



Partnership for Accessible Reading Assessments



# Non-Cognitive Factors in Less Accurately Measured Students

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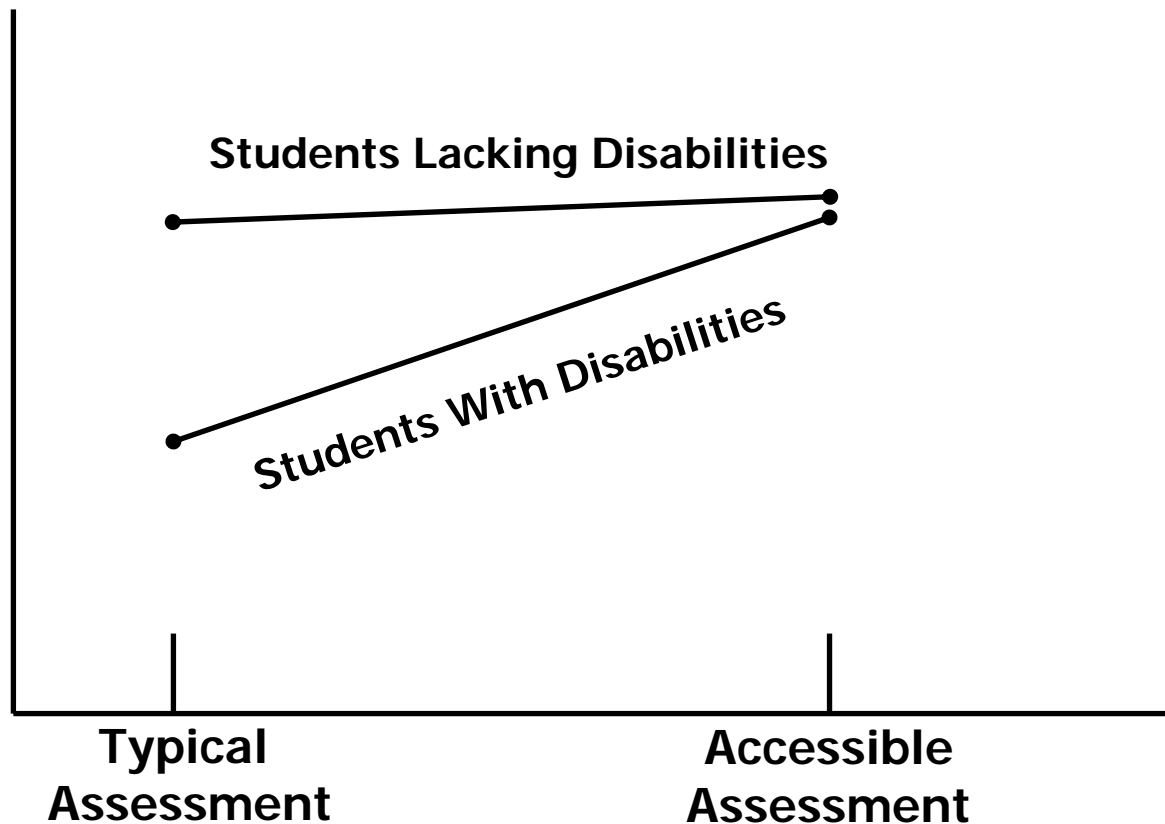


# Higher Scores for All?

- The NARAP work assumes that typical reading assessments have limitations for assessing the reading skills of students with disabilities.
- Is accessible reading assessment a way to increase test scores for all students with disabilities?



# Interaction Hypothesis Might Suggest All SWD Scores Rise

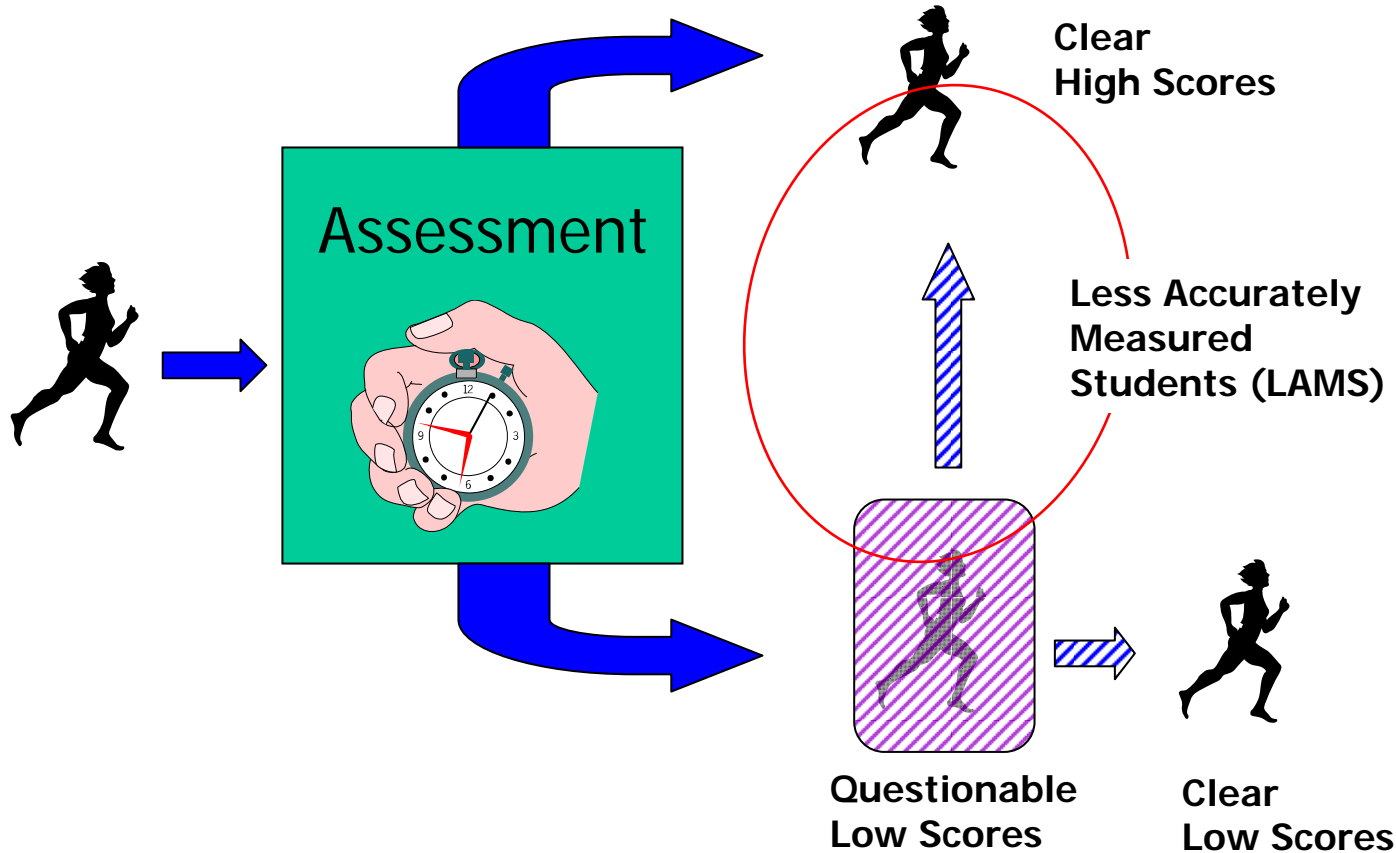




## But Reality Is More Complicated

- Some students with disabilities already score well despite their disabilities.
- Some students with disabilities truly cannot do what a State's standards require.
  - Regardless of where the fault lies - whether with the instruction, the student or elsewhere – assessments should show if a student cannot do what is required.

# Scores Should Rise For Some Less Accurately Measured Students



# Sources of Reduced Accuracy

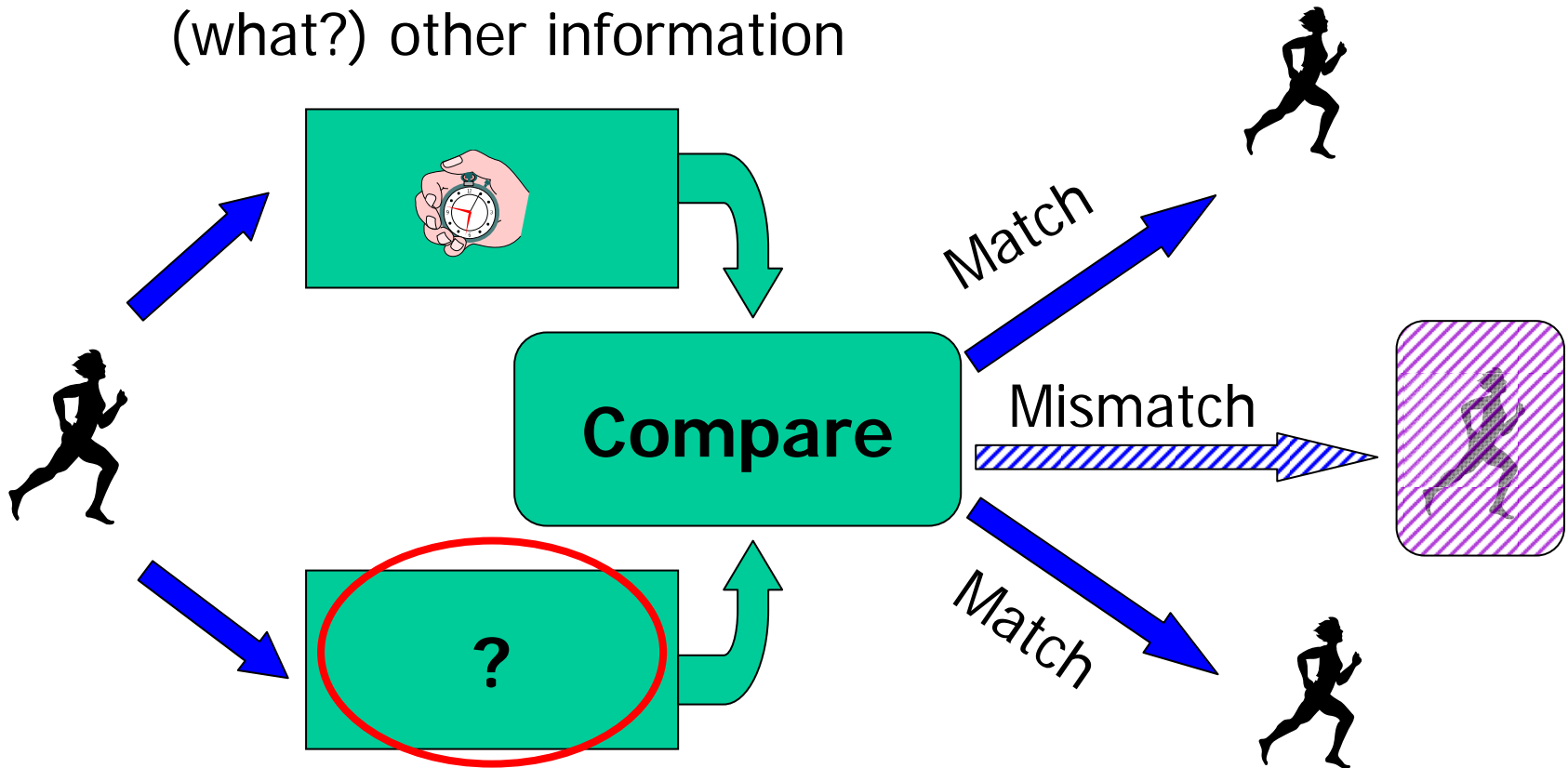
Systematic  
Error

Random  
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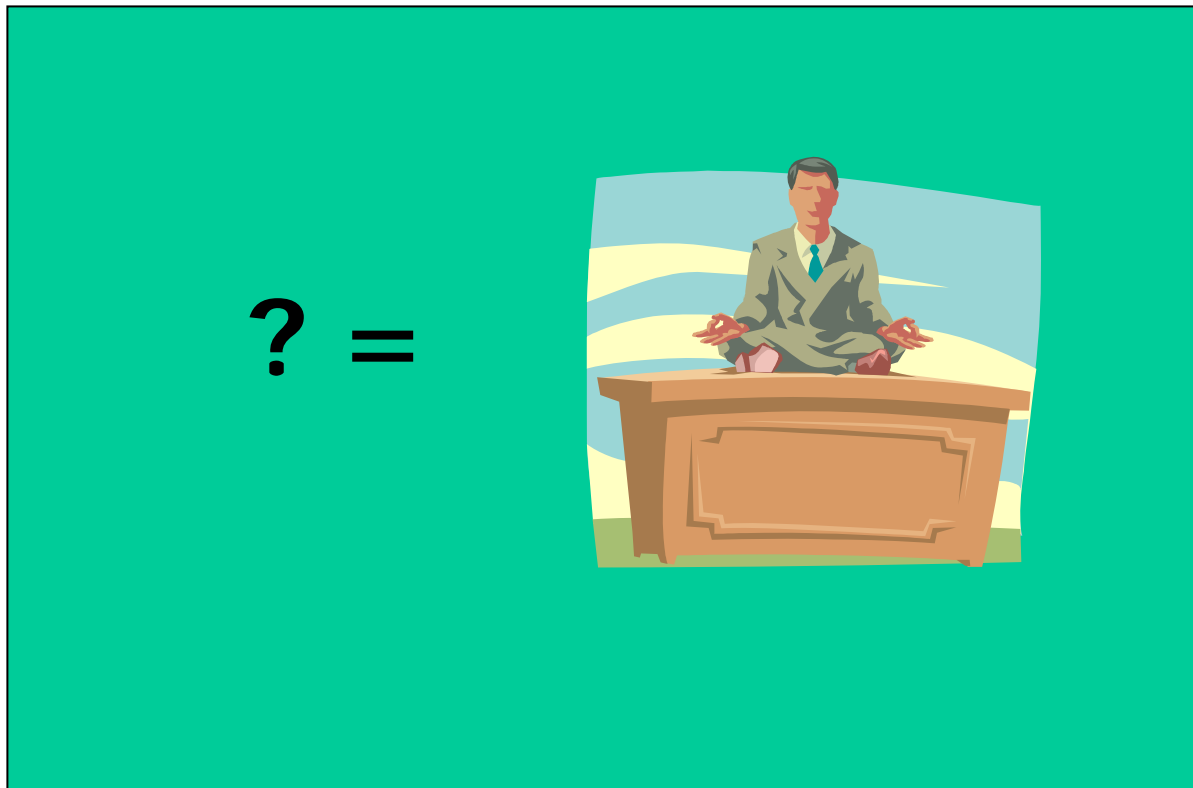
Too High Scores	Cheating, Narrow Teaching to the Test	Lucky Learning, Good Guesses
Too Low Scores	Bias, Inappropriate Obstacles	Bad Day, Bad Guesses, Test Taking Errors

# How Can We Identify Potential LAMS?

Compare test results with  
(what?) other information



# Compare Tests with Teacher Judgment?





# Teacher Nominations: Study Goals

- How well can teachers identify LAMS?
  - Do they say they can?
  - Can they distinguish reasons for LAMS?
  - Can they provide supporting evidence?
  - Do brief supplemental examinations match teacher judgments?
- What can we learn from teachers' LAMS?
  - What do they say they need or want?
  - What do we observe in assessment situations?



# Teacher Nominations: Study Procedures

- Teachers complete LAMS nomination questionnaire
  - 4th and 8th grade classroom, reading, English/language arts, special education teachers
- Researchers meet with teachers
  - Structured interview & examine supporting evidence
- Researchers meet with students
  - 4th through 8th grade, native speakers of English
  - Structured interview and differentiated assessment



# Teacher Nominations: Study Results

- Two phases separated by adjustments in meeting procedures
- 21 teachers at 10 sites completed LAMS nomination questionnaires on 77 students
- Average “misrepresentation” (1-5): 3.89
- First phase, met with 2 teachers and 6 students
- Second phase, met with 7 teachers and 17 students – all elementary



# Reasons for Identifying Students as LAMS

	Count*	Percentage*
Fluency Limitations Obscure Comprehension Skills	32	41.6%
Some Comprehension Limitations Obscure other Skills	22	28.6%
Test Fails to Reveal Non-Tested Strengths	18	23.4%
Responds Poorly to Testing Circumstances or Materials	31	40.3%
Other	5	6.5%

\* Note duplicate counts on 77 students sum to a total count of 108 and total percentage of 140%



# Teacher Ratings of Hindrances to Student Performance

	Hardly At All	A Little	Some	Quite a Bit	A Lot	Blank	Mean
Fluency limitations	3	0	4	6	4	<0>	3.47
	17.6%	0.0%	23.5%	35.3%	23.5%	0.0%	
Comprehension limitations	0	1	5	7	4	<0>	3.82
	0.0%	5.9%	29.4%	41.2%	23.5%	0.0%	
Low motivation for the test	7	1	4	1	4	<0>	2.65
	41.2%	5.9%	23.5%	5.9%	23.5%	0.0%	
Keeping attention focused on the test	3	5	5	2	2	<0>	2.71
	17.6%	29.4%	29.4%	11.8%	11.8%	0.0%	
Getting worn out by the test	5	4	2	3	3	<0>	2.71
	29.4%	23.5%	11.8%	17.6%	17.6%	0.0%	
Anxiety	5	3	6	0	2	<1>	2.44
	29.4%	17.6%	35.3%	0.0%	11.8%	5.9%	
Other:	0	1	0	2	7	<7>	4.50
	0.0%	5.9%	0.0%	11.8%	41.2%	41.2%	



# Student Attitudes Toward Reading and Tests

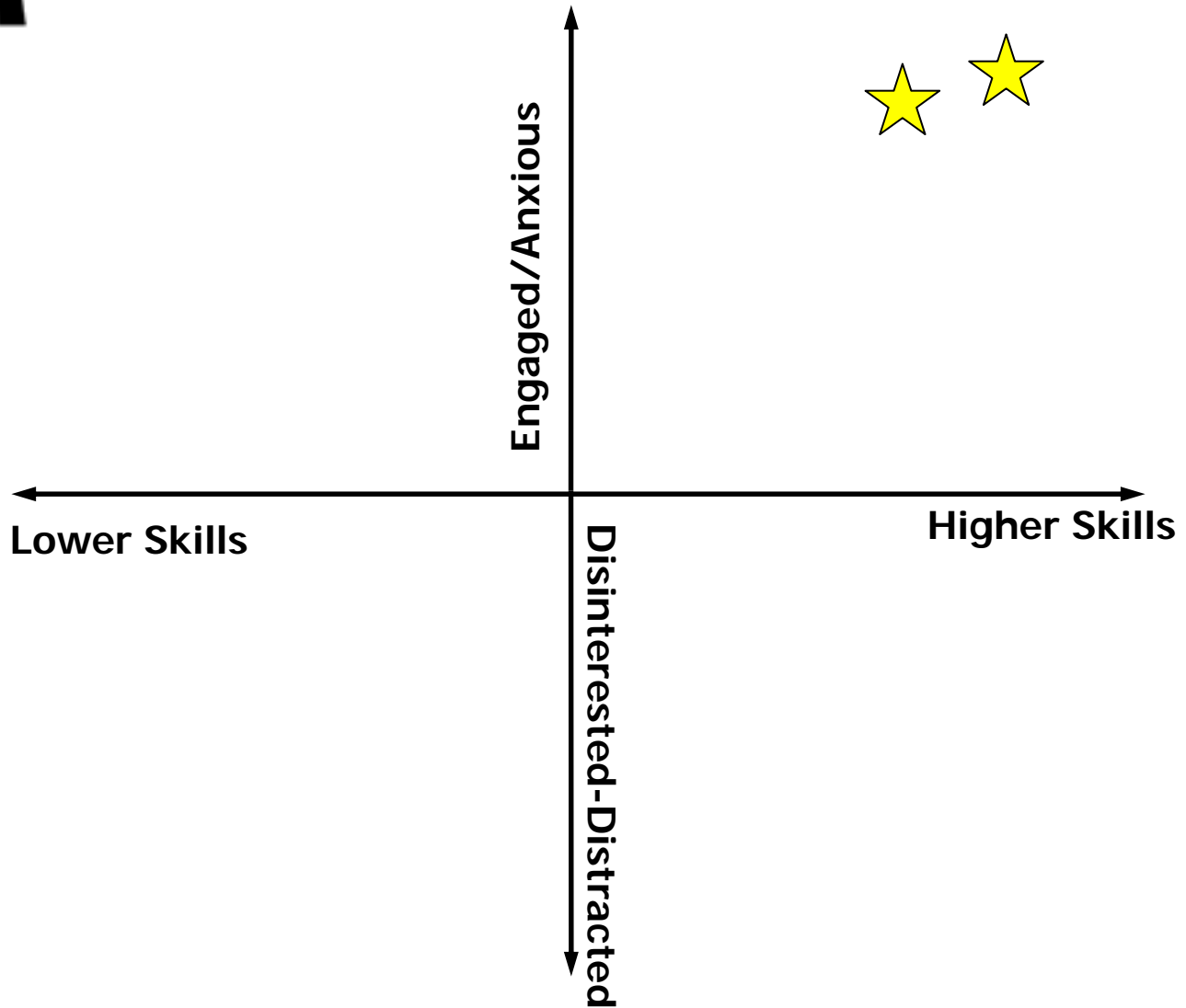
	Hardly At All	A Little	Some	Quite a Bit	A Lot	Blank	Mean
How much do you read not for school?	1	4	7	1	3	<1>	3.06
	5.9%	23.5%	41.2%	5.9%	17.6%	5.9%	
How much do you Like reading?	0	0	9	4	3	<1>	3.63
	0.0%	0.0%	52.9%	23.5%	17.6%	5.9%	
How hard is reading for you?	3	2	7	4	0	<1>	2.75
	17.6%	11.8%	41.2%	23.5%	0.0%	5.9%	
How well do tests show your reading?	0	1	6	5	2	<3>	3.57
	0.0%	5.9%	35.3%	29.4%	11.8%	17.6%	

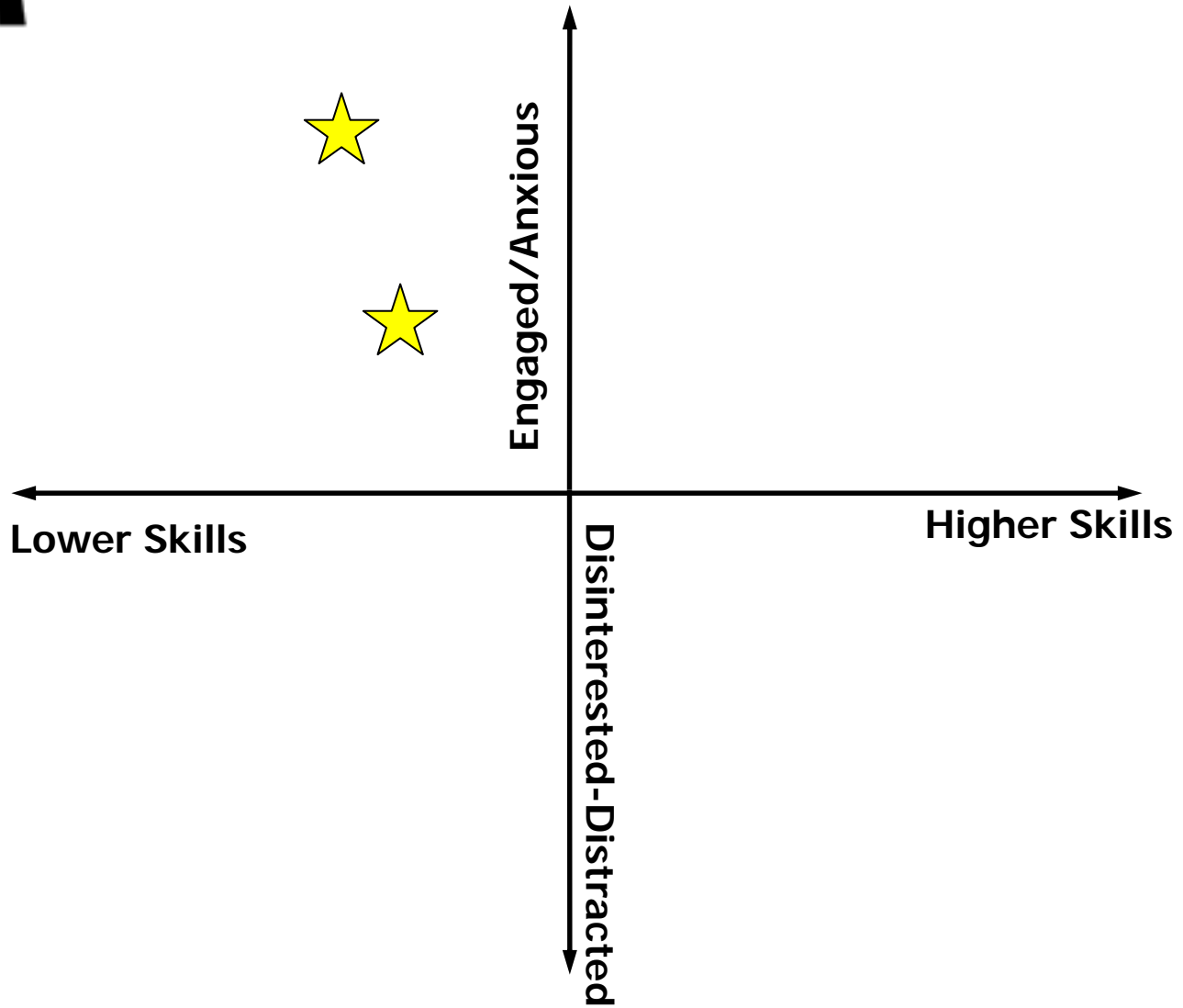


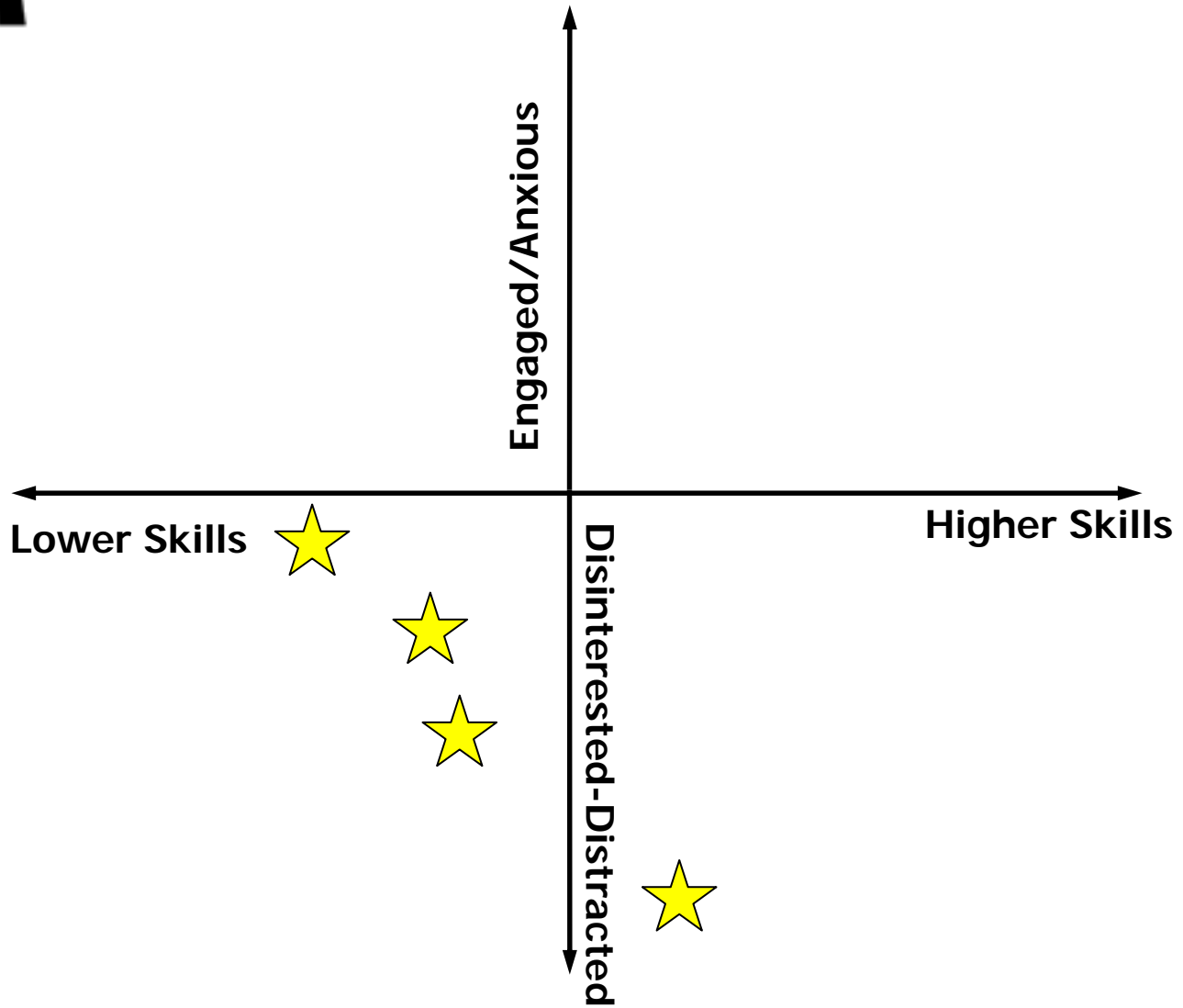
# Student Ratings of What Might Help

	Hardly At All	A Little	Some	Quite a Bit	A Lot	Blank	Mean
Shorter reading passages	0	2	4	7	1	<3>	3.50
	0.0%	11.8%	23.5%	41.2%	5.9%	17.6%	
More interesting passages	0	3	1	4	6	<3>	3.93
	0.0%	17.6%	5.9%	23.5%	35.3%	17.6%	
Computer instead of paper and pencil	2	1	2	4	4	<4>	3.54
	11.8%	5.9%	11.8%	23.5%	23.5%	23.5%	
Entire test read aloud by CD etc	1	1	7	2	3	<3>	3.36
	5.9%	5.9%	41.2%	11.8%	17.6%	17.6%	
Computer pronounces or explains words you pick	0	0	1	6	7	<3>	4.43
	0.0%	0.0%	5.9%	35.3%	41.2%	17.6%	
Other ideas you have	0	1	0	1	5	<10>	4.43
	0.0%	5.9%	0.0%	5.9%	29.4%	58.8%	

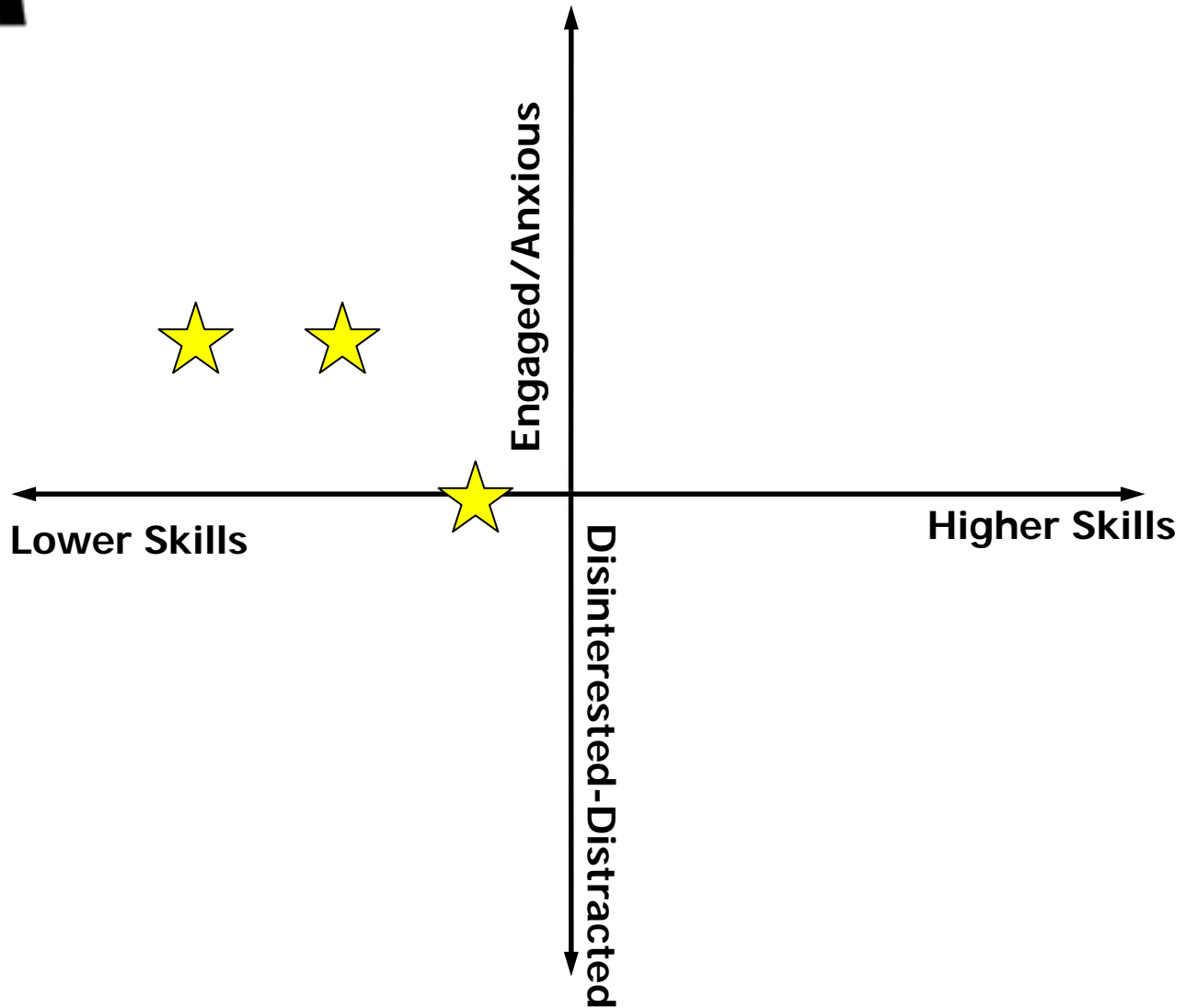
# Implode







# Spin and Flicker





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