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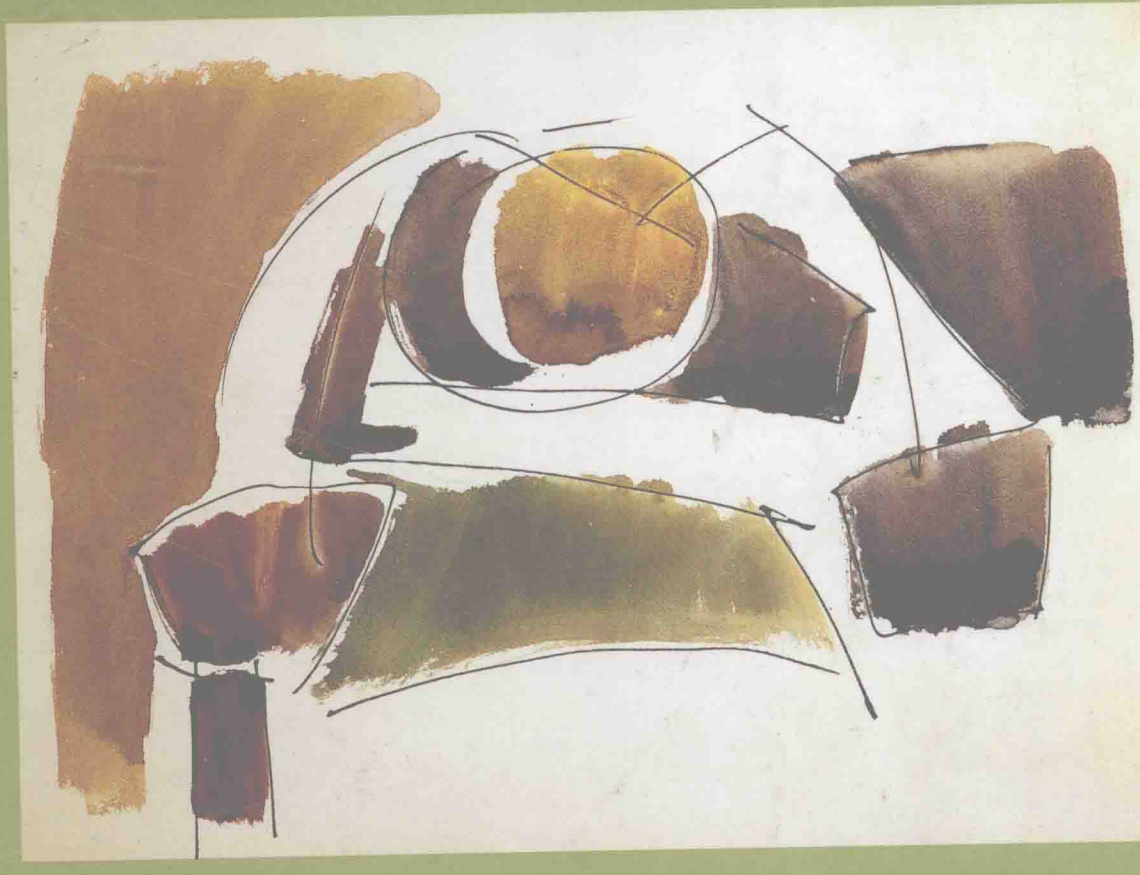
ASSESSMENT



SEVENTH EDITION

Assessment

Seventh Edition

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List of Tests Reviewed

Tests marked with an asterisk are new to or revised in this edition.

AAMD Adaptive Behavior Scale: Residential and Community Scale, Second Edition (ABS–RC2)

AAMD Adaptive Behavior Scale—School 2 (ABS–S2)

*Adaptive Behavior Evaluation Scale: Home Version, Revised (ABE, H–R)

Adaptive Behavior Inventory (ABI)

AO H-R-R Pseudoisochromatic Plates

Attention-Deficit Disorders Evaluation Scale–Home Version (ADDES–HV)

*Attention-Deficit Disorders Evaluation Scale–2, School Version (ADDES–2, SV)

Auditory Discrimination Test (ADT)

Autism Screening Instrument for Educational Planning, Second Edition (ASIEP–2)

Basic Achievement Skills Individual Screener (BASIS)

Battelle Developmental Inventory (BDI)

Bayley Scales of Infant Development, Second Edition (BSID–II)

Behavior Assessment System for Children (BASC)

Behavior Evaluation Scale–2 (BES–2)

*Behavior Evaluation Scale–2, Home Version (BES–2HV)

Behavior Rating Profile, Second Edition (BRP–2)

Bender Visual Motor Gestalt Test (BVMGT)

Boehm Test of Basic Concepts–Revised (BTBC–R)

California Achievement Tests (CAT/5)

Carrow Elicited Language Inventory (CELI)

*Child Behavior Checklist and 1991 Profile for Ages 4–18 (CBCL/4–18)

*Child Behavior Checklist and 1992 Profile for Ages 2–3 (CBCL/2–3)

Cognitive Abilities Test (CogAT)

Comprehensive Receptive and Expressive Vocabulary Test (CREVT)

*Comprehensive Test of Nonverbal Intelligence (CTONI)

Denver Developmental Screening Test (DDST)

Detroit Tests of Learning Aptitude–Primary 2 (DTLA–P2)

Detroit Tests of Learning Aptitude–3 (DTLA–3)

Developmental Indicators for the Assessment of Learning–Revised (DIAL–R)

Developmental Profile II (DP–II)

Developmental Test of Visual-Motor Integration (VMI)

Developmental Test of Visual Perception, Second Edition (DTVP–2)

Diagnostic Achievement Battery–2 (DAB–2)

Diagnostic Mathematics Inventory/Mathematics Systems (DMI/MS)

Diagnostic Reading Scales

Direct Observation Form (DOF)

Durrell Analysis of Reading Difficulty (DARD)

Dvorine Pseudoisochromatic Plates

Early Childhood Behavior Scale (ECBS)

*Ecobehavioral Assessment System Software (EBASS)

Expressive One-Word Picture Vocabulary Test–Revised (EOWPVT–R)

Farnsworth Dichotomous Test for Color Blindness

Formal Reading Inventory (FRI)

Gates-McKillop-Horowitz Reading Diagnostic Tests

Goldman-Fristoe Test of Articulation (GFTA)
Gray Oral Reading Test, Third Edition (GORT–3)
Infant Mullen Scales of Early Learning (IMSEL)
Iowa Tests of Basic Skills (ITBS)
*Iowa Tests of Educational Development, Form M (ITED)
Ishihara Color Blind Test
Kaufman Assessment Battery for Children (K-ABC)
Kaufman Test of Educational Achievement (KTEA)
Key Math–Revised (Key Math–R)
*Leiter International Performance Scale–Revised (Leiter–R)
Metropolitan Achievement Tests (MAT7)
Metropolitan Readiness Tests (MRT)
*Mini-Battery of Achievement (MBA)
Mullen Scales of Early Learning (MSEL)
Nebraska Test of Learning Aptitude (NTLA)
Otis-Lennon School Ability Test (OLSAT 7)
Peabody Individual Achievement Test–Revised (PIAT–R)
*Peabody Picture Vocabulary Test–III (PPVT–III)
Phonological Process Analysis (PPA)
Preschool Evaluation Scale (PES)
Responsibility and Independence Scale for Adolescents (RISA)
*Riverside 2000 Assessment Series: ITBS, TAP, ITED
* Scales of Independent Behavior–Revised (SIB–R)
Slosson Intelligence Test–Revised (SIT–R)
Standardized Reading Inventory (SRI)
*Stanford Achievement Test Series (SESAT, SAT, TASK)
Stanford-Binet Intelligence Scale, Fourth Edition (SB)
*Stanford Diagnostic Mathematics Test 4 (SDMT 4)
*Stanford Diagnostic Reading Test 4 (SDRT 4)
System to Plan Early Childhood Services (SPECS)
Systematic Screening for Behavior Disorders (SSBD)
*Teacher's Report Form and 1991 Profile for Ages 5–18 (TRF)
Test of Adolescent Language–3 (TOAL–3)
Test of Auditory Comprehension of Language–Revised (TACL–R)
*Test of Early Mathematics Ability, Second Edition (TEMA–2)
*Test of Early Reading Ability, Revised (TERA–2)
Test of Language Development, Intermediate 2 (TOLD–I2)
Test of Language Development, Primary 2 (TOLD–P2)
*Test of Mathematical Abilities–2 (TOMA–2)
Test of Nonverbal Intelligence–2 (TONI–2)
*Test of Reading Comprehension–3 (TORC–3)
*Test of Visual-Motor Integration (TVMI)
*Test of Written Language–3 (TOWL–3)
*Test of Written Spelling–3 (TWS–3)
*Tests of Achievement and Proficiency, Form M (TAP)
Tests of Basic Experiences–2 (TOBE–2)
Vineland Adaptive Behavior Scale (VABS)
Walker-McConnell Scale of Social Competence and School Adjustment (W-M)
Wechsler Individual Achievement Test (WIAT)
*Wechsler Scales (WAIS–R, WISC–III, WPPSI–R)
Wide Range Achievement Test 3 (WRAT 3)
*Woodcock Diagnostic Reading Battery (WDRB)
Woodcock-Johnson Psychoeducational Battery–Revised (WJ–R)
Woodcock Reading Mastery Tests–Revised (WRMT–R)
*Youth Self-Report and 1991 Profile for Ages 11–18 (YSR)

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Preface

Just before the sixth edition of *Assessment* was published in 1995, *Goals 2000: The Educate America Act* was enacted, and educational reform was sweeping the nation. The two seemed a natural fit. *Goals 2000* called for the development of high national standards and assessments designed to help determine the extent to which students achieve the high standards. Educational reform sought to make teaching, curriculum, and assessment more meaningful and authentic. However, bringing reform to fruition and implementing the high-minded standards of Goals 2000 have proven more difficult than announcing them. The seventh edition of *Assessment* is being published at a time when assessment practices in the United States and Canada are moving in many different directions at once. There are calls for more assessment of students at the same time that there are calls for diminished assessment. There are calls for schools and school personnel to demonstrate accountability for their services and the resources spent delivering those services. There is a clear shift in focus from "Are students receiving instruction?" to "Are students learning?"

Assessment practices with individual students (as well as with groups) are also going in many directions simultaneously. Some advocate lengthier batteries of tests for students who evidence academic or behavior difficulties; others advocate doing away with tests and beefing up instructional efforts with all students who have difficulty in school.

Experience in trying to specify new and more challenging curricula as well as new and more authentic assessments has exposed what was already obvious to some: different factions within American society frequently have different and occasionally incompatible goals. Attempts to specify high national standards have also clarified the difficulties in applying these standards to students in special and remedial education—students for whom excellence in the attainment of high standards is problematic. Similarly, as schools gain experience with alternative forms of assessment, the problems associated with more qualitative and subjective evaluation paradigms have become obvious. In short, experience has tempered some of the initial enthusiasm.

The seventh edition of *Assessment* is being published in a period of reflection and consolidation. For example, the use of portfolios has not led to the reinvention of education or better assessment. Yet, there is much to be said in favor of more relevant and authentic assessments of student performance. Clearly, those who have advocated alternative assessments have focused on previously neglected

outcomes, and hence instructional planning, and this focus is a genuine service to students.

We have an interesting experiment in democracy going on. Assessment practices are being formulated in democratic fashion in an uncontrolled and ever-changing environment. We use the term democratic, because many different people and organizations are involved with many competing and divergent perspectives. Assessment practices are in constant flux. They will settle over time, as all things do, but it is difficult to predict what things will look like once they do.

Audience for This Book

Assessment, Seventh Edition, is intended for a first course in assessment taken by those whose careers require understanding and informed use of assessment data. The primary audience comprises those who are or will be teachers in special education at the elementary or secondary level. The secondary audience is the large support system for special educators: school psychologists, child development specialists, counselors, educational administrators, nurses, preschool educators, reading specialists, social workers, speech and language specialists, and specialists in therapeutic recreation. Additionally, in today's reform climate, many classroom teachers enroll in the assessment course as part of their own professional development. In writing for those who are taking their first course in assessment, we have assumed no prior knowledge of measurement and statistical concepts.

Purpose

Students have the right to an appropriate education in the least restrictive educational environment. Decisions regarding the most appropriate environment and the most appropriate program for an individual should be data-based decisions. Assessment is one part of the process of collecting the data necessary for educational decision making, and the administration of tests is one part of assessment. Unfortunately, tests have sometimes been used to restrict educational opportunities; many assessment practices have not been in the best interests of students. Those who assess have a tremendous responsibility; assessment results are used to make decisions that directly and significantly affect students' lives. Those who assess are responsible for knowing the devices they use and for understanding the limitations of those devices and the procedures they require.

Teachers are confronted with the results of tests, checklists, scales, and batteries almost daily. This information is intended to be useful to them in understanding and making educational plans for their students. But the intended use

and actual use of assessment information have often differed. However good the intentions of test designers, misuse and misunderstanding of tests may well occur unless teachers are informed consumers and users of tests. To be an informed consumer and user of tests, a teacher must bring to the task certain domains of knowledge, including knowledge of the basic uses of tests, the important attributes of good tests, and the kinds of behaviors sampled by particular tests. This text aims at helping education professionals acquire that knowledge.

The New Edition

Coverage

The seventh edition retains the style, content, and organization of the first six editions. It continues to offer evenhanded, documented evaluations of standardized tests in each domain, straightforward and clear coverage of basic assessment concepts, and illustrations of applications to the decision-making process. Most chapters have been updated and several have been revised substantially. Key revisions in this edition include the introduction of new concepts of reliability and validity. Chapter 18, "Assessment of Intelligence: Group Tests," has been entirely rewritten, with reviews of the new versions of the achievement tests. Chapter 25, "Assessment of Perceptual-Motor Skills," has been substantially reworked. Also, Chapter 9, "Adapting Tests to Accommodate Students with Disabilities," and Chapter 30, "Outcomes-Based Accountability Assessment," have been revised to reflect new practices.

Test information has been updated and new reviews have been added. Twenty-eight new or revised tests are reviewed in this edition of *Assessment.* A list of all the tests reviewed in this edition follows the Contents.

In addition, the end-of-chapter materials have been substantially revised. Each chapter provides a list of sites on the World Wide Web where students can find additional information related to the topics within the chapter. We selected web sites that we believed were relevant to the materials presented in the chapter and that were likely to endure—that is, sites maintained by publishers, professional or scientific organizations, or university research centers with a record of longevity. The web sites were active at the time we prepared the text, but we are, of course, not responsible for their continued presence. Each chapter also contains new additional readings and projects to expand student understanding as well as substantially revised study questions.

Organization

The seventh edition, in four parts, is an introduction to psychoeducational assessment. Part 1, "Assessment: An Overview," places testing in the broader context

of assessment: Assessment is described as a multifaceted process, the kinds of decisions made using assessment data are delineated, and basic terminology and concepts are introduced. In Chapter 3, "Legal and Ethical Considerations in Assessment," we describe the ways assessment practices are regulated and mandated by legislation and litigation. In Part 2, "Basic Concepts of Measurement," we give readers an understanding of the measurement principles needed not only to comprehend the content in Parts 3 and 4 but also to apply and use information obtained from tests they may administer.

In Parts 3 and 4, we review the most commonly used assessment instruments and approaches. In Part 3, "Assessment in Classrooms," we address the kinds of assessments that typically take place in classroom settings. The focus of these chapters is on observations, interviews, non-test-based approaches, and those test-based approaches designed specifically to provide information on effective instruction. In Part 4, "Assessment Using Formal Measures," we review formal (usually standardized) testing that occurs for the most part outside of classrooms.

Test evaluations follow a similar format. Initially we describe the kinds of behaviors sampled by tests in the domain; then we describe specific tests. For each test, we examine the kinds of behaviors it samples, the adequacy of its norms, the kinds of scores provided, and evidence for technical adequacy (reliability and validity). Consistent with our earlier editions, we evaluate the technical adequacy of tests in light of the standards set by three professional associations (the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education) in their document entitled *Standards for Educational and Psychological Testing*. Test evaluations are virtually a handbook for assessment practitioners.

A summary of chapter content, a list of additional reading, several sites on the World Wide Web, and several questions for review and thought appear at the end of each chapter to help readers expand their knowledge and apply the fundamental concepts developed. Appendixes at the end of the text include two tables of statistical data, a list of equations used in the text, a list of test publishers, suggestions for how to review a test, and a description of item-response theory. Complete references for in-text citations follow the appendixes.

Assessment is a controversial topic; we have attempted to be objective and evenhanded in our review and portrayal of current assessment practices.

Acknowledgments

Many people have assisted in our efforts. We wish to express our sincere appreciation to Michael Vanderwood (University of Minnesota), who helped us conduct background research on specific topics. The following individuals provided constructive criticism and helpful suggestions during development of this text:

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The text represents a collaborative effort, and we believe we have produced an integrated text that speaks for both of us.

John Salvia
Jim Ysseldyke

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