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**EAST GRAND RAPIDS PUBLIC SCHOOLS  
PROFESSIONAL DEVELOPMENT**

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Assessment in  
East Grand Rapids Public Schools

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presented by Kathy Wisniewski

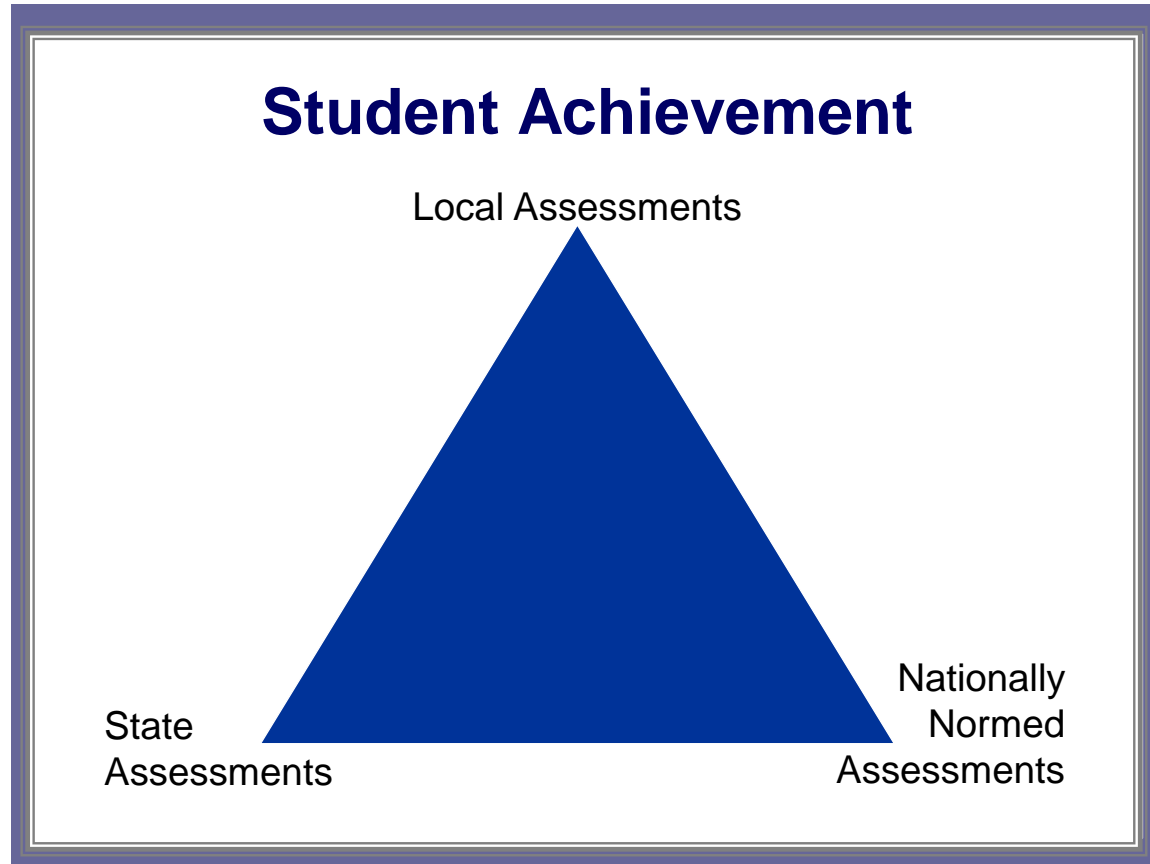
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# Student Achievement

Local Assessments

State  
Assessments

Nationally  
Normed  
Assessments



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# Standardized Tests



A test is standardized if:

- The questions are the same for everyone
  - The format of the questions are the same for everyone
  - The instructions given the students are the same for everyone
  - The time allotted to take the test is the same for everyone
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# Standardized Tests continued

- The tests are usually administered to a group of students. (Individually administered standardized tests have trained persons who give the test instrument in a standardized manner.)
  - The items on the test have known statistical properties, especially in terms of the proportions of test takers who get each item right.
  - Teacher made tests share many of the same characteristics, however, teachers do not always have information about the statistical properties of individual test items.
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# Types of Standardized Tests

## Norm Referenced Tests

- Until recently, the most common standardized test was a norm referenced test, for example, Stanford Achievement Test
  - Test items are developed by test publisher
  - Test given to a group that represents the US population in regards to urban vs. suburban, ethnicity, socioeconomic status, public vs. private, etc.
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## Norm Referenced Tests (cont.)

- The group tested is known as the national norming sample
  - All scores for that edition of the test are then referenced to the performance of the national norming group.
  - Norm-referenced tests are designed to measure the performance of people against the performance of other people.
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# Standardized Tests

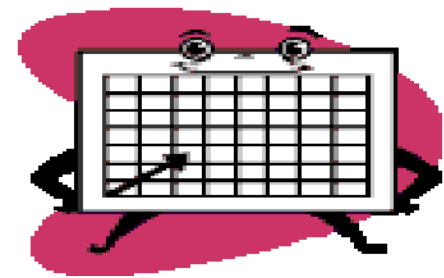
## Criterion Referenced Tests

- Originally designed to assess performance referenced to a clearly defined set of criteria – measuring people against themselves as they progressed
  - Now, criterion referenced tests are actually standards referenced tests, with criteria confused with cut scores or passing scores.
  - MEAP is a standards-referenced state test
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# NCLB

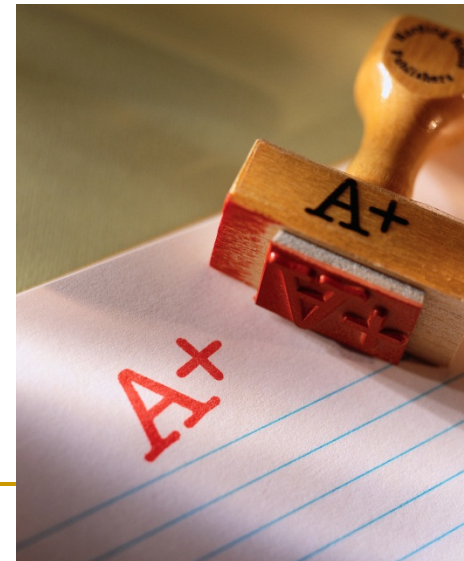


- Required that each state establish a baseline of achievement and develop a plan to make adequate yearly progress until, by 2013-2014, **100%** of each school's students had reached '**proficient**' in reading and math. Each state defined '**proficient**'.
  - Schools must report not only their aggregate test scores but the scores of various subgroups, including subgroups formed by grade, ethnicity, socioeconomic status, special ed status, ELL status, migrant status, and percent tested, with 95 % test participation required for each subgroup.
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# No Child Left Behind - MEAP

- Data reporting for schools and districts includes the percent scoring at standard or proportion of students scoring proficient or better
- These are not actual scores



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# Test Scores

- A number of factors can influence the reliability or validity of test results and affect how the test results are interpreted:
  - Similarity of the student to the norming population of the test (age, gender, ethnicity, economic status, type and location of community, etc.)
  - Quality of the test's norms (adherence to standards of test development and standardization)
  - How recent the test norms are
  - Testing conditions (individual or group administration; distractions or interruptions; consistency with standardized procedures; student's motivation, health, and attention during testing)
  - Student's familiarity or comfort with the testing procedures
  - Student's disabilities.
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# Achievement vs. Ability Tests

- Achievement has something to do with what is taught in school.
  - Ability tests measure what may or may not have been taught explicitly in school.
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# Standard Scores

- Standard scores are raw scores that are converted into scores in terms of how big they are in standard deviation units.
  - 'IQ' scores are standard scores. Otis-Lennon scores are standard scores. Mean or average of 100 and standard deviation of 15.
  - SAT scores are standard scores. Mean or average of 500 and standard deviation of 100.
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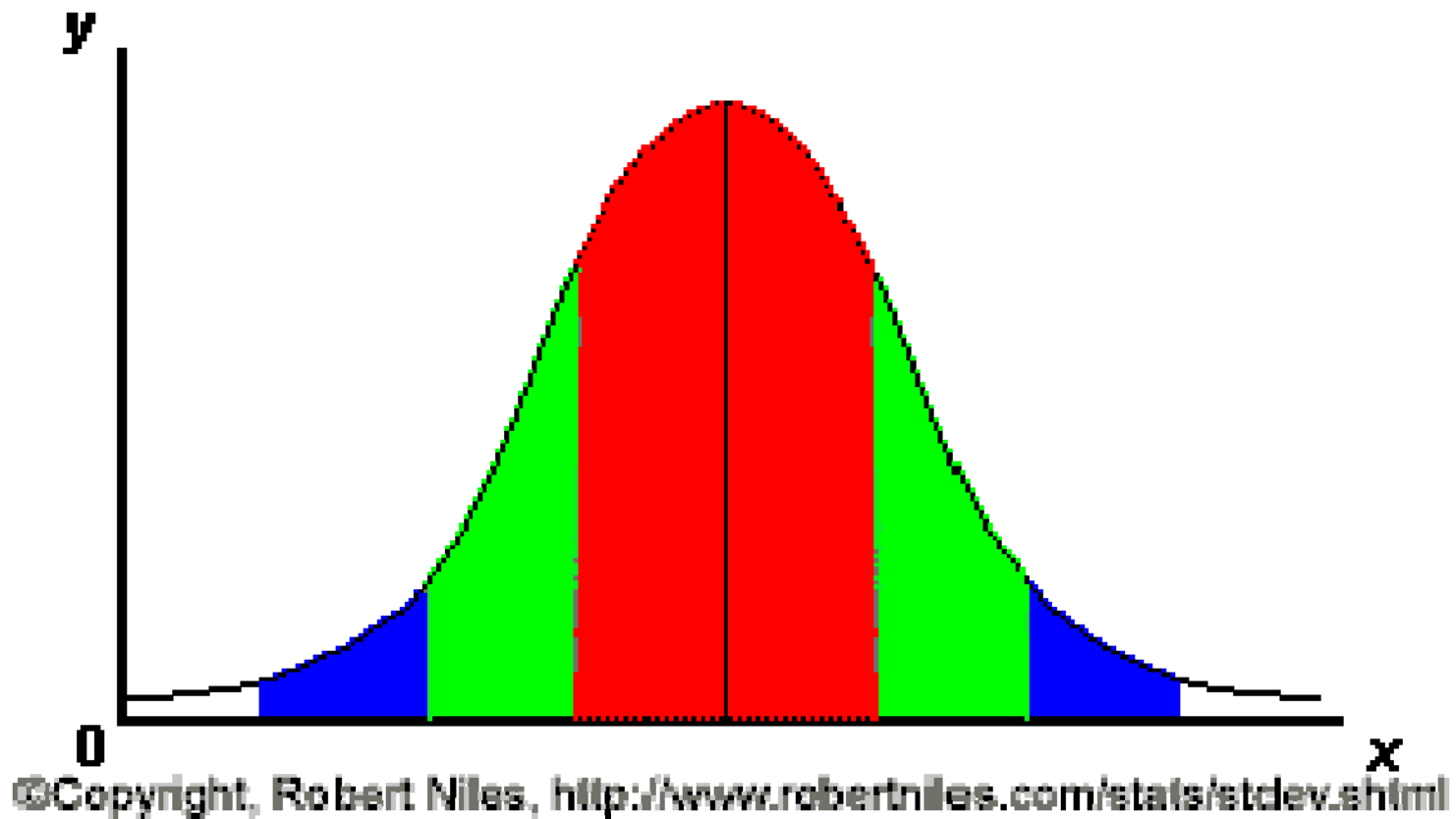
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# Percentile Rank & Stanines

- Percentile rank is not a score. Percentiles are not equal intervals. The distance between the 50<sup>th</sup> and 60<sup>th</sup> percentiles is much smaller than the distance between the 80<sup>th</sup> and 90<sup>th</sup> percentile.
  - Stanine is short for 'standard nine' and stanines are compressions of percents.
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It's that old Bell Curve again!



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# Uses of Scores



- ❑ Check for students in need of either assistance, remediation or enrichment (used individually by teaching staff and administrators, and, by groups such as Building level Child and Student Study Teams).
  - ❑ Help with class placements in elementary, middle, and high school
  - ❑ Ongoing data collection and research regarding effectiveness of early intervention programs.
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# Principles of Data Interpretation

- Do the arithmetic
  - Look for and beware of selectivity in data
  - When comparing groups make sure the groups are comparable
  - Beware of simple explanations for complex phenomena
  - Make certain you know what statistic is being used when someone is talking about “the average”
  - Do not confuse statistical significance with practical significance
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# Data Interpretation continued

- Be careful about correlation
  - Any two variables can be correlated. The resultant correlation coefficient might or might not be meaningful.
  - Any attempt to set a passing score or a cut score on a test will be arbitrary.
  - Be mindful of passing rates vs. average scores
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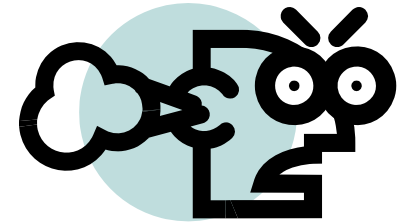
## and more Data Interpretation...



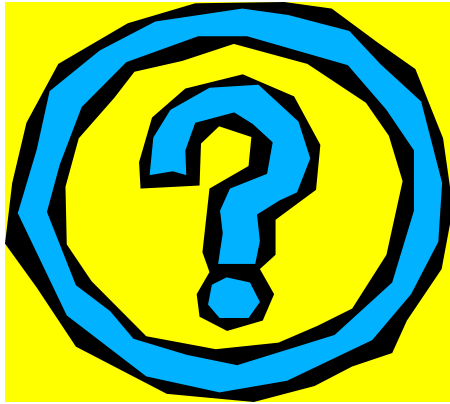
- Ranks vs. Numbers
  - Ranks can give the impression that large differences exist between people, groups, etc., but the actual differences might be small
  - Passing score vs. degree of difficulty of test – degree to which it reflects high standards - are independent of each other
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# Grade Equivalents!!



- A fourth grade student with a reading grade equivalent of seventh grade is not reading at the seventh grade level.
  - He or she has the same score as an average seventh grader would have reading fourth grade material.
  - In fact, seventh graders most likely do not take the fourth grade test, it is a statistical extrapolation. Some third graders and some fifth graders do take the test and test developers extrapolate the data to see how second or sixth or seventh graders would have done. The grade level of a test is the score of the median student of that grade.
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Questions?

**Call or Email:**

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Thank You

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