

## 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.

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## KTEA-3 Parent Information Letter

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear parent/guardian,

An academic assessment/check-in has been recommended for your child. One way this is done is to use a test called the *Kaufman Test of Educational Achievement* (KTEA-3). This assessment tool can help identify a student's areas of strength and challenge, and determine whether targeted interventions may be needed to support learning success for your child. Depending on your child's specific academic challenges, the KTEA-3 is used to evaluate your child's performance in areas related to reading, math, written language, and oral language.

To score the assessment, an online system called Pearson's Q-Global is used, or the test can be hand-scored. The use of the online system may involve the collection and storage of your child's personal information (initials, birthdate, gender, and grade) on secure servers.

Following the KTEA-3 testing, results will be shared with you, as well as with the classroom teacher. The school-based team may also share KTEA-3 results with the School Psychologist assigned to the school. This consultation may result in suggestions for further assessment, ongoing data collection, school-based interventions and/or accommodations, other professional services or supports, and/or additional involvement of the School Psychologist.

Please sign and date below to indicate that you have read, understood, and agree to the above information.

Thank you for returning this consent form to your child's teacher.

I consent to KTEA-3 testing, as well as sharing of results as described above.

\_\_\_\_\_  
*Parent/Legal Guardian Signature*

\_\_\_\_\_  
*Date*

**KTEA-3 SUMMARY OF RESULTS**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Age : \_\_\_\_\_

KTEA-3 Testing Date: \_\_\_\_\_ KTEA-3 Completed by: \_\_\_\_\_

**Primary Reason for KTEA-3 Testing:**

**Test Behaviour Observations (check all that apply):**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Motivated                     | <input type="checkbox"/> Distracted/unfocused | <input type="checkbox"/> Worried/nervous          |
| <input type="checkbox"/> Calm                          | <input type="checkbox"/> Impulsive            | <input type="checkbox"/> Quiet/reserved           |
| <input type="checkbox"/> Cooperative                   | <input type="checkbox"/> Restless or fidgety  | <input type="checkbox"/> Forgetful                |
| <input type="checkbox"/> Polite/friendly with examiner | <input type="checkbox"/> Prompting needed     | <input type="checkbox"/> Uncooperative or defiant |
| <input type="checkbox"/> Attentive                     | <input type="checkbox"/> Disengaged           | <input type="checkbox"/> Needed many breaks       |
| <input type="checkbox"/> Engaged                       | <input type="checkbox"/> Tired                | <input type="checkbox"/> Confused                 |
| <input type="checkbox"/> Typical pacing                | <input type="checkbox"/> Slow response rate   | <input type="checkbox"/> Rushed                   |

**Other Testing Observations:**

Are there any factors that may have impacted the validity or reliability of results (e.g., ELL status, motor difficulties, etc.)? ☐NO ☐YES If yes, please specify: \_\_\_\_\_

**Summary of KTEA-3 Results:**

Subtests/areas within or above the average range*	Areas needing support

\*Defined as at or above the 25<sup>th</sup> percentile

Are these results consistent with what is observed in the classroom? ☐YES ☐NO If not, please explain:

## Recommendations for Next Steps:

- ☐ Skills-focused diagnostic assessment to further identify areas of need (e.g., *CORE Phonics Survey*), administered by LST
- ☐ Pull-out or in-class learning support (i.e., Tier 2/3 intervention) that includes explicit and systematic instruction in the following areas:
  - ☐ Phonemic awareness, phonics, and high frequency words (e.g., UFLI)
  - ☐ Decoding skills
  - ☐ Reading fluency
  - ☐ Reading comprehension
  - ☐ Letter formation/printing skills
  - ☐ Spelling
  - ☐ Written expression
  - ☐ Math facts/fluency
  - ☐ Math calculations
  - ☐ Math reasoning/conceptual understanding
- ☐ In class accommodations (check all that apply):
 

<input type="checkbox"/> More time on assignments/tests	<input type="checkbox"/> Fewer questions on tests/activities
<input type="checkbox"/> Chromebook for writing tasks	<input type="checkbox"/> Notes provided ahead of time
<input type="checkbox"/> Scribe	<input type="checkbox"/> Frequent check-ins with teacher/EA
<input type="checkbox"/> Audiobooks	<input type="checkbox"/> "Chunk" information and instructions
<input type="checkbox"/> Speech-to-text	<input type="checkbox"/> Oral testing
<input type="checkbox"/> Text-to-speech	<input type="checkbox"/> Seated near teacher
<input type="checkbox"/> Enrichment/extension activities	<input type="checkbox"/> Use of manipulatives/visual supports
<input type="checkbox"/> Checklists	<input type="checkbox"/> Organizational support
- ☐ Progress monitoring
- ☐ Develop student learning plan
- ☐ Enroll in Learning Strategies block (in high school)
- ☐ Referral to the following itinerant staff for further consultation and/or assessment:
  - ☐ SLP
  - ☐ OT
  - ☐ School Psychologist
- ☐ Other: \_\_\_\_\_

## Please ensure that:

- ☐ This form has been shared and/or discussed with SBT, School Psychologist, and parents/guardians.
- ☐ The *KTEA-3 Assessment Checklist & FAQ* form has been completed in full.
- ☐ The following documents are stored in the student's IEP file (or, in the absence of an IEP file, stored in the student's school file in a confidential envelope/folder):
  - *KTEA-3 Parent Information Letter* (i.e., consent)
  - *KTEA-3 Assessment Checklist & FAQ*
  - *KTEA-3 Summary of Results*
  - All KTEA-3 test materials and printouts (i.e., protocols, online score reports, etc.)