Different Approaches for Combining Scores on the Test Battery for the Diagnosis of Learning Disabilities

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Abstract

The objective of the present study was to examine alternative approaches for deriving the weights to be assigned to different performance measures in diagnosing ADD and dyslexia. These performance measures were obtained from a new standardized test battery for the diagnosis of learning disabilities (MATAL). Two different statistical methods were applied and two definitions were used to demarcate the groups being analysed. These approaches were compared to each other on the basis of the classification accuracy of the prediction equations they yielded. The approaches were found to be highly accurate. However, this high level of accuracy should be attributed primarily to the large number and careful selection of the performance measures included in the analyses, rather than to the specific weights assigned to them by the different approaches. Additional data, especially with respect to dyslexia, is needed in order to establish any further conclusions.