KTEA·II

Kaufman Test of
Educational Achievement,
Second Edition
Comprehensive Form

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Errata for the Form B Record Form, Error Analysis Sections

This sheet contains instructions for making corrections to the error analysis sections of four KTEA-II Comprehensive Form subtests on the Form B record form. Illustrations of each correction are presented on the following pages.

Subtest	Page	Corrections
Reading Comprehension	13	Change the skill category for Item 47 to Inferential.
		Change the skill category for Item 49 to Literal.
		Change the skill category for Item 58 to Inferential.
		Change the skill category for Item 60 to Inferential.
Written Expression	14	Change the skill category for the first criterion of Item 22 to Task.
Listening Comprehension	20	Change the skill category for Item 15 to Inferential.
Oral Expression	24	Fill in the blank in the Task column for the second criterion of Item 22.

Because these corrections will cause the student's total number of errors per skill category to change slightly, please recheck the student's total number of errors against these corrections before performing error analysis.
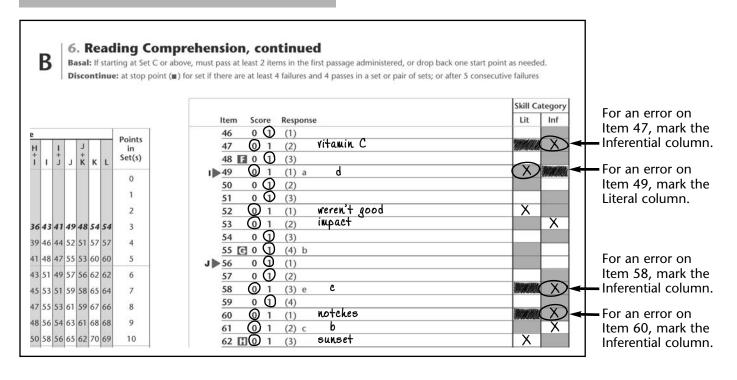
These errors will be corrected on the next printing of the record forms, which will be available to order in August 2005.

Reading Comprehension, page 13:

B **6. Reading Comprehension, continued**

Basal: If starting at Set C or above, must pass at least 2 items in the first passage administered, or drop back one start point as needed.

Discontinue: at stop point (■) for set if there are at least 4 failures and 4 passes in a set or pair of sets; or after 5 consecutive failures

	H +I	I +J	J +K	K	L	Points in Set(s)
						0
						1
						2
36	43	41	49	48	54 54	3
39	46	44	52	51	57 57	4
41	48	47	55	53	60 60	5
43	51	49	57	56	62 62	6
45	53	51	59	58	65 64	7
47	55	53	61	59	67 66	8
48	56	54	63	61	68 68	9
50	58	56	65	62	70 69	10

Item	Score	Response		Skill Category Lit	Inf
46	0 ①	(1)			
47	⓪ 1	(2) vitamin C			Ⓧ
48 F 0 ①		(3)			
I▶ 49	⓪ 1	(1) a d		Ⓧ	
50	0 ①	(2)			
51	0 ①	(3)			
52	⓪ 1	(1) weren't good		X	
53	⓪ 1	(2) impact			X
54	0 ①	(3)			
55 G 0 ①		(4) b			
J▶ 56	0 ①	(1)			
57	0 ①	(2)			
58	⓪ 1	(3) e c			Ⓧ
59	0 ①	(4)			
60	⓪ 1	(1) notches			Ⓧ
61	⓪ 1	(2) c b			X
62 H ⓪ 1		(3) sunset		X	

For an error on Item 47, mark the Inferential column.

For an error on Item 49, mark the Literal column.

For an error on Item 58, mark the Inferential column.

For an error on Item 60, mark the Inferential column.

Written Expression, page 14:

B **7. Written Expression** ⏱

Range: Pre-K–Grade 12+

Basal: If first several items seem difficult, drop back to next easier level.

Discontinue: Encourage student to attempt all items.

Note: • Preliminary score is used only for deciding whether to continue to end of Level 2b at Spring of Grade 1.
• Do not mark skill categories on items beyond the Level used in the Raw Score.
• Use "Scoring Guide for Levels 2, 3, and 4" in Appendix E for assistance with scoring criteria.

Pre-K–Grade K: Level 1

Item	Score	Criterion	Item	Score	Criterion
1	0 1 2	any part of student's name (1 point for first name only)	6	0 1	recognizable upper or lower case F
2	0 1	recognizable z	7	0 1	recognizable upper or lower case M
3	0 1	recognizable upper or lower case A	8	0 1	recognizable upper or lower case S
4	0 1	recognizable upper or lower case N	9	0 1	recognizable upper or lower case R
5	0 1	recognizable upper or lower case B	10	0 1	recognizable upper or lower case C

Use table in Manual to convert points to **Raw Score** ☐ Level 1 points (max. = 11) ____

Grades 1 & 2: Levels 2a (Items 11–24) & 2b (Items 11–31)

Item	Preliminary Score	Criterion	Score	Task	Struc	WF	Cap	Punc
11		student's full name (1 point for first name only)	0 1 ②					
12	0 1	recognizable upper or lower case c	0 ①					
	0 1	recognizable upper or lower case e	0 ①					
	0 1	recognizable upper or lower case g	0 ①					
13	0 1	recognizable upper or lower case f	0 ①					
14	0 1	recognizable upper or lower case o	0 ①					
15	0 1	*barn*, letters in correct sequence	0 ①					
16	0 1	*pigs*, phonetically readable	0 ①					
17	0 1	*pond*, phonetically readable	0 ①					
18	0 1	words in sequence, separated by spaces	0 ①					
Here is a friend.		initial capitalization	0 ①					
		final period	⓪ 1					X
		phonetically readable	0 ①					
19	0 1	ending period or exclamation point	0 ①					
20	0 1	question mark	⓪ 1					X
21	0 1	exclamation point	0 ①					
22	0 1	beginning for the sentence that generally describes the picture	⓪ 1	Ⓧ				
____ *in*		completed sentence has correct structure (not fragment or fused); imperative is OK	0 ①					

For an error on the first criterion of Item 22, mark the Task column.

Listening Comprehension, page 20:

B

9. Listening Comprehension

Range: Pre-K–Grade 12+

Basal: must pass at least 2 items in the first passage administered, or drop back one start point as needed

Discontinue: at stop point (■) for set if there are at least 4 failures and 4 passes in a set or pair of sets; or after 5 consecutive failures

Note: Do not mark skill categories on items beyond the set or pair of sets used in the Raw Score.

	Item	Score	Response	Skill Category Lit	Skill Category Inf
A ▶ 2	1	0 ①	Joe		
	2	0 ①	old		
3	3	0 ①	squirrel		
	4	0 ①			
B ▶	5	⓪ 1	bedroom sleeping		X
4	6	0 ①	meow		
	7	0 ①	monster		
	8	0 ①	cat		
	9	0 ①	book		
5	10	0 ①	to meet friends		
	11	0 ①	head and knee		
	12	0 ①	himself		
C ▶	13	⓪ 1	music store		X
6	14	⓪ 1	the bank	X	
	15	⓪ 1	too expensive not old enough	▨	(X)
	16	0 ①	(2 things)		
	17	0 ①	arm		
7	18 Ⓐ ⓪ 1	post little boy	X	

Points in Set(s)	A+B A	A+B B	B+C C	B+C C	C+D	Raw
0	0	0				
1	1	1				
2	2	2				
3	3	3	4	4	10	10
4	4	4	6	6	13	12
5	6	5	7	7	15	14
6	7	6	8	8	16	16
7	8	7	10	10	18	17
8	9	8	11	11	20	19
9	11	9	12	12	21	20
10	12	10	14	13	23	22
11	13	11	15	15	25	23
12	15	13	17	16	26	24
13	17	14	18	17	28	26

For an error on Item 15, mark the Inferential column.

Oral Expression, page 24:

B

10. Oral Expression, continued

Discontinue: at stop point (■) for set if there are at least 4 failures and at least 4 passes (based on preliminary scores) in a set or pair of sets; or after 5 consecutive failures (preliminary scores of 0)

Item	Preliminary Score	Sample Correct Response	Criterion Score	Skill Category Task	Struc	WF	WM
20		**Even though I usually like action movies, I was disappointed in this one.** Even though I didn't like this one					
	0 1	1 sentence starting with *Even though* used correctly, including 2 contrasting ideas related to liking action movies but being disappointed in this one	⓪ 1	X			
		complex sentence; not a fragment; no obvious structure errors	⓪ 1		X		
		no errors in word meaning (other than *Even though*)	0 ①				
		no obvious word form (grammar) errors	0 ①				
21		**The curtain was closed by the shopkeeper.**					
	0 1	1 sentence starting with *The curtain* that has the same general meaning as stimulus sentence and includes all elements *(curtain, closed, shopkeeper)*	0 ①				
		passive voice; not a fragment; no obvious structure errors	0 ①				
		no word meaning errors	0 ①				
		no obvious word form (grammar) errors	0 ①				
22		**...I wouldn't have bought one.** for the bus					
	0 1	correctly completes the sentence in past subjunctive mood (e.g., *would have, could have, might have, wouldn't have*), no obvious structure errors, no obvious word meaning errors, and no obvious word form (grammar) errors	⓪ 1	X			
	Ⓒ	response makes sense (ideas are not disconnected)	⓪ 1	▨			
23		**Even though the band was in town last year, some people stood in line all day to get tickets.**					

If the student scores 0 on the second criterion of Item 22, do not mark any skill categories.

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