HEAR to LEARN

Helping parents interpret their child's test results to friends, family, or professionals

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HEAR to LEARN

After today you will be able to empower parents to :

1- Explain commonly used terms in testing

2- Relay why the testing matters to family, friends and other professionals



- Why do we do so many kinds of tests?
- What are the different kinds of tests?
- What does this testing mean about my child?



tive Questions Framework for Reflective Questioning							
Question	Question Type						
Content	Awareness	Analysis	Alternatives	Action			
Knowledge/ Understanding (Mhat you know)	What do poursee about? What is you cannot understanding of (opin, character)? Probes (scampling) Probes (scampling) Probe del you canno inclusione the?	Here does that compare to what you want to incer about. 2 Here is that consistent with (standards, evidenci)	Har coal porter an idea? That differe they coald you do't have now idea? What are idear anys to view this to next tes?	Here do you plan to keen more along. 1 What upon do you shown? Why? Here are you group to got that also plan?? Andershowanghm? What segment all sponses? What segment all sponses? Where walk poor path feen?			
Practice (Mult you did)	How are processing data	How is that concision with what you include to do (swatted to do?) "Why? How is that concisions with concludes? Why?	Where the could gue have done to notice protects consistences the marked? Hou- Marce wait you do distantly not in the first theoremaps of distantly not into the first theoremaps of the second gue approach that Probability and the second gue approach the second gue approach that Probability	That do propin to do? When will you do that? When pairs dd pro-doman? Anterdonamyin) What spaces do pro-doman? What spaces do pro-han? What spaces do pro-han? order to do?			
Outcomes (Mut ves the result)	Has did fact took for you? That lappened along pocket. 1700q? That lappened along pocket. 1700q? That dirpc schoor when you did fac? Palentower with Palentower with That do you did along both That do you did along both That do you did along. 2 That do you did along. 2 That do you did along both along. 3 That do you did along both along. 3 That do you did along both along to you have two the outputs?	Handd pou koo pouneedd to de samshing skr? Hand dd tar cardo jar san ddhwer hang Hand dd tar cardo jar san ddhwer hang Hand do tar cardo gar san dd Hand y hang cardool yr san dd Hand y hang (anchores compan to marthe dolena more cardoo tar analodoo of poetsos? What hang (anchores contar to really doleg (anchore) What hang (anchore) What hang (anchore)	Vitat obe night happen when you'do	Which option study get the last work? Which option is do differently writines? Actionshowspice Which response the proclamation Which response is proclamational? Where work are proclamational? Where we proceed and the proclamation of the second second second second second second second Where we proceed second			
Evaluation (What about the process)	Their apportanties were worked to provin- actioning. (or in learning? in what way? Rearware in work/2 Reg? What supports were most helpfu? What securities apports were most helpfu?	Pedenchnamplen) Henrike yns beit skeat bat? Witer de yns fleit skeat? Har nei fan consister wite what yns opposit? Opposite?	What other apportanties would be useful?	Next apportunities do you want in access? Free will you access those apportunities? Problem (accession) What resources do you need? When will you got fram?			





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Why do we want tests?

Barriers

- Time intensive
- Increase negative behaviors
- Repetitive information
- Undervalued parent report

Reflective Questions

- How are these objectives consistent with your goals for your child?
- What additional information should professionals have to understand your child?

How are they done?

Standardized Test

- Standardized administration
 - Word for word prompts
 - Given the same way regardless of needs
- Check credentials required for administration



How are standardized tests done?

- Barriers
- Snapshot of skills
- Lack of typical therapy supports
- Formal
- **Reflective Questions** • How does the administration of the test compare to
- strategies that have helped your child be successful?





How are developmental tests done? Barriers **Reflective Questions**

- Time intensive
- What support do you need to fill out the checklist?
- Restrictive requirements
- Overwhelming lists of skills
- Jargon



• What different opportunities will you need to see the skills?



How are they done?

Curriculum Based Assessments

- Questions from the curriculum
- Formal or informal administration • Periodic administration
- By a teacher (or under the direction of a teacher's aide)

Discussing how do we do curriculum based assessments?

Barriers • Administration differs from school to school • How does this curriculum based assessment compare to your previous school?



What do we get from the test?

Standardized Test

- Standardized score • Age equivalent
- Percentile Rank

Developmental Checklist Age equivalent

Curriculum Based Assessments Baseline to determine academic needs
To determine how much growth was made





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• Raw Score

The number of correct or incorrect answers (depending on the test)

• Age Equivalent The age at which most children achieve this score/skill.

• Percentile Rank

The percent of children this age whose scores $% \left({{{\mathbf{x}}_{i}}} \right)$ are equal to or below the same score as your child.

Reflective Questions about scores

- How does this score compare with your observations of your child?
- How is their performance consistent with their same aged peers?
- . What did you notice about the comparison between the age equivalent scores and the standard scores?
- How do you feel about the results we got in testing?











Reflective Questions

- What resources were supporting your child's growth in the raw scores?
- What other supports would your child need in order to increase their standard scores?
- What would it take for your child to be able to make more than a year's growth in a year's time.



