





Standardized Assessment

• "Any test in which the same test is given in the same manner to all test takers."

• A method of comparing a student to a national sample of their same-age peers

Follows very specific administration guidelines

An indicator of a student's

performance under optimal

conditions (what they are capable of) Only one piece of the puzzle

What is it?

What is it not?

- The best way to measure student performance in all situations and for all purposes
- A sensitive measure of very specific skills
- The only way to determine special education eligibility
- A useless number that no one really understands

Standardized Assessment

How do we do it?

- Following specific administration guidelines:
- One-on-one with student "Well-lit, quiet room that is free from distractions and interruptions"
- Establishing and
- maintaining rapport Praise effort not
- performance - Breaks and rewards
- Taking care of testing security

How do we use it?

- Statistical analysis of student's current levels of performance
- Special education eligibility In conjunction with other
- sources of data (e.g. classroom data, curriculumbased measurement, etc)











X Relative Proficiency Index

- Criterion-referenced statement about the individual's functionality, or quality of performance, on a task
- Scores range from 0/90 to 100/90
- Compares the individual's performance to average ageor grade- peers who demonstrate 90% proficiency on the task
- Example: 45/90 on spelling indicates that the student would demonstrate 45% proficiency when an average peer would demonstrate 90% proficiency
- Proficiency/success/accuracy can be used interchangeably

Relative Proficiency Index

- •Yoshi is predicted to perform with 23% success those writing tasks that average same-age peers would perform with 90% success (RPI = 23/90).
- •Bennett's RPI of 98/90 on Math Reasoning indicates his performance would be very advanced compared to age peers.



Visual	25-34	35-44	45-54	55-64	65-74	75-79	
Acuity							
20/10+	2.1	1.5	0.7	-	-	-	
20/15	50.4	49.5	18.2	4.2	0.9	-	
20/20	75.1	76.7	44.6	21.0	5.7	1.5	
20/30	85.5	86.3	68.3	42.8	25.0	14.6	
20/40	89.1	88.8	76.6	54.6	38.3	32.2	
20/50	91.0	90.3	82.9	62.9	48.2	44.5	"Average"
20/70	92.0	91.9	86.2	70.0	55.1	58.0	for age
20/100	95.6	94.7	94.5	90.2	84.0	86.0	Approx -1
20/200	98.6	97.1	98.3	97.9	93.2	92.0	SD Perf. for
<20/200	100+	99.4	99.8	100+	99.8	100.0	age

In the case of a 65-year-old person's vision, which statement/score is more meaningful for understanding real world performance ?

Joe is just within normal limits (just above the 40th percentile rank) for his age

OR

Joe has visual acuity of 20/100

In the case of a student's performance on a test in a specified domain, which statement/score is more meaningful for understanding real world performance or accuracy ?

Jane has a standard score of 79 which puts her at the $8^{\rm th}$ percentile rank

OR

Jane can perform on certain tasks at 25 % accuracy while others of her age typically perform at 90% accuracy

Understanding Differences Between Scores: RPI and SS

How can someone be proficient on a task (average RPI) when his or her relative standing is low (SS in below average range)?

> RPI: 83/90 (average proficiency) SS: 71 (low relative standing)

How can someone have limited proficiency on a task (below average RPI) when his or her relative standing is low average (SS in low average range) ?

RPI: 59/90 (limited proficiency) SS: 86 (low average relative standing)

Why does this happen? Scores are derived differently SS and PR use Standard Deviation RPI does not use Standard Deviation Abilities develop differently People are more variable on some tasks





M/ D:66	Deletive	Dusfisioner	Eventines will find and
w Difference	Proficiency Index	Proticiency	or grade-level tasks
-51 and below	0/90 to 3/90	Extremely Limited	Nearly Impossible
-50 to -31	3/90 to 24/90	Very Limited	Extremely Difficult
-30 to -14	24/90 to 67/90	Limited	Very Difficult
-13 to -7	67/90 to 82/90	Limited to Average	Difficult
-6 to +6	82/90 to 95/90	Average	Manageable
+7 to +13	95/90 to 98/90	Average to Advanced	Easy
+14 to +30	98/90 to 100/90	Advanced	Very Easy
+31 and above	100/90	Very Advanced	Extremely Easy



Remove from your vocabulary (and reports):

According to the WJ IV Achievement, *Student* is performing at the _____ grade level.

🔆 Qualitative Data

- Obtained through behavioral observations during testing and through analysis of erroneous responses to individual items
- Assists with understanding a student's test performance
- Description of examinee's reaction to test situation (ex. methods of problem-solving, effort, frustration triggers)
- Performance on specific skills at the item content level (ex. comment on spelling ability on words requiring vowel blends or computation ability on two-digit multiplication)
- Methods of collecting quantitative data:
- Rating scales on front of protocols
- Ratings of tests in Standard Battery
- Item-level analysis

X Qualitative Data

• Uses of qualitative data:

- Appreciation of the examinee's behavior underlying obtained test score
- Prediction of the examinee's behavior and reactions in instructional situations
- Specific skill instructional recommendations
- · Anecdotal stories when reporting scores to parents/guardians

• Example:

 Evaluation report/IEP: "When presented with mathematics-related tasks, Matteo became visibly agitated, as evidenced by moving frequently in his seat, looking at the clock, and asking 'Are we done yet?" Matteo was observed to use his fingers to count when adding or subtracting single digit numbers. He attempted 3 of 3 items requiring two-digit addition or subtraction but was unable to answer any of these items correctly."





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Woodcock-Johnson[®] IV: Score Interpretation Chart

Criterion-Referenced Interpretation of RPI Scores

Instructional Level	Independent	Instructional	Frustration
RPI	96/90 to 100/90	76/90 to 95/90	75/90 and below

Interpretation of RPI Scores

<i>W</i> Difference Values	Reported RPIs	Proficiency	Implications
+31 & above	100/90	Very Advanced	Extremely Easy
+14 to +30	98/90 to 100/90	Advanced	Very Easy
+7 to +13	95/90 to 98/90	Average to Advanced	Easy
-6 to +6	82/90 to 95/90	Average	Manageable
-13 to -7	67/90 to 82/90	Limited to Average	Difficult
-30 to -14	24/90 to 67/90	Limited	Very Difficult
-50 to -31	3/90 to 24/90	Very Limited	Extremely Difficult
-51 or below	0/90 to 3/90	Extremely Limited	Nearly Impossible

W Difference Interpretation

	CALP Level	W Difference	RPI	Instructional Implications
9	Very Advanced	+31 & above	100/90	Extremely Easy
£	Advanced	+14 to +30	98/90 to 100/90	Very Easy
4–5 (4.5)	Fluent to Advanced	+7 to +13	95/90 to 98/90	Easy
4	Fluent	-6 to +6	82/90 to 95/90	Manageable
3–4 (3.5)	Limited to Fluent	-13 to -7	67/90 to 82/90	Difficult
ĸ	Limited	-30 to -14	24/90 to 67/90	Very Difficult
2	Very Limited	-50 to -31	3/90 to 24/90	Extremely Difficult
-	Extremely Limited	-51 or below	0/90 to 3/90	Nearly Impossible
CALP Levels are based	a on how far above or below the examine	e's score falls from average score for ag	e or grade mates.	

The W Difference score represents this distance.