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Professor Gust  
EDUC 350  
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### Test Administration

On March 17, I examined an examinee using the PPVT test. While administering the test to my examinee, we were in the basement of quiet library. My examinee and I sat across from one another at eye level. Although we were in a nice quiet setting, there were many distractions as we went through the test. In the middle of the test, my student had to blow her nose several times. It was difficult administering a test to a student who was fighting a cold, and while I the administrator, was also fighting a horrible cold. Several breaks had to be taken for nose blowing which distracted us both. Other than the colds in which we were both fighting, a tornado alarm went off while the test was in session. The alarm was on for most of the last half of the test, and was extremely distracting for my examinee. I found myself fighting the urge to repeat the words several times for the examinee while I waited for her response. Although my examinee was successful on the test, it was difficult to administer.

As the test was in session, I found that some of the pictures were difficult to make out. I felt that in order for the test to be reliable, the examinee should at least be able to determine the correct answer by viewing clear pictures. If the pictures were clear and unquestionable, I feel as if the examinee would have scored higher on certain questions. In order to score my examinee correctly, I recorded the answer in which she gave, and marked an E for error if it was incorrect. I did not tell my examinee if their answer was correct or incorrect, but instead continued on to

**Comment [jcg1]:** Typically this would stop a testing experience.

the next question. I did nothing but ask the question once, and allow my examinee answer to the best of her ability. I administered the test in this way in order to keep it valid and reliable. Once the test was complete, and the examinee had reached her ceiling point, I measured the raw score, standard score, percentile rank, normal curve equivalent, stanine, and finally the age equivalent. I was able to measure each of these by matching the data with the tables given by the test and using the examinee's chronological age from the date of the test and her birth date. It was important to follow each step of the test carefully to make it valid and reliable.

The results that came from the test administered will serve as future reference. The results will help educators place students in proper programs and help label them if needed to succeed academically, and to their full potential. As an educator, the results would be looked at to see how the student compares to others by evaluating the standard deviation and where the student falls on the normal curve. If the student is below the mean, one will use the results of the test to see where the student struggled the most. New instructional methods and modifications would then be made to help the student improve in needed areas. The results, if valid, are a source of information that is important for the students' placing in special education, and for the students' future academic goals. Without test like the PPVT students would not be able to be assessed compared to their peers, and there would be a lack of data to research to help students in their struggling academic areas.

**Manchester College**  
*Test Administration Project*



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Teacher: Dr. Korrine Gust

Date : \_\_\_\_\_

Title of Work: PPVT Test Admin

	Criteria				Points
	1-3	4-6	7-9	10	
<b>Scoring and Evaluation of Assessment Results</b>	Scoring and evaluation procedures are not described.	Scoring and evaluation procedures are described in modest detail.	Scoring and evaluation procedures are described in specific detail.	Scoring and evaluation procedures are described with specific details for future reference.	10
<b>Interpretation of results for the purpose of planning service</b>	Information is not included of how the examiner can interpret the results of the assessment for the purpose of planning service.	Basic information is included of how the examiner can interpret the results of the assessment for the purpose of planning service.	Adequate information is included of how the examiner can interpret the results of the assessment for the purpose of planning service.	Specific information is explained in detail as to how the examiner can interpret the results of the assessment for the purpose of planning service.	10
	1	2-3	4	5	
<b>Spelling and Grammar</b>	More than 5 spelling and/or grammar errors are present.	3-4 spelling and/or grammar errors are present.	1-2 spelling and/or grammar errors are present.	No spelling and/or grammar errors are present.	5
				<b>Total----&gt;</b>	<u>25/25</u>

**Teacher Comments:**

Overall, your paper was detailed and informative. Good work, Jessica!