

AIMSweb Pro Complete (Reading)	
<p>Harcourt Assessment, Inc. AIMSweb Customer Service P.O. Box 599700 San Antonio, TX 78259 (888) 944-1882 http://www.aimsweb.com</p> <p>Uses: Screening and progress monitoring of students grades K-8.</p> <p>Cost: \$5 per student per year, and training is approximately \$3500</p>	<p>AIMSweb Pro Complete consists of Curriculum-Based Measurement (CBM) testing materials and web-based software that provides educators with a Progress Monitoring and Response to Intervention System.</p> <p>AIMSweb Pro Complete also provides data management and reporting for the following third party assessments: DIBELS™, IGDI, Get it Got it Go!, and Monitoring Basic Skills Progress (MBSP)</p> <p>Measures oral reading rate, reading skills and reading comprehension</p>
<p style="text-align: center;">Technical Properties</p> <p>Parallel/alternate forms reliability: Writing: TWW = .56-.95; WSC = .53-.99; CWS = .75-.80; Math: .78-.93 (fall, winter, spring); Reading = .94.</p> <p>Inter-rater reliability: Writing: TWW = 96-100%; WSC = 95-99.5%; CWS = 86-97.4%; Math: .98-.99 across the 4 subtests; Reading: = .99</p> <p>Test-retest reliability: Writing: TWW = .42-.91; WSC = .46-.81; Math: .79-.85 at 13 weeks; .78-.86 at 26 weeks; Reading: .82-.91.</p> <p>Criterion validity: Test of Written Language = .63-.80.; reading: correlations in the .70s (.39-.89) Predictive validity: Writing: English Grades: TWW = .22 & .25, WSC = .25 & .29, CWS .33 & .35; School grades in grades 8-10: WSC = .31-.51; Math: WJ-R applied problems correlations: Fall AIMSweb Ten with WJ-R Spring: OC = .72, NI = .72, QD = .79, MN = .72</p>	<p style="text-align: center;">Additional Information</p> <p>The administration and scoring guide is available on the web at: http://www.aimsweb.com/measures/written/scoring.php</p> <p>Paraprofessionals can administer the test after 1.5 - 2 hours of training.</p> <p>Individual administration, paper and pencil and oral responses.</p> <p>Raw score, percentile rank, and developmental benchmark scores provided. Percentile scores are based on grade norms.</p>

AIMSweb Pro Reading	
<p>Harcourt Assessment, Inc. AIMSweb Customer Service P.O. Box 599700 San Antonio, TX 78259 (888) 944-1882 http://www.aimsweb.com</p> <p>Uses: Screening, formative, diagnostic, progress monitoring of students in grades K-8.</p> <p>Cost: \$3 per student per year.</p>	<p>Curriculum-Based Measurement (CBM) testing materials and web-based software provides schools with a 3 Tier Progress Monitoring and Response to Intervention System. Includes CBM measures for Reading, Early Literacy, and support for DIBELS™.</p> <p>AIMSweb Pro Reading includes the following assessments: Reading-CBM, Oral Reading Fluency, Reading-CBM, Spanish Oral Reading Fluency, Maze-CBM, Reading Comprehension, TEL-CBM, Test of Early Literacy, MIDE-CBM, Spanish Early Literacy. AIMSweb Pro Reading also provides data management and reporting for the following 3rd party assessments: DIBELS™, IGDI, Get it Got it Go!</p> <p>Covers oral reading rate, reading skills and reading comprehension.</p>
<p style="text-align: center;">Technical Properties</p> <p>Parallel/alternate forms: = .94; Alternate form (1 week) = .89.</p> <p>Inter-rater reliability: = .99</p> <p>Test-retest reliability: (10 weeks) = .82; 10 parallel forms, 1 week apart = .91 (.84-.94); Test-retest (5 weeks) 4 parallel forms, 1 week apart = .90-.91 (median) & .89-.94 (range); 2 weeks = .97; 10 weeks .92.</p> <p>Criterion validity: Multiple studies, majority of correlations in the .70s (.39-.89)</p>	<p style="text-align: center;">Additional Information</p> <p>Individual administration using paper/pencil and oral responses; available in English and Spanish.</p> <p>Training for administration, scoring and interpretation is provided by AIMSweb.</p> <p>Scoring takes 3-10 minutes for individual students, longer for large groups.</p> <p>Total score only for each subtest</p>

AIMSweb TEN (Mathematics)	
<p>Publisher: Edformation Inc. Phone: (888) 944-1882</p> <p>http://www.aimsweb.com</p> <p>Uses: Formative, Screening, progress monitoring of mathematics skills for students in grade K-1.</p> <p>Cost: \$99 for a school site license and \$39 for individual license for grades K-1 benchmark set, \$299 for a school site license and \$99 for individual license for the progress monitoring set.</p>	<p>AIMSweb TEN™ assessments are used to identify students at risk and monitor the progress of all students in Kindergarten and early Grade 1. Curriculum Based Measurement (CBM) assessment system.</p>
<p style="text-align: center;">Technical Properties</p> <p>Parallel or alternate forms reliability: .78-.93 (fall, winter, spring)</p> <p>Inter-rater reliability: .98-.99 across the 4 subtests</p> <p>Test-retest reliability: .79-.85 at 13 weeks; .78-.86 at 26 weeks</p> <p>Content validity evidence: Based on indicators of later math success.</p> <p>Predictive validity: WJ-R applied problems correlations: Fall AIMSweb Ten with WJ-R Spring: OC = .72, NI = .72, QD = .79, MN = .72; Winter AIMSweb Ten with WJ-R Spring: OC = .68, NI = .68, QD = .79, MN = .71</p>	<p style="text-align: center;">Additional Information</p> <p>1-minute individually administered paper/pencil and oral tests.</p> <p>Manual scoring. Measures are brief (3-5 mins. per child). Raw scores are provided. Each of the four tests provides information about what the student can do in one minute.</p>

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<p>Center on Teaching & Learning 5292 University of Oregon Eugene, OR 97403-5292 http://dibels.uoregon.edu E-mail: support@dibels.uoregon.edu</p> <p>Uses: Formative, screening, progress monitoring of students in PreK-6</p> <p>Cost: \$1 per student per year, testing and scoring materials available for free download.</p>	<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.</p> <p>Covers oral reading rate, phonemic skills and reading skills</p>
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<p style="text-align: center;">Technical Properties</p> <p>Reliability: ORF 1 probe = .65, multi-measure probe = .90; PSF 1 probe = .88, multi-measure probe = .96; NWF 1 probe = .92, multi-measure probe = .98; LNF 1 probe = .93, multi-measure probe = .98.</p> <p>Concurrent validity: ORF = .36- .48; PSF = .54- .65; NWF = .59; LNF = .70- .77 (with Metropolitan Readiness Test, Stanford Diagnostic Reading, and Woodcock-Johnson reading)</p> <p>Predictive validity: ORF = .36- .45; PSF = .62- .68; NWF = .66- .82; LNF = .65- .81.</p> <p>Buros review urges caution in the use of instructional categories derived from DIBELS (at risk, low risk, some risk); lack of measurement of reading comprehension and vocabulary an “important gap”; may be differences in difficulty across forms.</p>	<p style="text-align: center;">Additional Information</p> <p>1-3 minute measures Individual administration Oral and pencil/paper responses Multiple forms (20+) each measure/grade level English and Spanish versions available</p> <p>DIBELS offers trainings for teachers and paraprofessionals – generally a two day training.</p> <p>Scoring takes 3-10 minutes, scored by hand.</p> <p>Total score for each subtest, can compare to national database for percentiles compared to nation, region, school district, school building.</p>
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easyCBM	
<p>http://www.easycbm.com accounts@easycbm.com</p> <p>Uses: Formative and diagnostic for students in K-5</p> <p>Cost: Free progress monitoring with charge for site license upon completion of benchmarking</p>	<p>Test areas: Letter names, letter sounds, phonemic segmentation, word reading fluency, passage reading fluency, narrative passage reading comprehension</p> <p>17 alternate forms on all CBM measures provided; forms equated using IRT.</p> <p>Covers oral reading rate, reading skills and reading comprehension</p>
<p style="text-align: center;">Technical Properties</p> <p>All forms have been calibrated using IRT for equivalence.</p>	<p style="text-align: center;">Additional Information</p> <p>Training/administration directions including video vignettes and administrator tests for all test areas.</p> <p>Web support for reporting. Can create reports for individuals as well as groups.</p> <p>Website also allows linking to and tracking of interventions as well as a benchmarking guide for evaluating assessment results.</p>

Group Reading Assessment & Diagnostic Evaluation (GRADE)	
<p>Pearson 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 (800) 627-7271 Fax: (800) 393-3156 http://www.pearsonschool.com</p> <p>Uses: Diagnostic and summative for students in preK-12</p> <p>Cost: (2002) \$209.95 - \$899.95 depending on level</p>	<p>A series of group and individually administered emergent literacy and reading tests. Assesses pre-reading and reading skills for PreK through young adult. Can track student progress from year to year with Growth Scale Value score.</p> <p>Includes multiple developmentally and age-appropriate subtests/skills across a broad range of difficulty.</p> <p>Covers reading skills, phonological skills and reading comprehension</p>
<p style="text-align: center;">Technical Properties</p> <p>Useful group test of reading ability (summative). Covers wide range of student ages and skill levels. Appropriate for yearly assessment of reading gains.</p> <p>Only two forms; not suitable for progress monitoring.</p> <p>Reliability in the .90s. Validities: mostly in .80s, depending on subtest, with more variability in lower skill levels. Adequate for educational decision making.</p> <p>New norm sample in 2000. Approximately 17,000 students in normative sample; adequate demographics.</p> <p>Good item pool (2,500), item analysis used.</p> <p>Buros review of diagnostic efficacy: equivocal. Notes strength as “diagnostic reading test”, but indicates weakness in # items per subskill to reliably interpret.</p> <p>Good effort in bias review, and diverse ethnicity, gender in stories, names.</p>	<p style="text-align: center;">Additional Information</p> <p>Individual or group administration</p> <p>P and K levels done individually only. Students write responses in test booklet in response to teacher instructions. Level 4 – A fill in circles in multiple choice format.</p> <p>Scores: Stanines, standard scores, percentiles, NCEs, and grade equivalencies. 2,500 test items in four different forms.</p>

KeyMath Revised/Normative Update (NU): A Diagnostic Inventory of Essential Mathematics	
<p>Publisher: AGS (Pearson) Phone: (800) 328-2560 http://www.agsnet.com</p> <p>Uses: Screening and summative assessment of achievement for students in K-12</p> <p>Cost: \$334.00 - \$638.00</p>	<p>According to the publisher, KeyMath-Revised-Normative Update (KeyMath-R/NU) provides an accurate measurement of students' math skills with up-to-date norms and hundreds of test items. Because the test does not require reading ability, it is easy to administer to a wide range of students. Educational professionals from classroom aides to school psychologists can administer KeyMath-R effectively.</p> <p>Coverage of math concepts, operations, and applications.</p> <p>Two parallel forms.</p> <p>ASSIST software offers easy scoring and provides reporting, and remediation strategies.</p> <p>Covers number sense, geometric sense, measurement, statistics and data, and problem-solving</p>
<p>Technical Properties</p> <p>Internal consistency: Total test split-half reliabilities, .90-.99; three primary areas of content .65-.97; individual strands, .07- .94.</p> <p>Parallel/alternate forms reliability: Total .88-.92; three primary areas of content, .79-.85; individual strands, .53-.80.</p> <p>No inter-rater or test-retest reliability reported.</p> <p>No evidence of content validity.</p> <p>Construct validity: Total test correlations with the earlier version of KeyMath range from .86 to .93, with CTBS and ITBS they were .66 and .76 respectively.</p> <p>No discriminant, predictive, or internal validity information.</p>	<p>Additional Information</p> <p>Individual administration; administrator uses an easel to present questions to the student, gives vocal directions, and records student's response on a scoring sheet.</p> <p>Basal and ceiling testing methods used, therefore, students do not respond to all test items and all test items easier than the starting item are assumed correct while all items more difficult than the top three missed items are considered wrong – possibly inflating reliability estimates.</p> <p>Three Area Composites and Total Test-Standard scores, grade and age equivalents, percentile ranks, stanines, and NCEs; on subtests-Scaled scores, percentile ranks, stanines, and NCEs.</p> <p>Scored by hand, or entered into the test software.</p>

Northwest Evaluation Association: Measures of Academic Progress (NWEA-MAPS)	
<p>5885 SW Meadows Road, Suite 200, Lake Oswego, OR 97035 Ph: (503) 624-1951, Fax: (503) 639-7873 http://www.nwea.org/assessments</p> <p>Uses: Formative for students in grades 2-10</p> <p>Cost: Contact the publisher.</p>	<p>MAP tests measure: academic growth over time: tests may be used up to four times per year to measure progress in basic skill areas, and are independent of age and grade placement.</p> <p>All content areas: Reading, Mathematics, Language Usage, Science , Spanish Audio Mathematics</p> <p>System provides: access to aggregated student reports, building and district level administrators use MAP data to inform curriculum and school improvement decisions.</p>
<p>Technical Properties</p> <p>Reports provide clear detail and direction to inform instruction.</p> <p>Extensive research base available showing how MAPS assessments align with many state's goals and standards. Detailed system for identifying component skills; descriptions of skill progressions available online.</p> <p>Schools can access Growth Research Database of 1200 districts, 10,000 schools, 45 states; results for past 9 years of achievement data on students.</p> <p>Norms data from over 2.3 million students.</p> <p>Internal consistency: =.90 - .95 for 1999 reading, and</p> <p>Test-retest reliability: =.84 - .91 for 2002 reading.</p> <p>Parallel/alternate forms =.76 - .89.</p> <p>Concurrent validity =69 - . 87.</p>	<p>Additional Information</p> <p>Time to complete: 1 hour per test, untimed (individually by student on computer)</p> <p>Proctor administers test with directions to student taking test on computer. Tests are adaptive and un-timed.</p> <p>Four types of tests: Survey tests, 20-items; Longer tests (35-50 items) ; Locator tests 16 items for testing placement.</p>

STAR Early Literacy	
<p>Renaissance Learning, Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036 Ph: (715) 424-3636 Fax: (715)424-4242 http://www.renlearn.com/sel/</p> <p>Uses: Screening, formative and diagnostic for students is PreK-3</p> <p>Cost: \$1995 per single computer license kit (up to 40 students) , \$2995 per school site license for up to 200 students, \$79 per 50-student expansion modules for school site license packages.</p>	<p>A computer-adaptive, progress-monitoring assessment designed to assess the early literacy skills of beginning readers. Content covered includes graphophonemic knowledge, general readiness, phonemic awareness, phonics, comprehension, structural analysis, vocabulary.</p> <p>Covers reading skills and reading comprehension</p>
<p style="text-align: center;">Technical Properties</p> <p>Test-retest reliability, .87 and .86</p> <p>Content validity evidence: scaled scores increased by grade and age.</p> <p>Compared to STAR Reading 2.1: correlation of .78; correlations between .57 to .64 for ITBS, Brigance K and 1 screen, DIAL, and Stanford Achievement Test.</p> <p>Buros review: User-friendly computer-adaptive screening instrument of early literacy skills. "robust" technical properties. Interpretation of the results should focus on the overall score; validity data do not adequately support the individual interpretation of domain and skill scores for educational decision making or planning instruction. However, it is appropriate to use the STAR Early Literacy for individual readiness screening and overall early literacy assessment.</p>	<p style="text-align: center;">Additional Information</p> <p>Computer based, group administration</p> <p>Provides scale scores for graphophonemic knowledge, general readiness, phonemic awareness, phonics, comprehension, structural analysis, vocabulary; provides domain and skill scores which classify students into three stages of reading development (emergent, transitional, and probable reader).</p>

STAR Reading	
<p>Renaissance Learning, Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036 Ph: (715) 424-3636 Fax: (715)424-4242 http://www.renlearn.com/sr/</p> <p>Uses: Screening, formative, and diagnostic for students in 1-12</p> <p>Cost: \$499 per single computer license kit (up to 40 students), \$1499 per school site license for up to 200 students.</p>	<p>A computer-adaptive, progress-monitoring assessment designed to assess students' reading comprehension and overall reading achievement. Student must read graded passages of text (using authentic text in grades 3 and up) and fill in key missing words from a set of options (modified cloze procedure). Track growth in student reading achievement longitudinally.</p> <p>Sessions take approximately 10 minutes each, and can be administered up to 5 times per year.</p> <p>Covers reading skills and reading comprehension.</p>
<p style="text-align: center;">Technical Properties</p> <p>Parallel or alternate forms reliability: .79-.91 across grade levels with an overall value of .94.</p> <p>“Generic reliability” reported: .89-.92.</p> <p>Content validity evidence provided through item development.</p> <p>Construct validity: .60-.90 when compared with other standardized tests.</p> <p>Buros reviews: The program provides ready access to multiple indices useful for planning and decision making at the classroom, campus, and district levels, but results should not be used in isolation. Quick and easy method of test administration and scoring but limited type and breadth of reading skills sampled, lessening diagnostic utility. Second Buros reviewer: The STAR Reading test may have some usefulness as a prescreening tool for identifying at risk students. Investment in learning program may not be worth the extremely limited amount of information gained about specific reading skill performance, however, makes use of this measure questionable for any other purpose.</p>	<p style="text-align: center;">Additional Information</p> <p>Computer-based individual or group administration</p> <p>Criterion and norm referenced scores provided.</p>

STAR Math Accelerated Math	
<p>Renaissance Learning, Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036 Ph: (715) 424-3636 Fax: (715)424-4242 Toll Free: (800) 656-6740 http://www.renlearn.com/sm/</p> <p>Uses: Diagnostic and placement for students in K-12</p> <p>Cost: One-Time School Fee: New STAR Math customers: \$1,499; Upgrade from 1.x school license: \$698; Upgrade from 2.x school license: \$99; Plus an Annual Student Fee: \$100 per year for up to 205 students and 49¢ per student per year for additional students.</p> <p>Other packages available.</p>	<p>Assess students' math levels in less than 15 minutes. Publisher says: "Receive accurate, reliable, norm-referenced math scores including grade equivalents, percentile ranks, and normal curve equivalents."</p> <p>Individual, computerized, administration time = 15 minutes</p> <p>Assessments can be administered throughout the school year.</p> <p>Produces norm-referenced math scores including grade equivalents, percentile ranks, and normal curve equivalents. Total score only.</p>
<p style="text-align: center;">Technical Properties</p> <p>2471 items pilot tested on national sample of almost 45,000 students in grades 1-12; 45 states, 261 schools. Normed in 2002 on almost 30,000 students from 312 schools in 48 states; stratified according to geographic region, per-grade district enrollment, and SES.</p> <p>Parallel or alternate forms reliability, .72-.80</p> <p>Split half: .78-.88</p> <p>Aggregate reliabilities across grade level above .90</p> <p>Construct validity: correlations with other standardized tests (.58-.70) and teacher ratings (.38-.58)</p> <p>"only superficial evaluation of student skills", not well aligned to NCTM standards, not recommended by one reviewer; another reviewer more positive (Buros)</p>	<p style="text-align: center;">Additional Information</p> <p>Buros review: "STAR Math 2.0 is not recommended. The publisher provides considerable technical details and the standard score and other normative information are probably relatively accurate. However, the instrument provides limited diagnostic information, which is not the STAR Math's claimed purpose, even though it produces a "diagnostic" report...Overall, this test is not very well aligned with current research in mathematics or NCTM (National Council of Teachers of Mathematics) standards" (p. 868).</p> <p>Second reviewer: "The strength of STAR Math is in its technical development and validation, its ease of use, and the information that it provides...provides a quick, easy way to track students' growth in mathematics as compared to the national population...The emphasis is on basic skills, quick answers, not higher order thinking or open-ended problem solving. The test should therefore not be used exclusively to judge mathematical achievement.</p>

Read 180

Scholastic Inc.
1-877-234-READ

<http://teacher.scholastic.com/products/read180/overview/faq.htm>

Mailing Address (western U.S.):
Warner Gateway
21860 Burbank Blvd, Suite 110
Woodland Hills, CA 91367
Telephone: (818) 610-7272
Fax: (818) 610-7474
Email: farwest@scholastic.com

Idaho and Oregon
Nancy Taylor
ntaylor@scholastic.com
Phone: (503) 910-7714
Fax: (503) 393-5184

Uses: intervention program for students in 4-12

Cost: contact publisher

READ 180 is a reading intervention program designed to meet the needs of students in elementary through high school whose reading achievement is below proficiency. According to the publisher, READ 180 is built to address gaps in proficiency by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

READ 180 targets skill development in the following areas: phonemic awareness, phonics, fluency, text comprehension, vocabulary, spelling, and writing.

According to the publisher, READ 180 addresses key skills as outlined in national and state standards for language arts. Additionally, reporting and assessment tools provide teacher and school officials access to reports on student progress on an ongoing basis. They can identify areas of deficiency before annual state exams, providing opportunity for further instruction in problem areas.

REWARDS

Sopris West Educational Services
Attn: Customer Service
4185 Salazar Way
Frederick, CO 80504
Ph: (800) 547-6747
Fax: (888) 819-7767

Email: info@rewardsreading.com
<http://www.sopriswest.com>

Uses: intervention program for students in 4-12

Cost: \$339.95 for a classroom set for 20 students, \$467.95 for a writing classroom set, individual materials available for purchase

According to the publisher, REWARDS programs are research-based reading and writing interventions used in schools across the country. REWARDS products can be used as effective interventions in general and special education, summer school, and after-school programs.

According to the publisher, adding REWARDS to instruction can efficiently and effectively improve:

- * Decoding
- * Fluency
- * Vocabulary
- * Comprehension
- * Test-taking skills
- * Content-area reading and writing
- * Word choice
- * Sentence writing and revision

PLATO	
<p>PLATO Learning Corporate Headquarters 10801 Nesbitt Ave. South Bloomington, MN 55437 800-44-PLATO marketing@plato.com http://www.plato.com</p> <p>Uses: intervention program for K-adult</p> <p>Cost: contact publisher</p>	<p>Self-paced intervention solutions for K–adult students.</p> <p>According to publisher, the teacher-facilitated technology tools are appropriate for the traditional classroom, student self-paced solutions for independent practice, and effective intervention solutions, PLATO Learning’s elementary solutions engage students in the learning process and reward their accomplishments.</p> <p>Keeping students on track to pass state-mandated assessments and graduate—whether that means providing a comprehensive credit recovery program, offering distance learning options to keep students engaged and to accommodate demanding schedules, or giving students ample opportunities to prepare for high-stakes exams—is the focus of PLATO Learning’s secondary education solutions.</p>

SkillsTutor	
<p>Houghton Mifflin Harcourt Learning Technology http://www.skillstutor.com</p> <p>Educational Account Manager for Oregon Karla Dulin Toll-Free: 1-877-286-5137 karla.dulin@hmhpub.com</p> <p>Uses: instruction and tutoring of basic skills for K-adult</p> <p>Cost: contact publisher</p>	<p>SkillsTutor is designed to increase academic achievement for students in grades K through Adult.</p> <p>Publisher reports over 1600 basic skills and thinking skills lessons focus on the fundamentals of learning. Quizzes and tests identify skill deficiencies and prescribe appropriate lessons.</p> <p>SkillsTutor is delivered online and can be used as a teacher-aided instructional tool or as a one-on-one tutoring resource with minimal guidance. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated. The management system monitors progress and generates accountability reports.</p>

Additional Reading

The Comprehensive Test of Phonological Processing (CTOPP)	
<p>Pearson's Assessment (800) 627-7271 http://www.pearsonassessments.com</p> <p>Uses: Diagnostic and formative for students ages 5-24</p> <p>Cost: \$231.00</p>	<p>Assesses phonological awareness, phonological memory, and rapid naming</p> <p>Persons with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not.</p> <p>Test has two versions. The first is for children ages 5 and 6 (primarily kindergartners and first graders) and contains seven core subtests and one supplemental test. The second version, for individuals ages 7 through 24 (persons in second grade through college), contains six core subtests and eight supplemental tests. In both versions supplemental tests are used to allow the examiner to assess specific phonological strengths and weaknesses.</p>
<p>Technical Properties</p> <p>Internal consistency reliabilities reported from .70-.96.</p> <p>Inter-rater reliability reported as .98 but a Buros review questions the validity of this value due to measurement issues.</p> <p>Test-retest reliability over a 2 week interval reported as .68-.97 for 5-7 year olds; .72-.93 for 8-17 year olds; and .67-.90. for 18-24 year olds.</p> <p>Criterion validity well documented in several studies with comparisons to WRMT-R and TOWRE.</p> <p>Predictive validity studies with the Lindamood Auditory Conceptualization Tests, the WRMT-R, the Gray Oral Reading Test-3, and the WRAT-3. Concurrent validity coefficients ranged from .00-.75 (mean=.43) and predictive validity coefficients ranged from .21-.72 (mean=.46).</p> <p>Construct validity: Factor analysis showed all loadings between the factors and the subtests above .52.</p> <p>DIF analyses conducted</p>	<p>Additional Information</p> <p>Individually administered test, testing time about 30 minutes.</p> <p>Only one form available.</p> <p>Test report provides standard scores, percentile ranks, and age and grade equivalent scores.</p> <p>Test was standardized on a normative sample of 1,656 children from 30 states.</p>

Gray Diagnostic Reading Tests – Second Edition (GDRT-2)

PRO-ED, Inc.
8700 Shoal Creek Blvd.
Austin, TX 78757-6897
(800) 897-3202
Fax: (800) 397-7633
<http://www.proedinc.com>

Uses: Diagnostic and formative for students ages 6.0 – 13.11

Cost 2006: \$250 per complete kit including examiner's manual (2004, 113 pages), Adventures in Fancyland Storybook, Student Book Form A, Student Book Form B, 25 record Forms A, 25 record Forms B, and storage box; \$73 per examiner's manual; \$50 per Student Book Form A; \$50 per Student Book Form B; \$5 per Adventures in Fancyland Storybook; \$47 per 25 record Forms A; \$47 per 25 record Forms B.

The Gray Diagnostic Reading Tests-Second Edition (GDRT-2) is a revised edition of the Gray Oral Reading Tests-Diagnostic (Bryant & Wiederholt, 1991).

The GDRT-2 contains four core subtests and three supplemental subtests. The four core subtests are Letter/Word Recognition, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading; the three supplemental subtests are Listening Vocabulary, Rapid Naming, and Phonological Awareness. The core subtests can be combined into composite ability scores for (Letter/Word Recognition, Phonetic Analysis, Total), Comprehension (Reading Vocabulary, Meaningful Reading, Total), and General Reading.

Technical Properties

Internal consistency reliabilities reported that were .85 or higher in 90% of cases across 80 combinations of age and subtest.

Alternate forms reliability ranged from .74 to .99.

Test-retest coefficients from .82 to .89, .90 to .94 for composite scores.

Concurrent validity study reported coefficients from .51 to .74 with Woodcock-Johnson depending on subtest (N=28).

Buros review reports “moderate to high” correlations with WISC-III but cautions that “Additional research is needed to establish criterion-related validity and construct validity” and “...the GDRT-2 lacks the depth and breadth needed to assess children's reading difficulties fully”

Additional Information

Individually administered, norm-referenced reading and related tests. Testing time 45-60 minutes.

Two forms available (A and B).

Buros review says “...learning to administer it is easy, as is administration and scoring”.

Test provides a number of scores: raw scores, standard scores for the subtests, composite ability scores, percentile ranks, age and grade equivalents. Only the Rapid Naming subtest is timed, with a maximum of 2 minutes allowed. Appendices contain tables for the conversion of raw scores to scaled scores, percentile ranks, age equivalents, and grade equivalents.

Standardization sample was composed of 1,414 students in 17 states as well as previous test users.

Gray Oral Reading Tests – Fourth Edition (GORT-4)

PRO-ED, Inc.
8700 Shoal Creek Blvd.
Austin, TX 78757-6897
(800) 897-3202
Fax: (800) 397-7633
<http://www.proedinc.com>

Uses: Diagnostic and formative for students in grades 1-12

Cost: (2001) \$198

Norm-referenced measure of oral reading and an aid in the diagnosis of oral reading difficulties.

Oral reading skills reported in terms of Rate, Accuracy, Fluency, Comprehension, and Overall Reading Ability.

Used to identify students who are significantly below level in oral reading skills who may need additional support.

Covers oral reading rate and reading comprehension

Technical Properties

Test used extensively since 1967. Many studies, revisions and improvement in technical adequacy since first edition.

Across studies internal consistency reliability coefficients reported as .90 or above on average; test-retest reliability ranged from .85 - .95.

Validity coefficients with other measures reported in .60s and .70s. Lower for the comprehension subtest (.47).

Updated norm sample consisting of 1,600 students in 2000. Sample stratified on gender, racial, ethnicity, and economic diversity based on projected 2000 census across 28 states.

Item bias studies conducted.

Additional Information

Multiple-choice format; oral reading rate, accuracy, fluency, and comprehension
Developmentally sequenced passages with comprehension questions after each.

Children read aloud 13 increasingly difficult passages, each followed by comprehension questions.

Time to administer is 15-45 minutes.

Two forms available (A and B).

Buros review suggests that formal training is needed for valid administration of the test.

Results can be reported as NCEs, T-scores, z-scores, standard scores and percentile ranks.

Gray Silent Reading Tests (GSRT)	
<p>PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com</p> <p>Uses: Summative, formative assessment for ages 7-25</p> <p>Cost: (2003) \$138 per complete kit including 25 profile/response forms, 10 each of reading book Forms A and B; and manual (101 pages); \$15 per 25 profile/response forms; \$29 per 10 reading books (specify A or B).</p>	<p>The GSRT consists of two parallel forms each containing 13 developmentally sequenced reading passages with five multiple-choice questions each.</p> <p>Publisher website: “The GSRT was developed to be used independently or as an adjunct to the Gray Oral Reading Test-4th Ed. (GORT 4). The GSRT helps you quickly and efficiently measure an individual's silent reading comprehension ability.”</p> <p>Covers reading comprehension</p>
<p style="text-align: center;">Technical Properties</p> <p>Intended for use in identifying individuals whose scores are significantly below those of peers, who might need additional assessment or intervention in reading comprehension.</p> <p>Normative results based on standardization sample of 1,400 people in 31 states.</p> <p>Reliability demonstrated w/ alternate forms and time sampling. High coefficient alphas (.90s) but were “corrected” for range restriction.</p> <p>Content-related validity evidence is absent.</p> <p>Validity was assessed using measures of criterion prediction (age prediction, group differentiation, etc.). No further details.</p>	<p style="text-align: center;">Additional Information</p> <p>Individual or group administration, 15-30 minutes to administer.</p> <p>Two forms available (A and B).</p> <p>Silent Reading comprehension: students read a short paragraph and then answer 5 multiple-choice comprehension questions about the passage.</p> <p>Raw scores can be converted into age- and grade-equivalent scores, percentile rank, and standard score. A guide is also provided to convert standard scores into criterion-referenced categories (Very Superior, Superior, Above Average, etc.).</p>

Standardized Reading Inventory (SRI-2)	
<p>PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com</p> <p>Uses: Formative for students ages 6.0-14.6</p> <p>Cost: \$224 for complete kit including manual, story book, 25 form A and B vocabulary sheets; \$13 per 25 vocabulary sheets; \$45 per 25 record booklets; \$21 per 50 profile scoring forms; \$47 per examiner's manual.</p>	<p>Designed primarily to assess children's independent reading levels in word recognition and comprehension skills. The reading passages are scored for oral reading accuracy, comprehension, and predictive comprehension. The student reads the passages orally first, then silently. After the silent reading, the comprehension questions are read by the examiner.</p> <p style="text-align: center;">Covers reading skills, reading strategies and reading comprehension</p>
<p>Technical Properties</p> <p>Internal consistency coefficients generally high, 80% of the alphas > .90.</p> <p>Parallel or alternate forms reliability reported as .80.</p> <p>Test-retest reliability reported from .83 to .92.</p> <p>According to publisher, reliability coefficients are high at all age intervals. The averaged <i>r</i> ranged from .88 to .97.</p> <p>Criterion-referenced validity studies correlated SRI-2 with <i>Gray Oral Reading Test-Third Edition</i>, <i>Gray Silent Reading Test-Second Edition</i>, <i>Comprehensive Test of Phonological Processes</i>, and <i>Otis Lennon School Abilities Test</i> with "favorable results".</p>	<p>Additional Information</p> <p>Test administration by pencil/paper in group or individual setting.</p> <p>Scores provided for passage, comprehension, word accuracy, vocabulary in context, and reading quotient scores. Raw scores can be converted into age and grade equivalent scores, percentile scores, and standard scores.</p>

Test of Reading Comprehension (TORC-3)	
<p>PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com</p> <p>Uses: Screening, formative and diagnostic for students ages 7-17</p> <p>Cost: \$189.00 for a classroom kit</p>	<p>Designed to measure the reading comprehension ability of individuals. Includes eight subtests: general vocabulary, syntactic similarities, paragraph reading comprehension, sentence sequencing, reading the directions of schoolwork, mathematics vocabulary, science vocabulary, and social studies vocabulary.</p> <p>Covers reading strategies, reading comprehension, narrative text and informational text.</p>
<p style="text-align: center;">Technical Properties</p> <p>Internal consistency reliability reported as above .90.</p> <p>Inter-rater reliability reported from .87 to .98.</p> <p>Test-retest reliability reported from .79 to .88.</p> <p>Content validity evidence reported with coefficients above .40.</p> <p>Criterion validity evidence with CAT and CTBS, between .5 and .65; with WISC-R was .81.</p> <p>Validity evidence for analogy subtest may be weaker.</p> <p>Test normed in 1994 on 1,962 students across 19 states.</p>	<p style="text-align: center;">Additional Information</p> <p>Administration can be group or individual.</p> <p>Results reported as raw scores, standard scores, grade and age equivalent scores, and percentile ranks.</p>

Test of Word Knowledge (TOWK)	
<p>Harcourt Assessment, Inc. Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 (800) 211-8378 Fax: (800) 232-1223 http://www.harcourtassessment.com</p> <p>Uses: Screening, formative and diagnostic (vocabulary/word knowledge) for students ages 5-17.</p> <p>Cost: Complete Kit Includes Examiner's Manual, Stimulus Manual, and 12 Record Forms; ISBN: 015-8541-251; Unit Price: \$199.00.</p>	<p>According to publisher, the <i>Test of Word Knowledge</i> (TOWK) identifies students who lack (or excel in) the semantic skills and repertoires that are the foundation of language use in thinking, learning, and communication. TOWK evaluates knowledge of figurative language, multiple meanings, conjunctions and transition words, receptive and expressive vocabulary, and more.</p> <p>Designed for use as part of a total diagnostic language battery, the Test of Word Knowledge (TOWK) evaluates students' ability to understand and use vocabulary by probing for indications of a semantic development and lexical knowledge.</p>
<p style="text-align: center;">Technical Properties</p> <p>Internal consistency reliability reported as ranging from .84 to .94 for composite scores.</p> <p>Reported test-retest reliability ranges from .89 to .94.</p> <p>Validity evidence: discriminates between non and LLD students with 67% accuracy.</p> <p>Internal construct validity evidence shown by subtest intercorrelations that ranged from .51-.74.</p> <p>Concurrent validity evidence test correlated with CELF-R (.63) and WISC-III (.76).</p> <p>Normative sample composed of 1570 students in 26 states. Sample stratified based on gender, ethnicity/race, parental education according to US census from 1980 for each age group.</p>	<p style="text-align: center;">Additional Information</p> <p>Test is individually administered.</p> <p>Manual says administration time from 25-40 minutes but Buros review suggests longer (30-60).</p> <p>Results reported as standard scores, Receptive and Expressive Composite Scores, Age Equivalents, Percentile Ranks, Stanines, and Mean of Subtests.</p> <p>Level 1 of test includes the following core subtests - Expressive Vocabulary, Word Definitions, Receptive Vocabulary and Word Opposites. Synonyms, for use with 5 to 8 year olds, is a supplementary subtest.</p> <p>Level 2 includes the following subtests - Word Definitions, Multiple Contexts, Synonyms and Figurative Usage. Word Opposites, Receptive Vocabulary, Expressive Vocabulary. Conjunctions and Transition Words are supplementary subtests.</p>

Test of Word Reading Efficiency (TOWRE)	
<p>PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 Fax: (800) 397-7633 http://www.proedinc.com</p> <p>Uses: Screening, formative and diagnostic for students in grades 1-3.</p> <p>Cost: \$178.00 for complete kit (Complete TOWRE Kit includes Examiner's Manual, 25 Form A Profile/Examiner Record Booklets, 25 Form B Profile/Examiner Record Booklets, Form A Word Cards, and Form B Word Cards, all in a storage box.)</p>	<p>According to publisher, the test provides an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability: the ability to accurately recognize familiar words as whole units or "sight words" and the ability to "sound out" words quickly. The Test of Word Reading Efficiency contains two subtests: the Sight Word Efficiency (SWE) subtest assesses the number of real printed words that can be accurately identified within 45 seconds, and the Phonetic Decoding Efficiency (PDE) subtest measures the number of pronounceable printed nonwords that can be accurately decoded within 45 seconds.</p>
<p>Technical Properties</p> <p>The TOWRE was normed on over 1,500 individuals ranging in age from 6 to 24 years old residing in 30 states.</p> <p>Internal consistency reliability reported from .86 to .98.</p> <p>Test-retest reliability reported from .83 to .96.</p> <p>Reliability of the TOWRE was investigated using estimates of content sampling, time sampling, and scorer differences. The average alternate forms reliability coefficients (content sampling) all exceeded .90.</p> <p>Publisher claims that there is extensive evidence of the validity of TOWRE test scores for content-description validity, criterion-prediction validity, and construct-identification validity.</p>	<p>Additional Information</p> <p>Individual administration by paper/pencil.</p> <p>Each subtest has two forms (Forms A and B) that are of equivalent difficulty, and either one or both forms of each subtest may be given depending upon the purposes of the assessment.</p> <p>The <i>Test of Word Reading Efficiency</i> contains two subtests: the Sight Word Efficiency (SWE) subtest assesses the number of real printed words that can be accurately identified within 45 seconds, and the Phonetic Decoding Efficiency (PDE) subtest measures the number of pronounceable printed nonwords that can be accurately decoded within 45 seconds.</p> <p>Percentiles, standard scores, and age and grade equivalents are provided. Subtest standard scores have a mean of 100 and a standard deviation of 15.</p>

Wechsler Individual Achievement Test -2nd Edition (WIAT-II)

Harcourt Assessment, Inc.
 Attn: Customer Service
 P.O. Box 599700
 San Antonio, TX 78259
 (800) 211-8378
 Fax: (800) 232-1223
<http://www.harcourtassessment.com>

Uses: Diagnostic (achievement) for students in grades PreK-16

Cost: \$399.00 for complete kit (L). (P): **WIAT-II Complete Kit** Includes Stimulus Book 1, Stimulus Book 2, Record Forms pkg. of 25), Response Booklet (pkg. of 25), Examiner's Manual, Scoring Normative Supplement for Grades PreK-12, Scoring and Normative Supplement for College Students and Adults, Word Cards, Audiotape, and Bag. ISBN: 015-8983-505 Unit Price: \$417.00.

The WIAT-II is a comprehensive yet flexible measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults. New norms also allow for the evaluation of and academic planning for college students with disabilities. WIAT-II provides guidance for intervention and IEP planning.

Technical Properties

Internal consistency reliability coefficients were .85 or higher except for WE and LC subtests which were .70.

Test-retest reliability above .85.

Validity evidence shows correlations among tests on WIAT and WIAT-II .80 and above.

The validity of the assessment also determined using a variety of other published assessments (e.g. WIAT, DAS, PAL-RW, etc.)

Additional Information

Extensive training is required to administer. It is administered individually, using pencil/paper.

Time to administer: PreK-K: 45 minutes, Grades 1-6: 90 minutes; Grades 7-16: 1.5 - 2 hours

Results reported as raw scores, age and grade equivalent scores, percentile ranks, stanines, and normal curve equivalent scores.

Hand or software scoring.

Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB)	
<p>Riverside Publishing (2001) Phone: 800-323-9540 Website: www.riverpub.com</p> <p>Uses: Diagnostic and summative battery for ages 2 – 80+</p> <p>Cost: \$397.25 per complete kit with carrying case including test book, audio CD package, comprehensive manual (197 pages), software package, and 25 test records and subject response booklets; \$61.25 per 25 test records and subject response booklets; \$67 per comprehensive manual; \$146 per scoring and reporting program (Windows/Mac).</p>	<p>Purpose of assessment: “Measures important dimensions of phonological awareness, phonics knowledge, reading achievement, and related oral language abilities.”</p> <p>A well-standardized, much used, norm-referenced battery of reading skills, designed to be useful in measuring subject's overall reading skills.</p> <p>Subtests from WJ III Tests of Achievement (8) and WJ III Test of Cognitive Ability (2).</p> <p>Cluster scores for reading skills recommended for use in interpretation of individual's performance.</p> <p>Covers reading skills, reading comprehension and writing skills</p>
<p style="text-align: center;">Technical Properties</p> <p>Median cluster reliabilities ranged from .83 to .90 or higher.</p> <p>Validity evidence: moderate correlations found with independent tests of similar content.</p> <p>More validity studies needed as evidence is sparse.</p> <p>Normative data from 8,818 subjects in 100 geographically diverse U.S. communities (2001). Continuous testing through year – norms, percentiles based on distribution of scores at each examinee's exact chronological age and grade (not interpolated or extrapolated). Extreme care taken in sampling, item selection and testing, matching U.S. demographics, providing appropriate standard scores.</p>	<p style="text-align: center;">Additional Information</p> <p>Administered individually by examiner trained in standardized test administration, scoring and interpretation. Requires approximately 60 minutes</p> <p>Report of results produces raw scores, standard scores, percentile ranks, grade equivalents, IRT-based score, normal curve equivalents, developmental benchmarks, subtest scores, composite score, and age and grade norms. Unusually detailed manual.</p> <p>Reading Subtests: Letter-Word Identification, Passage Comprehension, Word Attack, Reading Vocabulary, Reading Fluency, Spelling of Sounds, Sound Awareness, Sound Blending, Oral Vocabulary, Oral Comprehension.</p> <p>Caution: Two subtests, Reading Fluency and Passage Comprehension may cause examiners to make invalid conclusions due to spurious confounds in testing process.</p>

Woodcock-Johnson III Tests of Achievement (WJ III ACH)	
<p>Publisher: Riverside Publishing (2001) Phone: 800-323-9540 Website: www.riverpub.com</p> <p>Uses: Summative (Achievement test) for students in grades K-12</p> <p>Cost: \$466.50 for each form (two equivalent forms A & B available).</p>	<p>WJ III Achievement test is a broad, standardized test battery of academic achievement. It contains the following subscales:</p> <p>Reading measures: Phonemic Awareness – segmentation; Letter Names; Word Attack nonsense words; Word Identification – regular and irregular; Reading Fluency – sentences; Listening Comprehension; Reading Comprehension – silent, retell, cloze; Vocabulary – oral and reading.</p> <p>Other: Oral Language, Written Language; Supplemental: Delayed Story Recall, Handwriting Legibility, Spelling of Sounds, Sound Awareness, Punctuation/Capitalization.</p> <p>English and Spanish versions available.</p> <p>Not designed to support progress monitoring.</p> <p>Covers reading skills, oral reading rate and reading comprehension.</p>
<p>Technical Properties</p> <p>Internal consistency reported as above .80 for 38 subtests and above .90 for 11 subtests. Cluster reliabilities mostly above .90.</p> <p>Test-retest reliability reported from .69 to .96.</p> <p>Content validity: Test uses Rasch IRT scaling, moderate to strong correlations with other commonly used achievement batteries reported.</p> <p>Evidence of criterion validity reported through correlations with WIAT and K-TEA from .50 to .80.</p> <p>Discriminant validity evidence provided by examination of scores from known groups (children identified as gifted, etc.) with performance in expected patterns.</p>	<p>Additional Information</p> <p>Individually administered standardized achievement battery. Time to administer approximately five minutes per subtest</p> <p>Two equivalent forms (A and B).</p> <p>Some subtests are timed. Basal and ceiling rules apply in some subtests. Many subtests are available, but few items per subtest.</p> <p>Widely used for several purposes including evaluation of learning disabilities, and summative evaluation.</p> <p>Explicit instructions for examiner qualifications, examiner expertise/training to adhere to standardized administration.</p> <p>Results reported as raw scores, standard scores, percentile ranks, grade equivalents, IRT-based</p>

<p>Normative sample somewhat old. Standardization sample based on 8,818 individuals tested from 1996 – 1999.</p> <p>Sensitivity and bias reviews have been conducted.</p>	<p>score, normal curve equivalents, developmental benchmarks, subtest scores, composite scores in Reading or Mathematics, and age and grade norms.</p> <p>May be hand-scored or computer scored.</p> <p>Can modify size of confidence intervals, and discrepancy cut scores can be modified. Separate sets of norm tables for ages, grades, subgroups, students with disabilities.</p>
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Woodcock Reading Mastery Tests-Revised/Normative Update (WRMT-R/NU)	
<p>Pearson 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 (800) 627-7271 Fax: (800) 393-3156 http://www.pearsonschool.com</p> <p>Uses: Diagnostic for students in grades K-16</p> <p>Cost: Complete kit: Includes G & H Test Books, 25 each NU Form G & H Test Records, Sample NU Form, G+H Summary Record Form, Pronunciation Guide Cassette, Sample Report to Parents, NU Examiner Manual, carry bag (\$489.25).</p>	<p>Provides coverage of reading readiness, basic skills, and comprehension. Two different forms are available, with 4 or 6 subtests.</p> <p>Covers reading skills and reading comprehension.</p>
<p>Technical Properties</p> <p>Reported evidence of internal consistency reliability using split-half method: subtests, median=.91 (range: .68 to .98); Clusters scores, median=.95 (range: .87 to .98); Total score, median=.97 (range: .86 to .99)</p> <p>Normative sample based on a national sample of approximately 3,700 individuals (varies by subtest/cluster); sample composition was based on 1994 census data.</p>	<p>Additional Information</p> <p>Individual administration; each subtest takes from 10-30 minutes.</p> <p>Scores reported as percentile ranks, standard scores ($M = 100$ $SD = 15$), normal curve equivalents, age and grade equivalent scores.</p> <p>The four reading vocabularies in Word Comprehension can be evaluated only with raw scores, which may be profiled using the Diagnostic Comprehension Profile.</p>

Additional Math

Comprehensive Mathematical Abilities Test	
<p>Publisher: Pro-ed Phone: (800) 897-3202 http://www.proedinc.com</p> <p>Uses: Screening for students in grades 2-12</p> <p>Cost: \$275</p>	<p>Used (a) to determine the strengths and weaknesses among developed mathematical abilities, (b) to identify students who are significantly below or above their peers in mathematical abilities, (c) to make predictions about students' future performance in mathematics, and (d) to serve as a measurement device in research studies investigating mathematics abilities.</p> <p>Primarily a measure of computational proficiency.</p> <p>Covers number sense, algebraic sense, geometric sense, measurement, problem solving and mathematical reasoning.</p>
<p>Technical Properties</p> <p>Internal consistency estimated using Cronbach's alpha ranged from .70 to .95 for the subtests and from .87 to .98 for the composite scores across age groups.</p> <p>Inter-rater reliability estimates reported from .95 to .99 for all subtests, and .99 for the Global Composite score.</p> <p>Test-retest reliability estimated from .86 to .95 for the core subtests, and .99 for the Global Composite score based on a test-retest interval of 2-3 weeks.</p> <p>Content validity evidence based on review and comparison of items against NCTM content standards. Buros review says test has inadequate coverage of NCTM standards.</p> <p>Evidence of criterion validity provided by correlations with Diagnostic Achievement Test for Adolescents, 2nd Ed. ($r = .60$); the Woodcock-Johnson Psycho-Educational Battery ($r = .83$); the Stanford Achievement Test Series, 9th Ed. ($r = .65$).</p> <p>Internal validity evidence based on subtest intercorrelations from .25 to .68.</p> <p>DIF reviews have been conducted.</p>	<p>Additional Information</p> <p>Individual test administration in paper/pencil, oral presentation. Administration time approximately 45 minutes to 1 hour.</p> <p>Computer scoring program is available that provides standard scores, percentile ranks, and age and grade equivalent scores.</p> <p>Normative sample based on 1,625 students from 17 states.</p>

Diagnostic Achievement Battery-3 (DAB-3)	
<p>Slosson Educational Publications, Inc. PO Box 544 East Aurora, NY 14052 (716) 652-0930 (888) 756-7766 Fax: (800) 655-3840 http://www.slosson.com</p> <p>Uses: Diagnostic and summative for students ages 6.0 to 14.11</p> <p>Cost: Test Kit (Manual, 25 Student Worksheets, 25 Profile/Answer Sheets, and 1 Student Booklet) \$295; 25 Student Worksheets \$47; 25 Profile-Answer Sheets \$67</p>	<p>A standardized, norm referenced achievement test. Takes about 90-120 minutes for administration.</p> <p>According to publisher, test provides a comprehensive assessment of academic abilities in 6- to 14-year-old students. It profiles strengths and weaknesses in the following areas: Listening, Speaking, Reading, Writing, and Mathematics. DAB-3 is particularly useful in identifying students for special education placement or remedial planning.</p> <p>The battery includes 14 subtests: Story Comprehension, Capitalization, Characteristics, Punctuation, Synonyms, Spelling, Completion, Contextual Language, Alphabet/Word Knowledge, Math Reasoning, Reading Comprehension, Math Calculation, Story Construction, Analysis.</p>
<p style="text-align: center;">Technical Properties</p> <p>In Buros Review recommended as an achievement measure but <u>not</u> for diagnostic purposes.</p> <p>Internal consistency estimates reported as .98 to .99 for full test, subtests estimates ranged from .80 to .90.</p> <p>No information for parallel/alternate forms, or inter-rater reliability.</p> <p>Test-retest estimates ranged from .70 to .90; .83 for composite score; .99 for writing listening.</p> <p>Internal validity evidence provided by a Confirmatory Factor Analysis (CFA) study that concluded both a one and four factor solution were equally viable.</p> <p>Criterion validity evidence provided by moderate correlations of DAB-3 subtests with their counterparts in the Stanford Achievement Test (9) and strong correlation at the total achievement level.</p>	<p style="text-align: center;">Additional Information</p> <p>Most of test read aloud by administrator to an individual child and simultaneously records responses on a profile/examiner record booklet. There is a separate student response booklet for capitalization and punctuation, spelling, contextual language, story construction, and calculations.</p> <p>Norms based on standardization sample of more than 1,500 students.</p> <p>DAB-3 provides standard scores and percentile ranks for each subtest. Composite scores also provided in Listening, Speaking, Reading, Writing, Mathematics, Spoken Language, Written Language, and Total Achievement.</p>

Group Mathematics Assessment and Diagnostic Evaluation (G•MADE)	
<p>Publisher: AGS Globe (Pearson) Representative: Cindy Sheldon Phone: (800) 328-2560 ext 7706 http://www.agsnet.com</p> <p>Uses: Diagnostic for students in grades K-12</p> <p>Cost: As of 2007: \$110.99-\$184.99 per Form A classroom sets (specify level) including teacher's manual, hand-scoring templates, answer sheets, and 30 student booklets; \$201.99-303.99 per Forms A&B classroom sets; \$31.99 per norms supplement; \$34.99 per technical manual; \$349.00 per Scoring and Reporting Software v. 2.1 PC and Mac version; \$2,295.99 per Scoring and Reporting Software Single PC Scanning version 2.1; \$114.99 per Resource Library.</p>	<p>Publisher says G•MADE is a norm-referenced group diagnostic mathematics test that measures individual skills in the main areas of math as identified by the National Council of Teachers of Mathematics (NCTM) including Concepts and Communication, Operations and Computation, and Process and Application. Use this in-depth test to help you pinpoint areas where students need instruction.</p> <p>Results reported as stanines, percentile ranks, grade and age equivalents, standard scores, normal curve equivalents, and growth scale values.</p> <p>Publisher says G•MADE is appropriate for mathematics assessment, placement, and growth assessment.</p> <p>Covers number sense, problem-solving and reasoning</p>
<p>Technical Properties</p> <p>Internal consistency estimates reported as median of .93 for Form A and .94 for Form B (range .91-.98).</p> <p>Parallel/alternate forms reliability estimates reported from .84 to .96.</p> <p>Test-retest reliability reported from .78 to .91 for K-4, and .90 for 5-12 with one month test-retest interval.</p> <p>Content validity based on yearlong study of state standards, curriculum benchmarks, the scope & sequence of commonly used math textbooks.</p> <p>Criterion validity evidence provided by correlation of GMADE with ITBS, TerraNova, ITED, correlations ranged from .74 to .90, median $r=.84$.</p> <p>Predictive validity: GMADE predicted performance on ITBS at "high levels".</p> <p>(Recommended by Buros review)</p>	<p>Additional Information</p> <p>Administration time approximately 50-90 minutes, as one session or as shorter, multiple sessions; Paper/pencil; group administration.</p> <p>Parallel forms available for each level.</p> <p>Results reported as standard scores, percentile ranks, grade equivalents, normal curve equivalents, stanines.</p> <p>Subtests include Concepts and Communication, Operations and Computation, and Process and Application.</p> <p>Norms based on national standardization sample of 26,099 students from K-12. Fall and spring norms available.</p>

Test of Early Math Ability-3 (TEMA-3)	
<p>PRO-ED, Inc. Phone: (800) 897-3202 http://www.proedinc.com</p> <p>Uses: Diagnostic and norm referenced for students ages 3.0 – 8.11</p> <p>Cost: \$278</p>	<p>According to the publisher, TEMA-3 measures the mathematics performance of children between the ages of 3-0 and 8-11 and is also useful with older children who have learning problems in mathematics. It can be used as a norm-referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses. The test measures informal and formal (school-taught) concepts and skills in the following domains: numbering skills, number-comparison facility, numeral literacy, mastery of number facts, calculation skills, and understanding of concepts.</p>
<p style="text-align: center;">Technical Properties</p> <p>Reported estimates of internal consistency reliabilities are all above .92, median=.95.</p> <p>Estimates of immediate and test-retest alternative form reliabilities reported in the .80s and .90s.</p> <p>Validity coefficients estimated by comparison with KeyMath, Woodcock-Johnson, Diagnostic Achievement Battery, and Young Children’s Achievement Test; median correlation was .65.</p> <p>Sensitivity and DIF reviews conducted.</p> <p>Buros reviews were generally positive.</p>	<p style="text-align: center;">Additional Information</p> <p>Individual administration using basal and ceiling administration rules.</p> <p>Administration time approximately 45-60 minutes.</p> <p>Two parallel forms are available, each containing 72 items.</p> <p>Test results are reported as standard scores, percentile ranks, and age and grade equivalents.</p> <p>Norms are based on a standardization sample of 637 children for Form A and 591 for Form B in 2000 and 2001. Data collected primarily from four states (New York, South Dakota, Texas, and Oregon).</p>

Woodcock-Johnson III Tests of Achievement (WJ III ACH)	
<p>Publisher: Riverside Publishing (2001) Phone: 800-323-9540 Website: www.riverpub.com</p> <p>Uses: Summative (Achievement test) and diagnostic applications for students in grades K-12.</p> <p>Cost: \$ 466.50 for each form (two equivalent forms A & B available)</p>	<p>WJ III Achievement test is a broad, standardized test battery of academic achievement covering content in Reading, Oral Language, Mathematics, Written Language, Academic Knowledge.</p> <p>In mathematics, the test measures math achievement, including problem solving, number facility, automaticity, and reasoning, computational skills and automaticity with basic math facts, mathematical knowledge and reasoning, including problem solving, analysis, reasoning, and vocabulary.</p> <p>Test contains the following subscales: calculation, math fluency, applied problems, quantitative concepts.</p> <p>Composite scores reported are Broad Math, Math Calculation Skills and Math Reasoning.</p> <p>English and Spanish versions available.</p>
<p>Technical Properties</p> <p>Internal consistency reported as above .80 for 38 subtests and above .90 for 11 subtests. Cluster reliabilities mostly above .90.</p> <p>Test-retest reliability reported from .69 to .96.</p> <p>Content validity: Test uses Rasch IRT scaling, moderate to strong correlations with other commonly used achievement batteries reported.</p> <p>Evidence of criterion validity reported through correlations with WIAT and K-TEA from .50 to .80.</p> <p>Discriminant validity evidence provided by examination of scores from known groups (children identified as gifted, etc.) with performance in expected patterns.</p>	<p>Additional Information</p> <p>Individually administered standardized achievement battery. Time to administer approximately five minutes per subtest</p> <p>Two equivalent forms (A and B).</p> <p>Some subtests are timed. Basal and ceiling rules apply in some subtests. Many subtests are available, but few items per subtest.</p> <p>Widely used for several purposes including evaluation of learning disabilities, and summative evaluation.</p> <p>Explicit instructions for examiner qualifications, examiner expertise/training to adhere to standardized administration.</p> <p>Results reported as raw scores, standard scores,</p>

<p>Normative sample somewhat old. Standardization sample based on 8,818 individuals tested from 1996 – 1999.</p> <p>Sensitivity and bias reviews have been conducted.</p>	<p>percentile ranks, grade equivalents, IRT-based score, normal curve equivalents, developmental benchmarks, subtest scores, composite scores in Reading or Mathematics, and age and grade norms.</p> <p>May be hand-scored or computer scored.</p> <p>Can modify size of confidence intervals, and discrepancy cut scores can be modified. Separate sets of norm tables for ages, grades, subgroups, students with disabilities.</p>
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