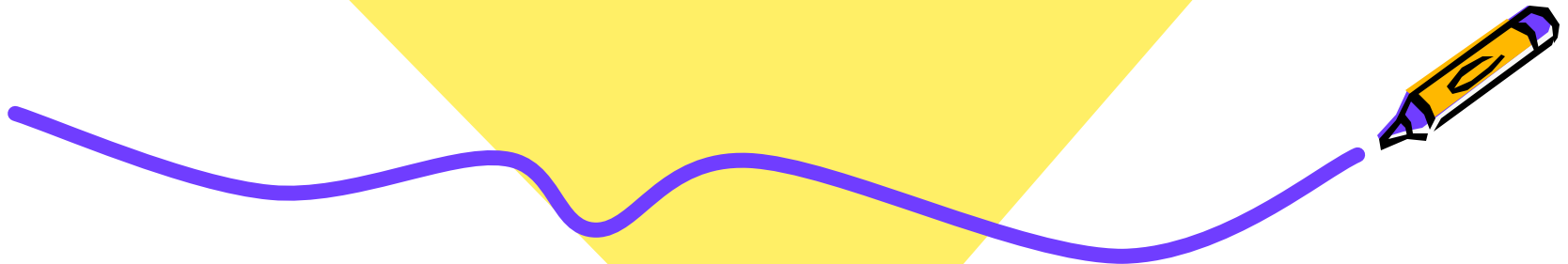


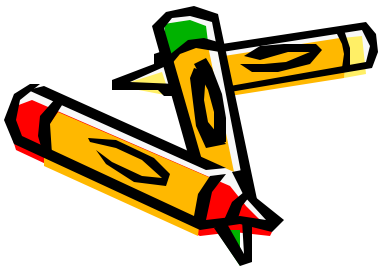
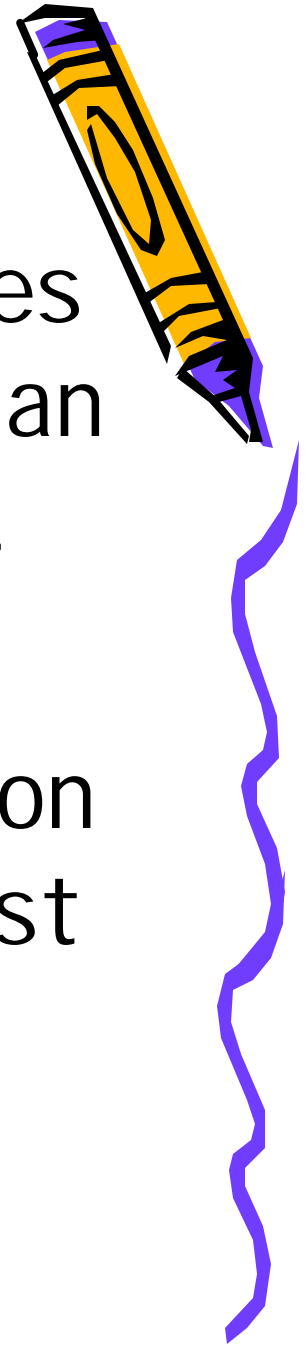
Interpretation



Dr. Criselda Guajardo Alvarado

The assessment process creates opportunities to observe how an individual approaches tasks.

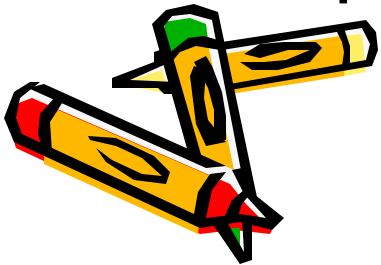
To link assessment to instruction requires interpretation of test results.



Interpretation requires a higher level of skill than administration.



Interpretation can not be done solely based on test results. Other factors must be considered such as socio-economic background, linguistic & cultural diversity, experiential background, affective factors, etc.



Interpretation



There are two ways to interpret test results:

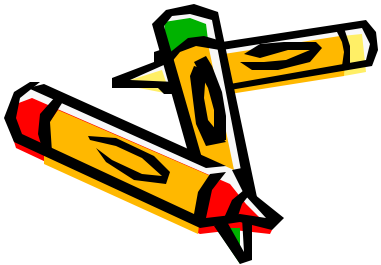
1. Test results can be interpreted based on student factors such as the student's linguistic environment, socio-economic factors, educational background, etc.
2. A student's performance on one test or cluster can be compared against his/her performance on other tests or clusters. In other words, the student's skills are compared, contrasted, and analyzed to his or her other skills.

Interpretation of Overlapping Tests

Interpretation of Hierarchical Tests

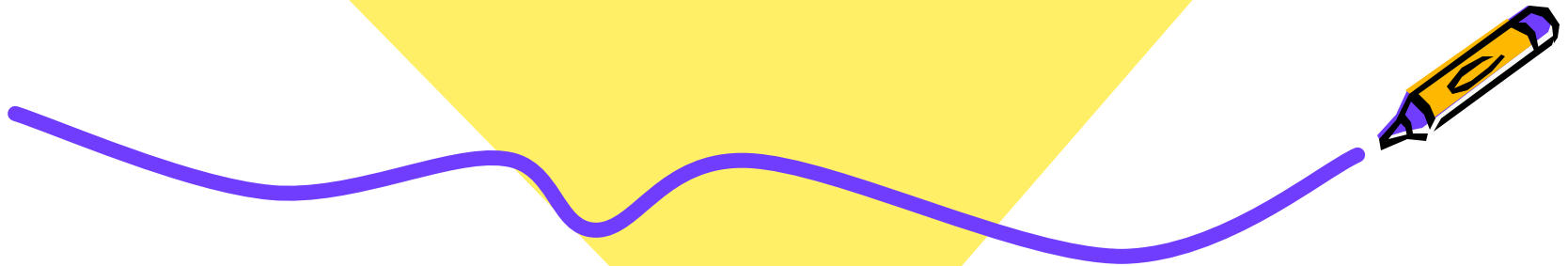
Interpretation of Contributing Tests

This presentation focuses comparing tests results against other test results to formulate interpretation hypothesis. This process gives enlightenment of a student's learning skills and weaknesses.

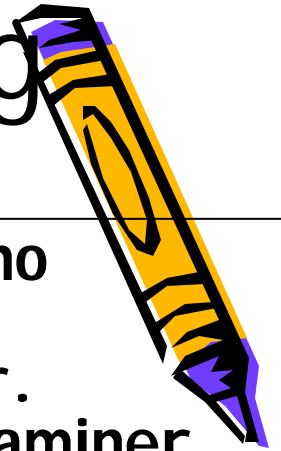




Interpretation of Overlapping Tests



Interpretation of Overlapping Tests

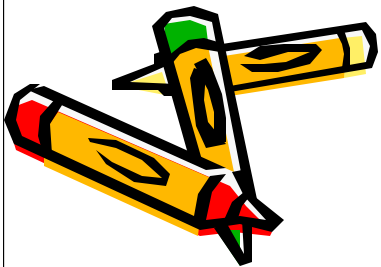


Tests measure a combination of skills. There are no tests that are “pure” tests. This is one of the reasons why interpretation of results must occur. When a student scores poorly on a test, the examiner must sift through the different skills that a test measures to ascertain the true area(s) of difficulty for that student.

Two students of the same age score equally poorly on the Passage Comprehension test which measures both language comprehension and basic reading skills.

Please answer the telephone in the kitchen.

It has been ____ for some time.



One student's true area of difficulty could be in language comprehension, while the other student's difficulty could lie in basic reading skills. These two students require different instructional focus.

Interpretation of Overlapping Tests



One way to “sift through” the different skills measured by a test is by comparing the student’s performance on that test to his/her performance on another test. These two tests must have some overlap, in order for the examiner to start to separate out the student’s true area of difficulty and need. For example:

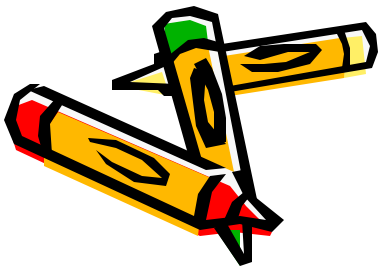
Passage Comprehension Test

Oral Comprehension Test

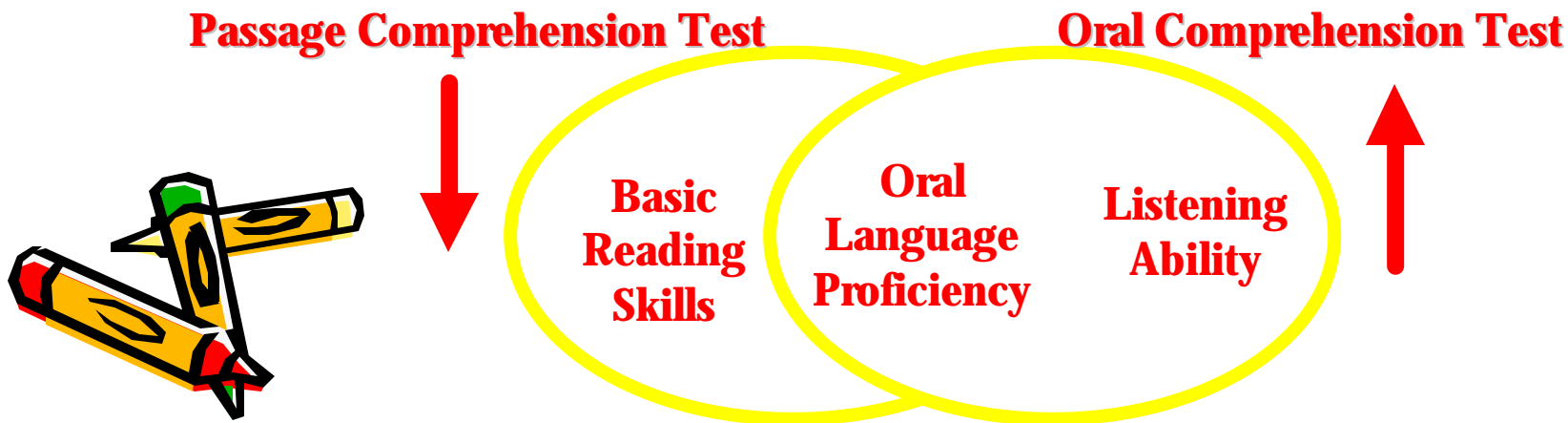
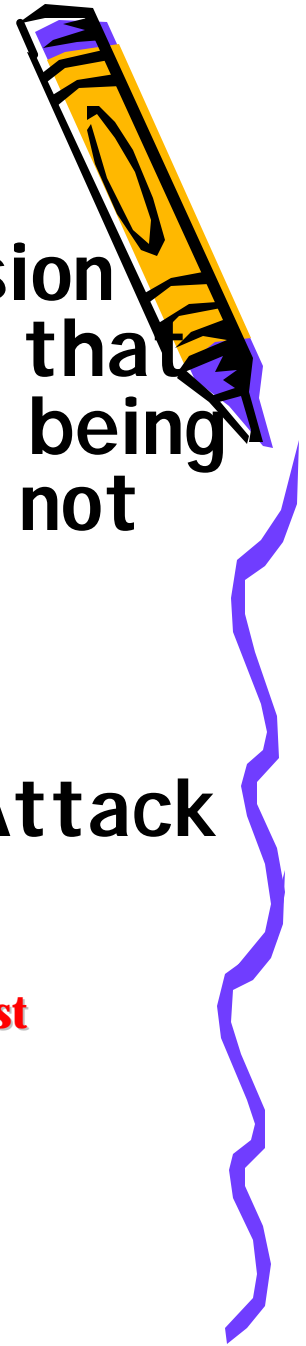
**Basic
Reading
Skills**

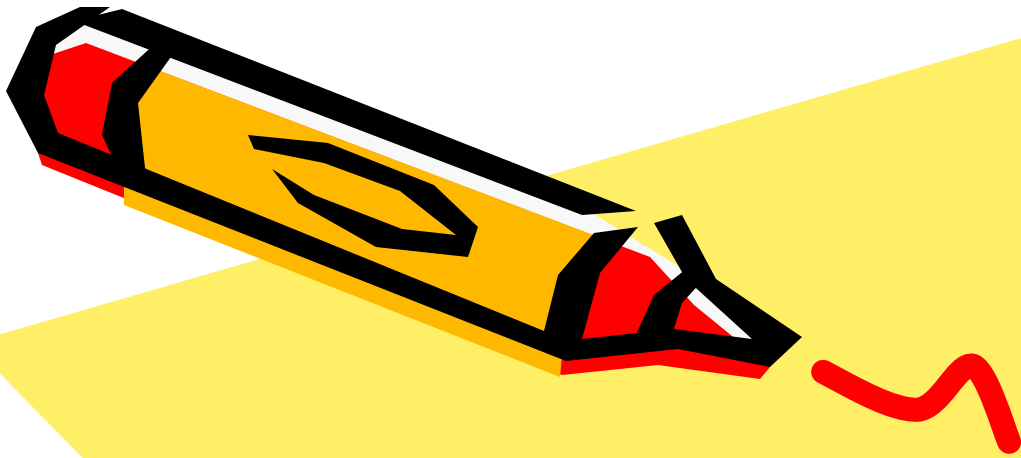
**Oral
Language
Proficiency**

**Listening
Ability**

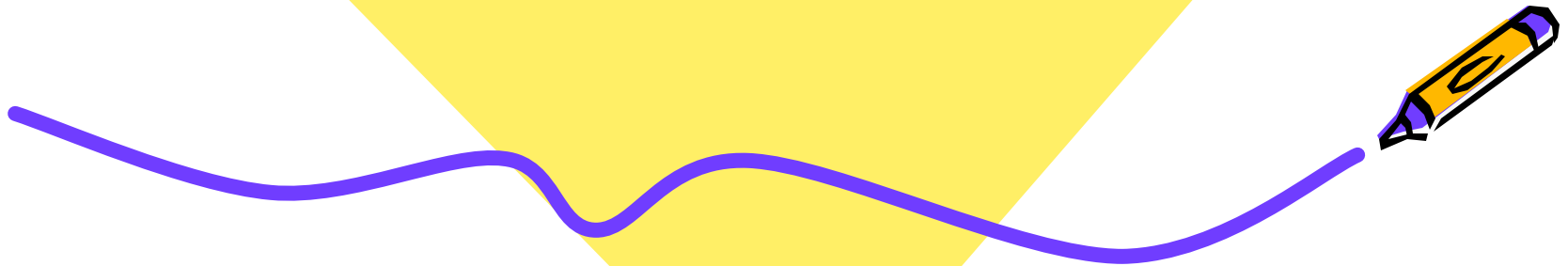


If a student scores low on the Passage Comprehension test, but average or above average on the Oral Comprehension test, then the examiner has evidence that the student's reading comprehension is being held back by poor basic reading skills, not oral language proficiency. Still further refinement can be accomplished by administering other tests, such as the Letter-Word Identification or Word Attack tests.





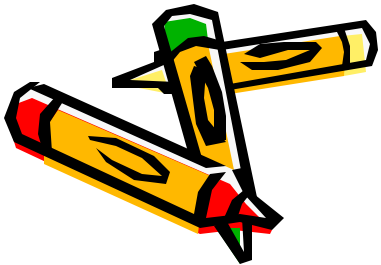
Interpretation of Hierarchical Tests



Interpretation of Hierarchical Tests

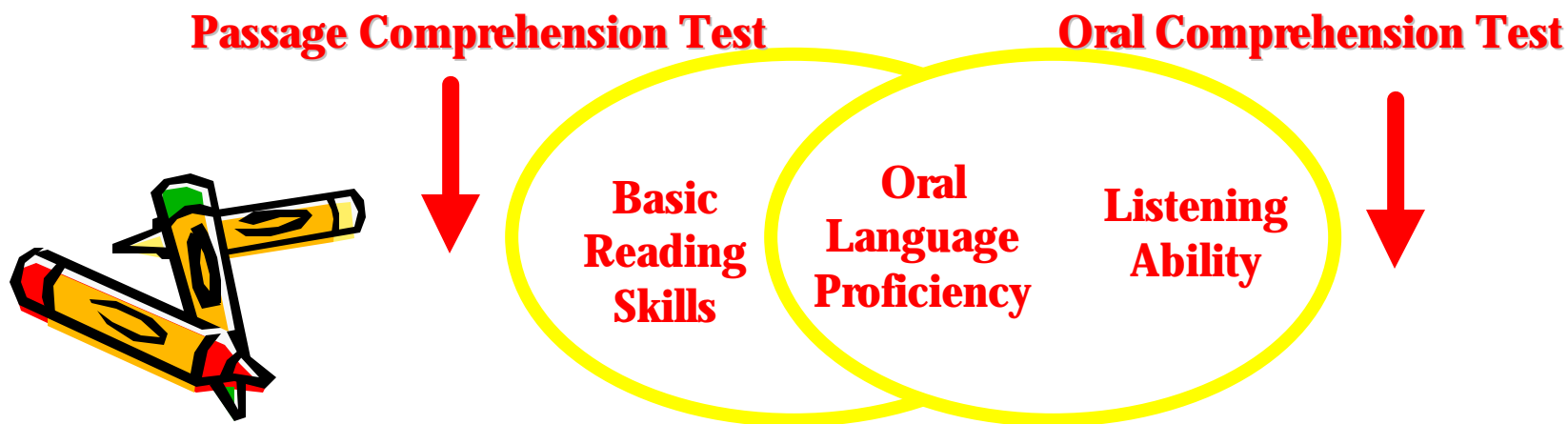
Often tests also measure skills that are hierarchical. The development of one skill precedes the development of another skill.

For example, a student must first be able to orally comprehend a word before reading comprehension of that word can be expected.



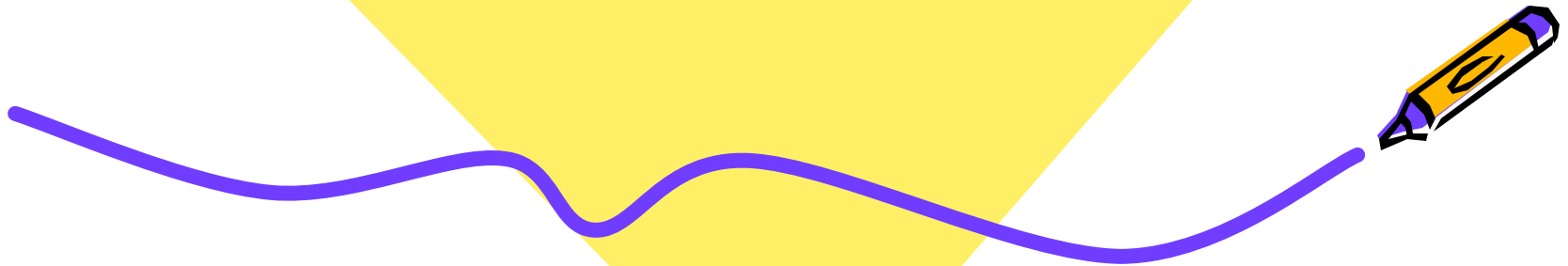
Interpretation of Hierarchical Tests

If a student scores low on both Passage Comprehension and Oral Comprehension, the examiner can reasonably assume that the difficulty lies in oral language, not reading because oral language precedes reading. Intervention can be focused in oral language development.





Interpretation of Contributing Tests



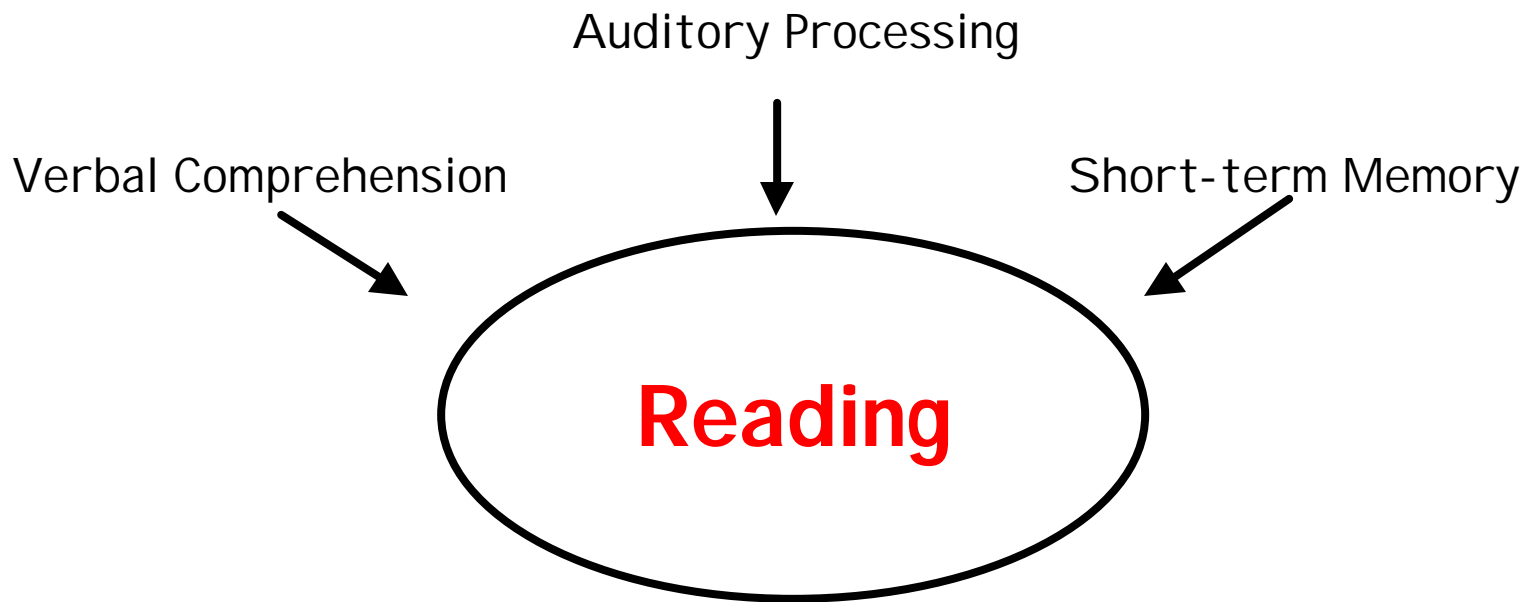
Interpretation of Contributing Tests



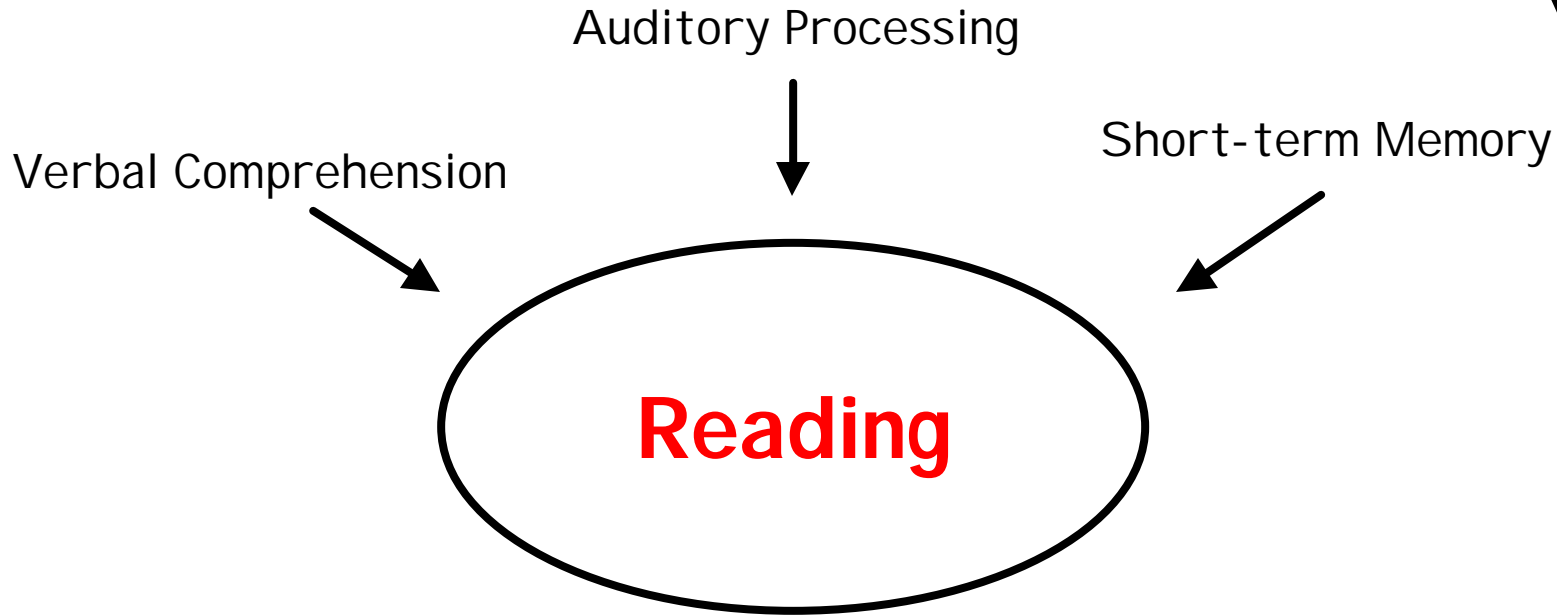
Some tests (usually cognitive tests) measure skills that contribute to or impact other skills (usually achievement skills). The contributing tests predict how well the student should be doing on achievement. If the student is performing poorly, but his/her level of performance is to "expectation" based on the contributing skills, then the best way to improve on achievement is to focus on the contributing skills.



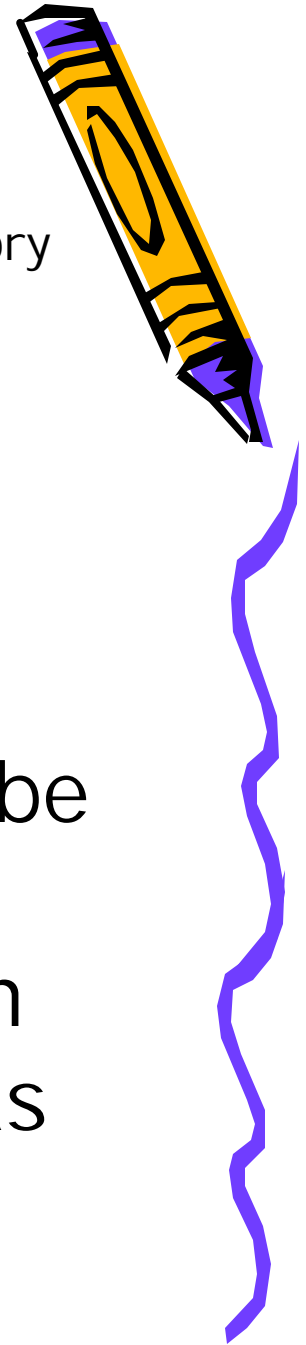
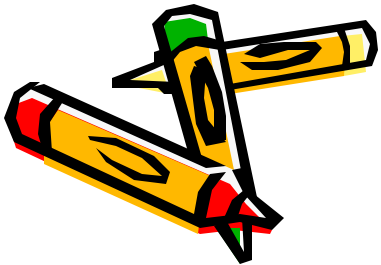
Interpretation of Contributing Tests



Cognitive skills contributing to reading



If the student's poor reading skills can be traced back to poor ability on one or more cognitive areas. Intervention can focus on developing the cognitive areas which in turn should help in reading.





To link assessment to
instruction requires
interpretation of test
results.

