



Assessing African American Students
An Authentic Assessment Model

Presenter:
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Diagnostic Center of Northern California DCN



Diagnostic Center Northern California's
ASK A SPECIALIST

Welcome

Welcome to Diagnostic Center North's (DCN) "Ask A Specialist" Discussion Forum. DCN is pleased to offer these monthly forums featuring Assistive Technology/Augmentative and Alternative Communication, Attention Deficit Hyperactivity Disorder, Autism, Behavior, Mental Health, School Related Medical Issues, and Secondary Issues where suggestions and advice are provided. Our specialists are known throughout California as experts in their fields.

The specialists will select and respond to one question from those submitted. Responses will be posted on the website monthly.

- To submit a question, please click on the topic link to the left.
- Each link will take you to the designated page where you can ask your question and review previous submissions.

We regret that not all questions can be answered.

Search the Ask a Specialist website

www.askaspecialist.ca.gov
AT/AAC, ADHD, ASD, Mental Health, Behavior, School-Related Health, Secondary Issues

About Renée Dawson

- Attended California Public Schools
- Approximately 40 years working in public education
- Teacher – Social Worker – School Psychologist – Special Education Administrator – Secondary Specialist – Assistant Director at DCN
- Worked in urban school districts (Oakland, Hayward, and Riverside Unified)
- For fun, enjoys walking and taking Zumba classes

A few rules...

Cell phones – off or on vibrate

Sidebars – mutual respect

Smile at the presenter...

Diagnostic Centers
<http://www.dcn-cde.ca.gov>

- Department of Education
- Serve special education students in California ages 3-22 (no charge)
- Assessments, Trainings, and Classroom Consultations
- Online Trainings and Consultations



Agenda

- Why are we still talking about Larry P.?
- Review of DCN's 2005-06 survey findings
- What is happening in the state regarding the assessment of African American students?
- An approach to assessing African American students
- The MATRIX



+ EXPECTATIONS:

- Participants will have an open mind
- Willingness to change mindset
- Handout available on DCN website after March 26, 2012



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+ In lieu of IQ tests:

- CDE suggested:
 - Assessments of students personal history and development
 - Adaptive behavior
 - Classroom performance
 - Academic achievement
 - Evaluative instruments designed to point out specific information relative to a student's abilities and inabilities in specific skill areas



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+ Why are we still talking about Larry P.?



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**+ The Year:
2006**



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+ Larry P. Ruling

- 1979 – Larry P. vs. Riles
- 1984 – State of California went before the US 9th Circuit Court to repeal the Larry P. verdict
- 1986 Larry P. injunction was expanded to prohibit all IQ testing of African American students for any kind of special education services
- 1992 – Challenge to the 1986 extension of the ban on IQ testing for all special education purposes (*Crawford v Honig*)
- 1992 – CDE issued legal Advisory stating school districts are not to use intelligence tests in the assessment of African American students for any special education services



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+ DCN Survey of School Psychologists

- In 2006:
 - School psychologists in 345 school districts in Northern California were surveyed.
 - Four hundred and four (404) responded
 - Results:
 - Majority dissatisfied with the methods they were using
 - Large majority reported having no guidelines for assessing African American students
 - Many of the psychologists used standardized tests of cognitive ability



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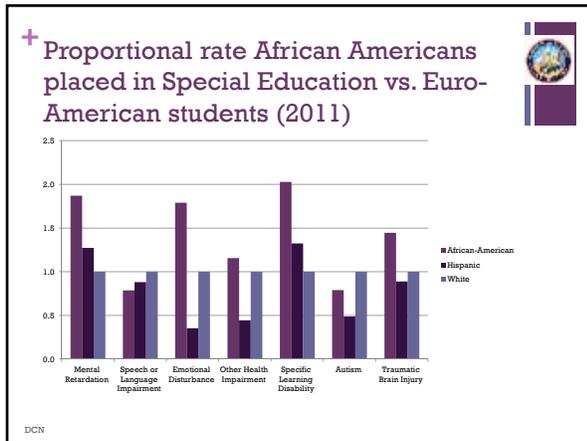
The Year
2011

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What does this tell us?

- Table 1, if Whites are used as the proportional constant of students identified by Special Education Disability, then African Americans are identified at a proportional rate of 1.5 to 2 times more. The only exception is for Speech or Language Impairment.
- Table 2, if Hispanics are used as the proportional constant of students identified by Special Education Disability, African Americans are identified at a proportional rate of 1.5 and up to 5 times more in the case of Emotionally Disturbed. The only exception is for Speech or Language Impairment.

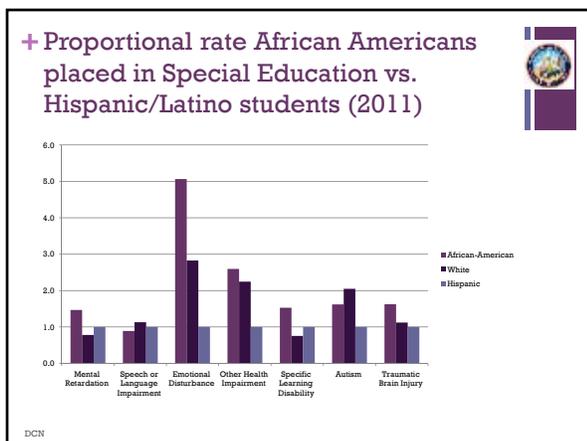
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What we know...

- African American students are likely to be disproportionately placed in special education
- African American students are more likely than any other group to drop out of school
- The Achievement Gap more significantly impacts African American students (Jack O'Connell and Tom Torlakson)
- Poor academic performance has a direct and serious impact on a student's adult life
- The achievement gap among students of color is a threat to their future and the future economic health and security of California and this nation

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What does this mean since we have had a ban on using IQ testing of African American students for special education services?

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+ Since Larry P.

- We know IQ tests alone are probably not the only cause of disproportionate representation of African American students in special education.

and

- Federal Government requires all states to conduct a review of districts to determine if any one group of students is disproportionately placed in special education.
- If so a corrective action has to be put in place

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+ Larry P. Task Force 2010-11

- Findings:
 - **Banned list of tests does not exist**
 - Best Practices for Assessment
 - A tool for identifying test validity and reliability

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+ As School Psychologists, what can we do?

- One thing we can do is a better job in our assessment practices of African American students that honors the spirit of the Larry P. ruling.

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Name of Reviewer:		Name of Test/ Edition:	
Date:		Recency of Norm Data (date):	
1. Purpose of Test			
Psychological <input type="checkbox"/> Global Intelligence <input type="checkbox"/> Attention <ul style="list-style-type: none"> o Alertness o Performance consistency o Self-monitoring <input type="checkbox"/> Temporal-sequential ordering <ul style="list-style-type: none"> o Sequential awareness o Perception o Memory o Time management <input type="checkbox"/> Spatial ordering <ul style="list-style-type: none"> o Spatial awareness o Perception o Memory <input type="checkbox"/> Memory <ul style="list-style-type: none"> o Short-term o Long-term o Active working <input type="checkbox"/> Social Cognition <ul style="list-style-type: none"> o Verbal pragmatics (includes interpretation of feelings) o Code switching o Social behaviors <input type="checkbox"/> Language <ul style="list-style-type: none"> o Receptive o Expressive <input type="checkbox"/> Executive Functions/Reasoning <ul style="list-style-type: none"> o Concept formation o Critical thinking o Creativity o Problem solving o Logical thinking <input type="checkbox"/> Developmental Levels <ul style="list-style-type: none"> Motor <ul style="list-style-type: none"> o Gross o Fine (e.g. graphomotor) Social/Emotional <input type="checkbox"/> Adaptive Behavior <input type="checkbox"/> DCN:	Speech/Language <input type="checkbox"/> Receptive Language <input type="checkbox"/> Expressive Language <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> o Basic Concepts <input type="checkbox"/> Semantics <input type="checkbox"/> Syntax/Morphology <input type="checkbox"/> Auditory Processing <input type="checkbox"/> Language Processing <input type="checkbox"/> Pragmatics <ul style="list-style-type: none"> o Verbal o Non-verbal o Paralinguistics <input type="checkbox"/> Critical Thinking <ul style="list-style-type: none"> o Verbal Problem Solving <input type="checkbox"/> Articulation/Phonology <input type="checkbox"/> Other	Academic <input type="checkbox"/> Reading <ul style="list-style-type: none"> o Alphabetic Principle o Phonemic Awareness o Word analysis/attack o Oral o Silent o Fluency o Comprehension o Vocabulary o Automaticity of word recognition <input type="checkbox"/> Written <ul style="list-style-type: none"> o Handwriting o Mechanics and grammar o Spelling o Organization o Style o Ideation o Editing <input type="checkbox"/> Math <ul style="list-style-type: none"> o Operations/computation o Application o Concepts o Problem solving o Functional o Time o Money o Charts/Tables/Graphs o Measurement o Statistics and Probability <input type="checkbox"/> Adaptive Behavior <ul style="list-style-type: none"> o Self-care/day living o Communication o Social Skills o Attention o Motor Skills o Problem solving <input type="checkbox"/> Other	

+ African American Advisory Committee January 12-14, 2011

- California State Board of Education recognized that some African American students are not performing as well academically as their peers
- Recommended a committee be formed with a focus on African American students in an attempt to provide equity and to close the achievement gap
- One recommendation focused on the issue of disproportionality and the issue of equity in education.

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1. Appropriate samples for test validation									
Population for the test									
Sample population	Sample Size	Age	Gender	Ethnic background	SES	Language	Region of U.S.	Other Country	
3. Reliability							High	Moderate	Low
Is the reliability sufficiently high to warrant the use of the test as a basis for making decisions concerning individual students? (In general, .90=high; .80=moderate; .70=low)									
4. Predictive Validity (Rater judgment)							Yes	Questionable	No
Is it an accurate predictor of performance? (If Questionable is marked, please explain under the final question, additional limitations, below.)									
5. Content Validity (Rater judgment)							Yes	No	
Are there sufficient test items to measure the skill being assessed?									
What limitations are described in the manual?									
Are there additional limitations that the examiner should consider? From <input type="checkbox"/> Mental Measurements Yearbook <input type="checkbox"/> Rater evaluation									
Does the manual indicate that the test was reviewed by a cultural bias review panel? If so, how many individuals were consulted and what were their qualifications? How was their input used?									
Additional Comments									
DCN									



+ Ecological Assessment

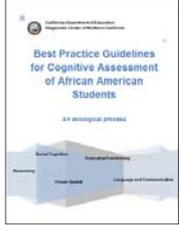
"Focus is in the philosophical orientation of the assessor rather than the techniques he/she uses"*

- Focus is on the student-in-environment
- Equal attention is given to the student and the environment
- Student's culture influences who that student is and how he/she may(not) interact in the dominant culture
- Consider the match between the child's culture and the school culture is essential

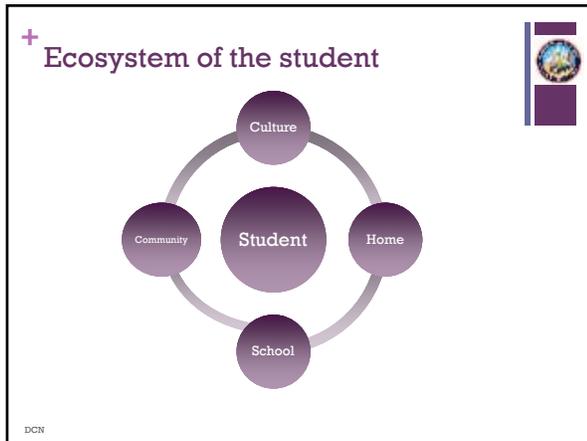
From California Department of Education: Policy and Alternative Assessment Guideline Recommendations, 1988.

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+ The MATRIX



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+ The MATRIX

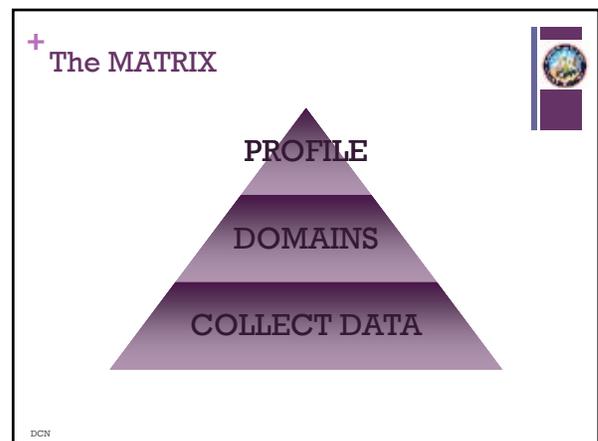
- Theoretical Foundations:
 - Cattell-Horn-Carroll (C-H-C)
 - Basic nine (9) broad ability areas
 - One's acquired knowledge
 - Ability to reason, form concepts, problem solve
 - Visual processing
 - Auditory processing
 - Memory
 - Etc.
 - All-Kinds-of-Minds
 - Uses neurodevelopmental framework
 - Social cognition
 - Problem solving, interpreting concepts
 - Visual spatial
 - Language
 - Etc.

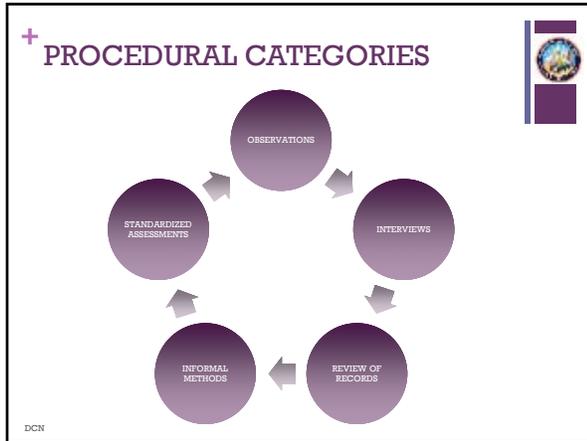
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+ Ecological Assessment Areas

- Analyzing of environmental factors
- Observing the student in a variety of settings with different individuals
- Interviewing those who know the student
- Informal Assessment
- Formal Assessment

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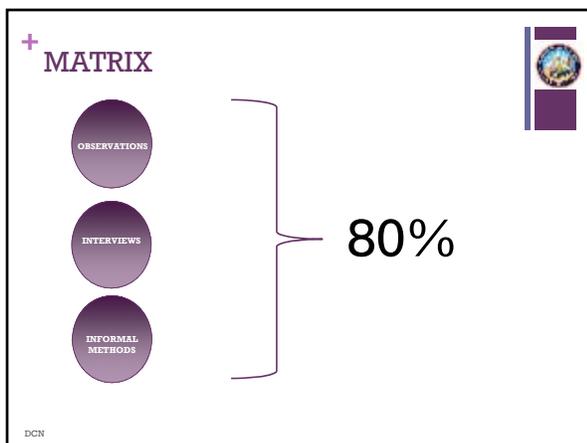
+ Shortcomings of Standardized Testing vs. the MATRIX

Standardized Testing	MATRIX
<ul style="list-style-type: none"> Done in a quiet, distraction free environment to get an optimum score Uses novel situations and props to reduce effects of prior learning Provides standard scores compared to age or grade level peers 	<ul style="list-style-type: none"> Happens in the real world that the student functions in and how the real world impacts performance Allows student to demonstrate adaptive skills and how they use prior learning to compensate Provides opportunity to show developmental progress/gains year to year that are lost when comparing standard scores

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- ### + PROCESSING THE INFORMATION
- DOMAINS
 - REASONING
 - SOCIAL COGNITION
 - EXECUTIVE FUNCTIONING
 - VISUAL SPATIAL
 - LANGUAGE AND COMMUNICATION
- DCN

- ### + The MATRIX
- Provides a collaborative format
 - It focuses in on the student in his environment(s)
 - It is culture sensitive (use cultural brokers if necessary)
 - Uses student's adaptive skills
 - Informal methods are presented in a non-threatening format
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+ More Information

- If you are interested in learning more about the MATRIX contact:

Renee Dawson, Assistant Director at DCN
(510) 794-2500 or
rdawson@dcn-cde.ca.gov

Diagnostic Center Website
www.dcn-cde.ca.gov

Closing the Achievement Gap
<http://www.closingtheachievementgap.org/cs/ctag/print/htdocs/about.htm>

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