

KTEA-3 ASSESSMENT CHECKLIST & FAQ

Student Name: _____ Age: _____ Grade: _____

KTEA-3 Examiner: _____ Assessment Date: ____/____/____

Prior to KTEA-3 Administration

The purpose of KTEA-3 administration is to better understand a student's academic abilities in specific skill areas relative to their peers. However, it should not be the first step when concerns are noted regarding a student.

Prior to administration, please ensure that:

- ☐ Student's records and history have been reviewed
- ☐ Potential underlying factors have been considered and addressed (e.g., attendance, opportunities to learn, medical issues, motor challenges, socio-emotional/behavioural functioning, hearing/vision, etc.)
- ☐ Classroom strategies and adaptations have been identified and implemented
- ☐ Targeted instruction and intervention has been provided
- ☐ Student continues to struggle (or limited progress is made), despite the above considerations

Please indicate the specific areas of concern (select all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Word recognition | <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Written expression |
| <input type="checkbox"/> Phonemic awareness | <input type="checkbox"/> Writing fluency | <input type="checkbox"/> Math calculations |
| <input type="checkbox"/> Decoding | <input type="checkbox"/> Spelling | <input type="checkbox"/> Math conceptual understanding |
| <input type="checkbox"/> Reading fluency | <input type="checkbox"/> Writing mechanics | <input type="checkbox"/> Math facts/fluency |

Please indicate if any of the following background information is relevant for the current student:

- | | | |
|--|---|--|
| <input type="checkbox"/> ELL status | <input type="checkbox"/> Attendance concerns | <input type="checkbox"/> Attention difficulties |
| <input type="checkbox"/> Visual difficulties | <input type="checkbox"/> Hearing difficulties | <input type="checkbox"/> LST support or intervention |
| <input type="checkbox"/> SLP involvement | <input type="checkbox"/> OT/PT involvement | <input type="checkbox"/> Mental health challenges |
| <input type="checkbox"/> Current/previous designation (if yes, specify): _____ | <input type="checkbox"/> Other _____ | |

Please ensure that:

- ☐ Rationale for KTEA-3 administration has been explicitly discussed with:
 - ☐ Student's classroom teacher
 - ☐ School-based team
- ☐ Reason for KTEA-3 administration has been discussed with student's parents
- ☐ *KTEA-3 Parent Information Letter* has been shared with and signed by parents
- ☐ School Psychologist has been consulted regarding KTEA assessment plan

Following KTEA-3 Administration

Please ensure that:

- ☐ The *KTEA-3 Summary of Results* form has been completed in full
- ☐ KTEA-3 results have been discussed with all of the following:
 - ☐ Student's parents
 - ☐ School-based team
 - ☐ School Psychologist
 - ☐ Student's classroom teacher
- ☐ The following documents are stored in the IEP file (or, in the absence of an IEP file, stored in the student's school file in a confidential envelope/folder):
 - ☐ A copy of this checklist
 - ☐ *KTEA-3 Parent Information Letter* (i.e., consent)
 - ☐ *KTEA-3 Summary of Results*
 - ☐ All test materials and printouts (i.e., protocols, online score reports, etc.)

How do I decide if I should assess a student with the KTEA-3?

- KTEA-3 testing should be considered when a student is having academic difficulties and a teacher seeks to understand their learning profile (i.e., their strengths and challenges), including the degree to which they are struggling relative to other same-age students.
- KTEA-3 testing is not necessarily a requirement to pursue further testing (i.e. psychoeducational assessment), but it can be helpful as a step towards this process.
- To avoid practice effects, ensure sufficient time has passed since the student's last KTEA-3 administration (typically at least 2-3 years).
- Only individuals with Level B Assessment qualifications can administer the KTEA-3. Those new to administration should review administration and scoring procedures, and practise giving the test before using it with a student. It is best practice for all test administrators to double-check their scoring.

How do I decide which subtests to administer?

- Subtest choice should be based on student's areas of challenge or suspected difficulties.
- Not all subtests should be administered (unless directly relevant).
- Consultation with the School Psychologist can help guide decision-making.

If I have questions regarding KTEA-3 administration, scoring, or interpretation, what should I do?

- Consult the KTEA-3 Administration Manual.
- The School Psychologist can often answer questions, particularly regarding interpretation of results.
- Remember to consider whether the results "fit" with teacher observations and reports.

Do I need to inform parents prior to administering the KTEA-3 to a student?

- It is best practice to inform parents prior to administering any academic assessment that is outside of what is typically done in a classroom.
- Parents should review and sign the *KTEA-3 Parent Information Letter* prior to testing.

Do I need to discuss results with parents after completing KTEA-3 assessment?

- Yes, it is best practice to inform parents regarding KTEA-3 results and next steps.
- A written report is not necessary.
- It may be helpful to use the *KTEA-3 Summary of Results* form to guide feedback to parents.
- Parents should not be given the computerized KTEA-3 score report printout as a means of feedback.

Should I use standard scores, percentiles, or classification descriptors in my description to parents?

- For the purposes of understanding their children's academic functioning, it is most helpful to discuss results as areas of strengths and weaknesses – standard scores, percentiles, and classification descriptors are not necessary (though they may be helpful in specific cases).
- When completed, the *KTEA-3 Summary of Results* provides adequate information to discuss with parents.

Should I tell parents that their child needs a psychoeducational assessment?

- No, KTEA-3 results should first be discussed with the SBT and School Psychologist. The decision to pursue a psychoeducational assessment is made collaboratively by the SBT and School Psychologist.

How do I score the KTEA-3?

- The KTEA-3 can be scored by hand or by using the Q-Global scoring system.
- For access to Q-Global online scoring, each school must appoint an Account Owner who is able to add and delete Level B assessors (<https://supportforlearning.sd61.bc.ca/wp-content/uploads/sites/153/2022/02/Q-global-Registration-for-Scoring-updated.pdf>)

Should I use age- or grade-based norms when scoring the KTEA-3?

- While grade-based norms can be useful at times (e.g., when assessing a student who has been retained), it is usually best practice to use age-based norms.

Can I photocopy the KTEA-3 protocols?

- No. As record forms and response booklets are protected by copyright, they should never be photocopied, and must be stored in a secure location.

Should I tell parents that I think their child may have a learning disability or an intellectual disability?

- No, these diagnoses should only be suggested by qualified individuals. If any diagnosis is suspected, you may suggest to parents that further investigation may be warranted by a psychologist or physician.