

FOCUS ON EXCEPTIONAL CHILDREN

Testing the Reading Achievement of Exceptional Learners

Kathryn Blake

The term *testing* sometimes has been used to refer to the actual administering of instruments, with *assessment* or *evaluation* referring to the problem solving process. This author, however, uses *testing* to denote the entire process of collecting evidence and using that evidence in creative problem solving, specifically, to reach the decisions necessary for the student's individual education plan. In this context, the challenge is to decide how best to teach reading to exceptional learners. *Approaches to this challenge must be creative because there is no single answer—each student requires different solutions.* The task, then, is to discover the best possible solution for each learner.

We may consider four steps in creative problem solving:

1. Generating questions;
2. Collecting evidence to answer the questions;
3. Assuring that the evidence is accurate and nondiscriminatory; and
4. Answering the questions and making decisions.

GENERATING QUESTIONS

Decisions in teaching reading pertain to identifying the scope and sequence of reading instruction, actually teaching the reading, and managing reading instruction (Blake, 1974). Additionally, we may wish to identify a pupil's position in a norm group for reading achievement (Blake, 1976).

Questions In Identifying the Scope and Sequence of Reading Instruction

Scope refers to what reading skills we teach. *Sequence* refers to the order in which we teach those skills. A layout of particular reading skills in a particular order—a *scope and sequence chart*—can be obtained from publishers of reading materials, or a person can develop one; either way, one must decide the scope and sequence appropriate for the students being taught. To make this decision, one must answer the following questions:

1. *Scope*: What reading skills should be taught?
 - What reading skills does the student need to get along in society?
 - What reading skills is the student potentially able to learn?
 - What reading skills should a student learn in preparation for learning more complex skills?
2. *Sequence*: In what order should the reading skills be taught?
 - How should the skills be arranged for presentation within a given category of skills (e.g., phonics)?
 - How should the skills be arranged for presentation across categories of reading skills (e.g., phonics, structural analysis, literal comprehension, interpretation)?

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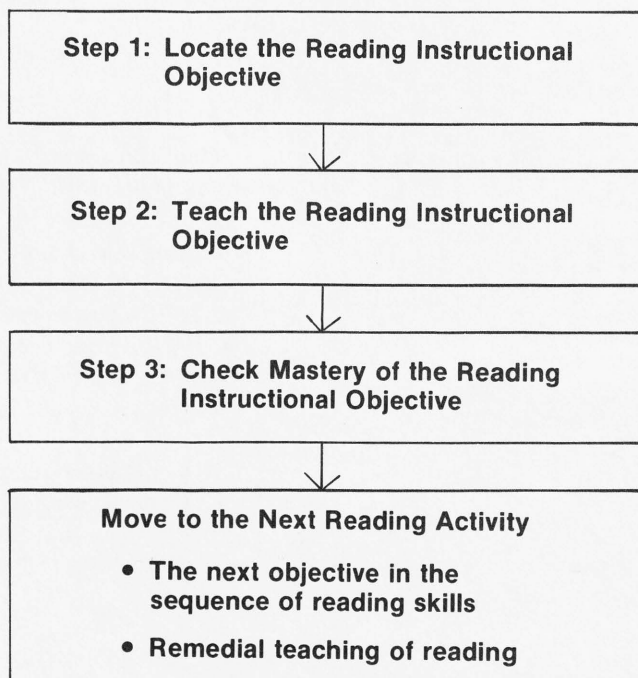
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Norm-referenced intelligence tests can be used to gather evidence in determining what reading skills the student potentially is able to learn; task analyses provide evidence to answer the remaining questions.

Questions In Teaching Reading

Figure 1 gives three steps in the teaching process: Step 1 deals with *what* instructional objectives (or content) should be taught; Step 2, with *how* the instructional objectives are taught (methods and materials); and Step 3, with *how long* an instructional objective is taught (pacing).

Figure 1
Steps in the Teaching Process



Step 1—Locate the Reading Instructional Objective

The leading question is: *What reading instructional objectives should the student be taught to master?*

- What are the possible reading skills the student can work on?
- What skills on the reading scope and sequence chart has the pupil mastered? What skills remain to be learned?

The scope and sequence chart used for reading instruction provides information to answer the first question. The second should first be addressed by consulting the pupil's cumulative educational record, to be able to make judgments on what skills the pupil has under firm control and also to project the skills not learned. A second source of information is the criterion-referenced test (discussed in more detail under the heading "Types of Tests," p. 4), keyed to the instructional objectives sought; this information, combined with and checked against inferences based on the pupil's educational history, should lead to answers concerning the skills learned and not learned.

Step 2—Teach the Reading Instructional Objective

This teaching consists of two parts: providing direct instruction to the student; and having the student engage in independent practice. The leading question is: *What reading methods and materials are most appropriate for a particular reading instructional objective and a particular student?* To answer the first part of the question, one must examine methods and materials with the following questions in mind:

- Do the methods and materials address the content behavior specified in the instructional objective?
- Is the information conveyed to the pupil accurate?
- Are the methods and materials easy to use?
- Do the methods and materials have a reasonable cost?
- Do the methods and materials require a reasonable amount of time?
- Do the instructional materials have a clear, open format?
- Do I (the teacher) like the instructional materials?

Information to answer all these questions comes from the materials themselves, and from the publishers' catalogs.

Given a set of instructional methods and materials appropriate for the objective, which ones, then, are appropriate for the student? One should ask:

- Does the student have handicaps that could interfere with using the methods and materials?
- Will the pupil like the methods and materials?

Observation is the primary source of information and, secondarily, reports by physicians, audiologists, speech

clinicians, and tests assessing special abilities. Physical handicaps, visual deficiencies, hearing impairments, speech and language disabilities are the most obvious areas of search, but handicaps also may be manifested in special abilities like perception, visual sequencing, and conceptualization, and in distractibility, or handicaps in focusing attention on something for a sustained period. As to whether or not the pupil will like the methods and materials, information will derive from the teacher's acquiring knowledge about the pupil's interests.

After determining the methods and materials appropriate for a particular student, one needs to ask:

- How many sets are needed to give the student the number of repetitions of direct instruction and independent practice necessary to master the instructional objective?

Two sources offer information about how fast the pupil learns: norm-referenced intelligence tests, and criterion-referenced reading achievement tests keyed to the instructional objective. The first allows one to make "guesses" and the second verifies if the guesses are correct. (These are the tests used in the following step, and are discussed more thoroughly on pages 4 and 5).

Step 3—Check Mastery of the Reading Instructional Objective

After the student has been taught—received direct instruction and independent practice with the methods and materials—the teacher assesses how well the student has benefitted from instruction and if the skill is mastered. The leading question is: *Has the pupil reached criterion for mastery in the instructional objective?* A criterion-referenced test keyed to the instructional objective provides information to answer this question.

Finally, the teacher must decide what to do about the next reading activity. If the student has reached mastery, he or she should move on to the next instructional objective in the reading scope and sequence chart, and the three-step process outlined in Figure 1 is repeated with the next instructional objective. If the pupil has not reached mastery, the teacher undertakes to find out *why*. This requires remedial teaching of reading.

Questions In Managing Reading Instruction

These questions pertain to the organization of students and teachers and the deployment of space, furniture,

materials, equipment, and other facilities. Deciding how to organize students and teachers essentially requires answers to the questions of who works with whom at what times. More specifically:

- What pupils are working on the same instructional objectives? Can these pupils be taught as a group?
- What pupils are working on instructional objectives that no one else is working on? Can these pupils be tutored individually?
- At what time during the school day do I (the teacher) work with each group and with each individual?
- Do I need a helper (e.g., a teacher aide or a peer tutor) to supervise some pupils' independent practice while I provide direct instruction to other pupils?
- Do I need to work with a team teacher (e.g., a resource teacher) to give the pupil direct instruction? That is, do the instructional objectives the pupil is working on differ so much from those that other pupils are working on that I do not have time to give all the instruction needed? Does the pupil have problems that I do not have the expertise to deal with?

Criterion-referenced tests keyed to the instructional objectives lead to answers to the first two questions. The last three questions can be answered on the basis of the number of groups and individuals to be worked with and the time available for reading instruction.

Space, furniture, materials, equipment, and other facilities should be organized to most effectively accommodate the unique needs of pupils and teachers. For example, independent learning centers might be established if a lot of individual work is appropriate; a reduced stimulation area might be most appropriate for the peer instruction of a distractible pupil.

Questions In Identifying the Pupil's Position in a Norm Group

So far, the questions have pertained to a pupil's attainment of particular reading instructional objectives considered appropriate to teach. In addition, one might ask: How well does the pupil achieve in reading in relation to other pupils of the same chronological age? This might refer to the others in the pupil's class, school, school system, or state—generally called *local norms*. Other pupils of the same chronological age in the entire United States are referred to as *national norms*. Information about local and national norms is used in classifying exceptional students in those areas where

deficits in adaptive behavior are one criterion for categorizing diagnostic groups (e.g., in the AAMD system for classifying pupils as mentally retarded). Norm-referenced tests are used to derive information about the pupil's position in a norm group.

COLLECTING EVIDENCE

Types of Tests

Both criterion-referenced tests and norm-referenced tests are used to gather evidence to answer questions about teaching, management, and the student's position in a norm group for reading.

Criterion-Referenced Tests

To reiterate, criterion-referenced tests are used to gather evidence for these questions:

- What skills on the reading scope and sequence chart has the student mastered?
- Given reading instructional methods and materials appropriate for the pupil, how many sets do we need to give him or her the number of repetitions of direct instruction and independent practice necessary to master the instructional objective?
- Has the student reached the criterion for mastery in the instructional objective?
- What students are working on the same instructional objectives? Can these pupils be taught as a group?
- What students are working on instructional objectives that no one else is working on? Can these pupils be tutored individually?

A criterion-referenced test is designed so that a pupil's test responses are expressed in relation to the instructional or therapeutic objectives for an area being tested. Instructional objectives contain, or are accompanied by, a statement of content and behavior and a criterion for mastery. For example, an instructional objective for one reading skill can be expressed this way:

The pupil will differentiate between facts and opinions in argumentative discourse.

Given 10 paragraphs written in the argumentative mode, some containing fact and some containing opinion, the pupil will identify which components are facts and which are opinions, with 90% accuracy.

If the pupil performs nine items correctly, he or she is considered to have mastered the objective; if seven items are performed correctly, the student has not reached mastery. *Criterion-referenced tests do not make reference to how well other pupils have performed*; the emphasis is on the pupil's status vis a vis an instructional objective.

Informal test often is used synonymously with *criterion-referenced test*. This usage developed before psychometric theory had advanced to the point of including criterion-referenced tests. Generally, a *formal test*, in contrast, was equated with standardization groups and standard procedures for administration, scoring, and interpretation.

Norm-Referenced Tests

In summary, norm-referenced tests are used to answer the following questions:

- What reading skills is the pupil potentially able to learn?
- Given reading instructional methods and materials appropriate for the pupil, how many sets do we need to give the number of repetitions of direct instruction and independent practice necessary to master the instructional objective?
- How well does the student achieve in relation to other students of the same chronological age? (Local norms? National norms?)

In a norm-referenced test, a pupil's responses are expressed in relation to a group's performance. (*Norm* comes from the word *normal*.) It is a standard of performance that shows the normal or average response of pupils in a group defined in a certain way. A norm group defined by chronological age is termed an age norm; by school grade, a grade norm.

For example, suppose a student's test performance leads to a grade placement score of 4.2 on the reading portion of a grade norm instrument such as the *Metropolitan Achievement Tests*. The score is interpreted to mean that the student is reading at a level attained by pupils in the norm group at the second month of the fourth grade.

Norm-referenced tests do not make reference to how well the pupil has mastered given content; the emphasis is on the pupil's status vis a vis a norm group. Norm groups sometimes are called standardization groups—groups with a particular status or characteristics that can

influence performance on the test; e.g., chronological age, brightness, socioeconomic background, educational background, etc. Norms usually are based on samples of students from throughout the country; in addition, for most tests, norms can be set up for a state, a school district, a school, or a class. The procedure is to define the characteristics of a group, administer tests, figure average levels of performance, and express these averages as scores.

Most test authors try to norm their tests on a cross-section of the population. The more the norm group represents the total population, the more widely the test results can be generalized; in other words, the more individuals the pupil can be compared to.

Constructing Tests

Constructing a Single Criterion-Referenced Test

Constructing a criterion-referenced test is straightforward. Two basic procedures are involved: designing the test, or planning its contents and structure; and preparing the test, or getting it ready to use with students.

Designing the Test. The three essential components of design are: specifying the instructional objective, developing the test, and checking to see if it is accurate for the intended use.

1. Specify the instructional objective the test is to measure. Accompany this objective with a statement of the criterion behavior, including:
 - a. The behavior the pupil should show;
 - b. The level of mastery he or she should reach;
 - c. The content involved; and
 - d. The given conditions under which the student should show the behavior.
2. Develop the test.
 - a. Write test items that sample *behavior* specified in the instructional objective; for example:
 - “The pupil will supply . . .”
 - “The pupil will recognize . . .”
 - “The pupil will chose . . .” (among options).
 Be sure the test samples the behavior it is intended to sample. For testing pupils' recognition of sounds in words, for example, the test cannot have real words because pupils may read them by sight; instead, use made-up words.
 - b. Write test items that sample the *content* specified in the criterion statement. If the statement specifies that the pupil will recognize certain con-

sonant sounds, for example, have items sampling each consonant sound listed.

- c. Write test items that parallel the *given conditions* in the criterion statement. If the criterion states, for example, "Given 20 words pronounced orally . . .," the test items should involve 20 words pronounced orally.
 - d. Construct the *number of items* called for in the criterion statement in the instructional objective. If the criterion statement says, for example, "19 of 20 times," use 20 items; if the criterion statement specifies 95% accuracy, use items with a multiple of 5.
 - e. Use foils as needed; that is, in recognition tests (e.g., true-false, matching, multiple choice), combine both positive and negative items that pupils must respond to differentially; otherwise, pupils may respond mechanically without really attending to each item.
3. Check the test to be sure it samples behavior, content, and given conditions correctly and that the number of items is correct.

Preparing the Test. Four steps are involved in getting the test ready for use with pupils.

1. Assemble the test items.
2. Write the directions. Be sure they are easy to understand. Allow ample time.
3. Design the test format. Arrange the items in an uncrowded, easy-to-read manner. Allow pupils ample space to respond.
4. Reproduce the test. Type the items or write them legibly. Be sure they reproduce clearly. On oral tests, enunciate clearly.

Constructing an Ordered Series of Criterion-Referenced Tests

Sometimes, a teacher wishes to establish a pupil's position in a given sequence of instructional objectives. (An *informal reading inventory* is an example.) Constructing an ordered series of tests is a simple procedure, requiring these three steps:

1. Select the topic to be sampled.
2. Do a task analysis of the topic.
 - a. Identify the skills involved in that topic.
 - b. Put the skills in order according to some dimension; e.g., complexity, grade level at which they are conventionally taught, etc.

3. Construct a single criterion-referenced test for each skill in the sequence.

Teachers also may want to identify the grade level at which a pupil is working. One can go "piggy-back" by working with a publisher's series of graded material (e.g., the Scott Foresman series), in which the teacher chooses a publisher, receives the series, selects an instructional objective and corresponding material from the respective levels of the series, and builds the test around the instructional objective and material.

Establishing grade level in this manner is fine as long as teachers do not overgeneralize. Grade level is not absolute or real; it is something a publisher sets up arbitrarily. As a result, grade levels differ among publishers. One publisher may use one grade level and another publisher may use another grade level to locate a particular skill; for example, the rule in structural analysis about the omission of the final *e* before a suffix beginning with a vowel (e.g., *safe/safest/safety*).

Constructing Norm-Referenced Tests

Constructing norm-referenced tests in a way to yield an adequate instrument is a complex, expensive undertaking. Most people will never do it. Teachers can use norm-referenced tests more intelligently, however, after understanding how they are built. The following is an overview of the major steps:

1. Define the reading behavior to be sampled. Give the theory or other rationale for that definition.
2. Specify the target population; i.e., describe the characteristics of the group for whom the test is intended, or designed to generalize to.
3. Select test items for sampling the reading behavior defined. (Here, *test items* means questions, materials, directions, etc.)
4. Design the test format. Prepare the test package.
5. Try out the test. Revise it as necessary.
6. Select the standardization sample. Demonstrate that the sample adequately represents the population for which the test is designed to generalize.
7. Collect the standardization data. Express these data in the form of the derived scores chosen for use (e.g., percentiles, grade placement scores, normalized standard scores).
8. Select the samples to use in getting data for demonstrating reliability and validity.
9. Collect the reliability and validity data. Express these data in the statistics chosen for use.

10. Develop interpretive materials (e.g., profiles).
11. Package the test. Include the tests, the administrator's manual with directions, scoring criteria, and interpretive materials; the technical manual with the behavior definition, the theory or rationale, descriptions of the standardization and reliability/validity samples, and data for standardization, reliability, validity, and interpretation.

Selecting Tests

Many reading achievement tests already have been developed and are available. The teacher's task is to select tests appropriate for a *particular* pupil and a *particular* decision to be made.

Available Reading Tests

Buros (1972, 1974) has published a directory and an analysis of reading tests in print. Publishers including Scott Foresman, Ginn, American Guidance Service, McGraw-Hill, and many others have extensive catalogs containing such tests.

The Selection Process

Picking the right test is a complex undertaking, and a crucial one. A teacher should consider the following steps in selecting the appropriate test for a *particular student* for a *particular decision to be made*:

1. State the question to be answered. (Refer back to the question about the teaching process, management process, and identifying a pupil's position in a norm group. Which of these questions do you want to answer?)
2. Locate some possibly appropriate tests. Consult the local test library, publishers' catalogs, Buros' materials. Find tests that look like they will provide evidence for the question. Construct your own tests if no possibly appropriate tests are available or if the available tests exceed the budget.
3. Judge whether or not the test(s) will yield accurate and nondiscriminatory evidence.

ASSURING ACCURATE AND NONDISCRIMINATORY EVIDENCE

Errors from Tests

Testing is fraught with error. When we use tests to sample reading behavior, many things can keep us from

getting a true picture of what the student actually can do in reading. For example:

A pupil may know prefixes and suffixes and understand how to apply them in unlocking word meanings but not be able to demonstrate that knowledge and skill because perceptual problems interfere with recognition of the graphemes.

A pupil may be able to grasp main ideas in discourse read aloud to him or her, and yet be unable to demonstrate that skill in silent reading because of an inadequate sight vocabulary or poor word recognition skills.

A pupil may be a fluent reader but not be able to demonstrate that achievement on a test because of test anxiety.

A seven-year-old pupil may be able to read material usually given to twelve-year-old pupils but may not demonstrate the knowledge because the test administered has a ceiling at what is called the third grade level.

Inaccurate evidence from tests leads to inaccurate answers to questions which, in turn, leads to inaccurate decisions about pupils' reading instruction and placement. This result is profoundly serious; for example:

Erroneous information can lead to erroneous decisions about content, methods, and timing when individualizing the pupil's instruction and related services.

Erroneous information can lead to the wrong decisions about placement in the least restrictive environment.

Erroneous information in a pupil's record can lead to wrong decisions later, about matters like college or job preparation.

Wrong decisions can cause losses of time and opportunity in a student's life—losses which are difficult or impossible to make up. Also, such wrong decisions can harm the pupil's cognitive, emotional, and social well-being—harm which is hard to remediate. In addition, wrong decisions can cause a waste of teacher time and a waste of school materials and facilities; these types of

waste, of course, translate into a waste of taxpayers' money.

Sources of Error

Detailed discussions of sources of error can be found in Blake (1976) and Newland (1971). This information is highlighted here, with respect to criterion-referenced tests and norm-referenced tests.

Potential Error In Criterion-Referenced Testing

Inappropriate criteria are one source of error in criterion-referenced tests. The assumption in using criterion-referenced tests is that the student received the test items under the stated conditions as given in the instructional objective and that the student made the response specified. If that assumption is not met, the test items may become easier or harder than the instructional objective. At least, they become different.

Sometimes, pupils' handicaps prevent their responding to the test items in the way specified under the conditions given in the instructional objective. A blind pupil could not respond to items based on an instructional objective that required sight reading and writing. If this pupil were given the material in oral form, the items would be harder than in the written form. In such situations, the tests are not appropriate because the reference standard is not appropriate. Thus, the test materials and procedures are discriminatory and unfair.

Potential Error In Norm-Referenced Testing

Inappropriate norms are one source of error in norm-referenced tests. Two assumptions are made in using norm-referenced tests; teachers must meet these assumptions if the norm-referenced test is to be appropriate for use with the pupil:

- That the pupil being tested and the pupils in the norm group had the same directions, responded in the same way, and generally received the test under the same conditions. If all of this uniformity does not occur, the norms no longer apply. The test may be easier or harder for the pupil being tested than it was for the pupils in the norm group.
- That the pupil being tested had the same chance as pupils in the norm group to learn the language used

in the test and to learn how to use materials similar to those in the test items. If the pupil being tested has had restricted learning experiences, the test items are not good ways to sample the behavior they are supposed to sample.

Three sets of pupil characteristics can interfere with meeting these assumptions for norm-referenced tests:

Some pupils come from language backgrounds different from pupils in the norm group. They may not understand the language involved in the test directions and the test items. Using the tests with these pupils would violate both assumptions.

Some pupils have physical, sensory, or language handicaps. They cannot use the same directions or make the same responses as pupils in the norm group. Using the tests with these pupils would violate the first assumption.

Some pupils come from cultural backgrounds different from pupils in the norm group. They do not have an opportunity to experience the kinds of materials and situations involved in the tests. Using the tests with these pupils would violate the second assumption.

When the assumptions are violated in these ways, the tests are not appropriate because the reference standard is not appropriate. Again, the test materials and procedures are discriminatory and unfair.

Another source of error with norm-referenced tests relates to the process of sampling behavior and making inferences. Behavior sampling and inferring depend upon tests that are highly reliable, have a low standard error of estimate and are highly valid indicators of the characteristic they purport to measure.

Public Policy and Testing Exceptional Students

Errors in testing and decision making represent an area of tremendous concern. The critical literature is extensive. As an example, one can examine the series of papers in the *National Elementary Principal* entitled "Standardized Testing in America I and II" (1975a & b). Protecting pupils in testing has become a matter of public policy. The legal bases for this protection are primarily in the equal protection and due process provisions in the fourteenth amendment to the U.S. Constitution, and

secondarily in the sixth and eighth amendments. The particular protections are codified in the common law, the statutory law, and the tort law. Those pertaining to equal protection in evaluation, periodic reevaluation, due process in evaluation, confidentiality, and program effectiveness are included in PL 94-142, *The Education for All Handicapped Children Act of 1975*. To summarize:

Equal Protection in Evaluation. The requirements for equal protection in evaluation essentially mandate that tests must be technically sound, non-discriminatory, valid, and reliable. (Section 121a . 430)

Periodic Reevaluation. The prescriptions for reevaluation are aimed at: checking whether the original decisions about instruction, therapy, and placement were correct; and checking whether the instruction and placement are effective in producing the desired effect and, if not, what changes should be made. These prescriptions are made through requirements for examining and revising the Individual Education Plan. (Section 121a. 222, 255, 255 (e), 433)

Due Process. Due process procedures essentially provide that: the parents (or their surrogates) *must* give consent for the evaluation, they *may* have access to all evaluation results, they *may* challenge any evaluation results and have redress, and they *must* participate in decision making based on evaluation data. This is a profound innovation. (Section 121a. 400, 401, 402, 403, 404, 406, 407, 408, 409, 411, 412, 413, 414)

Confidentiality. Three concerns about test data—either erroneous or accurate—are: that they will not be available to the pupil and his/her parents; that they will be available to people who have no business seeing them; and that they will be kept and will jeopardize the pupil later in school and in getting admitted to college, getting a job, or in such activities as getting financial credit. The Privacy Act of 1974 has stringent regulations about confidentiality. These regulations were incorporated into PL 94-142 to protect the confidentiality of the exceptional pupil. The regulations pertain essentially to access, challenge and redress, safeguards, and destruction of data. (Section 121a. 400, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463)

Program Effectiveness. The prescriptions for checking program effectiveness require checking whether the treatments are facilitating a pupil's progress, to insure that the special education and related services provided do not become dead ends for the pupil. (Section 121a. 255)

Observing Legal Protections

Due Process for Evaluation Requirements

Due process for evaluation requirements assures that tests given to the student are necessary, appropriate, and accurate. Figure 2 is a sample guide for monitoring due process requirements.

Equal Protection in Evaluation Requirements

Equal protection in evaluation procedures assures that tests are technically sound and nondiscriminatory. To decide about soundness and fairness, one should bring together and weigh information about the pupil's characteristics and information about tests from the *Buros Mental Measurements Yearbooks* and the technical manuals supplied by the publishers. Figure 3 is a guide for judging whether the requirements for equal protection in evaluation have been met.

Confidentiality Requirements

Confidentiality procedures assure that the evidence in the pupil's records is accurate. They also assure that only duly qualified people have access to the evidence. Figure 4 is a guide for examining whether the requirements have been met.

ANSWERING QUESTIONS AND MAKING DECISIONS

Decisions about reading instruction must be made within the context of the individualized education plan. To review, the IEP includes a statement about:

- the pupil's present levels of educational performance
- annual goals, including short-term instructional objectives
- the specific educational services to be provided to the pupil (i.e., instructional services, nonacademic services, related services, and services to insure the procedural safeguards)

- the extent to which the pupil will be able to participate in regular education programs
- the projected date for initiation and anticipated duration of the services
- appropriate objective criteria and evaluation procedures
- a schedule for determining, at least annually, whether instructional objectives are being achieved.

In addition, the IEP must be done within the requirements for the student's legal protection—i.e., periodic reevaluation, due process in testing, equal protection in testing, and confidentiality.

Specifically, the test evidence used in the IEP and the decisions that evidence is used for are:

- To answer questions about *teaching reading*, to make decisions about the pupil's present levels of educational performance; annual goals, including short-term instructional objectives; specific educational services to be provided to the pupil; and appropriate objective criteria and evaluation procedures.
- To answer questions about management or reading instruction, to make decisions about the extent to which the pupil will be able to participate in regular education programs.
- To assure the accuracy of evidence, to meet the requirements of the several legal protections.

Figure 2
Guide For Monitoring Due Process Requirements

1. Advocate:

a. Is the pupil old enough and competent to participate? (Explain)

b. Are the parents/guardians competent and willing to participate? (Explain)

c. If parents refuse to participate, document reasons and procedures used to satisfy their objections or other reasons.

d. Is a surrogate necessary? If so, what is his/her name?

e. What is the advocate's native language?

f. Does the advocate have a sensory impairment?

g. If a translator/communicator is needed, give his/her name.

2. Information about procedures and rights:

a. Was information about the individualized education plan, the assessment process, and due process communicated to the advocate orally and in writing, and in terms appropriate to his/her apparent level of understanding?

b. Is there evidence that the advocate apparently understands the procedures and the pupil's rights?

3. Permission:

Has the advocate's permission been obtained for each procedure used?

4. Information about results:

Has the advocate been informed about the results of the evaluations?

5. Independent assessments:

Has the advocate been informed about the right to obtain independent assessments?

6. Appeal:

a. Does the advocate have objections to the assessment procedure or the results?

b. Have appeal procedures been established and followed?

Figure 3
Guide For Monitoring Equal Protection In Evaluation Requirements

A. Characteristics of the Pupil

1. Native Language:
 - a. What language is predominantly spoken in the pupil's home?
 - b. Does the pupil need a translator?
2. Speech:
 - a. Is the pupil's speech intelligible?
 - b. If not, how does he or she communicate responses?
3. Hearing:
 - a. Does the pupil have a hearing impairment sufficient to interfere with understanding of test directions?
 - b. If so, what means of communication can be used?
4. How mature is the pupil's understanding and use of language (i.e., syntactical functions and vocabulary meanings)?
5. Vision:
 - a. Does the pupil have a visual impairment severe enough to interfere with understanding of test directions and responding to test materials?
 - b. If so, what adjustments need to be made?
6. Hand use:
 - a. Does the pupil have sufficient control of his or her hands to manipulate test items that must be moved?
 - b. If not, what adjustments need to be made?

7. Head and postural control:

- a. Is the pupil able to maintain a reasonably upright sitting/body position and head position?
- b. If not, what adjustments need to be made?

8. Sociocultural and experience background:

Has the pupil been in an environment where he or she may not have had experience with activities like those used in the test items?

B. Technical Soundness of the Test

Identification

1. Name of test or test battery:
2. Acronym used to label test, if any:
3. Publisher:
4. Copyright or publication date:
5. Target group:
6. Source of content or objectives sampled:

7. Sources of information:

Information Specific to Criterion-Referenced Tests

(Do the following for each objective)

Instructional objective:

-
1. Do all of the test items sample the behavior specified in the instructional objective? Yes _____ No _____
 2. Does the test include the number of items called for in the criterion statement? Yes _____ No _____
 3. Do all of the items sample the content specified in the instructional objective? Yes _____ No _____
 4. Do the test items parallel the given conditions in the criterion statement? Yes _____ No _____
 5. Are the directions easy to understand? Yes _____ No _____
 6. Is the test format satisfactory? Yes _____ No _____
 7. Are the foils, if used, appropriate? Yes _____ No _____

(Continue through all objectives)

Information Specific to Norm-Referenced Tests

1. Detailed description of the standardization group:
2. Procedure for establishing validity:
3. Evidence about validity:
4. Procedures for establishing reliability:
5. Evidence about reliability:
6. Types of scores used and their interpretations:

C. Fairness of the Tests

For All Tests

- _____ 1. Are the test items free from errors and ambiguities?
- _____ 2. Is the pupil free from health problems or emotional problems that could interfere with test performance?

For Norm-Referenced Tests

- _____ 1. Are the norms appropriate? (To answer *yes*, be sure that the pupil does not have any cultural differences, language differences, or handicaps which make him or her different from the norm group.)
- _____ 2. Is the reliability coefficient sufficiently high and the standard error of measurement sufficiently low?
- _____ 3. Is the test validity sufficiently high?
- _____ 4. Are the test ranges sufficient for the pupil being tested?

For Criterion-Referenced Tests

- _____ 1. Does the test meet the standards for criterion-referenced tests?
- _____ 2. Are the criteria appropriate? (To answer *yes*, be sure that the pupil does not have any handicap which could prevent his/her responding to test items in a way specified under the conditions given in the instructional objective.)

Figure 4 **Guide For Monitoring Confidentiality Requirements**

Name of information maintained:

1. Notice:

- a. Has notice been given for all activities—data collection, data use, etc.?
- b. Were the notices published in the native language of the groups involved?

2. Access Rights:

- a. Are parents and, when appropriate, the pupil given access to the data?
- b. Have they been informed of the right of access?

3. Hearing Rights:

- a. Are parents and, when appropriate, the pupil given a hearing about any change they request?
- b. Is the hearing scheduled at a reasonable time?
- c. Is this hearing in the parents' native language or, if needed, is an interpreter present?
- d. If their request is denied, is their rebuttal filed in the pupil's records?

4. Consent:

Is the parents' consent or, if appropriate, the pupil's consent, requested for wider disclosure of data?

5. Safeguards:

- a. Who is responsible for insuring confidentiality of data?
- b. What employees have access to the data?
- c. Have these employees' names been published?
- d. Have these employees been given proper training in procedures for protecting confidentiality?

6. Destruction:

- a. Does the agency have procedures for destroying data?
- b. Are parents and, when appropriate, pupils informed of their rights to copies of data before they are destroyed?

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