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

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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

FAQ’s from Parents

• What’s the purpose of testing?
• Why do we do so many kinds of tests?
• What are the different kinds of tests?
• What does this testing mean about my child?
Reflective Questions

Balance giving and getting information

• Misunderstandings can create unnecessary barriers between professionals and parents

What are the tests?

Information
• Audiograms
• Standardized Tests
• Curriculum Based Assessments
• Developmental Checklists

Reflective Questions
• What do you already know about standardized tests?
• Curriculum based assessments
• Developmental checklists
Why do we want them?

Information
• Plan for growth
• Utilize strengths
• Provide support
• Guide intervention

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?

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How are they done?

**Developmental Checklist**
- Professional observation
- Parent report

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How are developmental tests done?

**Barriers**
- Time intensive
- Restrictive requirements
- Overwhelming lists of skills
- Jargon

**Reflective Questions**
- What support do you need to fill out the checklist?
- 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
Standardized Scores

- **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 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.
Questions?