

**EPSY 212/266  
Fall, 1999**

**Final Exam  
Grading Criteria**

As a future special education teacher, you will be required to conduct nondiscriminatory evaluations as a member of a multidisciplinary evaluation team. You will be responsible for interpreting and presenting your results and then translating these results into an educational program. At least three people must be on a team to make eligibility decisions: an individual knowledgeable about assessment; an individual knowledgeable about the student; and an individual who is knowledgeable about placement options. You will play the first role, a parent and/or classroom teacher may play the second role, and an administrator will play the third role.

Accordingly, the objectives of EPSY 212 and EPSY 266 are to prepare you for the role of educational evaluator, including interpreting and presenting testing results and then integrating these results into educational planning. To practice and demonstrate your skills and knowledge for this role, the final exam will require you to present your case studies for EPSY 212 and EPSY 266 in a mock planning and placement team (PPT) meeting.

You have previously signed up in groups of three and four students for one-hour blocks. Each student will play the role of the evaluator for a 15-minute block. During this time, other group members will play the role of professional colleagues or parents. The group members should decide the particular roles. After one student has presented results, group members should ask questions to help facilitate discussion. In addition, be prepared to answer questions from Dr. South and Dr. North.

At the conclusion of the 15-minute block, student roles will change, and the next group member will present his/her results. The first presenter will then assume the role of colleague or parent. ***Note that because time is a factor, students will be limited to 15 minutes!***

<b>Presentation Outline</b>	<b>Suggested Time</b>
Reason for referral Relevant background information Present learning situation (environmental considerations)	1-2 mins
List of tests and procedures used to address referral (should include informal classroom and curriculum observations)	1 min
Summary of results You will be expected to summarize and explain levels of performance found in each domain assessed, report evidence of strengths and weaknesses, and any findings that may impact academic performance. You should integrate findings across all domains evaluated. You should be prepared to explain standard scores and percentiles in relation to the normal curve. Additionally, during this discussion you should report on results of curriculum evaluation and the assessment of methods of instruction, learning strategies, and curriculum adaptations.	5-7 min
Recommendations – the plans for the future (should tie directly to results)	1-2 min
Discussion and questions from group members, instructors	3-5 min

To aid in your presentation and in helping group members understand your presentation, please bring sufficient copies of a handout that includes each of the following:

1. Child's age, gender, grade placement, and current curriculum.
2. Table of results of norm referenced scores (be certain to provide the name of each test and sub-test used, as well as information about means and standard deviation).
3. A graphic profile of norm-referenced scores (e.g., strengths and weaknesses; the normal curve).

Grading Criteria:

1. All components of the report (case study) are presented clearly and concisely (40 points).
2. Test results are presented accurately in a table and graphically. Environmental and curriculum assessments are reported meaningfully (10 points).

3. Findings are organized and integrated; conclusions are well supported by data and presented clearly to the team (20 points).
4. Answers to the questions of instructors and group members demonstrate knowledge of valid, legal, and appropriate use of assessment procedures as well as knowledge of the influence of classroom environments, curriculum and curricular modifications, as well as learning strategies appropriate for your case (30 points).

Tips:

1. Use the members of your group to prepare questions, to practice with, and to check that you have covered all the criteria.
2. Relax, and have fun!