

Additional Guidance on use of Kaufman Test of Educational Achievement, 3rd Edition (KTEA3)	
Test	Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
Authors	Alan S Kaufman, Nadeen L Kaufman
Publishers	Pearson, 2014
Cost	Complete Form A Kit £385 + VAT (Pearson) Complete Form B Kit £385 + VAT (Pearson) Separate subtests not available.
Date of standardisation / re-standardisation	2011- 2013 (USA)
Age range	4-25
What it tests	<p>Academic achievement in literacy, oral language and mathematics There are two parallel forms, A and B but each has to be purchased separately. The battery consists of 19 subtests, divided into 6 classifications: assessing accuracy, understanding and fluency.</p> <p>Reading (4 subtests measuring accuracy in word recognition & decoding, vocabulary knowledge, and comprehension)</p> <p>Reading Fluency (3 subtests measuring the speed of word reading, sentence reading and their basic meaning grasped).</p> <p>Mathematics (3 subtests measuring application of mathematical principles to real life situations, calculation skills and speed of arithmetic)</p> <p>Writing (3 subtests covering grammar, punctuation and expressive writing skills, spelling and speed of writing)</p> <p>Oral Language (3 subtests testing comprehension of recorded passages, ability to complete sentences orally with correct target word or phrase, and speed of naming words in given category).</p> <p>Language Processing (3 subtests measuring phonological awareness, rapid object naming and rapid letter naming).</p>
Advantages:	<ul style="list-style-type: none"> • Open to specialist assessors • Tests or groups of tests can be selected from the 19 subtests to address individual assessment questions, the whole battery <u>does not have to be administered</u>. Tests within a composite score or across the areas can be selected giving the assessor a wide and varied selection. • Contains co-normed measures of word reading accuracy, pseudoword reading accuracy, word reading speed, pseudoword reading speed, reading comprehension and spelling, all of which are relatively free from Americanisms and are suitably challenging for adults in HE. • The majority of subtests have a separate start point for US Grade 3 or 4 to Adult, meaning that adults do not have to work through a large number of inappropriately easy items.

	<ul style="list-style-type: none"> • The KTEA3 has been more recently standardised than WRAT4, WIATIIUK or TOWRE2 equivalents • The general standardisation of the test, although US based, is reasonably sound. • The Reading Comprehension and Listening Comprehension passages are suitably challenging for HE, and they are relatively unbiased culturally as they cover a range of topics (eg music, literature, architecture, science, history) from various regions around the world. • The Associational Fluency subtests provide a useful measure of the speed at which the examinee can retrieve known vocabulary or ideas from the long-term memory (ideational fluency). This could provide helpful evidence of the impact of slow processing speeds upon oral expression. • Organisations could purchase both forms for re-test purposes. • Some manuals and some forms are on a flashdrive so forms can be printed off as needed and adult norms/scaled scores can be printed off for ease of compiling standard scores when assessing away from base.
Disadvantages:	<ul style="list-style-type: none"> • The tests are only normed up to age 25, and could therefore only be used qualitatively for older individuals. • US norms • Most reliability data focused on school age, relatively small adult sample • Going through the manual on the flash drive takes time compared with paper manual but it is possible to download parts of it • The Written Expression test is not sufficiently demanding for HE level as the essay stimulus suggests that the examinee should produce a piece of creative, rather than analytical, writing. • The start and reverse rules may make taking the KTEA-3 feel stressful for some dyslexic adults, as most adults will quickly work out that a reverse rule has been applied. • The Maths Concepts & Applications items use imperial measurement and American coinage, Math Computation test contains some symbols not commonly used in the UK. • The pictures used as stimuli in the Oral Expression test are largely of children, and may make the test feel childish to adults. Examinees with a literal turn of mind may find it difficult to imagine situations implied by some of the pictures • The test of Phonological Processing consists of a series of mini-subtests each assessing different aspects of phonological awareness. Each of these is very short, and does not allow for detailed score differentiation. Some of the subtests are insufficiently demanding for adults. • Although KTEA-3 offers two rapid naming tests, with two trials for each, the assessor is instructed to use only the Letter Naming test, unless the examinee's knowledge of

	<p>letters is not yet secure. There is consequently no composite score available specifically for Rapid Naming.</p> <ul style="list-style-type: none"> • This is a potentially exhausting battery of tests both to administer and to be administered to. The full battery of tests contains some sub-tests which are of dubious worth to an assessor of SpLDs in HE (eg the tests of oral expression and written expression seem inappropriate to an HE setting).
Summary	<ul style="list-style-type: none"> • Extensive battery of tests that includes fluency as well as accuracy in reading, writing, phonological skills, maths and language • Norms are only provided up to age 25. It is not, therefore suitable for assessing older adults, although (as with TOWRE2 and CTOPP2) certain subtests could be used for qualitative purposes. • Assessors will need to take time to familiarise themselves with this test before use, select appropriate tests for the assessment questions and make themselves aware of some culturally specific content.