bad leg.  
Meg had a yen to get vet

**FINDING SOURCE PROBLEMS IN BRIGHT OR TWICE EXCEPTIONAL (2e)  
STUDENTS**

- **disaggregate, intratest scatter**
- **use appropriately challenging instruments**  
**high school student**  
**TOWL scores average**  
**Analytical Writing Placement Exam– unsatisfactory**
- **using comparisons that work**  
**high Raven, low full scale WISC**
- **errors that are improvements over “correct”, i.e., text book answers**

## EVALUATIVE PROCEDURES

### ACCURACY on the DRA STUDENT IN GRADE 3

Date	Pass/Fail level tested**	Grade Equivalent	Expected
Sept. 07	Level 12 81% Fail	failed for midyear grade 1	Level 34
	Level 10 90% Fail	substantially deficient grade 1	
Dec. 07	Level 12 90% Fail	substantially deficient grade 1	Level 34
Feb. 08	Level 16 93% Fail	failed for end of year, grade 1 substantially deficient, gr 2	Level 34

\*\*The Connecticut State Department of Education specifies that a passing score is 95% accuracy. See: Connecticut State Department of Education Developmental Reading Assessment (DRA); Questions and Answers, Nov. 2007

## **READING**

**SEPARATE, DISAGGREGATED SCORES FOR:**

- **PHONEME AWARENESS**
- **WORD ATTACK – PSEUDOWORDS**
- **HIGH FREQUENCY WORDS**
- **SPELLING**
- **FLUENCY – RIME, NOT REPEATED READINGS**
- **COMPREHENSION – TYPICAL LENGTH PASSAGES, CLOZE, MULTIPLE CHOICE, SUMMARIES, OPEN ENDED QUESTIONS.....**

## BEWARE: READING

### DRA

#### INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

- longer p. 116

**T:** Read the title and then say: *In this story, The Pot of Gold, a mean man named Grumble caught an elf. Grumble knew every elf had gold, and he wanted this elf's gold. Look at the pictures and tell me what is happening in this story.*

### DIBLES

at-risk benchmarks for oral reading fluency (ORF) were reasonably accurate at identifying second and third graders who were reading below the twenty-fifth percentile at the end of the year (80% and 76% for second and third graders, respectively). However, 32% of second graders and 37% of third graders who were identified as at low risk by the ORF benchmarks turned out not to be reading at grade level on ITBS in April.

*Schilling, Stephen G.; Carlisle, Joanne F.; Scott, Sarah E.; Zeng, Ji (2007) Elementary School Journal, v107 n5 p429-448.*

..... The **rime** portion of a word merges these two structures and reveals them effectively and

simultaneously. As we know, spoken words are grasped better when divided by onset and rime (bl-ast) than otherwise (bla-st). In print, the rime has several *orthographic* advantages that simultaneously highlight the *phonological* structure of the word:

1. when presented as patterns, rime structures allow the reader to detect subtle shifts in letter sounds. Thus the reader can become aware of individual phoneme level sounds and how they are marked off in print, i.e., orthography. For example, if the child can read **cat, fat, bat, rat, nat**, she can extract all of the information she would need to read **tat**, could probably figure out **rant** and with some deeper phoneme analysis might independently arrive at **fan**.

2. rime helps to define the phoneme level consonant sounds that are to be extracted out of the overlapping sounds in ordinary speech. Shifts against a backdrop of patterned similarities allow the child to detect what is particular about the onset consonant. For example, the child can figure out what is distinctive to /b/ if she can read **at-bat, ut-but, et-bet**.

3. reading the rime first diminishes the urge to guess at a consonant-vowel coarticulation, avoiding the problem of reconfiguring “cuh” to make **ca** in **cat**. If the rime is read first, the reader can avoid starting off with the wrong overlapped vowel in the onset consonant (cuh for cat is the wrong overlap).

4. The rime structure makes it possible to know what the vowel sound is. Once the rime is read in full, the reader can avoid guessing at the vowel (bo-bou-bough-bought). This makes a critical contribution to *fluency*. When the rime is NOT used to disambiguate the vowel and the word is attacked from left to right, one letter at a time, *dysfluency* is inevitable.

5. The rime disambiguates its other sounds that vary, in addition to the vowel. Rime letter patterns allow the reader to zero in on which variant of the **g** sound is designated in **rag, rage, right, rough**.

6. The rime disambiguates variant consonant sounds in the onset position. You sense that **C** in **receive** gets the soft /s/ sound because of the subsequent rime, **eive**. You sense that it's the hard /k/ sound when the rime is **ap**, as in **cap**. It will work far better for the reader if he “senses” this and does not try to memorize the huge number of rules that would have to be invented to cover the multitude of patterns that govern the sound of **C** alone.

7. cherkes-julkowski, m (2005). [Find the vawol, read the rime, learn to read.](#) AJ:AZ surviving education guides [www.educational-advisor.com](http://www.educational-advisor.com)

## **MATH**

- **CALCULATIONS**
- **FLUENCY**
- **REASONING/APPLIED PROBLEMS**
- **HIGH SCHOOL LEVEL MATH**

## **BEWARE: MATH**

### **MISTAKING COMPUTATIONAL SKILL FOR MATH UNDERSTANDING**

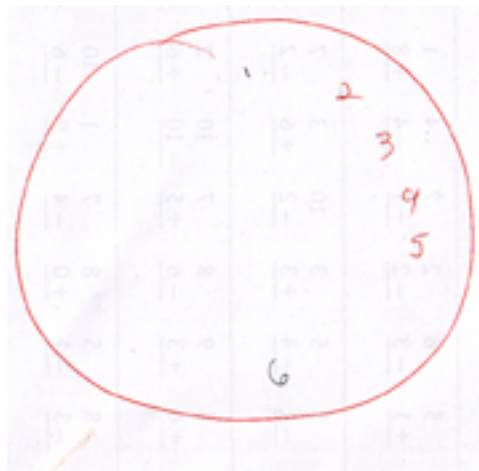
The problem with the real-world examples, Dr. Kaminski said, was that they obscured the underlying math (KENNETH CHANG)

[http://www.nytimes.com/2008/04/25/science/25math.html?\\_r=1&oref=slogin](http://www.nytimes.com/2008/04/25/science/25math.html?_r=1&oref=slogin)

### **MISTAKING POOR UNDERSTANDING FOR POOR MEMORY**

### **MISTAKING POOR MATH FOR POOR LANGUAGE**

### **FAILURE TO RECOGNIZE ROLE OF SPATIAL AWARENESS**



**BEWARE: EXECUTIVE FUNCTION**

**DSYFUNCTIONALITY OF EXECUTIVE FUNCTION**

**DYSLEXIA: ACQUIRED EXECUTIVE DYSFUNCTION**

<http://educational-advisor.com/excerpts%20link.html>

**EF VS MEANING**

HAYLING SENTENCE COMPLETION TEST: INHIBIT MEANING

**INHIBITION VS DISINHIBITION**

THE VIRTUES OF ADHD

CREATIVITY