Academic Assessment of a Student with Intellectual Disabilities

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Academic Assessment of a Student with Intellectual Disabilities

Emily Gay and Michelle Kassel, Supervisor: Dr. Aftab Khan

Abstract

We administered the Woodcock Reading Mastery Test-Revised, the KeyMath-3, and the Kaufman Test of Educational Achievement-3 to determine the student’s current academic achievement level in reading and math. This was a pilot study that takes the design of a single case study. Using the purposive sampling method, this study examined the academic level of a student with intellectual disabilities. The single subject is in fourth grade at Crewe Primary School who is placed in a self-contained class for reading and math.

Methods

This was a pilot study that takes the design of a single case study. Using the purposive sampling method, this study examined the academic level of a student with intellectual disabilities. The single subject is in fourth grade at Crewe Primary School who is placed in a self-contained class for reading and math.

Research Question

Is there a discrepancy in math, reading, and educational achievement abilities between students with intellectual disabilities and typically developed students?

Hypothesis

The participant in this study will score below average on all three assessments when compared to peers in the same grade.

Instruments

• KeyMath-3 Diagnostic Assessment.
• Kaufman Test of Educational Achievement-3
• Woodcock Reading Mastery Test
• Observations. We observed the student to obtain qualitative data on her.
• Interviews. We interviewed the student’s general education and special education teachers by asking 5 questions of each, relating to the student’s class performance and academic achievement.

Recommendations

After careful analysis of the three assessments that we used to assess her present level of achievement, we have some recommendations for her reading, math, and writing instruction. Given her overall scores for each test, we can see that she needs the most attention in her math instruction. With her calculator accommodation she can do math problems, but she needs more practice with her non-calculator areas. Another focus area for her is word attack, as well as her attitude while taking each subtest, her weaknesses are in the areas of comprehension and listening, and her strength is in word attack, or simply reading stimulus words.

Assessment Questions and Procedures (IAP)

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<th>Assessment Questions</th>
<th>Assessment Procedure</th>
<th>Procedure Explanation</th>
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<td>What is her current reading ability?</td>
<td>Administrator WRMT-R and KTEA-3 assessments</td>
<td>Special Education Teacher or School Psychologist</td>
<td>March 31, 2017</td>
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<tr>
<td>What is her current math ability?</td>
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<td>Administrator KTEA-3 assessment</td>
<td>Special Education Teacher or School Psychologist</td>
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Participants

Our participant, at Crewe Primary school, receives special education services under the category of intellectual disability with a full range IQ score of 68. She is currently receiving special education services in a self-contained special education classroom for math and language arts and participates in social studies, science, special education, and social activities (recess and lunch) with her general education class. Her performance in class is showing improvements in understanding and abilities, so further, more recent testing will confirm or deny the continuance of special education services.

Academic Assessment of a Student with Intellectual Disabilities

We would like to thank Dr. Aftab Khan for his support and guidance with this research. An in-depth analysis of this student’s achievement levels would not have been possible without his help and coaching. We also appreciate the faculty at Crewe Primary School in Nottoway County for allowing us to work in their school with one of their students.

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References


KeyMath-3 Diagnostic Assessment (KKeyMath-3): Aligned with the National Council of Teachers of Mathematics principles and standards, the KeyMath-3 assessment measures a student’s essential math skills and understanding of a variety of concepts. This assessment authored by Austin Connolly, published most recently in 2007 by Pearson, measures proficiency as well as growth as it provides a variety of normative scores which can be used to identify the present level of performance. It is comprised of 10 subtests in 3 clusters. While this student is the most confident in her math abilities, the assessment shows that she is below grade level in all tested aspects. Her strongest area is multiplication and division, followed by addition and subtraction. Her weak points are the two problem solving areas.

Kaufman Test of Educational Achievement -3 (KTEA-3): The Kaufman Test of Educational Achievement, authored by Alan and Nadeen Kaufman and published most recently by Pearson in 2014, measures math, reading, written language, and oral language in 19 subtests using standards as outlined in IDEA, Reading First, and the National Council of Teachers of Mathematics. As shown in her scores and response booklet, her weaknesses are listening comprehension, vocabulary, and phonological processing. Her strengths are letter naming, writing fluency, and associational fluency. While completing these tests she did so with confidence and without hesitation or saying “I don’t know”.

Woodcock Reading Mastery Test, Revised-Normative-update (WRMT-R): This assessment, created by Richard W. Woodcock in 1987 and published by Pearson Assessments, measures the examinee’s reading achievement including accuracy, fluency, comprehension, and other categories. A variety of skills are assessed such as short and long vowels, prefixes and suffixes, digraphs and blends, and initial, final, and misordered sounds. It is comprised of 6 subtests: Visual-Auditory Learning, Letter Identification, Word Identification, Word Attack, Word Comprehension, and Passage Comprehension, which are organized into 3 clusters. According to her scores on this test, as well as her attitude while taking each subtest, her weaknesses are in the areas of comprehension and listening, and her strength is in word attack, or simply reading stimulus words.