



DARA Technical Advisory Committee Meeting

Cara Cahalan Laitusis
Educational Testing Service



Principle #1 Statement

- **Principle 1:** Reading assessments should be accessible to all students in the testing population, including students with disabilities.



Principle #1 Guidelines

- **Guideline 1-A.** Understand and account for the range of student characteristics and experiences that impact reading when designing reading assessments.



Principle #1 Guidelines

- **Guideline 1-B.** Begin the development of reading assessment by following the principles of universal design.



Principle #1 Guidelines

- **Guideline 1-C.** Use technologies and other evidence-based approaches to provide all students with a similar array of assessment options.



Principle #1 Guidelines

- **Guideline 1-D.** Document decisions that are made in the name of accessibility, and monitor their effects for different groups of students.



Principle #2 Statement

- **Principle 2:** Reading assessments should be grounded in the field of reading.



Principle #2 Guidelines

- **Guideline 2-A.** State standards should be grounded in an evidence-based definition of reading.



Principle #2 Guidelines

- **Guideline 2-B.** Ensure that test blueprints are aligned with the state standards.



Principle #2 Guidelines

- **Guideline 2-C.** Design reading tests to allow for individual measurement of the components reflected in state standards.



Principle #2 Guidelines

- **Guideline 2-D.** Use multiple criteria to select texts and visual elements.



Principle #2 Guidelines

- **Guideline 2-E.** Include interesting texts that are likely to engage all students.



Principle #2 Guidelines

- **Guideline 2-F.** Present reading tasks that students perceive as worthwhile and that enable them to be self-efficacious as learners.



Principle #3 Statement

- **Principle 3:** Reading assessments should be developed with accessibility as a goal throughout rigorous and well-documented test design, development, and implementation procedures.



Principle #3 Guidelines

- **Guideline 3-A.** Consider all test takers' needs when developing the initial design for the test.



Principle #3 Guidelines

- **Guideline 3-B.** Consider all test takers' needs in developing and evaluating assessment items and tasks.



Principle #3 Guidelines

- **Guideline 3-C.** Consider all test takers' needs in assembling and evaluating tests.



Principle #3 Guidelines

- **Guideline 3-D.** Document the steps that have been taken to ensure that all test takers' needs have been considered.



Principle #4 Statement

- **Principle 4:** Reading assessments should reduce the need for accommodations, yet be amenable to accommodations that are needed to make valid inferences about a student's performance.



Principle #4 Guidelines

- **Guideline 4-A.** Begin the assessment development or revision process by reviewing allowed accommodations to determine whether they could be incorporated into the design of the assessment.



Principle #4 Guidelines

- **Guideline 4-B.** Identify and determine the essential accommodations that are still needed after incorporating as many as possible into the assessment.



Principle #4 Guidelines

- **Guideline 4-C.** Develop a strong rationale and evidence to support the validity of inferences from assessment results when accommodations are provided.



Principle #4 Guidelines

- **Guideline 4-D.** Provide information and support to ensure that accommodations are implemented in an appropriate manner.



Principle #4 Guidelines

- **Guideline 4-E.** Adjust the reading assessment approach to address the needs of some groups of students that can not be met by typical test design or accommodation procedures.



Principle #5 Statement

- **Principle 5:** Reporting of reading assessment results should be designed to be transparent to relevant audiences and to encourage valid interpretation and response.



Principle #5 Guidelines

- **Guideline 5-A.** Provide clear and concise score reports that are appropriate for a diverse audience.



Principle #5 Guidelines

- **Guideline 5-B.** Pilot score reports with all relevant groups of score users.



Principle #5 Guidelines

- **Guideline 5-C.** Detailed information about the assessment and score results should be included in a separate guide or technical manual that is accessible to all test takers and score users.



Principle #5 Guidelines

- **Guideline 5-D.** Provide information regarding the precision of reported scores for all relevant groups.