

LD Test Selection Committee

Minutes of Meeting of 4/22/10

Present: Janet Gibbs, Phil Fast, Vickey Carlson, Mary Griffin, Pam Plant, Fulvia Franco, Tony Loveless, Dick Baer

WAIS-IV, GAI

No one on the committee had actually calculated a WAIS-IV GAI and no one knew how to do it. It was pointed out that in the WISC-IV the GAI instructions and tables are in a separate document. Dick was assigned to contact the publisher for additional information.

Test of Narrative Language (TNL)

Review of the TNL continued. Vickey reported it was developed by speech language pathologists at Utah State University and that her colleagues there viewed it favorably.

Mary moved and Pam seconded that the Oral Narration Standard Score be approved as a measure of Oral Expression for ages 6:0 – 11:11. The motion passed.

Committee Standards

Review of the committee's standards for reviewing test continued.

Janet was not able to track down the original source of Reynold's standards from the information she had. Dick stated the standards may be in Reynold's original article describing the work of the Special Education Programs Workgroup on Measurement Issues in the Assessment of Learning Disabilities. He was assigned to find the article and determine if the standards were included.

Fulvia noted that the publication date of an article by Willson and Reynolds was listed as, "in press." She volunteered to track down the actual publication date.

Fulvia suggested including an Anastasi & Urbina (1997) reference on adequate levels of reliability into the standards. It was agreed this would be included. The reference is:

Anastasi, A.& Urbina, S. (1997). Psychological testing: Seventh edition. Upper Saddle River, NJ: Prentice-Hall, Inc

Janet noted that ESTIMATOR was to be written with all capitals and that it had not yet been fixed in the standards document. Dick was assigned to make the corrections.

It was noted that Reynolds' standards described coefficient alpha as the best measure of internal consistency and the most appropriate for calculating severe discrepancy. In contrast, the Committee Practice section described split-half reliabilities as most appropriate. A conference call to Richard Keene clarified that coefficient alpha was the most appropriate measure. Language appropriate to this decision was drafted.

Battelle Developmental Inventory: Second Edition - Spanish (Battelle:2-Spanish)

Vickey reviewed the Battelle:2-Spanish. It is a translation of the English Battelle:2 which the committee did not approve. As committee members recalled, the English version was not approved because of inadequate norming.

Vickey moved and Tony seconded that the Battelle:2 Spanish Oral Expression, Listening Comprehension and Aptitude standard scores be approved as measures of Oral Expression, Listening Comprehension, and Aptitude for students ages 3:0 – 7:11. The motion was tabled pending Vickey checking the manual to see if the test was adequately normed on Spanish speaking children. It was agreed the test would be revisited during the committee's May 19th meeting.

Test Review Assignments

Four tests were received from LinguSystems. Dick reported the publisher wanted the tests reviewed and either paid for or returned in 30 days. It was agreed the committee would try to review all four at its next meeting. Review assignments were:

- TOPS 2 Adolescent – Tony
- Listening Comprehension Test 2 – Phil & Melissa
- TOPS-3 Elementary – Mary
- PLAI 2 Vickey

Tests were also received from ProEd. Dick reported invoicing for the test was a mistake and that ProEd will continue to supply the committee with tests. Review assignments were:

- TAPAS – Fulvia
- TTFC 2 – Vickey
- CMAT – Pam
- TOPEL – Mary
- CTONI 2 – Tony
- TOPA – Pam
- DTKR – Phil & Melissa

Expressive One-Word Picture Vocabulary Test – Spanish Bilingual Edition (EOWPVT-Spanish)

Mary reviewed the EOWPVT-Spanish.

Fulvia reported that in her experience with the test scores tended to be higher than with other measures.

It was noted that the test presents students with four picture choices from which they are asked in their dominant language to point to one. If they fail an item, they are then asked again in their second language. There was discussion that the first option has a one in four guessing factor and the second a one in three guessing factor. The committee wondered what the publisher's rationale was for such a format and how it affected student's scores. Mary was assigned to contact the publisher for additional information.

Test of Auditory Processing – Third Edition: Spanish Bilingual (TAPS-3:SBE)

Fulvia reviewed the TAPS-3:SBE. The test is a translation from English which was reviewed by bilingual speech language pathologists and school psychologists to match difficulty level with the original English test and remove compound words. It was standardized on a sample of students ages 5:0 to 18:11 designed to reflect the U. S. Hispanic population as per the 2006 census. For the most, part well below 100 students per age level were included except at ages 7 (93), 8 (99), 9 (102) and 10 (112). The test includes nine subtests that yield three index scores and an overall score. The index scores are as follows:

- Phonologic Index – Word Discrimination, Phonological Segmentation, Phonological Blending
- Memory Index – Number Memory Forward, Number Memory Reversed, Word Memory
- Cohesion Index – Auditory Comprehension, Auditory Reasoning

Alpha coefficients were deemed adequate, being mostly above .90.

Fulvia moved and Pam seconded that the Cohesion Index be approved as a measure of Listening Comprehension for ages 7:0 – 10:11. The motion passed.

Pam moved and Mary seconded that the Phonologic Index be approved as a measure of basic reading skills for ages 7:0 – 10:11. The motion passed.

Reliability

Phil asked if item response theory requires smaller Ns for item selection than other methods. It was agreed the issue might be taken up with Richard Keene if he attends the next meeting.

Next Meeting

The next meeting is scheduled for May 19, 2010.