

Lauren Bailey
Mild Interventions
March 3, 2006

Test Administration

Leanne Rakestraw and I worked together to administer the Peabody Picture Vocabulary Test-Third Edition on March 2, 2006. It was a very interesting experience to give and to take this test. I have not had many opportunities to administer tests like this, so it helped prepare me for what I may have to do in the future as a special educator. Since it was one of the first tests I have proctored, I was able to look closely at the testing experience from a critical point of view.

I experienced a few difficulties in administering and taking the test. It was hard for me to resist coaching Leanne through the test. I believe, as humans, we are both curious and encouraging people. Therefore, I wanted to be able to encourage Leanne to keep trying because the test was such a hard test. On the flip side, there were also times as the student where I wanted to say to Leanne that I could not make a decision because the questions were so hard or because the pictures did not make sense. For example, there was a handful of farming vocabulary questions on the test. Since my first experience on a farm was in college, I am not at all familiar with farming terminology. Therefore, I believe the test was biased in that sense. I also thought some of the questions did not make logical sense. The word "depleted", for example, had four pictures that went with that included a half eaten apple, a half eaten orange, a bottle filled half way with soda, and an empty basket. I believe the apple, the orange, and the soda bottle were all somewhat depleted. On the other hand, I never knew if the basket had ever contained anything at any point. Therefore, how would I have known if the

basket had been depleted? It was also difficult because even though the examiner has a wonderful pronunciation key, Leanne and I did not know many of the terms on the sheet. So, we had to try our hardest to pronounce the terms correctly. Finally, I realize that Leanne is on the high end of the average scores for this vocabulary test, but I still do not know how to apply this information for her in a case conference.

While the test had some difficulties, it also had several benefits. The test instructions were spelled out explicitly for the proctor. I never had to guess twice about what to do because all of the information I needed was there when I had questions. I knew how to administer the test and how to arrange the room without a problem. Also, the test was easy to score. Since this was a nation wide test I was able to see where Leanne fell among the typical people in her age group. The test also provided a pronunciation key for several of the more difficult vocabulary words. Finally, the test provided an alternative form of the test to give to the child so the examiner can compare the child's scores.

I was glad I was able to participate with Leanne while giving and taking this test. I believe it will help me be more confident in the future when I do have to give similar tests to students. I am looking forward to learning about other types of tests and what they are used for in the future.