

Mid-Term Exam Study Guide

Unit 1: Overview

Students should be able to:

1. Define the term “assessment”
2. Define the term “assessment” as it specifically relates to special education
3. Define the term “testing”
4. Contrast the term “assessment” and the term “testing”
5. State at least 3 features of a norm-referenced test
6. State at least 3 advantages and 3 disadvantages to norm-referenced tests
7. State at least 3 features of informal assessment strategies
8. State at least 3 advantages and 3 disadvantages to informal assessment strategies
9. Compare and contrast norm-referenced measures to informal measures
10. State at least 4 areas commonly assessed in schools
11. State the “question” that should guide all assessment procedures
12. State at least 3 ways that assessment data is used and at least 3 ways it is misused both in schools and in society in general

Unit 2: Legislation, IEP’s, Collecting Data, Assessment Ethics

Students should be able to:

1. Identify the federal law that mandates special education services to eligible students
2. State at least 3 reasons students are commonly referred for assessment
3. State at least 3 common characteristics of students who are referred for assessment
4. Explain the term “child find” and how this impacts screening and referral procedures
5. Describe the purpose and role of the child study team
6. State at least 4 regulations in the federal law regarding testing/evaluation
7. Describe how often an IEP must be reviewed under the *latest* federal law
8. Define the term “triennial” and explain the impact of *latest* federal law on this term
9. State how the revised federal law impacts evaluating IEP goals
10. State at least 4 guidelines for practitioners regarding student confidentiality
11. Identify and explain at least 3 ethical guidelines for practitioners regarding assessment

Unit 3: Informal Assessments

Students should be able to:

1. Define and compare the terms “formative assessment” and “summative assessment”
2. Compare and contrast “anecdotal records” and “running records”
3. State at least 3 advantages and 3 disadvantages to anecdotal and running records
4. Explain how to set up and conduct a “Frequency Recording”
5. State at least 2 advantages and 2 disadvantages to conducting a frequency recording

6. Explain how to set up and conduct a “momentary time sampling”
7. State at least 4 guidelines for conducting any type of observational assessment
8. Compare and contrast assessment procedures via checklists and rating scales
9. State at least 3 advantages and 3 disadvantages to conducting interviews
10. State and explain at least 3 behavioral characteristics to observe when conducting interviews

Unit 4: Psychometrics

Students should be able to:

1. Explain the purpose of “standardizing” a test
2. Define and identify an example of the mode statistic
3. Define and identify an example of the mean statistic
4. Define and identify an example of the median statistic
5. Identify shortcomings and advantages to using both the mean and the median statistic
6. Identify the purpose of standard deviation in practical terms
7. Define validity and explain the importance of this in evaluating tests
8. Explain the impact of validity on “inferences” made from test scores
9. Define reliability and explain the importance of this in evaluating tests
10. Identify minimal levels of acceptable reliability for group tests, screening tests, and formal tests
11. Compare reliability and validity; explain which is most important and why
12. State at least 4 sources of potential error in testing
13. Define and explain the purpose of standard error of measurement
14. Explain the impact of reliability on standard error of measurement
15. Define a confidence interval
16. State the purpose of creating a norm group
17. State at least 4 considerations in developing an acceptable norm group
18. State and explain at least 4 considerations in evaluating tests

Unit 5: Administering and Scoring Tests

Students should be able to:

1. State at least 4 things a practitioner must do to prepare for testing
2. Describe at least 4 characteristics of an ideal testing environment
3. State at least 4 considerations to properly prepare a student for testing
4. Correctly calculate the chronological age of a hypothetical student
5. Define and identify a basal point
6. Explain what procedures to follow if a basal is not established
7. Define and identify a ceiling point
8. Given a completed sub-test, properly calculate the raw score
9. Explain how to handle the following situations in a testing session: student asking for reinforcement; a student changing her answer; a student answer that is neither correct nor incorrect; the examiner does not hear student response; student refuses to answer or participate; student becomes distracted; student becomes fatigued

10. State at least 3 characteristics of each of the following possibly undiagnosed problems: vision; hearing; physical/motor; attention
11. State at least 5 general considerations for accommodating students with disabilities in testing
12. Define “age equivalent score”
13. Define “grade equivalent score”
14. Provide one advantage to the use of age/grade equivalent scores
15. State at least 4 disadvantages to the use of age/grade equivalent scores
16. Define and explain the use of “percentile scores”
17. Define “standard scores”
18. State at least one disadvantage and at least 3 advantages to the use of standard scores