

Problems with Traditional Assessments

- Traditional psychoeducational assessment has focused on determining the presence or absence of an educational disability
- Many discussions have existed over the years about assessing a student's "strengths and weaknesses"

Problems with Current Assessments

- The traditional strengths and weakness approach is still with us
- Common in recent years are interventions based on learning theory
 - Inadequate assessments of phonemic awareness; some of them have limited assessment of letter-sound proficiency
- Do not provide sufficient information about why a student struggles in reading
 - Not consistent with research
 - Learning theory-based interventions have modest results in reading

Intervention Oriented Assessment

- Working backward from the research on reading, writing and math
- Focus on determining WHY a student struggles in reading
- Goal is to suggest more informed instruction directly related to the actual intervention research on reading
- Determining an SLD in reading is not the goal or focus on Interventions Oriented Assessment
 - The data gathered in such an evaluation could be used to diagnose an SLD when appropriate
- Often less time consuming than traditional comprehensive evaluation

The Challenge of Intervention Oriented Assessment

- Test batteries are not based upon this approach
- Evaluation teams must draw subtest from existing batteries
- Composites
- Interpreting "average"