

Kaufman Test of Educational Achievement - Third Edition (KTEA-3)

Administration and Scoring



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Learning Outcomes

PARTICIPANTS WILL BE ABLE TO:

- Identify KTEA-3 features & materials
- Identify when to use the KTEA-3
- Administer the KTEA-3
- Score KTEA-3 using scoring software
- Explain procedure for accessing scoring permissions
- Use report template to create KTEA-3 reports
- Introduce the error analysis score option
- Introduce the teaching objectives and tools available to inform IEPs and instruction



KTEA-3 Features

- Lowered age to 4:0
- Added norms for Pre-K
- Aligned content to Common Core State Standards
- Error analysis based on normative reference group offers teaching objectives and strategies aligned to common core
- Provides measures of all 8 specific learning disabilities identified in IDEIA, 2004
- Written Expression
 - Pre-K and K students trace and copy letters, and write letters, words, and a sentence from dictation
 - At grade 1 and higher students complete writing tasks in the context of a visually engaging grade appropriate story format
 - Grades 1 and higher items include writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing sentences, combining sentences, writing compound and complex sentences, and writing an essay based on the story.



Cultural and Gender Bias Reviews

- Achievement test results may be impacted by cultural and language factors and level of formal education. These factors should be taken into account when interpreting test results. The manual states that student who are “proficient in English should be administered the KTEA-3.
- The KTEA-3 content has undergone extensive bias reviews and statistical analysis to ensure that examinees of either sex and from a variety of ethnic and socioeconomic backgrounds can be assessed with confidence.
- Technical and Interpretive Manual on flash drive contains more in depth information on the KTEA-3 test development and norming.



Cultural/Linguistically Diverse Students

- Schools should make sure to carefully go through steps outlined in our Student Intervention Team (SIT) process before being considered for special education.
- KTEA-3 results will be interpreted by school psychologist to account for language-laden subtests
- Scores may not be reliable.



KTEA-3 Materials

- Administration Manual
- Scoring Manual
- Stimulus Books
- Record Forms
- Response Booklets
- Written Expression Booklets
- Flash Drive
- Stopwatch



KTEA-3 Materials (con't)

Additional Flash Drive Files:

- Audio Files (Form A and B)
- Error Analysis Worksheets (reproducible)
- Hand-Scoring Template (reproducible)
- Scoring Keys for Math Fluency and Silent Reading Fluency (reproducible)
- Common Core Standards Alignment (technical manual pg. 136)
- Qualitative Indicators record form (reproducible)
 - Identifies subtest specific qualitative indicators
 - Looking at things that are not captured in normal scoring



Administering the KTEA-3

When to use the KTEA
KTEA clusters and subtests
Subtest descriptions
General and subtest tips



When to use the KTEA-3

Use the KTEA-3 (or another appropriate academic achievement test):

- As a part of an Initial Evaluation:
 - Specific Learning Disability
 - Intellectual Disability
 - When there are academic concerns
- As part of a Re-Evaluation ONLY when the team determines that this information is needed for developing the IEP or making eligibility decisions.



Clusters and Subtests

SLD Eligibility Area	KTEA-3 Cluster	KTEA-3 Subtests
Basic Reading Skills	Decoding	#3 Letter and Word Recognition #5 Nonsense Word Decoding
Reading Fluency	Reading Fluency	#7 Silent Reading Fluency #17 Word Recognition Fluency #19 Decoding Fluency (3 rd grade and up)
Reading Comprehension	Reading Understanding	#9 Reading Comprehension #14 Reading Vocabulary
Mathematics Calculation	Math	#4 Math Computation #8 Math Fluency
Mathematics Problem Solving	Math	#2 Math Concepts and Applications
Written Expression	Written Language	#6 Writing Fluency #10 Written Expression #12 Spelling



Informing SLD Mathematics Eligibility

A standard score (SS) of 85 or below on the math composite indicates weaknesses in the areas of both *math calculation* and *math problem solving*. If the standard score for the composite is above 85, look at the following math subtests to ensure that student doesn't qualify in a single area:

- a SS85 or below on **math computation** and **math fluency** indicates the student has a weakness in the area of *MATHEMATICS CALCULATION*
- a SS85 or below on **math computation** and a below average score on another math calculation assessment (e.g., a score in the 16th percentile or below on EasyCBM) indicates the student has a weakness in the area of *MATHEMATICS CALCULATION*
- a SS85 or below in **math concepts and applications** and a below average score on another math reasoning assessment (e.g., a score in the 16th percentile or below on EasyCBM) indicates the student has a weakness in the area of *MATHEMATICS PROBLEM SOLVING*

KTEA-3 Cluster	KTEA-3 Subtest
Math*	# 4 Math Computation # 8 Math Fluency
	# 2 Math Concepts and Applications <i>Other academic assessment as needed (e.g., EasyCBM, classroom assessment)</i>
Written Language**	# 10 Written Expression # 12 Spelling # 6 Writing Fluency



Informing SLD Mathematics Eligibility

SLD Eligibility Area		Math Composite < 86	Math Computation < 86	Math Fluency < 86	Math Concepts and Applications < 86	Supplemental Performance Measure (ie - easyCBM 16th%ile or below)
Math Calculation	1	X				
	2		X	X		
	3		X			X
Math Problem Solving	1	X				
	2				X	X



Informing SLD Written Expression Eligibility

A standard score of 85 or below on the written language composite indicates a weakness in the area of *WRITTEN EXPRESSION*. If the composite standard score is above 85 consider the following:

- A SS85 or below on **written expression** and **writing fluency** indicate a weakness in the area of *WRITTEN EXPRESSION* *even if* the student's spelling score is 86 or above.
- A SS85 or below on **written expression** *and* a below average score on another writing assessment (e.g., writing work sample) indicates the student has a weakness in the area of *WRITTEN EXPRESSION*

KTEA-3 Cluster	KTEA-3 Subtest
Math*	# 4 Math Computation # 8 Math Fluency
	# 2 Math Concepts and Applications <i>Other academic assessment as needed (e.g. EasyCBM, classroom assessment)</i>
Written Language**	# 10 Written Expression # 12 Spelling # 6 Writing Fluency



Informing SLD Written Expression Eligibility

SLD Eligibility Area		Written Language Composite < 86	Written Expression Subtest < 86	Writing Fluency Subtest < 86	Spelling Subtest < 86	Supplemental Performance Measure (ie - Writing work sample)
Written Expression	1	X				
	2		X	X		
	3		X			X



PSW Standard Score Interpretation

On the KTEA-3 - PPS Guidelines are:

- **Strength:** Standard Score of 90 or above
- **Weakness:** Standard Score of 85 and below
- **Neither:** Standard Score of 86 through 89



General Tips

Behavioral Observation:

- Complete this section on the back of the protocol directly after test administration for each subtest.
- Tip: make a copy of the Behavioral Observations to complete as you administer the different subtests.
- After or as you score, check all error boxes for items scored 0. This information can be added to the scoring software to generate intervention planning and IEP goals aligned to the Common Core.



General Tips (con't)

Discontinue and Decision Rules: These vary among the subtests. Attend to start, basal, and discontinue rules

Fluency Tests: Timing varies among the three subtests

Writing Fluency: 5 minutes

Silent Reading Fluency: 2 minutes

Math Fluency: 1 minute

Word Recognition Fluency: 15 seconds

Decoding Fluency: 15 seconds

- These kits will be in use for 10 years. Please be gentle. At times, School Psychologists may share the kit with you.



Time to Practice!



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Subtest Administration

For each subtest we will:

1. Introduce the subtest
2. Practice administering/scoring the subtest.
3. Q&A



Subtest Administration

Subtest	Grade/Age	Administration
#2 Math Concepts and Application (MCA)	PK - 12+ 4-25	The student responds orally to items that require the application of mathematical principles to real-life situations. Skill categories include number concepts, operation concepts, time and money, measurement, geometry, fractions and decimals, data investigation, and higher math concepts.
TIPS	<i>no additional recommendations</i>	



<u>Subtest</u>	<u>Age/Grade</u>	<u>Administration</u>
#3 Letter & Word Recognition (LWR)	PK - 12+ 4-25	The student identifies letters and pronounces words of gradually increasing difficulty
TIPS	<ul style="list-style-type: none"> • Complete phoneme key by marking phoneme error(s). 	



<u>Subtest</u>	<u>Grade / Age</u>	<u>Administration</u>
#4 Math Computation (MC)	K - 12+ 5-25	The student writes answers to as many math calculation problems as possible. Skills assessed include simple counting and number identification; addition, subtraction, multiplication, and division operations; fractions and decimals; square roots and exponents; and algebra.
TIPS	<ul style="list-style-type: none">• Pay attention to scoring rules around reversals and transposed numbers.	



<u>Subtest</u>	<u>Grade/Age</u>	<u>Administration</u>
#5 Nonsense Word Decoding	Grades 1 and up.	Untimed assessment of decoding nonsense words.
TIPS	<ul style="list-style-type: none"> • First two items are teaching items. If they do not get the item correct, model the correct answer, have them repeat the correct answer, and mark the item as incorrect. • Always start with #1 no matter the grade level. • There is an audio recording of nonsense words for teachers to listen to ahead of time to become familiar with the pronunciation of items. • There is also a phoneme key to mark errors. 	



<u>Subtest</u>	<u>Grade/Age</u>	<u>Administration</u>
#6 Writing Fluency (WF)	2 - 12+ 7-25	The student writes 1 sentence for each picture presented in the Response Booklet and completes as many items as possible within a 5 min. time limit.
TIPS	<ul style="list-style-type: none"> • This is a word count fluency and does not take grammar or content into account • Follow age and grade administration guidelines. 	



#7 Silent Reading Fluency (SRF)	1 - 12+ 6-25	The student silently reads simple sentences and marks yes or no in the Response Booklet to indicate whether the statement is true or false, completing as many items as possible within a two-minute time limit.
TIPS	<ul style="list-style-type: none">● Attend to teaching items to determine if you should proceed with the test.● If the examine appear to be responding without reading remind them to read the questions. If they appear to be answering the questions out of sequence redirect but do not stop timing.	



Subtest	Grade/Age	Administration
#8 Math Fluency (MF)	1 - 12+ 6-25	The student writes answers to as many addition, subtraction, multiplication and division problems as possible in 60 seconds.
TIPS	<i>no additional recommendations</i>	



Subtest	Grade/Age	Administration
#9 Reading Comprehension (RC)	PK-12+ 4-25	This untimed test of silent reading comprehension includes several item types. Early items require matching a symbol or word(s) with its corresponding picture. Subsequent items require reading a simple instruction and responding by performing the action. Later items involve reading passages of increasing difficulty and answering literal and/or inferential questions about them. The most difficult items require rearranging five sentences into a coherent paragraph and then answering questions about the paragraph.
TIPS	<ul style="list-style-type: none"> ● Note start and stop points for grade level set ● Circle start and stop points on protocol before starting ● Attend to Discontinue Rules in a row and Decision Rule in a set 	



#10 Written Expression (WE)

PK - 12+
4-25

Prekindergarten and kindergarten students trace and copy letters, and write letters, words and a sentence from dictation. At grades 1 and higher, students complete writing tasks in the context of a grade appropriate story format. Items at those levels include writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing sentences, writing compound and complex sentences, and writing an essay based on the story.

TIPS

- Use the correct booklet.
- Level 1 is in student response booklet.
- Use the scoring manual to score item by item and refer to explanation of error categories as needed.



Subtest	Grade/Age	Administration
#12 Spelling (SP)	K - 12+ 5-25	The easiest items require students to write single letters that represent sounds. The remaining items require students to write increasingly difficult (regular and irregular) words from dictation.
TIPS	<i>no additional recommendations</i>	



Subtest	Grade/Age	Administration
#14 Reading Vocabulary (RV)	1 - 12+ 6-25	Early items require the student to point to one of three words with the same meaning as a picture and target word. Each of the remaining items requires the examinee to read a sentence (silently or aloud) and say or point to the word in the sentence that has a similar meaning to the target word.
TIPS	<i>no additional recommendations</i>	



Subtest	Grade/Age	Administration
#17 Word Recognition Fluency (WRF)	Grades 1 and up.	Timed. Set A or B depending upon age. Two trials - 15 seconds each.
TIPS	<ul style="list-style-type: none"> • Attend to start points. • If a raw score is 48 or above on set A then administer Set B. • No time bonus is given for completing before the time limit 	



Subtest	Grade/Age	Administration
#19 Decoding Fluency (DF)	Grades 3 and up	Timed. One set, two trials - 15 seconds each.
TIPS	<ul style="list-style-type: none">● Attend to start point.● For grade 3+ start with trial 1 and then complete trial 2.● No time bonus is given for completing before the time limit	



Phonological Awareness Subtest

- Teachers may be asked to administer the Phonological Awareness subtest and should become familiar with it.
- This is low incidence, thus is not included in this training.



BREAK



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How to Score the KTEA-3

Logging in to Q-Global and scoring permissions

Entering scores

When to access error analysis

Creating the report

Teaching outcomes and tools for instruction



Logging in and Scoring Permissions

1. Click new examinee tab
2. Enter student's name, date of birth and gender
3. Find student under "view" and double click on student row to open
4. Click "assign new assessment" button
5. A window will appear that says "All Assessments," click the KTEA-3 Form A
 - a. TIP - click the star next to the KTEA-3 Form A and it will appear in your my favorites tab so you do not have to scroll through all the assessments each time.



Logging in and Scoring Permissions (con't)

6. Click the "assign" button. **(be sure to select the examiners name from the drop down menu)**
7. Scroll Down to Demographics tab and select student grade and reason for referral
8. Click on the "Score" tab and input Raw Scores and, if needed, item set or level for each sub-test
9. Click on error analysis tab check boxes next to all subtests with a standard score of 85 or below



Scoring the Test

10. Click on tabs to the left to enter error analysis scores
 - 10.1. Select first and last item administered, due to normative reasons not all items may be displayed
 - 10.2 enter in error information for items displayed
 - *Tip: if it is not letting you enter scores look for prompts for information that needs to be added and/or click the edit button.
11. Enter in general qualitative observations and qualitative observations for all subtest with a standard score of 85 or below



Logging in and Scoring Permissions

12. Click generate report (wait until the screen loads), then under “include” click:

- Use Respondent Name
- Composite Score Summary Table
- Subtest Score Summary Table
- Omit Age/Grade Equivalent
- Graphical Profile
- Qualitative Observation
- The following analyses are optional, but provide information to lead to targeted instruction/goal writing:
 - Error Analysis Summary (Optional)
 - Error Analysis Teacher Objectives and Intervention Statements (Optional)
 - Error Analysis Word List (Optional)
 - Math Problems List (Optional)



Creating and Using the Report

13. Under “Settings” change norm group to “**age**”

14. Click generate report (again) - wait patiently for the report to be generated. The report opens up as a PDF - save it to your computer.

15. Transfer standard scores and %iles to your academic report, categorize them as a **strength (90+)**, **weakness (85 & below)** or **neither (86 - 89)** in your report. Attach the composite score summary profile and the subtest score summary profile to your report.

16. Teaching objectives aligned to the CCSS will be included in the report for all areas of weakness. You can use these to help you draft IEP goals. Also included are teaching strategies and appropriate accommodations based on error analysis of the student’s academic performance.



Wrap Up

- KTEA Kits are to be shared at each school - another person at your school may require this kit to complete this training - check with your SPED team.
- Use the handouts from this session to guide administration and scoring of the KTEA-3
- The [report templates](#) are available on the PPS Special Education website
- Be sure to access Q-Global and set up your account well before scoring the test for the first time.
- For Questions about KTEA-3 contact your TOSA.



Obtaining more protocols

2018-19 School Year

Contacts for Record Forms, Student Response Booklets, and/or Written Expression Booklets are the following people:

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Thank You