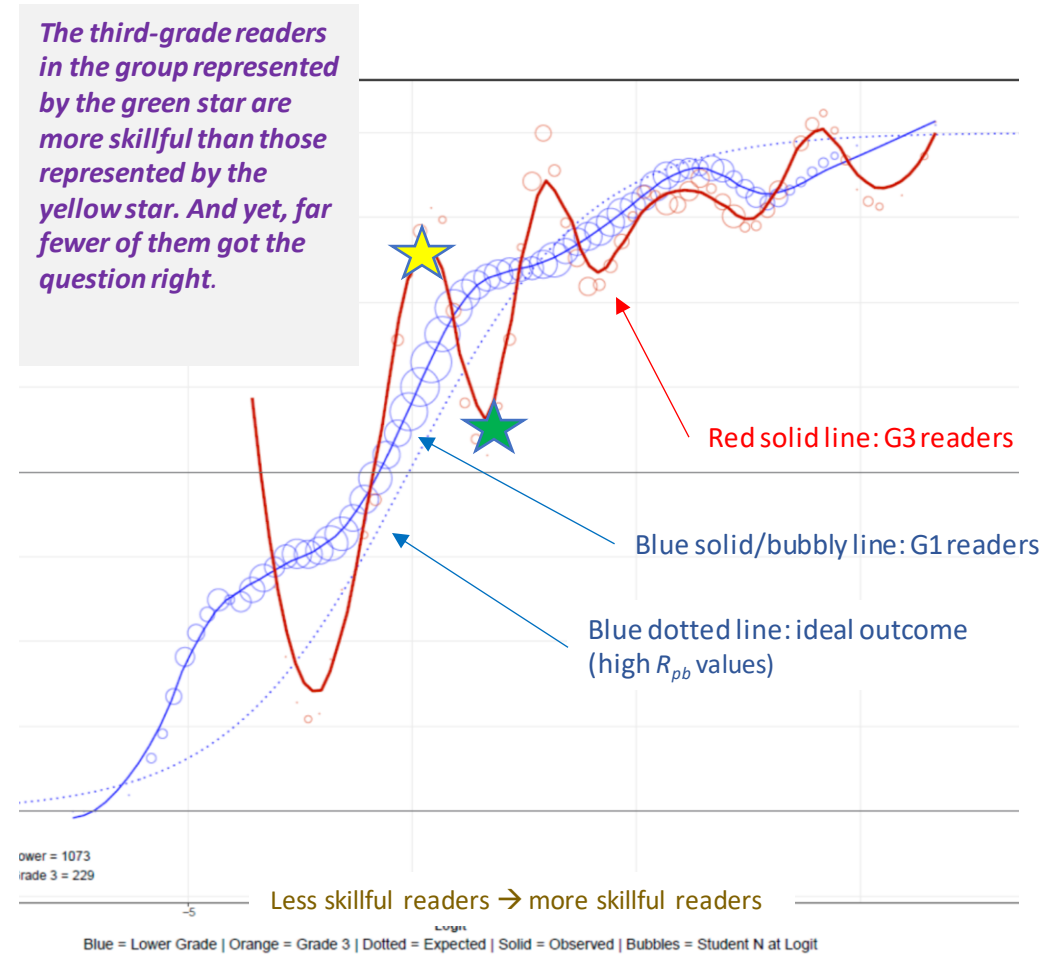


G3-5 PA testing – a psychometric summary

- A set of nearly 200 PA questions were tested with two student groups; general reading proficiency was also measured for each
 - Grades K-1, reading on or near grade level
 - Grades 3-5, reading on or near grade level
 - “Near grade level:” one grade above or below current grade
- The items underwent a standard check of classic test theory: *point biserial analysis* (R_{pb})
 - R_{pb} shows a given PA question’s relation to a student’s overall reading skill
 - High R_{pb} values mean that skillful readers are more likely to get the question right AND earlier readers are more likely to get it wrong
 - Low R_{pb} values mean that a question produces random results; performance on the question has little to do with reading skill
- Most items performed differently with the different groups
 - Grades K-1 had high R_{pb} values: performance on a question was closely tied to overall reading skill
 - Grade 3-5 had low R_{pb} values; ; performance on the questions had little relation to overall reading skill
 - Within this group, the oldest and most proficient readers had the lowest R_{pb} values; the PA questions had the least relevance to their reading skill

Fewer students getting the question right → more students getting it right



Actual item model - representative of typical results

The younger readers’ outcome closely tracks the ideal.
The older readers’ outcome is far from ideal.