CONTINUᴇᴅ

Evidence-Based Practices in
Selecting Standardized Tests:

Purposes of Testing &
Test Uses

Dr. Stacey Pavelko, CCC-SLP

Learner Outcomes

1. Describe the different types of assessment

2. Describe the characteristics of formal and informal measures

3. Describe appropriate and inappropriate uses of standardized tests

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CONTINUED™

Advance Organizer

- What kinds of assessment?
  - Screening
  - Diagnosis
  - Progress Monitoring

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What is Assessment?

Two components

- **Appraisal**

  collecting information about individuals' speech sound disorders and related factors

- **Diagnosis**

  interpretation of the information to determine whether a disorder exists

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Questions that Guide the
Appraisal Process

1. **Why** are we conducting the assessment?

2. **What** information should we collect?

3. **How** should we collect the information?

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Why Clinicians Conduct
Assessments

Screening

Diagnosis

Determination and Monitoring
of Treatment Goals

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CONTINUED™

Screening
Assessment

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What is Screening?

1. It is a brief observation of an individual's speech/language skills

  - Identifies
    - which individuals have potential problems in need further evaluation
    - which need to be referred to other professionals

2. It requires between 5 and 10 minutes

3. It may be formal or informal

(Miller, 1978)

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Formal Screening Assessments

Standardized

Diagnostically Accurate

- ✓ sensitivity
- ✓ specificity

Psychometrically Sound

- ✓ reliability
- ✓ validity

Norm-referenced OR Criterion-referenced

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Norm-Referenced

- Compares scores against those who have already taken the test
  - Same grade
  - Same age

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CONTINUED™

Criterion-Referenced

- Measure performance against a fixed set of predetermined criteria
- Does not allow you to compare to other students' performance

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Informal Screening Assessments

- Count to 10, state your name
- Grandfather passage
- Locally developed procedures

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CONTINUED ™

What is a "good" test?

- Psychometrically Adequate
- Diagnostically Accurate
- Appropriate for your client and purpose of testing
  - Purpose of the test/testing situation
  - Culturally/Linguistically Appropriate
  - Norming Sample

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Screening Instruments

Reviewed 51 preschool speech-language screening tests

- 13 were comprehensive
  - 5 did not report any standardization data
  - 6 provided data to calculate diagnostic accuracy
    - None were acceptable

Sturner, Layton, Evans, Heller, Funk, Machon (1994)

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Diagnostic Assessment

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Diagnostic Assessment

1. It determines whether a delay or disorder exists

2. It determines the nature of the problem

3. It describes the characteristics of the delay or disorder

4. It determines the severity of the delay or disorder

5. It explores causal factors related to the delay or disorder when possible

6. It determines the prognosis

7. It provides a broad direction for treatment

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CONTINU ED ™

Comprehensive Assessment Should

- Include techniques that assist in determining difference from disorder
  - Informal/Non-standardized tests
  - Observation
  - Dynamic assessment
  - Language sampling
  - Narrative assessment

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Comprehensive Assessment Should

- Limit reliance on standardized/norm referenced tests
- Address impact of
  - Culture and language load
  - Language variation

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CONTINUED™

EBP: Using Standardized Assessments

- ▪Limit reliance on standardized/norm referenced tests
- ▪Use few and choose wisely

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Progress
Monitoring

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CONTINUED™

What is Progress Monitoring?

- It provides additional probes for error sounds or sound patterns as well as for sounds and sound patterns never produced during the diagnostic evaluation. It has often been called "deep testing".

- It provides ongoing, in-depth observations of the sound production system.

(Miller, 1972)

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What is Progress Monitoring?

- It allows clinicians to identify critical targets for intervention.

- It identifies facilitating and inhibiting contexts for sound production and determines when to discard targets during intervention and when to dismiss individuals from treatment

(Miller, 1972)

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CONTINUED™

Using Standardized Tests

- **<u>NOT</u>** recommended
  - Tests not designed for that purpose
  - Test/retest effect
  - Not tied to curriculum
  - Test not aligned to therapy targets
  - Norming population changes with age

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Take Home Thoughts
- When conducting assessment
  - Why?
  - What?
  - How?
- When using standardized tests
  - Use few and choose wisely

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What's Next?

The Science Behind Selecting Standardized
Tests: reliability & validity

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continued™