

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

**SPD 677: Assessment of Young Children and Low Incidence Populations
Spring, 2008**

Sam Houston State University

This is a required course for certification as an Educational Diagnostician

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Office Hours: By appointment

Class Meetings: University Center 5:30 – 8:20 (Tuesdays)

January 22nd – May 6th

Required Texts:

McLean, M., Wolery, M., & Bailey, D.B. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Columbus, OH: Pearson/Merrill/Prentice Hall.

Flanagan, D., Ortiz, S., & Alfonso, V. (2007). *Essentials of Cross-Battery Assessment – Second Edition*. Holboken, NJ: John Wiley & Sons.

Recommended Text:

Mather, N. & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York, NY: John Wiley & Sons. ISBN 0-13-098662-3

Reserved Readings: See Blackboard.

Recommended Readings (Books)

Schrank, F.A., & Flanagan, D.P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. Boston, MA: Academic Press.

Flanagan, D.P., Ortiz, S. O., Alfonso, V.C., & Mascolo, J.T. (2002). *The achievement test desk reference (ATDR)*. Boston, MA: Allyn & Bacon.

Mather, N. & Jaffe, L. (2002). *Woodcock Johnson III: Reports, recommendations, and strategies*. New York, NY: John Wiley & Sons, Inc.

Fitzgerald, M., Johnson, M., & Lasater, M. (1999). *Maxim: Linking functional-contextual assessment to the instructional process*. Katy, TX: LR Consulting.

Sattler, J. (2002). *Assessment of children* (4th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Partington, J.W. & Sundberg, M.L. (1998). *The assessment of basic language and learning skills (The ABLLS) : Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts, Inc.

Recommended Readings (Journals)

Assessment for Effective Intervention

The DiaLog

Exceptional Children

Teaching Exceptional Children

Journal of Learning Disabilities

Learning Disabilities Quarterly

Remedial and Special Education

Behavioral Disorders

Education and Training in Developmental Disabilities

Focus on Autism and Developmental Disabilities

Young Exceptional Children

Research and Practice in Severe Disabilities

Journal of Special Education

Education and Treatment of Children

Useful Web Resources

Council for Exceptional Children: <http://www.cec.sped.org/index.html>

Texas State Board for Educator Certification: <http://www.sbec.state.tx.us/SBECOnline/default.asp>

Institute for Applied Psychometrics: <http://www.iapsych.com/hornmod.htm>

CHC Cross-Battery Online: <http://facpub.stjohns.edu/~ortiz/cross-battery/>

WWW School Psychology Homepage: <http://facpub.stjohns.edu/~ortiz/>

Dumont Willis Home PageL: <http://alpha.fdu.edu/psychology/>

Assessment of 2nd Language Acquisition: <http://home.earthlink.net/~psychron/>

The Brain Connection: <http://www.brainconnection.com/>

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School Psychology Resources Online: <http://www.schoolpsychology.net/>

Margaret Kay: <http://www.margaretkay.com/>

National Association of School Psychologists: <http://www.nasponline.org/index2.html>

Course Description: This course provides supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of appropriate individual tests for young children and low incidence populations. Current research-based assessment and interpretation techniques will be presented. Current professional literature in the assessment field will be discussed. Additionally, students will design and complete an informal play-oriented assessment of a young child and a contextual assessment of a student with disabilities.

MISSION STATEMENT, College of Education and Applied Science "Through excellent instruction, research and public service, the College of Education and Applied Science provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."

Conceptual Framework:

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Religious Holidays: *If you will be absent due to a religious holiday, please notify me well in advance so that alternative arrangements can be made.*

Students with Disabilities: *Any student with a disability that affects performance and/or participation in this class should arrange a conference with the instructor to determine appropriate modifications or learning strategies to facilitate full participation in this course and mastery of learner objectives. The Committee for Academic Assistance may be contacted for further assistance (extension 1720).*

Course Requirements

1. Attend all class meetings. Absences of more than 3 hours may result in a grade reduction (10 points per class).
2. Complete all weekly assignments
3. Administer and score tests
4. Read assigned material.
5. Complete all testing and report writing by deadlines. One point per week per item will be subtracted for not meeting deadlines.
6. Students who receive an incomplete due to a need to continue testing are not eligible for an A.

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Standards Matrix

Objectives/Learning Outcomes	Activity	Performance Assessment	Standards SBEC CEC ED
Demonstrate positive regard for culture, gender, personal beliefs of individual students	Case study	Final exam case study	2.2s
Use copyrighted material in an ethical manner	Test use	Test protocol evaluations	2.7s
Access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities	Case study	Rubric for evaluation of comparative report	5.1s
Gather background information regarding the academic, medical, and family history of individuals with disabilities	Case study	Rubric for evaluation of comparative report	5.2s
Applies and interprets derived scores based on research	Case study	Rubric for evaluation of comparative report	6.10k
Uses and limitations of various assessment data and instruments	Contextual assessment, play-oriented assessment	Rubric for evaluation of assessment	6.7k, 6.8k
Methods of motor skills assessment	Bayley-III, contextual assessment	Rubric for evaluation of assessment	6.13k <i>ED3k8</i>
Collaborate in assessment and evaluation	Contextual assessment	Rubric for evaluation of assessment	6.1s
Score assessment and evaluation instruments accurately	Bayley-III, SB-IV, Leiter, UNIT, WJ-III Cog	Rubric for evaluation of assessment	6.3s <i>ED3s3</i>
Create and maintain assessment reports	Case Study	Rubric for evaluation of comparative report	6.4s <i>ED3S2</i>
Select or modify assessment to ensure nonbiased results	Case Study	Rubric for evaluation of comparative report	6.5s <i>ED3S4;</i> <i>ED3s5</i>
Assess and interpret formal/informal assessment; determine need for further assessment; prepare assessment reports	Interpretation and Recommendations	Rubric to evaluate recommendations and interpretations	6.7s; 6.8s; 6.10s6.11s <i>ED3s12;</i> <i>ED3s13</i>
Characteristics and effects of culture and environment; effects of diversity on evaluation	Case study	Final exam evaluation	7.2k; 7.4k; 7.1s <i>ED2K3</i>
Issues related to overrepresentation	Final exam	Final exam evaluation	7.3k <i>ED2K2</i>
Strategies that are responsive to diverse backgrounds for programming and placement	Case study	Final exam evaluation	7.5k; 7.2s
Assess language, adaptive behavior, behavior, perceptual skills	Bayley-III, contextual assessment	Rubric for evaluation of assessment	<i>ED3s8</i>

Web Site for State Board for Educator Certification Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web Site for CEC Educational Diagnostics Division: <http://www.cec.sped.org/ps/diagnostician.doc>

State Board of Education Standards for Educational Diagnosticians

Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

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- Standard IV.** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- Standard V.** The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- Standard VI.** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessment information.
- Standard VII.** The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
- Standard VIII.** The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
- Standard IX.** The educational diagnostician addresses students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.
- Standard X.** The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities

Assessment Activities

DAYC or Bayley-III: 1 protocol with a score of 5; 1 summary and interpretation of scores chart; ages birth-5 years

Assessment of Basic Language and Learning Skills (ABLIS): in-class simulation activity

Stanford Binet V: 1 protocol with a score of 5; 1 summary and interpretation of scores chart, ages 3-18

Leiter International Performance Scale - Revised or Universal Nonverbal Intelligence Test: 1 protocol with a score of 5; 1 summary and interpretation of scores chart

Woodcock-Johnson III Tests of Cognitive Abilities: 1 protocol with a score of 5; 1 summary of scores chart, ages 6-18

KABC-II: 1 protocol with a score of 5; 1 summary of scores chart, ages 3-18

Check and Cosign Partner’s DAYC or Bayley-III, SB-V, UNIT or Leiter, WJ-Cog, K-ABC-II

Play-Oriented Assessment: 1 child, ages 2-4; You will conduct an observational assessment of a young child, preferably with disabilities, in a play setting. Based on your observations and the use of a specific observational guide, you will write a report addressing the child’s abilities, needs, and recommended interventions **(OR)**

Functional/Contextual Assessment: This is a collaborative process where you will conduct an observational assessment of a student with a significant disability with one other educator/therapist in the child’s educational environment. Based on your observations and interviews of others who work with the student you will write a report addressing the child’s abilities, needs, and recommended interventions.

CHC Report/Case Study: Administer the WJ-III Cognitive and Achievement Tests or the Kaufman Assessment Battery for Children-II and the Kaufman Test of Educational Achievement-II to analyze the academic and cognitive problems in a student with a disability or classroom academic problem. You will then interpret the results using CHC theory and make specific academic recommendations based on your findings. See Rubric for required elements.

Assessment Portfolio: All assessments and reports are to be submitted by **March 18th** for a preliminary check.

On **April 29th** you will submit all assessment protocols and reports (brief reports, play-oriented, functional/contextual & CHC Report) in a portfolio.

Comprehensive Literacy Assessment for a student with an academic problem: This assignment is optional but is a requirement for an A in SPD 677. Due the final day of class, **May 6th**.

Rubric for Standardized Test Protocols

Criteria	Points
No errors	5
1-2 minor errors	4
3-4 minor errors	3
More than 4 minor errors	2
Major administration or scoring problems	1

Summary of Score Reports (Interpretation and Recommendations)

Criteria	Points
Adequate number of recommendations	1
Each recommendation tied to an assessment	2
Rationale for recommendations	1

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Interpretation is accurate and adequate	1
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Rubric for Play Oriented Assessment/Contextual Assessment

Area	Exceeds Expectations	Meets Expectations	Minor Problems	Major Error	Multiple Errors
Based on adequate depth of observations, interviews, and collaboration (not standardized testing)	5	4	3	2	1
Report is written using behavioral descriptors to promote understanding of the student in the environment	5	4	3	2	1
Uses background information, observations, to interpret information	5	4	3	2	1
Intervention strategies are specific, appropriate, and related to findings	5	4	3	2	1
Report is well written and of graduate-level quality; format as instructed	5	4	3	2	1

Evaluation:

Assignment	Points, each	Points
DAYC or Bayley-III, SB-V, UNIT or Leiter, WJ-Cog, K-ABC-II	5	25
Cosign partner's DAYC or Bayley-III, SB-V, UNIT or Leiter, WJ-Cog, K-ABC-II	5	25
Summary of Score Reports	5	25
CHC Report/Case Study (<i>child w/ academic concerns</i>)	25	25
Functional Contextual Assessment or Play-Oriented Assessment	25	25
Comprehensive Literacy Assessment- Optional for A (<i>Student w/ reading concerns</i>)	-	-
Mid Term, Final Exam	50	100

Grading Scale:

Percent	Grade
93-100 average Perfect protocols for UNIT or Leiter-R, SB-V, WJ-III Cog, KABC-II, DAYC or Bayley-III & Summary of Scores Charts Cosign partner's tests Submission of Recommendations and Accommodations Chart Submission of Assessment Portfolio Interpretive Report using CHC theory Submission of a Comprehensive Literacy Assessment for a child with an academic problem Tests and reports submitted by deadlines	A
85-92 average Perfect protocols for UNIT or Leiter-R, SB-V, DAYC or Baylet-III WJ-III Cog, KABC-II, & Summary of Scores Charts Submission of Recommendations and Accommodations Chart Submission of Assessment Portfolio	B
Below 85	*Continue course

*Students must be more than marginally competent in assessment procedures; therefore any grade less than a 'B' will not be acceptable for course completion.

Please Note: All testing and handling of test material, clients, and information obtained from the clients must be in accordance with the American Psychological Association's Ethical Principles for Psychologists. Any violation of the above will result in failure of the course and possible dismissal from the program.

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Case Study Evaluation, SPD 677 Name: _____

Total : ___/25

Criterion	4	3	2	1
Comprehensive assessment of student		Assessment uses multiple appropriate strategies appropriate to problem	Assessment based on multiple strategies; may not always match problem	Assessment lacks major features related to student problem
Results of assessment (write-up)		Addresses social, academic, behavioral physical areas; report is accurate and professional	Lacks 1 of these features	Lacks 2+ of these features
Accurately interprets assessment data		Interpretation is accurate and adequate	Lacks 1 of these features	Lacks 2+ of these features
Academic and social IEP objectives are stated	Both social and academic objectives are stated in behavioral terms that are measurable	Social and academic goals are included; May have minor problem with being objective or measurable	Not objective or measurable; lacks either social or academic goals	Lacks either social or academic goals
Suggestions for teacher		Multiple instructional strategies that are specific and individualized	Some strategies are general, not individualized, or specific	Strategies not specific to problem
General education accommodations		Appropriate, individualized accommodations for social and academic areas	Accommodations are general, not individualized, or specific	Several accommodations are not appropriate
Placement in LRE			Placement is appropriate based on rationale, findings	Not adequately explained but appropriate
Related services/ supplementary services to assist the student			Recommended services based on rationale, findings	Not adequately explained but appropriate
Plan to determine if intervention is working			Includes an appropriate follow-up plan for ongoing progress monitoring	Plan is not based on individual student needs

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Course Schedule

Date	Topic	Test	Readings
Jan. 22	Welcome! Course Introduction Considerations in Assessing Young Children	<i>Leiter International Performance Scale-Revised</i>	McLean, Wolery, Bailey Ch. 3 Flanagan, Ortiz, & Alfonso Chapter 1
Jan. 29	Hearing Impairment	<i>Universal Nonverbal Intelligence Test</i>	McLean, Wolery, Bailey Ch. 6 Flanagan, Ortiz, & Alfonso Chapter 1
Feb. 5	Communication Skills Visual Impairment	<i>Stanford-Binet V Intelligence Scale</i>	McLean, Wolery, Bailey Ch. 12 Flanagan, Ortiz, & Alfonso Chapter 1
Feb. 12	Learning Disabilities	<i>Woodcock-Johnson-III Tests of Cognitive Ability</i>	Flanagan, Ortiz, & Alfonso, Appendix A
Feb. 19	CHC Theory; Cross- Battery Assessment	<i>WJ-III, KABC-II</i>	Flanagan, Ortiz, & Alfonso Chapter 2
Feb. 26	Testing Young Children	<i>Bayley Scales of Infant Development-III</i>	McLean, Wolery, Bailey Ch. 11, 13
March 4	Assessment of Young Children	<i>Developmental Assessment of Young Children</i>	Assigned Readings
March 11	Spring Break		
March 18	Adaptive Behavior Mid Term	<i>Kaufman Assessment Battery for Children-II</i> Take home exam	McLean, Wolery, Bailey Ch. 15 Flanagan, Ortiz, & Alfonso Chapter 6
March 25	Cognitive Development Mental Retardation	Contextual Assessment Preliminary Protocol Check	McLean, Wolery, Bailey Ch. 10
April 1	Non-standardized evaluation of young children	Play Based Assessment	McLean, Wolery, Bailey Ch. 14
April 8	No Class	No Class	No Class
April 15	Response to Intervention	<i>AIMS, DIBELS</i>	Assigned Readings
April 22	Response to Intervention	Comprehensive Literacy Assessment	Assigned Readings
April 29	Assessment of Students with Autism	<i>Assessment of Basic Language and Learning Skills</i>	McLean, Wolery, Bailey Ch. 6
May 6	Assessment of	Ancillary Examiner	McLean, Wolery,

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	English Language Learners,	Guest Speaker Assessment Portfolio Due Test Kits due	Bailey Ch. 4 Flanagan, Ortiz, & Alfonso Chapter 5
May 11	Final Exam	Literacy Assessments Due	

Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Texas Administrative Code RULE §239.83 Standards for the Educational Diagnostician Certificate

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- (a) The knowledge and skills identified in this section must be used by educational diagnostician preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the Standard Educational Diagnostician Certificate. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.85 of this subchapter (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).
 - (b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
 - (1) The beginning educational diagnostician knows and understands:
 - (A) state and federal regulations relevant to the role of the educational diagnostician;
 - (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
 - (C) models, theories, and philosophies that provide the basis for special education evaluations;
 - (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
 - (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

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- (2) The beginning educational diagnostician is able to:
- (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
 - (B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- (c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
- (1) The beginning educational diagnostician knows and understands:
- (A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
 - (B) ethical practices related to assessment and evaluation;
 - (C) qualifications necessary to administer and interpret various instruments and procedures; and
 - (D) organizations and publications relevant to the field of educational diagnosis.
- (2) The beginning educational diagnostician is able to:
- (A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
 - (B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
 - (C) promote and maintain a high level of competence and integrity in the practice of the profession;
 - (D) exercise objective professional judgment in the practice of the profession;
 - (E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
 - (F) comply with local, state, and federal monitoring and evaluation requirements;
 - (G) use copyrighted educational materials in an ethical manner; and
 - (H) participate in the activities of professional organizations in the field of educational diagnosis.
- (d) Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
- (1) The beginning educational diagnostician knows and understands:
- (A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
 - (B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
 - (C) strategies for developing educational programs for individuals through collaboration with team members;
 - (D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
 - (E) family systems and the role of families in supporting student development and educational progress.
- (2) The beginning educational diagnostician is able to:
- (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
 - (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
 - (C) foster respectful and beneficial relationships between families and education professionals;
 - (D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;
 - (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
 - (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
 - (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
 - (H) use appropriate communication skills to report and interpret assessment and evaluation results;
 - (I) provide assistance to others who collect informal and observational data;
 - (J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
 - (K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).
- (e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- (1) The beginning educational diagnostician knows and understands:
- (A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;

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- (B) the relationship between evaluation and placement decisions; and
- (C) the role of team members, including the student when appropriate, in planning an individualized program.
- (2) The beginning educational diagnostician is able to:
 - (A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
 - (B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
 - (C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- (f) Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
 - (1) The beginning educational diagnostician knows and understands:
 - (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
 - (B) educational implications of various disabilities; and
 - (C) the variation in ability exhibited by individuals with particular types of disabilities.
 - (2) The beginning educational diagnostician is able to:
 - (A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;
 - (B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and
 - (C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.
- (g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.
 - (1) The beginning educational diagnostician knows and understands:
 - (A) basic terminology used in assessment and evaluation;
 - (B) standards for test reliability;
 - (C) standards for test validity;
 - (D) procedures used in standardizing assessment instruments;
 - (E) possible sources of test error;
 - (F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
 - (G) uses and limitations of each type of assessment instrument;
 - (H) uses and limitations of various types of assessment data;
 - (I) procedures for screening, prereferral, referral, and eligibility;
 - (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
 - (K) the necessity of monitoring the progress of individuals with disabilities;
 - (L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
 - (M) methods of motor skills assessment.
 - (2) The beginning educational diagnostician is able to:
 - (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
 - (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
 - (C) score assessment and evaluation instruments accurately;
 - (D) create and maintain assessment reports;
 - (E) select or modify assessment procedures to ensure nonbiased results;
 - (F) use a variety of observation techniques;
 - (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
 - (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
 - (I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
 - (J) make recommendations based on assessment and evaluation results;
 - (K) prepare assessment reports; and
 - (L) use performance data and information from teachers, other professionals, individuals with disabilities, and

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parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

(h) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

(1) The beginning educational diagnostician knows and understands:

(A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

(B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;

(C) issues related to the representation in special education of populations that are culturally and linguistically diverse;

(D) ways in which diversity may affect evaluation; and

(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

(B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.