Quick Reference – KTEA II

Information about the Test

1. Test name: Kaufman Test of Educational Achievement (2nd Edition), main authors, Alan and Nadeen Kaufman

2. When it was published: KTEA, 1985; KTEA-II, 2004; KTEA Brief, 1985, 1997, 1998, 2005.

3. Alternative forms: There are 2 forms included in the Kaufman Test of Educational Achievement (K-TEA): Comprehensive and Brief. The Brief Form tests reading, mathematics, and spelling (1998, 2005). The Comprehensive Form measures more specific abilities, such as, reading decoding and comprehension, mathematics applications and computation, and spelling (1985, 2004).
The KTEA Brief is commonly used for screening (to determine if further testing should be required) and the KTEA-II Comprehensive is used as an analysis of strengths and weaknesses to identify areas needing remediation or enrichment, to analyze errors as an aid in individualizing instruction.

4. Administration Time:
KTEA-II Comprehensive (50-85 minutes, depending on grade level); PreK-K: 30 mins, Gr 1-2: 50 mins, Gr 3-5: 75 mins, Gr 6+: 85 mins
KTEA Brief (10-40 minutes, depending on grade level); Gr 1: 10-20 mins, Gr 2: 15-25 mins, Gr 3: 25-35 mins, Gr 4-8: 30-40 mins, Gr 9-12: 25-35 mins.

Examinee Considerations

1. Examinee prerequisite skills:
- Test item presentation and response are visual and verbal with limited writing (with certain allowances for students with special needs/learning challenges).
- Good for all ages, grades & abilities.
- Especially beneficial for slow starters or learning/reading disabilities

2. Item presentation:
- 2 Easels (14 subtests)
- Student Response Booklet
- Written Expression Booklet
- Administration CD
- Pepper (puppet)
- Stimulus cards
- Object, Colour & Letter cards

3. Item response:
- oral response
- pointing to response on easel
- written response
- read test items and respond orally

4. Interesting test items:
- puppets!
- Colorful art and novel approaches to the assessment of several skills are designed to encourage the student's best efforts.

Reliability and Validity

- Overall reliability coefficient reported at 0.87 to 0.95
-Internal reliability coefficients ranged from 0.77 to 0.85
- correlated well with the Wide Range Achievement, the Peabody Individual Achievement Test, the Metropolitan Achievement Test, the Standford Achievement Test, and the K-ABC with correlation ratings from .75 to 0.86.

Scoring Procedures
- You must find out the student's age and grade to decide where to begin each subtest
- Subtract the birth date from the test date to obtain the student's age in years and months
- Before using the Norms tables, you must **decide** if you are using **age-based** or **grade-based norms**
STEP 1: Getting subtest standard scores
Standard scores corresponding to the ***raw score*** for a test are provided for age-based as well as grade-based. Find the raw score in the column for Form A or B of the subtest and record the stand score across the table.
STEP 2: Finding the composite Standard Score
Add the standard scores for both tests, for example, add the scores for Letter and Word Recognition with Reading Comprehension to find the <u>sum of subtest standard scores</u>. Enter that next to "SUM." Then go to the norms table and look up COMPOSITE scores.
STEP 3: Band of error
Confidence-likely to be 85%, 90% or 95%
For each test, check the band of error. Then subtract that value from the **composite standard score for the lowest** end and add the band of error to the composite standard score for the **higher end**.
STEP 4: Percentile Ranks
Refer to table 8 in the Norms book that offers the conversion of standard scores into percentile ranks.

STEP 5: Grade & Age Equivalents
Raw scores are provided in Table 9 & 10 for each subtest that corresponds to grade equivalents.

Reflections
- This is a good, and relatively inexpensive test
- It seems designed for teachers and people who work in schools, rather than people who are primarily psychologists
- Some criticisms about certain sub-tests - with writing samples, there is a huge emphasis on the mechanics of writing, especially punctuation. this means that students can score really low on this section, even if they express themselves well apart from punctuation. Even for children in primary there is a big emphasis on mechanics, which doesn't reflect how writing is generally taught in primary classrooms in BC
- there are plenty of items for each domain
- the oral expression subtest can be hard to mark, as some students will make lengthy responses, and it's hard to know which answer to mark
- American-specific references need to be changed to Canadian (money and measurement)
- Normed only on American students - not necessarily representative of Canadian students
- band of error high for certain subtests - particularly written expression - + or - 11; this could be a problem as this test is used to decide if students receive adjudication of provincial exams
- inter-rater reliability on writing items is bound to be low, given this
- some schools use the KTEA brief form or subtests: letter & Word recognition; reading comprehension, math concepts and math computations as a screening test for learning assistance
- students tested in September and again in May to compare their abilities after learning assistance
- KTEA tends to test high in reading if students have good decoding strategies or reading strategies in the comprehension test