

Error Analysis for Out of Level Item Sets

Technical Report #1

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The *Kaufman Test of Educational Achievement™—Third Edition* (KTEA™–3) provides error analysis norms for 10 subtests. Four of these subtests are administered in item sets or levels: Reading Comprehension, Written Expression, Listening Comprehension, and Oral Expression. For each of these subtests, error analysis norms are provided for an examinee’s grade-appropriate item set. If the examinee reverses to an earlier item set, however, error analysis norms are not provided for the examinee’s grade level. *Customers have expressed a need to conduct error analysis for examinees who reverse to earlier item sets.*

To determine whether an examinee’s skill level is considered above average (a strength), average, or below average (a weakness), the examinee’s total errors in each category is compared with the average number of errors made by the reference group. *The most appropriate reference group for each examinee is other examinees from the same grade who took the same items from the same form.*

In order to provide the most appropriate reference group for out-of-level error analysis norms, the item sets preceding the grade-appropriate item set would need to have been administered to examinees from the normative sample. These data were not collected for the KTEA–3 due to the considerable time and cost involved. Given these constraints, *an acceptable reference group for obtaining out-of-level error analysis data is examinees in a lower grade level who took the same items from the same form.* The closer the norm group is to the examinee’s current grade level, the more comparable and appropriate the normative data will be.

To utilize error analysis norms when an examinee completes an out of level item set, the examinee’s error data may be compared to the average number of errors made by examinees in a lower grade level by following these steps:

1. Refer to the error analysis norms in the KTEA–3 Technical & Interpretive Manual (on the flash drive) for the appropriate subtest.
2. Find the highest grade within the item set/level administered and compare the examinee’s performance with these norms.
 - a. If the examinee’s number of errors **exceeds** the average number of errors, then his or her performance is considered a normative **weakness**.
 - b. If the examinee’s number of errors is *consistent* with the average number of errors, then his or her performance is considered average to below average (similar to that of examinees from a younger grade level).
 - c. If the examinee’s number of errors is *less than* the average number of errors, then his or her performance may be considered average to above average.
3. When reporting results, explain that the examinee’s errors were compared with those of examinees from a lower grade and specify the grade level. When interpreting results, consider how differences in the content and skills measured by the earlier item set compared to the examinee’s grade-appropriate item set may have impacted performance.



At this time, hand scoring is required to obtain out-of-level error analysis data.

The examinee’s performance should be compared against the *highest* grade for which data are provided for that item set/level. For ease of reference, the following tables list the highest grade within each item set/level for each of the four relevant subtests. When reversing to an item set that precedes the examinee’s grade-appropriate item set, use the grade level norms listed in these tables.

Example: An examinee in grade 7 starts at Reading Comprehension Set F (the grade-appropriate set), but does not meet the basal. The examinee reverses to Set E, meets the basal, and completes the item set. To obtain error analysis normative data, use the norms for Set E, grade 5.

Reading Comprehension	
Set A	N/A
Set B	Grade 1
Set C	Grade 2
Set D	Grade 3
Set E	Grade 5
Set F	Grade 8
Set G	Grade 10

Written Expression	
Level 1	N/A
Level 2	Grade 2
Level 3	Grade 5

Listening Comprehension	
Set A	Grade K
Set B	Grade 3
Set C	Grade 7 (Form A) Grade 8 (Form B)

Oral Expression	
Set A	Grade 1
Set B	Grade 8