Technical Advisory Committee Meeting for DARA Project

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Educational Testing Service
NARAP Projects Goals

1. Develop a definition of reading proficiency
2. Research the assessment of reading proficiency
3. Develop research-based principles and guidelines making large-scale reading assessments more accessible for students who have disabilities that affect reading
4. Develop and field trial a prototype reading assessment
National Accessible Reading Assessment Projects

• Designing Accessible Reading Assessments (DARA)
• Partnership for Accessible Reading Assessment (PARA)
• Technology Assisted Reading Assessment (TARA)
Partnership for Accessible Reading Assessments (PARA)

- Collaboration between the National Center for Educational Outcomes, CRESST, and Westat
- Focus on all disabilities that impact reading, particularly:
  - learning disabilities,
  - speech/language impairments,
  - mental retardation, and
  - deafness/hard of hearing
- Investigate varied obstacles to accessible reading assessments and identify possible solutions
Designing Accessible Reading Assessments (DARA)

- Educational Testing Service (ETS)
- Focuses on students with learning disabilities
- Focuses on component approach to assessing reading skills. Primary focus are:
  - Word Recognition
  - Reading Fluency
  - Vocabulary Knowledge
  - Comprehension
Technology Assisted Reading Assessment (TARA)

- ETS, NCEO and Center for Applied Special Technology (CAST)
- Focus on students with visual impairments
- Focus on:
  - Examining the performance of operational ELA tests for students with visual impairments
  - Development of prototype Technology Assisted Reading Assessment
  - Inclusion of VI students in NARAP field test
Collaborative Dissemination

• 2006 Presentations
  – AERA
  – NCME
  – CCSSO LSAC
  – ATP
  – CEC
  – LDA

• 2007 Submissions
  – Awaiting response from AERA/NCME/CCSSO/CEC
  – ATP (accepted)
  – IRA (accepted)
  – ASCD (accepted presenting March 18th in Anaheim, CA)
Progress for Goal 1: Definition

- Reading First Definition was adopted by NARAP
- Two reports were written which are available on the NARAP website www.narap.info
  - Focus Group Results
  - Issues and Principles Paper
Primary Questions for Year 2

• Can comprehension be assessed in audio format if word recognition and fluency are assessed separately?
  – Are listening comprehension and reading comprehension similar constructs (highly correlated) in proficient readers?
  – Do students with reading-based learning disabilities receive differential performance gains from read aloud?
  – Do tests and test items taken with and without read aloud perform the same psychometrically (same factor structure, no evidence of differential item performance)?
Year 2 Research

- Differential Boost from Read Aloud on Reading Test
- Psychometric Studies of ELA test
  - Differential Item Function
  - Differential Distractor Analysis
  - Factor Analysis
Year 3 Research

• Continue psychometric research on GMRT
• Continue analysis of differential boost data
• Think Aloud studies with LD and non-LD students to examine how students approach
  – items shown to have DIF
  – new item types designed to assess fluency and word recognition in a large scale assessment
  – Families of items with slight variations (e.g., operational item and universally designed items)
Focus of this meeting

• Review of Research Results from Year 2
  – Psychometric Research
  – Differential Boost

• Feedback on Research Plans for Year 3
  – Psychometric Research
  – Additional analysis of differential boost
  – Cognitive Labs

• Feedback on Field Test Plans for Goal 4