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EDUC 314

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### Formal Assessment Administration Review

- Title of Assessment: Test of Early Mathematics Ability
- Chronological age and sex of individual tested: The individual I tested was a male and was 5 years 9 months old.
- Techniques for establishing rapport: I already knew this student fairly well from babysitting experiences. However, on the day of the test I still made sure to establish my rapport especially on the testing side of things. I asked him what he had done over the weekend, what he was going to do for the rest of the day, etc. I also talked to him about the fact that sometimes when I am reading and giving the test it may seem like I am talking funny or not being myself. I continued on to say that although I may be talking a bit funny or weird that it is still the same Angela that he knows and he doesn't have anything to worry about. I also told him that some of the questions maybe really easy for him and some of the questions may be really hard for him but all I need him to do is try his best on every question.
- Description of testing setting: I tested this individual at his parent's home at their dining room table on a Sunday at 1:00pm. His parents and sister went to run errands so we could have a peaceful house and so that he could concentrate and do his best.
- Problems during testing: There were just a few slight problems that I observed and encountered when giving this assessment. The first problem is that there are quite a few materials that have to be transitioned in and out of the test that at times that seemed to stop the flow of the test. For example, for one problem he needed 10 coins then the next problem he needed the student worksheet and then for the next problem he needed 12 coins. I just felt that through all the material transitions the flow of the test seemed to be affected. However, I would imagine as I gain more practice giving this assessment the flow of test would become better and transitioning the materials will be an ease. The

second problem I encountered during testing was because of the use of different materials my client got distracted and unfocused by the materials that were sitting around and not being used for the particular question we were working on. By the end of the test I learned to push the material away from the student while it was not being used. The last problem I encountered while giving this test was a disturbance by the student's sister. I had told his parents that the test would probably only last about 30 min because of his age so they planned to only be gone for so long. However, the student performed far beyond the question I was estimating so the family got back while I was still administering the test. Therefore, his sister walked in while I was administering the test breaking the student's concentration. Shortly after this interruption the student established his ceiling and I concluded testing. I hope that the ceiling was not established at the level it was because of the interruption. However, I believe that the interruption did not cause the ceiling to be established because I believe the student was reaching the end of his mathematical abilities when the ceiling was established.

- Summary of test results: The student I tested performed very well for his age. The student I tested is in the second month of kindergarten and tested at grade 1.4. Furthermore, the student is 5 years and nine months old and test at a 6 year 6 month old level. However, one must consider that this student is a little older than a normal kindergarten so therefore I would use the grade level to prove his overall superior mathematical abilities. This student also tested at an 89% in comparison to other students at his grade/ age. Overall, the student I tested did extremely well and I was very impressed but not surprised (because I knew from observation that he is performing above grade level academically).
- Would you recommend using this test? Why or why not? : I would most definitely recommend using this test. This test is an excellent assessment of the math abilities of young learners. This test was easy to administer and score. The scores were then also easily interpreted for classroom and real life situations. The only thing that is difficult about this test is its lack of easel format. However, because the student does not need to look at it too much during the test that downfall can easily be overlooked. Overall, I think this was an excellent reliable and valid source that I would definitely recommend.