
Filename: LARRC_IRCS_2012_MeasuringEffectivenessComprehension

Acknowledgements

LARRC = Language and Reading Research Consortium
Institute of Education Sciences (Grant# R305F100002)

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Teachers, administrators, students, assessors, and families

Outline

• Goal for assessment
• Why does assessment have a bad reputation?
• Assessment considerations
• LARRC as an example

Why assess children?

• Uncover ‘hidden’ difficulties
• Before reading instruction
• After reading instruction begins
• Inform Instruction
• Measure response
Why does assessment have a bad reputation?

- Time consuming
- Doesn’t measure desired outcome
- Doesn’t measure what we teach
- May negatively shape instruction
- Some may teach to the test

LARRC Theory of Change

Proximal Measures

- Often referred to as CBMs (Curriculum-Based Measures)
- Measure what is taught
- Ideally they are quick and easy to score
- Provide diagnostic information to inform instruction
- May be dynamic, including scaffolding and/or teaching strategies

Assessment Considerations

Examples from LARRC

Examples from LARRC CBMs
**Examples from LARRC CBMs**

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<th>Part</th>
<th>Section</th>
<th>Text Excerpt</th>
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**Medial Measures**
- Measures ability to generalize to new text
- Isolates language influence
  - No word reading
- Qualitative Reading Inventory Listening Comprehension
  - Explicit knowledge questions
  - Inference questions

**Distal Measures**
- Measures attainment of **THE ULTIMATE GOAL** = reading comprehension
  - Combines all subcomponent skills
  - Ability to understanding new text
  - Same format as listening comprehension measure, however child reads text

**Progress Monitoring**
- Measures response over time
- Requires equated test difficulty
  - Example: Test of Narrative Retell
    - [http://www.languagedynamicsgroup.com](http://www.languagedynamicsgroup.com)

**Test of Narrative Retell (TNR)**
  - Short narratives based on common experiences for young children in the US
  - Equated on:
    - Story Grammar
    - 108-110 words
Measurement considerations

- Match framework and goals of instruction
- Include proximal, medial, and distal measures
- Standardize assessment administration
- Ensure reliable scoring
- Norm sample locally and/or nationally

- How do you take into account background knowledge?

Examples from LARRC CBMs

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<tr>
<th>Item</th>
<th>Error</th>
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Test of Narrative Retell (TNR)

- Dialogue exchange between two characters (marked by quotations)
- 2 Temporal conjunctions "then"
- 1 Left-branching temporal subordinate clause using 'after'
- 1 Right-branching causal subordinate clauses using 'because'
- 1 Complex subordinate clause not associated with dialogue
- Adversative conjunction 'but'
- Adjectival (relative) subordinate clause using 'that'
- Double pre-noun modifier (adjectives)
- Pre-verb modifiers (adverbs)
Test of Narrative Retell (TNR)

- Story Grammar
  - Opening with time element
  - Main Character is named 6 times
  - Secondary Character is unnamed
  - Setting (Main Character’s initial activity and general location)
  - Initiating Event (Problem)
  - Internal Response (Emotion) related to the Problem
  - Plan
  - Attempt by Main Character to solve the Problem (Main Character asks the Secondary Character for help)
  - Consequence (the Secondary Character helps the Main Character)
  - Ending (what results from the Secondary Character’s help)
  - Reaction (Ending Emotion related to the Consequence)