

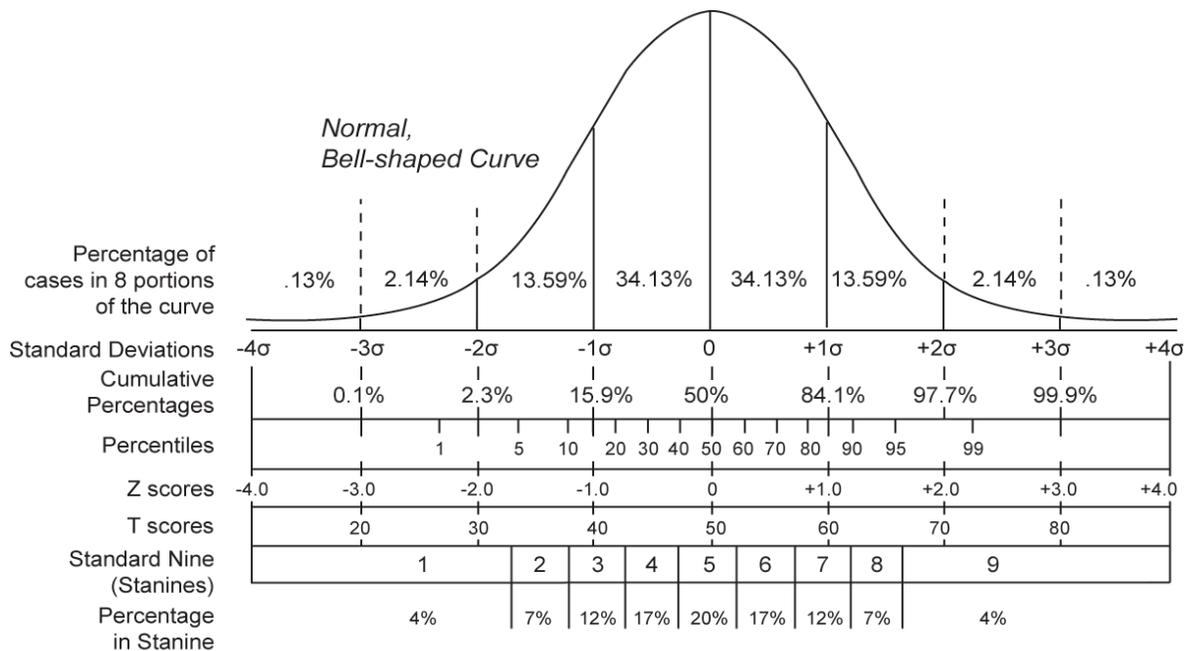
Southwest Ohio Parent Mentor Regional Meeting

October 14, 2020 (ZOOM)

In Attendance: Alycia Champion (presenting), Dawn Hamilton, Dawn Millhouse, Regina Hodnett, Julia Timberlake, Becky Kremer, Ann Maguire, Amy Combs, Sally Hayes, Ashley Thoreen, Julie Dunford. We missed Terri Doerr, Susan Sweeney, Sharon Honnert, and Megan Horstmeier, Todd Green.

The Bell Curve

It is a graph showing the percentage of children who earn scores from low to high. When all scores are plotted on the graph, it forms a bell shape. Most children are in the “average” range so the curve is the highest in the middle. There are fewer high and low scores. Below the bell curve are the types of tests (assessments) that are used, and terms about the bell curve follow.



Alycia presented on this tool that is used by psychologists and other related services persons to determine eligibility for special education programs through the different assessments used to measure different aspects of a child’s development. She has used this to help parents prepare for meetings as a visual support to help them feel more confident as advocates for their child and to ask relevant questions. In that way, they can understand the data together WITH the team and can develop goals more easily. Knowing where the skills are (through the scores) helps develop meaningful goals. This information and strategy was new to several Parent Mentors and all are very appreciative for this presentation: it gives us all a new, strong tool to use in mentoring our parents toward capacity for advocating and team-building.

Another benefit is that by sharing the information with parents who have unrealistic expectations of their child, they will have concrete visual evidence to understand how skills and deficits can be scattered. Below are some definitions to help explain the bell curve and how scores are derived and the several types of assessments that use the bell curve.

Normative - The term normative assessment refers to the process of comparing one test-taker to his or her peers (measures intelligence or academic skills; also for reading, written language, and math). Norm-referenced are standardized and use scoring systems that compare a child's skills with their peer-group. Examples: IQ (Wechsler, Stanford-Binet) SAT, ACT, Vineland.

Criterion-referenced – Measure knowledge or skills. Each person is their own individual and should only be compared to themselves. This is the basis of criterion-referenced instruction. Teaching students based on standards and objectives and assessing them on their knowledge of the standards and objectives: classroom spelling and math tests are examples. Also Key Math and Peabody Test of Individual Achievement (PIAT) and Woodcock-Johnson Test of Individual Achievement. Usually reported in percentages (BRIEF, Connors-3, Vanderbilt).

Achievement - Achievement tests are typically standardized and designed to measure subject and grade-level specific knowledge. Historically, they have been used as a way to determine at what level a student is performing in subjects such as math and reading. Examples: Wechsler Individual Achievement Test (WIAT), Woodcock-Johnson Tests of Achievement (WJ), Peabody Individual Achievement Test (PIAT-R), Metropolitan Achievement Test (MAT), Terra Nova and Workkeys. Note that tests can be in two categories...

The Mean (M) on the Bell Curve: It is the middle at the 50th percentile. The average or *Mean* score on most tests is 100 ($M=100$). Tests are made up of subtests and the mean on subtests is usually $M=10$ (e.g., Working Memory, Spatial Reasoning, etc.).

Standard Deviations - (SD) are units on the bell curve and indicate how far test scores spread out from the center or the Mean (M). A score that is zero SD is always at the 50th percentile. On the bell curve the area between one SD to the right (+1) and one SD to the left (-1) represents about 68% or 2/3 of the population.

Raw Scores – the number of correct answers on a test or subtest (answered correctly) or the frequency of a behavior (Vanderbilt, Connors-3).

Standard Scores – have been converted to have a M and an SD

Scaled Scores – a standard score that has an M of 10 and an SD of ± 3 . Scores between 7 and 13 include the middle 2/3 of children tested. Most subtest scores are reported as scaled scores.

T Scores – a type of standard score that has an $M=50$ and an SD of ± 10 . If your child scores one SD below the *Mean*, her T score is 40.

Stanines – standard scores that have a $M=5$ and an SD of about ± 2 . A score of +1 SD above the mean, her stanine score is 7.

Within the PowerPoint, Alycia shared information on cognitive learning development skills flowchart that were excellent for visualizing basic skills that are prerequisite before higher level skills that indicate strengths as well as deficits. Much discussion ensued about recognizing children's strengths and acceptance of the child. She will get permission to share and later distribute.

As I told my instructor and cohort in my statistics class, I'll look at the administration guide index! But here is some additional information for you to reference along with Alycia's excellent PowerPoint and presentation. Hope it is helpful.

https://www.ritenour.k12.mo.us/cms/lib/MO01910124/Centricity/Domain/69/Psychometric_Conversion_Table.pdf.

<https://www.scholastic.com/teachers/articles/teaching-content/understanding-reading-assessment-scores/>.

Notes borrowed extensively from Wrightslaw because I could not write and listen well! Credit where credit is due!

Farrall, M.L., Wright, P.D., & Wright, P.W.D. (2018). All About Tests & Assessments. (2nd ed.). Hartfield, VA; Harbor House Law Press, Inc. Also available for purchase online at

<https://www.wrightslaw.com/bks/aat2/index.htm>.

Ask the Coalition for a copy for your reference if you cannot purchase on your own.

Thank you, Alycia!

*Calm is
credible*

Reminders:

PAC with
(ZOOM) on

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from OCECD
Parent Mentor through them.

Next meeting hosted by Terri Doerr, 11/10/2020, 10:00 a.m.

Hamilton, Warren, Butler, Clermont County
Megan Horstmeier on 10/22/20. **OCALICON**
November 11-13, 2020.

<https://conference.ocali.org/>. Check your email
for specific information to register (free!) as a

Respectfully Submitted,

Vicky Coleman, Recording Secretary