



# **Preparation Manual**

## **Educational Diagnostician (253)**

**Overview and Exam Framework**

**Sample Selected-Response Questions**

**Sample Selected-Response Answers and Rationales**

**Sample Constructed-Response Question**

# Preparation Manual

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## Section 3: Overview and Exam Framework Educational Diagnostician (253)

### Exam Overview

<b>Exam Name</b>	<b>Educational Diagnostician</b>
<b>Exam Code</b>	253
<b>Time</b>	5 hours
<b>Number of Questions</b>	90 selected-response questions and 1 constructed-response question
<b>Format</b>	Computer-administered test (CAT)

The TExES Educational Diagnostician (253) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 90 selected-response questions and the 1 constructed-response question are based on the Educational Diagnostician exam framework. Questions on this exam range from grades EC–12. Your final scaled score will be based only on scored questions.

### The Standards

#### 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.

#### Standard IV

The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

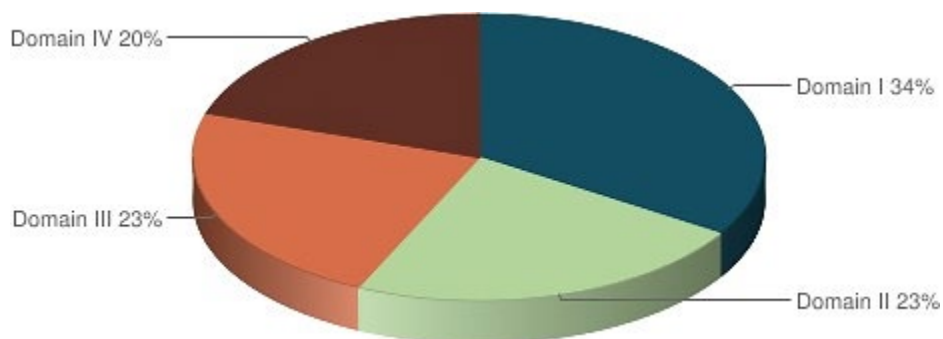
#### Standard V

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 assessments and evaluations.
- 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.

## Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Identification and Assessment	34%	I, III–VII, X
II	Curriculum, Instruction, and Intervention	23%	IV–VII, IX, X
III	Professional Responsibilities	23%	I–IV, VIII
IV	Analysis and Response	20%	II, IV–VI, X



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

## Domain I—Identification and Assessment

**Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.**

For example:

- Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
- Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
- Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
- Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
- Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
- Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

For example:

- Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
- Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
- Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.
- Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

- E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).
- F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).
- G. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.
- H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
- I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIIE).**

For example:

- A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
- B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
- C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
- D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
- E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
- F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
- G. Apply knowledge of components required to create Full and Individual Initial Evaluation (FIIIE) reports according to federal and state guidelines.

## **Domain II—Curriculum, Instruction, and Intervention**

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

For example:

- A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).

- C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
- D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
- E. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.
- F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

**Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.**

For example:

- A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
- B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
- C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
- D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.
- E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
- F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.
- G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

## **Domain III—Professional Responsibilities**

**Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.**

For example:

- A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
- B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.
- C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
- D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
- E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Initial Evaluation [FIIIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
- F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.**

For example:

- A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.
- B. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.
- C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
- D. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
- E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
- F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
- G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
- H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

## Domain IV—Analysis and Response

**Competency 008—(Analysis and Response):** In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence-and research-based recommendations for meeting the student's educational needs.

For example:

- A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.
- B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.
- C. Describe how a teacher would implement and monitor the progress of the recommendation.



# Preparation Manual

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## Section 4: Sample Selected-Response Questions Educational Diagnostician (253)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

### Domain I—Identification and Assessment

**Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.**

1. An educational diagnostician is interviewing the parents/guardians of a second-grade student who has been referred for a Full and Individual Initial Evaluation (FIIE) for suspected autism spectrum disorder (ASD). Which of the following anecdotal parent/guardian observations regarding the student's acquisition of developmental milestones is most suggestive of ASD?

- A. "He had three ear infections before he was 12 months old."
- B. "He liked to line up all of his toys every morning and became very upset if anyone touched them."
- C. "He crawled and walked until he was 18 months old. After that, he walked but fell sometimes on uneven surfaces."
- D. "His favorite game was to make food for his stuffed animal toys and pretend to feed them."

Answer \_\_\_\_\_

2. A school district is working to address potential disproportionality in special education services for culturally and linguistically diverse student populations. Which of the following actions would most effectively promote this goal?

- A. evaluating bilingual and multilingual students to determine special education service eligibility until they are considered proficient in spoken English
- B. examining the district's assessment practices for all students to determine whether the assessment instruments used are valid and unbiased
- C. arranging for a school-based committee of educational diagnosticians and psychologists to be solely responsible for making special education referrals

- D. meeting with the parents/guardians of students currently receiving special education services and asking their perspectives on the quality of educational services

**Answer \_\_\_\_\_**

3. A second-grade student has recently been diagnosed with attention deficit hyperactivity disorder (ADHD) by a licensed physician. Per parent request, a Full and Individual Initial Evaluation (FIIE) was conducted. When considering the student's eligibility for special education and related services, the Admission, Review, and Dismissal (ARD) committee must:

- A. determine that the student's academic needs are not based on the ADHD diagnosis.
- B. ensure that the student has received adequate instructional supports and classroom accommodations for ADHD prior to determining eligibility.
- C. use information from multiple sources of data in determining whether the student's ADHD adversely affects the student's educational performance.
- D. show that the student is not advancing from grade to grade due to ADHD.

**Answer \_\_\_\_\_**

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

4. A kindergarten student with a disability requires frequent prompts and cues to attend to instructions and remain within the proximity of the teacher and peers during classroom activities. After collecting baseline behavior data, the Admission, Review, and Dismissal (ARD) committee plans to develop an intervention plan to support the student's ability to attend and remain engaged. Which of the following sources of data would best inform the ARD committee's development of an intervention plan?

- A. observing the student during specified time intervals and recording occurrences of the target behavior
- B. informing the student that the student's behavior is being observed and offering praise when the student demonstrates prosocial behavior
- C. determining an intervention method that will be implemented with the student and collecting data on the duration of the student's target behavior using that method
- D. considering environmental and situational factors that are contributing to the student's behavior

**Answer \_\_\_\_\_**

5. The parents/guardians of a third-grade student who was recently diagnosed with attention deficit hyperactivity disorder (ADHD) by a pediatrician have requested a Full and Individual Initial Evaluation (FIIE). Which of the following actions would be most appropriate for the educational diagnostician to take in the evaluation process?

- A. obtaining written consent from the parents/guardians to request records and evaluation data from the student's physician
- B. administering an attention deficit hyperactivity disorder rating scale to assess the student's attention, memory, and processing
- C. discontinuing the evaluation and using information from the student's physician to qualify the student for services

- D. designing appropriate accommodations to help the student manage impulsivity in the classroom

**Answer \_\_\_\_\_**

6. An educational diagnostician is working in conjunction with the language proficiency assessment committee (LPAC). In which of the following components of a student's evaluation would the LPAC members be most closely involved?

- A. becoming the primary point of contact for a student's parents/guardians regarding their child's learning
- B. writing language-related Individualized Education Program (IEP) goals for a student
- C. administering cognitive assessments to the student in a student's home language
- D. making recommendations about appropriate assessments and linguistic accommodations for a student

**Answer \_\_\_\_\_**

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).**

7. On the Similarities and Vocabulary secondary subtests of the Wechsler Intelligence Scale for Children® — Fifth Edition (WISC®–V), a fourth-grade student obtained scaled scores of 4. Which of the following interpretations best describes the student's performance on the subtests?

- A. average visual spatial reasoning and attention to visual detail
- B. significantly below-average semantic knowledge and verbal reasoning
- C. slightly below-average decision making and short-term visual memory
- D. above-average attention and concentration

**Answer \_\_\_\_\_**

8. When selecting assessment materials and procedures for linguistically diverse students, an educational diagnostician should be aware that norm-referenced evaluations are likely to:

- A. distinguish between limited English proficiency and disability.
- B. accurately identify a specific disability in English learners (ELs).
- C. overidentify disability even when appropriately administered.
- D. define the impact of the disability on learning.

**Answer \_\_\_\_\_**

9. An eighth-grade student with bilateral hearing aids requires a number of accommodations, such as priority seating, daily hearing aid listening checks, and classroom adaptations, to reduce noise reverberation. The student is enrolled in general education classes and, based on classroom performance and results of state testing, is considered average to above average academically. In addition, the classroom teachers report no social, emotional, or behavioral concerns. Given the student's needs, which of the following educational programs would best support the student's access to the learning environment, instruction, and materials?

- A. Individualized Education Program (IEP)
- B. Multi-Tiered Systems of Support (MTSS)
- C. Section 504 plan

- D. universal design for learning (UDL)

Answer \_\_\_\_\_

## Domain II—Curriculum, Instruction, and Intervention

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

10. An educational diagnostician is recommending an explicit and systematic intervention approach for a fifth-grade student with a specific learning disability in mathematics. Which of the following examples best represents explicit and systematic instruction that would allow for the student's progress to be monitored?

- A. The teacher pairs the student with a peer to develop a process for adding simple fractions. The students are encouraged to create a step-by-step guide for adding fractions to share with other students.
- B. The teacher displays a solution expressing the process of adding two simple fractions. The student is then asked to add a similar fraction of comparable difficulty. The student's answer is then compared to the fraction expression presented by the teacher.
- C. The teacher models several different examples of adding fractions with the student. The teacher then encourages a student to think aloud while adding simple fractions. The teacher provides the student with corrective feedback throughout the activity.
- D. The teacher verbally explains the process of adding fractions for the student. The student is then instructed to add simple fractions while using a graphic organizer developed by the teacher outlining the new concepts taught.

Answer \_\_\_\_\_

11. As a transition goal, an eleventh-grade student with an intellectual disability wants to independently engage in a variety of recreational activities, such as taking public transportation to go to the movies and the public library. Which of the following data collection measures would allow most effectively monitoring of the student's progress toward this goal?

- A. weekly self-assessments to monitor perceived progress toward goals
- B. single-point data analysis to judge performance within specific tasks
- C. daily descriptive documentation outlining abilities and progress
- D. periodic sampling using a rubric describing criteria for each level of performance

Answer \_\_\_\_\_

12. Use the information below to answer the question that follows.

An educational diagnostician is reviewing results from an academic achievement test recently administered to an eighth-grade student with a specific learning disability in reading as part of the student's three-year reevaluation. A portion of the summary is shown below.

### Subtest Score Summary

Subtest	Percentile Rank	Classification
Listening Comprehension	55	Average
Reading Comprehension	5	Low
Sentence Composition	6	Low
Word Reading	7	Low
Essay Composition	4	Low
Pseudoword Decoding	1	Low
Oral Expression	45	Average
Oral Reading Fluency	1	Low
Spelling	4	Low

In social studies, the student is required to participate in whole-class discussions after reading complex, grade-level texts, such as articles, essays, and personal accounts. Based on the student's evaluation performance, which of the following accommodations would most effectively support the student's ability to participate in the whole-class discussions?

- A. offering the student extended time to complete reading assignments
- B. providing the student with a list of words and definitions associated with key discussion topics
- C. activating the student's background knowledge by using small-group discussions prior to reading
- D. giving the student access to reading materials using text-to-speech or digital audio files

Answer \_\_\_\_\_

**Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.**

13. An educational diagnostician analyzes the following behavior data for Ellie, a second-grade student, to develop a recommendation for a replacement behavior.

Behavior	Consequence	Function of Behavior
Ellie frequently refuses to participate in classroom activities. Ellie refuses to engage, often leaves work site, seeks negative attention from adults, and attempts to engage in preferred activities, such as drawing or dancing.	The paraprofessional typically brings Ellie on a walk outside of the classroom when behaviors become too disruptive.	Escape

Which of the following recommendations would be most appropriate for the educational diagnostician to make to Ellie's teacher to most effectively decrease Ellie's escape behavior?

- A. giving Ellie an opportunity to earn points toward choice time for completing tasks
- B. offering Ellie a choice of activities after participating in a nonpreferred task for a specified duration
- C. revoking Ellie's privileges, such as recess, as a consequence to noncompliant behavior and task refusal
- D. providing Ellie with sensory materials such as fidget toys and manipulatives while completing required tasks

Answer \_\_\_\_\_

14. Following a manifestation determination review, the Admission, Review, and Dismissal (ARD) committee determines that a seventh-grade student's behavior issues are the result of the student's emotional disturbance. A functional behavioral assessment (FBA) and behavioral intervention plan (BIP) were already conducted this school year and were included in the student's Individualized Education Program (IEP). Which of the following actions should the ARD committee take *next* to best address the student's behavior?

- A. changing the student's placement and developing a BIP that includes counseling
- B. reviewing the BIP and modifying it as necessary to address the student's behavior
- C. recommending a psychological assessment to address the student's behavior
- D. placing the student in a mandatory alternative education placement

Answer \_\_\_\_\_

15. An eleventh-grade student with an intellectual disability expresses an interest in studying cosmetology and working at a hair salon. The student is on track to earn a diploma through the Foundation High School Program. Which of the following actions would be most appropriate for the school district to take prior to the student's annual Admission, Review, and Dismissal (ARD) committee meeting?

- A. enrolling the student in a series of courses to earn a public service endorsement
- B. encouraging the student to take additional credits to be eligible for a performance acknowledgment
- C. requiring the student to explore available employment opportunities in the community
- D. inviting a vocational program representative to the student's ARD committee meeting

Answer \_\_\_\_\_

## Domain III—Professional Responsibilities

**Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.**

16. An Admission, Review, and Dismissal (ARD) committee is convening to develop the Individualized Education Program (IEP) of a first-grade student with an intellectual disability. When facilitating the contribution of the student's general education teacher, the educational diagnostician should primarily focus on:

- A. gathering information regarding the curriculum and the knowledge and skills the student should be expected to perform.

- B. suggesting goals that acknowledge the long-term vision for the student and working to address the student's future needs.
- C. identifying the range of resources that are necessary to support the student in accessing grade-level learning standards.
- D. interpreting evaluation results and analyzing how this information relates to designing specialized instruction and accommodations for the student.

**Answer \_\_\_\_\_**

17. At an annual Admission, Review, and Dismissal (ARD) committee meeting, the guardians of a tenth-grade student with a specific learning disability who is an English learner (EL) request that their child be exited from English as a Second Language (ESL) program services. The student has most recently been assessed at an intermediate level in listening, speaking, reading, and writing in English. In response to the guardians' written request, which of the following actions is most appropriate for the language proficiency assessment committee (LPAC) and ARD committee to take *first*?

- A. discontinuing the student's ESL services, but collaborating for state assessment purposes to account for factors related to the student's disability and second-language acquisition
- B. reviewing the student's performance on state assessments in English to determine whether the student has met the criteria to exit from the ESL program
- C. seeking permission to administer the Texas English Language Proficiency Assessment System (TELPAS) to the student to further determine language proficiency
- D. requesting a Full and Individual Initial Evaluation (FIIE) to determine whether the ESL program continues to be appropriate for the student

**Answer \_\_\_\_\_**

18. After receiving the education records of a transfer student, the school discovers that the student was referred for a special education evaluation 30 calendar days earlier, but the evaluation was never completed by the previous district. Which of the following actions should the district take to ensure accurate assessment of the student?

- A. convening an Admission, Review, and Dismissal (ARD) committee meeting within 30 calendar days to determine whether the referral remains appropriate
- B. completing the evaluation within 60 calendar days from the date the original consent for evaluation was signed
- C. agreeing with the student's parent(s)/guardian(s) to a new timeline that is no more than 45 school days from a newly established date of consent
- D. finishing the evaluation before the 30-day transfer Admission, Review, and Dismissal (ARD) committee meeting

**Answer \_\_\_\_\_**

**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.**

19. Special education services provided in the general education classroom have primarily impacted special education evaluation and programming for students with disabilities by:

- A. reducing the need for specially designed instruction to address students' individualized learning goals.

- B. increasing the amount of time students with disabilities are educated alongside students with a similar disability profile.
- C. improving differentiated instruction and assessment approaches that support students' access to general education curriculum.
- D. requiring a general education placement for all students with disabilities for the majority of the school day as an initial placement.

**Answer \_\_\_\_\_**

20. In which of the following ways has the Every Student Succeeds Act (ESSA) primarily impacted special education evaluation procedures conducted by an educational diagnostician?

- A. The educational diagnostician is responsible for creating a public database of all students under his or her purview that delineates the types of special education services that each student is entitled to receive.
- B. Accountability systems are emphasized when measuring the progress of students with disabilities using the state's academic achievement standards or alternative standards aligned to the same state standards.
- C. The educational diagnostician ensures that students who are eligible for special education services participate in an alternative portfolio assessment in lieu of a general state standardized assessment.
- D. The progress of a student with a disability toward Individualized Education Program (IEP) goals is monitored only using formal and summative achievement measures.

**Answer \_\_\_\_\_**

21. An educational diagnostician is meeting with the parents of a fifth-grade student with an intellectual disability in preparation for an upcoming meeting with the student's Admission, Review, and Dismissal (ARD) committee. The ARD committee will be considering the student's least restrictive environment (LRE) as the student gets ready to make the transition to middle school. To promote the parents' active involvement at the meeting, which of the following steps should the educational diagnostician take *first*?

- A. assisting the parents in developing questions to gather information they need to know about how their child's individual needs will be addressed in the continuum of services
- B. working with the parents to review their child's most recent qualitative assessment information and create a profile summary of their child's intellectual and academic functioning
- C. arranging for the student to attend a range of different educational settings and providing the parents with opportunities to observe their child in each setting
- D. discussing with the parents a recommended program placement that effectively includes students with a disability classification similar to their child's

**Answer \_\_\_\_\_**

22. A sixth-grade student with autism spectrum disorder (ASD) and an intellectual disability recently transitioned into middle school. Given the student's increased independence within academic and functional activities, an educational diagnostician is meeting with the Admission, Review, and Dismissal (ARD) committee to consider strategies to further promote the student's independence. When developing objectives for the student's Individualized Education Program (IEP), the ARD committee is required to consider:

- A. the student's ability to self-select learning standards.



- B. opportunities for the student to establish autonomy within the community.
- C. strategies to fade the student's need for special education services.
- D. the staff-to-student ratio that is appropriate to identified activities.

Answer \_\_\_\_\_

23. Which of the following rights are parents/guardians entitled to regarding an Admission, Review, and Dismissal (ARD) committee meeting for their child?

- A. the right to request progress summaries two weeks in advance of the meeting
- B. the right to choose who is invited to attend the meeting
- C. the right to select the date and time of the meeting
- D. the right to invite individuals with special expertise to participate in the meeting

Answer \_\_\_\_\_

## Clustered Questions

**Use the information below to answer the two questions that follow.**

Kai is a fourth-grade student enrolled in a co-taught class. He has a specific learning disability in reading comprehension. An educational diagnostician consults with Kai's teachers to collaborate regarding strategies to best support Kai's access to the general education curriculum. They review a series of lesson plans for upcoming instruction. An excerpt of one of the lessons is shown below.

**Lesson Objective:** Students will collaboratively compare and contrast information from an informational text.

**Lesson Overview**

Whole-Class Read-Aloud:

Students will read along as teacher reads aloud the article "Coastal Plains Region of Texas and the Coastal Plains Region of the Southeast U.S."

Small-Group Work:

Students will work in groups to identify key characteristics for each region presented in the article.

Share:

Groups will share key characteristics with the whole class. One teacher records information into a Venn diagram. Another teacher leads a discussion about comparing and contrasting the information in the diagram.

	General Education Teacher Role	Special Education Teacher Role
<u>Lesson Component:</u> Whole-Class Read-Aloud  <u>Co-Teach Approach:</u> <input checked="" type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Station <input type="checkbox"/> Team	<ul style="list-style-type: none"> <li>Ensures that students have copy of the article.</li> <li>Gives verbal praise and redirection to support students' listening skills during teacher reading.</li> </ul>	<ul style="list-style-type: none"> <li>Connections to article: Asks, "What do you know about coastal Texas? Coastal southeast U.S.?"</li> <li>Reads article aloud at responsive pace.</li> <li>Asks clarifying questions after each section of the article to check for understanding.</li> </ul>

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

24. Based on Kai's identified needs, which of the following interventions would best promote Kai's access to instruction?

- A. supporting Kai's application of phonics generalizations in the article
- B. promoting Kai's understanding of word formation in the article through multisensory instruction
- C. focusing on improving Kai's sight-word automaticity for increased fluency in reading the article
- D. teaching Kai to break complex text in the article into manageable components

Answer \_\_\_\_\_

25. Which of the following teacher actions should the educational diagnostician recommend to most effectively support Kai's access to the read-aloud of the article?

- A. The special education teacher models reading strategies and provides students with visuals while reading the article aloud.
- B. The general education teacher arranges for Kai to highlight key concepts in the article with a classmate during the read-aloud.
- C. The special education teacher asks students to write down key concepts from the article directly after the read-aloud.
- D. The general education teacher asks Kai to locate key concepts within the article independently before the read-aloud.

Answer \_\_\_\_\_

## Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

## Domain I—Identification and Assessment

**Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.**

26. An educational diagnostician is working with a representative of a local educational agency (LEA) to implement the Child Find mandate in the school district. Which of the following statements best describes a key component of the mandate with which the school district must comply?

- A. Children who are placed by parents/guardians in private schools, including religious schools, are exempt from Child Find requirements.
- B. Children referred through Child Find must be identified with a disability for which the child's local school district can provide services.
- C. Children from migrant working families can be evaluated with Child Find once they no longer experience interrupted formal education for a period of three years.
- D. Children suspected of having a disability must be referred through Child Find, including children who are advancing from grade to grade.

**Answer \_\_\_\_\_**

27. A ninth-grade student with an emotional disturbance explores postsecondary options with the educational diagnostician in preparation for an Admission, Review, and Dismissal (ARD) meeting. With support from the educational diagnostician, the student identifies and prioritizes objectives that are necessary to reach identified long-term transition goals. Which of the following critical components of transition planning is best illustrated by the educational diagnostician's actions in this scenario?

- A. promoting the student's self-determination in the Individualized Education Program (IEP) process
- B. teaching decision making and problem solving while promoting the student's self-awareness
- C. determining cognitive skills that are needed for the student to succeed academically
- D. ensuring that the instruction provided to the student targets academic skill development

**Answer \_\_\_\_\_**

28. An educational diagnostician is part of the Admission, Review, and Dismissal (ARD) committee for a sixth-grade student with a learning disability in mathematics. The committee is creating goals and objectives to include in the student's Individualized Education Program (IEP). When completing this process, it is most important for the committee to ensure that the student's goals and objectives:

- A. are specific, measurable, and relevant.
- B. will be applicable for more than one school year.
- C. can be applied across the academic curriculum.
- D. align with current classroom lessons.

**Answer \_\_\_\_\_**

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

29. A third-grade student who is an English learner (EL) is being evaluated for special education eligibility. An educational diagnostician reviewed information from the student's cognitive testing in conjunction with culture and language data. This action primarily supports the educational diagnostician in:

- A. prioritizing the student's areas of academic strengths instead of needs.
- B. considering potential areas of bias in the assessment results for the student.
- C. comparing differences between the student's crystallized and fluid intelligence.
- D. identifying the student's level of projective achievement in different areas.

Answer \_\_\_\_\_

30. A prospective kindergarten child with a visual impairment has been referred by Early Childhood Intervention (ECI) for a Full and Individual Initial Evaluation (FIIE). Which of the following steps is most important for the educational diagnostician to take to begin the evaluation process?

- A. collecting a transcript of the child's most recent annual pediatric examination
- B. interviewing the child's parents/guardians to determine how safely the child navigates outside play structures
- C. collaborating with the certified teacher of the visually impaired (CTVI) about the child
- D. reviewing developmental assessments that evaluated the child's motor, communication, and cognitive abilities

Answer \_\_\_\_\_

31. Use the evaluation results below for a third-grade student to answer the question that follows.

**Wechsler Intelligence Scale for Children® — Fifth Edition (WISC®-V)**

Composite	Composite Score	Percentile Rank
Verbal Comprehension Index (VCI)	90	25
Working Memory Index (WMI)	70	2
Processing Speed Index (PSI)	85	16

Based on the WISC®-V composite scores shown, with which of the following cognitive skills is this student most likely to experience difficulty?

- A. acquiring new vocabulary
- B. developing abstract reasoning
- C. focusing on expressive language
- D. attending to auditory information

Answer \_\_\_\_\_

32. An educational diagnostician has recently administered an academic achievement test as part of a Full and Individual Initial Evaluation (FIIE) for a third-grade student who has demonstrated difficulty in reading comprehension. When communicating results of multiple sources of data to the student's parents/guardians, it is most important for the educational diagnostician to:

- A. highlight results from subtests that represent the student's suspected areas of academic weakness.
- B. emphasize key concepts from an achievement test, a criterion-referenced test, and the student's work samples.
- C. explain technical aspects of scoring and how the student's standard scores and scaled scores are derived on the administered subtests.
- D. conduct an error analysis using actual items from the student's administered subtests.

Answer \_\_\_\_\_

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).**

33. An educational diagnostician plans to write a Full and Individual Initial Evaluation (FIIE) report for a third-grade student who demonstrates difficulty with basic reading skills and has been referred for a special education evaluation. Federal guidelines require that the FIIE:

- A. prioritize normative assessment measures in identifying special education eligibility for the student's suspected disability category.
- B. be sufficiently comprehensive to identify all of the student's special education and related services needs.
- C. outline specialized instruction that would support the student's access to the general education curriculum.
- D. include instruments that adequately reflect the student's developmental delays in sensory, motor, or speaking skills.

Answer \_\_\_\_\_

34. As part of the evaluation process, the educational diagnostician interviews the parents/guardians of a third-grade student with a suspected learning disability. The parents/guardians report that the student suffered a head injury at age five. Which of the following actions should the educational diagnostician take in response to this information?

- A. disregarding the information because of the amount of time that has passed since the incident
- B. continuing the evaluation but limiting the assessment to the area of the suspected disability
- C. suspending the evaluation until an Independent Educational Evaluation (IEE) is completed
- D. obtaining written permission from the parents/guardians to review pertinent medical records

Answer \_\_\_\_\_

## Domain II—Curriculum, Instruction, and Intervention

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

35. A sixth-grade student who is diagnosed with autism spectrum disorder (ASD) often experiences difficulties in interpreting sarcasm and humor when used by teachers and peers. Which of the following characteristics primarily associated with ASD is best illustrated through these experiences?

- A. preoccupation with abstract reasoning
- B. repetitive and stereotypic language usage
- C. significant differences in expressive and receptive language abilities
- D. marked deficits in pragmatic language

Answer \_\_\_\_\_

36. A fifth-grade student with a specific learning disability in basic reading with the condition of dyslexia has been receiving special education services for several years. The student's Admission, Review, and Dismissal (ARD) committee has convened for the student's reevaluation and has reached the consensus shown in the summary notes below:

<b>ARD Summary Notes</b>
The student has made steady decoding progress, and can accurately decode grade-level text.
The student has difficulty with oral reading fluency, and reads in a slow and labored manner.
The student understands grade-level text when read aloud.
The student demonstrates literal and inferential comprehension of grade-level paragraphs that are four or five sentences long.
The student has difficulty with literal and inferential comprehension when reading more than a single paragraph.

Based on the ARD committee's collective conclusions, which of the following general approaches would most effectively address the student's identified needs?

- A. The student should perform tasks that are designed to increase decoding skills and improve the ability to comprehend longer passages.
- B. The student should be taught explicit strategies to effectively draw on strengths in oral reading fluency to compensate for reading comprehension difficulties.
- C. The student should be provided with practice in prosody required for literal and inferential text comprehension.
- D. The student should be taught explicit skills to increase reading fluency so that working memory can more efficiently process language.

Answer \_\_\_\_\_

**Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.**

37. An educational diagnostician has completed a reevaluation for a second-grade student with a learning disability in reading comprehension. The educational diagnostician is reviewing results with the Admission, Review, and Dismissal (ARD) committee. The ARD committee has determined that the student would benefit from a goal that addresses the development of perspective taking. Which of the following actions would most effectively promote the student's perspective-taking abilities through reading activities?

- A. exploring through questioning with the student how different characters in a story might feel about the same event
- B. stopping periodically and asking the student to summarize who and what the story is mostly about
- C. asking the student to describe what was the student's favorite part and why at the end of reading
- D. providing the definition of any unfamiliar vocabulary for the student in terms the student can easily understand

Answer \_\_\_\_\_

38. A tenth-grade student demonstrates limitations in executive functioning, often forgetting to bring necessary materials to classes. A reference chart that lists required materials associated with each class has been developed and implemented to facilitate the student's ability to plan and organize. Which of the following approaches would most effectively promote generalization of the student's executive function abilities?

- A. giving specific feedback to the student periodically to increase self-awareness
- B. requiring universal implementation of the strategy to all of the classes the student attends
- C. providing the student with intermittent reinforcement when using the reference charts
- D. decreasing cues to facilitate the student's independent use of the strategy

Answer \_\_\_\_\_

39. An eleventh-grade student with a learning disability in mathematics and an emotional disturbance began taking medication, prescribed by a pediatric psychiatrist, in ninth grade to manage symptoms associated with bipolar disorder. Until recently, the student did not demonstrate any concerning behaviors while at school. However, within the past eight weeks, the student has evidenced inappropriate behaviors, such as skipping classes and verbally assaulting teachers and peers. Which of the following actions is most appropriate for the Admission, Review, and Dismissal (ARD) committee to take *first*?

- A. arranging for the student to speak with the building administrator and guidance counselor
- B. contacting the student's psychiatrist to request a change in medication
- C. scheduling an ARD committee meeting to discuss the student's behavior change
- D. requiring the student to list socially appropriate responses when faced with conflict or frustration

Answer \_\_\_\_\_

## Domain III—Professional Responsibilities

**Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.**

40. Families of children who will be entering prekindergarten are encouraged to attend prekindergarten screenings, which are arranged at various times throughout the year. The parents/guardians who attend these screenings often have concerns about their child's development and readiness for prekindergarten. When the educational diagnostician is discussing concerns with the parents/guardians before and after these screenings, which of the following communication strategies is most likely to promote a collaborative relationship?

- A. attentively listening to the parents/guardians with a neutral facial expression

- B. providing parents/guardians with extensive information regarding the special education process
- C. assuring parents/guardians that their child will make gains after being enrolled in prekindergarten
- D. practicing active listening skills, such as paraphrasing, summarizing, and clarifying

Answer \_\_\_\_\_

41. An annual Admission, Review, and Dismissal (ARD) committee meeting is scheduled for a ninth-grade student with autism spectrum disorder, but due to an unforeseen emergency, the occupational therapist cannot attend. The educational diagnostician contacts the parents/guardians to reschedule the ARD meeting due to the absence. However, the parents/guardians would like to continue with the meeting as scheduled. Which of the following actions should the educational diagnostician take *next*?

- A. obtaining written consent from the parents/guardians at the ARD meeting to excuse the absent team member
- B. rescheduling the ARD meeting so that all team members can attend
- C. proceeding with the ARD meeting but scheduling an additional meeting to review the all progress summaries
- D. asking the occupational therapy to contact the parents/guardians directly following the ARD committee meeting

Answer \_\_\_\_\_

42. In preparation for an upcoming three-year reevaluation for a fourth-grade student with a specific learning disability, an educational diagnostician is meeting with the student's parents. The educational diagnostician would like to promote the parents' active participation with the Admission, Review, and Dismissal (ARD) committee. Which of the following steps would be most effective for the educational diagnostician to take for this purpose?

- A. showing the parents norm-referenced tests administered to their child and providing an opportunity for the parents to ask clarifying questions regarding their child's responses
- B. arranging for the parents to be present for any evaluation that will be used to determine their child's continued eligibility for special education services
- C. ensuring that the parents understand the evaluation process and their unique ability to offer insight into their child's learning needs and long-term goals
- D. reviewing with the parents their child's grade-level curricular standards and working with the parents to prioritize the standards they would like their child to achieve

Answer \_\_\_\_\_

43. Use the information below to answer the question that follows.

An educational diagnostician has developed the following checklist to keep track of individuals who have been interviewed as part of a student's evaluation process.

Potential Interviewees	Interviewed?	
Student	Yes [ ]	No [ ]
Parents/guardians	Yes [ ]	No [ ]



Teachers	Yes [ ]	No [ ]
Administrator	Yes [ ]	No [ ]
Counselors	Yes [ ]	No [ ]
Student assistance team	Yes [ ]	No [ ]
Physician	Yes [ ]	No [ ]
Outside agency service provider	Yes [ ]	No [ ]
School attendance monitor	Yes [ ]	No [ ]
Other:	Yes [ ]	No [ ]

Which of the following descriptions best expresses the purpose of the educational diagnostician's checklist?

- A. determining the student's eligibility to receive a full range of special education and related services
- B. using multiple sources of information to understand the student's learning needs
- C. gathering information from those who know or work closely with the student
- D. collecting anecdotal information about the student's cognitive abilities

Answer \_\_\_\_\_

**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.**

44. An educational diagnostician is conducting an evaluation of a student to determine eligibility for special education services. Which of the following actions most effectively illustrates use of best practice guidelines in conducting the evaluation?

- A. using the technical language employed in the assessment when communicating a student's assessment results to the Admission, Review, and Dismissal (ARD) committee
- B. ensuring that data considered for a student's eligibility are strictly standardized or norm-referenced
- C. designing evaluation reports that adequately compare the student's performance to that of peers with a similar disability profile
- D. collecting data about a student from multiple sources, such as objective observations, classroom work samples, and formative and summative evaluations

Answer \_\_\_\_\_

45. An educational diagnostician is considering recommendations for the participation of a third-grade student in the State of Texas Assessments of Academic Readiness (STAAR) program. The student's Admission, Review, and Dismissal (ARD) committee suggests the student participate in the STAAR Alternate 2 assessment. Which of the following statements describes an eligibility requirement for participation in the STAAR Alternate 2 assessment?

- A. The student would require multiple accommodations to successfully participate in the STAAR assessment.

- B. The student has a significant cognitive disability as determined by the results of an evaluation performed by a qualified evaluation team.
- C. The student has participated in the STAAR assessment for at least two consecutive years and has shown minimal academic progress.
- D. The student requires curricular modifications to regular class instruction and assessment.

Answer \_\_\_\_\_

## Clustered Questions

Use the information below to answer the three questions that follow.

The parents/guardians of a fourth-grade student have concerns regarding their child's reading abilities and limited progress, even after the student has received intensive reading comprehension intervention five times each week for 30-minute sessions. The student's general education teacher reports below-grade-level reading comprehension. The student is motivated, consistently demonstrates good effort, and has demonstrated ongoing progress in mathematics. Given the concerns of the parents/guardians, the student's below-grade-level reading abilities, and limited intervention progress, the intervention team is reviewing existing data. Shown below are excerpts from the student's data.

### State of Texas Assessments of Academic Readiness (STAAR)

Third Grade			
	Scaled Score	Percentile Rank	Interpretation
Reading	1256	16	Did Not Meet
Mathematics	1380	31	Approaches
Fourth Grade			
	Scaled Score	Percentile Rank	Interpretation
Reading	1341	14	Did Not Meet
Mathematics	1503	26	Approaches

### Response to Intervention (RtI) Reading Comprehension Strategy Instruction

Week of Intervention	Words Read Correctly (WRC) per Minute (min) on Fourth-Grade Level Passages	Question Response Accuracy Following Repeated Reading
2	94 WRC/min	Factual: 25% Inferential: 0

4	97 WRC/min	Factual: 25% Inferential: 0
6	99 WRC/min	Factual: 50% Inferential: 0
8	105 WRC/min	Factual: 50% Inferential: 0

<b>Grade 4 Progress Report</b>		
<u>Progress Key:</u>		
E = Exceeds M = Meets P = Progressing NY = Not Yet Developed		
NC = Not Covered This Term		
<b>English Language Arts</b>	<b>December</b>	<b>May</b>
Reading Fluency	NY	P
Reading Comprehension	NY	NY
Vocabulary Knowledge	NY	NY
<b>Mathematics</b>	<b>December</b>	<b>May</b>
Operations and Algebraic Thinking	NC	P
Operations Using Base Ten	NY	P
Geometry	P	M
Measurement and Data	P	M

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

46. Based on the data presented, the intervention team should recommend which of the following actions to best support the student's learning and progress toward curricular objectives?

- A. providing the student with additional Tier III interventions for an additional eight weeks
- B. convening a Section 504 committee meeting to discuss an accommodation plan
- C. seeking written parent/guardian consent to begin the evaluation process

- D. declining a Full and Individual Initial Evaluation (FIIE)

Answer \_\_\_\_\_

47. In addition to reviewing the student's STAAR scores, intervention progress, and general education progress report, the intervention team should collect evidence to determine:

- A. the appropriateness of the instruction that has already been provided to the student.
- B. the type and degree of the student's learning disability.
- C. the impact of the student's health and medical history on learning.
- D. the student's sustained effort and participation during a language arts lesson.

Answer \_\_\_\_\_

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

48. Which of the following strategies would be most appropriate for the educational diagnostician to suggest to the student's teacher?

- A. raising the student's reading fluency goal to 150 words read correctly per minute and continuing fluency progress monitoring biweekly
- B. recording the provision of appropriate reading instruction and collecting test data related to the student's proficiency
- C. administering practice state examinations to the student in all subjects weekly and recording the specific areas of weakness
- D. providing a reading intervention focusing on comprehension skills and tracking the student's progress using a curriculum-based assessment (CBA) weekly

Answer \_\_\_\_\_

**Use the information below to answer the two questions that follow.**

Following a Review of Existing Evaluation Data (REED), the Admission, Review, and Dismissal (ARD) committee requested a reevaluation of a tenth-grade student with attention deficit hyperactivity disorder (ADHD) and a specific learning disability in mathematics calculations. The student's general education and special education teachers report good progress as evidenced by formative and summative evaluations, and the student has achieved a Meets Grade Level score on the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Algebra I assessment. The student has received special education services for mathematics since fourth grade, but given the student's considerable progress, the educational diagnostician obtained parent/guardian consent to complete a reevaluation. The results of the reevaluation are summarized below.

**Woodcock-Johnson® IV Tests of Achievement (WJIV™)**

Cluster	Standard Score	Percentile Rank
MATHEMATICS	97	42

BROAD MATHEMATICS	100	50
MATH CALCULATION SKILLS	105	63
MATH PROBLEM SOLVING	95	37
<b>Subtest</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Calculation	105	63
Math Facts Fluency	106	66
Applied Problems	90	25
Quantitative Concepts	100	50
Number Matrices	100	50

**Woodcock-Johnson® IV Tests of Cognitive Abilities (WJIV™ COG)**  
(mean of 100 and a standard deviation of 15)

Cluster	Standard Score	Percentile Rank
Fluid Reasoning	88	21
Comprehension-Knowledge	90	25
Processing Speed	90	25
Visual Processing	90	25
Short-Term Working Memory	87	19
Long-Term Retrieval	85	16
Auditory Processing	90	25

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

49. In addition to formal evaluations, the educational diagnostician should obtain which of the following data?

- A. grade-equivalent scores based on the student's mathematics cluster standard scores
- B. the student's curriculum-based, criterion-referenced, and informal data
- C. a variety of criterion-referenced tests to measure the student's mathematics achievement
- D. scores from standardized mathematics tests taken by the student

Answer \_\_\_\_\_

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).**

50. Given the student's performance on the *Woodcock-Johnson® IV Tests of Achievement (WJ IV™)* and the *Woodcock-Johnson® IV Tests of Cognitive Abilities (WJ IV™ COG)*, combined with multiple sources of data, which of the following conclusions would be most appropriate for the educational diagnostician to report to the ARD committee?

- A. The student's Broad Mathematics and Short-Term Working Memory standard scores indicate performance consistent with that of a student with a specific learning disability.
- B. The student's Math Problem Solving standard score indicates limited proficiency in grade-level mathematics activities.
- C. The student's results evidence the presence of an intellectual disability.
- D. The results indicate that the student no longer meets eligibility criteria of a specific learning disability in mathematics calculation.

Answer \_\_\_\_\_

# Preparation Manual

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## Section 4: Sample Selected-Response Answers and Rationales Educational Diagnostician (253)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

### Domain I—Identification and Assessment

**Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.**

1. An educational diagnostician is interviewing the parents/guardians of a second-grade student who has been referred for a Full and Individual Initial Evaluation (FIIE) for suspected autism spectrum disorder (ASD). Which of the following anecdotal parent/guardian observations regarding the student's acquisition of developmental milestones is most suggestive of ASD?

- A. "He had three ear infections before he was 12 months old."
- B. "He liked to line up all of his toys every morning and became very upset if anyone touched them."
- C. "He crawled and walked until he was 18 months old. After that, he walked but fell sometimes on uneven surfaces."
- D. "His favorite game was to make food for his stuffed animal toys and pretend to feed them."

#### Answer

**Option B is correct** because the anecdotal parent/guardian observation describes behavior that is restrictive and repetitive, which is a primary characteristic of autism spectrum disorder (ASD). Other primary characteristics of ASD include deficits in social skills and difficulties with expressive and receptive communication. **Options A, C, and D are incorrect** because a history of middle ear infections, gross motor delays in the absence of other developmental delays, and engaging in pretend play are not indicators associated with ASD.

2. A school district is working to address potential disproportionality in special education services for culturally and linguistically diverse student populations. Which of the following actions would most effectively promote this goal?

- A. evaluating bilingual and multilingual students to determine special education service eligibility until they are considered proficient in spoken English

- B. examining the district's assessment practices for all students to determine whether the assessment instruments used are valid and unbiased
- C. arranging for a school-based committee of educational diagnosticians and psychologists to be solely responsible for making special education referrals
- D. meeting with the parents/guardians of students currently receiving special education services and asking their perspectives on the quality of educational services

**Answer**

**Option B is correct** because assessment practices and instruments that may not account for students' cultural and linguistic backgrounds will not accurately measure students' individual strengths and needs, and are therefore likely to contribute to the misidentification and overrepresentation of diverse students in special education. Without accounting for these components of students' backgrounds, educational diagnosticians and other professionals can test students in ways that are not appropriate for students, and as a result, obtain test results that do not accurately reflect students' knowledge, understanding, and capabilities. In response to disproportionality in special education, federal law mandates that educators use culturally responsive assessment procedures, which includes examining test instruments for validity and potential test bias. **Option A is incorrect** because withholding special education services until students are considered proficient in English would violate their right to a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). **Options C and D are incorrect** because limiting who refers students for special education evaluations and obtaining the perspective of only students' parents/guardians would violate IDEA's mandate, which stipulates the composition of the Individualized Education Program (IEP) team or the Admission, Review, and Dismissal (ARD) committee.

3. A second-grade student has recently been diagnosed with attention deficit hyperactivity disorder (ADHD) by a licensed physician. Per parent request, a Full and Individual Initial Evaluation (FIIE) was conducted. When considering the student's eligibility for special education and related services, the Admission, Review, and Dismissal (ARD) committee must:

- A. determine that the student's academic needs are not based on the ADHD diagnosis.
- B. ensure that the student has received adequate instructional supports and classroom accommodations for ADHD prior to determining eligibility.
- C. use information from multiple sources of data in determining whether the student's ADHD adversely affects the student's educational performance.
- D. show that the student is not advancing from grade to grade due to ADHD.

**Answer**

**Option C is correct** because an Admission, Review, and Dismissal (ARD) committee reviews multiple sources of data when determining eligibility for special education services to develop a full understanding of a student's strengths and needs, especially in the area of the student's suspected disability. The ARD committee is responsible for determining if the student's needs related to attention deficit hyperactivity disorder (ADHD) impact the student's ability to make effective progress toward the curriculum. Data should include formal and informal assessments, observations, information provided by the parents/guardians, work samples, interviews, and a cumulative educational record review. **Option A is incorrect** because the student's academic difficulties are most likely related to ADHD. **Option B is incorrect** because assessing instructional supports and the need for classroom accommodations would be reviewed as part of the ARD committee meeting, but would not determine if a student was eligible for services. **Option D is incorrect** because many students who require special education services advance successfully grade to grade; therefore, this information would not be used to make an eligibility determination.



**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

4. A kindergarten student with a disability requires frequent prompts and cues to attend to instructions and remain within the proximity of the teacher and peers during classroom activities. After collecting baseline behavior data, the Admission, Review, and Dismissal (ARD) committee plans to develop an intervention plan to support the student's ability to attend and remain engaged. Which of the following sources of data would best inform the ARD committee's development of an intervention plan?

- A. observing the student during specified time intervals and recording occurrences of the target behavior
- B. informing the student that the student's behavior is being observed and offering praise when the student demonstrates prosocial behavior
- C. determining an intervention method that will be implemented with the student and collecting data on the duration of the student's target behavior using that method
- D. considering environmental and situational factors that are contributing to the student's behavior

### Answer

**Option A is correct** because by observing the student at specified time intervals, the observer can determine if there are times during the day when the student demonstrates the target behavior more frequently, and if there are times of the day during which the target behavior does not occur at all. By conducting these observations over a range of days and times, the observer and the committee can look for patterns of when the student's target behavior occurs most frequently and plan the intervention accordingly. **Option B is incorrect** because this approach informs the student that they will be observed, which is different from the student's natural environment, and could lead the student to behave in a self-conscious or anxious manner. Offering the student praise for prosocial behavior reinforces the behavior that the observer and the committee would like the student to conduct and does not necessarily reflect how the student would typically act in this situation, and is therefore not an accurate reflection of the student's natural behavior. **Option C is incorrect** because the committee must collect enough data for a stable pattern of the student's target behavior to be established before an intervention is chosen and implemented. Predicting which intervention to use without enough data can result in an ineffective intervention, and as a result, time lost in working toward an effective solution with the student. **Option D is incorrect** because although environmental and situational factors (e.g., peers, changes in schedule) can influence a student's behavior, they are variable and external and should not be considered intrinsic to the student's behavior.

5. The parents/guardians of a third-grade student who was recently diagnosed with attention deficit hyperactivity disorder (ADHD) by a pediatrician have requested a Full and Individual Initial Evaluation (FIIE). Which of the following actions would be most appropriate for the educational diagnostician to take in the evaluation process?

- A. obtaining written consent from the parents/guardians to request records and evaluation data from the student's physician
- B. administering an attention deficit hyperactivity disorder rating scale to assess the student's attention, memory, and processing
- C. discontinuing the evaluation and using information from the student's physician to qualify the student for services
- D. designing appropriate accommodations to help the student manage impulsivity in the classroom

## Answer

**Option A is correct** because before conducting a Full and Individual Initial Evaluation (FIIE), the Individuals with Disabilities Education Act (IDEA) and the Texas Education Code (TEC) requires the local educational agency (LEA) to obtain written consent from a student's parents/guardians. In addition, the LEA and the medical provider must obtain consent to share confidential information before gaining access to a student's personal health care information. **Option B is incorrect** because the educational diagnostician would most likely administer an attention deficit hyperactivity disorder (ADHD) rating scale *after* written parental/guardian consent has been obtained. **Option C is incorrect** because the LEA is obligated to evaluate the student given the request for the FIIE by the student's parents/guardians. **Option D is incorrect** because accommodations would be considered when developing a student's Individualized Education Program (IEP) or Section 504 plan.

6. An educational diagnostician is working in conjunction with the language proficiency assessment committee (LPAC). In which of the following components of a student's evaluation would the LPAC members be most closely involved?

- A. becoming the primary point of contact for a student's parents/guardians regarding their child's learning
- B. writing language-related Individualized Education Program (IEP) goals for a student
- C. administering cognitive assessments to the student in a student's home language
- D. making recommendations about appropriate assessments and linguistic accommodations for a student

## Answer

**Option D is correct** because the purpose of the language proficiency assessment committee (LPAC) is to assess English learner's acquisition of English and level of language proficiency, recommend language-based instructional interventions to promote academic achievement, and determine appropriate educational placements in general education and supports based on language learning needs. Given that the LPAC committee is most knowledgeable about a student's language knowledge and abilities, they have a unique perspective regarding appropriate assessments and linguistic accommodations. **Options A, B, and C are incorrect** because becoming the primary point of contact, writing language-related Individualized Education Program (IEP) goals, and administering cognitive assessments would not be primary roles of the LPAC committee when assessing a student for special education services.

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).**

7. On the Similarities and Vocabulary secondary subtests of the Wechsler Intelligence Scale for Children® — Fifth Edition (WISC®–V), a fourth-grade student obtained scaled scores of 4. Which of the following interpretations best describes the student's performance on the subtests?

- A. average visual spatial reasoning and attention to visual detail
- B. significantly below-average semantic knowledge and verbal reasoning
- C. slightly below-average decision making and short-term visual memory
- D. above-average attention and concentration

## Answer

**Option B is correct** because scaled scores are derived from raw scores and are used to compare a student's performance to a normed population distributed across a common scale. Given that the average range of scaled scores falls between 8 and 12, the student's scaled scores of 4 are significantly below average, indicating difficulties in semantic knowledge and verbal reasoning. **Options A and D are incorrect** because average and

above-average scaled scores fall between 8 and 13. **Option C is incorrect** because the WISC®–V Similarities and Vocabulary subtests do not measure decision making and short-term visual memory.

8. When selecting assessment materials and procedures for linguistically diverse students, an educational diagnostician should be aware that norm-referenced evaluations are likely to:

- A. distinguish between limited English proficiency and disability.
- B. accurately identify a specific disability in English learners (ELs).
- C. overidentify disability even when appropriately administered.
- D. define the impact of the disability on learning.

#### Answer

**Option C is correct** because norm-referenced evaluations are frequently normed on students who are monolingual speakers and therefore results inadequately represent the linguistic abilities of English learners (ELs). **Options A, B, and D are incorrect** because norm-referenced evaluations are not designed to distinguish between limited English proficiency and language disability, identify specific learning disabilities in English learners, or define the impact of a student's disability on learning.

9. An eighth-grade student with bilateral hearing aids requires a number of accommodations, such as priority seating, daily hearing aid listening checks, and classroom adaptations, to reduce noise reverberation. The student is enrolled in general education classes and, based on classroom performance and results of state testing, is considered average to above average academically. In addition, the classroom teachers report no social, emotional, or behavioral concerns. Given the student's needs, which of the following educational programs would best support the student's access to the learning environment, instruction, and materials?

- A. Individualized Education Program (IEP)
- B. Multi-Tiered Systems of Support (MTSS)
- C. Section 504 plan
- D. universal design for learning (UDL)

#### Answer

**Option C is correct** because although the student has a qualifying disability, the student's educational performance does not indicate the need for specialized instruction to make effective progress toward grade-level curriculum standards. A Section 504 plan would be most appropriate given that the student requires specific accommodations to effectively learn alongside grade-level peers in the general education classroom. **Options A and B are incorrect** because the student does not require specialized instruction or tiered intervention to address academic skills, such as special education services or Tier II interventions. **Option D is incorrect** because the student accesses the curriculum given specific accommodations, which are unlikely to be addressed using a universal design for learning (UDL) approach to teaching.

## Domain II—Curriculum, Instruction, and Intervention

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

10. An educational diagnostician is recommending an explicit and systematic intervention approach for a fifth-grade student with a specific learning disability in mathematics. Which of the following examples best represents explicit and systematic instruction that would allow for the student's progress to be monitored?

- A. The teacher pairs the student with a peer to develop a process for adding simple fractions. The students are encouraged to create a step-by-step guide for adding fractions to share with other students.
- B. The teacher displays a solution expressing the process of adding two simple fractions. The student is then asked to add a similar fraction of comparable difficulty. The student's answer is then compared to the fraction expression presented by the teacher.
- C. The teacher models several different examples of adding fractions with the student. The teacher then encourages a student to think aloud while adding simple fractions. The teacher provides the student with corrective feedback throughout the activity.
- D. The teacher verbally explains the process of adding fractions for the student. The student is then instructed to add simple fractions while using a graphic organizer developed by the teacher outlining the new concepts taught.

### Answer

**Option C is correct** because the teacher models adding fractions, encourages the use of learning strategies, and provides feedback to the student regarding performance, which are examples of explicit and systematic instruction. When using an explicit and systematic instructional approach, a single concept is taught in a highly structured and sequenced manner while providing guided practice opportunities, such as those illustrated in option C. **Options A, B, and D** are incorrect because these scenarios do not evidence use of explicit and systematic instruction, however, they demonstrate frequently used instructional strategies to support student learning. These instructional strategies are beneficial in other ways but do not provide explicit and systematic instruction.

11. As a transition goal, an eleventh-grade student with an intellectual disability wants to independently engage in a variety of recreational activities, such as taking public transportation to go to the movies and the public library. Which of the following data collection measures would allow most effectively monitoring of the student's progress toward this goal?

- A. weekly self-assessments to monitor perceived progress toward goals
- B. single-point data analysis to judge performance within specific tasks
- C. daily descriptive documentation outlining abilities and progress
- D. periodic sampling using a rubric describing criteria for each level of performance

### Answer

**Option D is correct** because the student's progress toward functional skill development would most effectively be measured using an observational data collection method, such as a rubric. An effective rubric identifies the student's specific learning outcomes while providing qualitative descriptions and a quantitative rating scale for each level of performance. By periodically sampling functional skill development, the student's progress toward learning outcomes can be used to inform intervention and measure performance over time. **Option A is incorrect** because although self-assessment would be a valuable approach to supporting a student's awareness of personal strengths and needs, the data obtained is subjective and less accurately reflects progress. **Options B and C are incorrect** because analysis of a single-data point and daily descriptive documentation are data collection methods that would not yield information about a student's progress toward functional skill development.

12. Use the information below to answer the question that follows.

An educational diagnostician is reviewing results from an academic achievement test recently administered to an eighth-grade student with a specific learning disability in reading as part of the student's three-year reevaluation. A portion of the summary is shown below.

**Subtest Score Summary**

Subtest	Percentile Rank	Classification
Listening Comprehension	55	Average
Reading Comprehension	5	Low
Sentence Composition	6	Low
Word Reading	7	Low
Essay Composition	4	Low
Pseudoword Decoding	1	Low
Oral Expression	45	Average
Oral Reading Fluency	1	Low
Spelling	4	Low

In social studies, the student is required to participate in whole-class discussions after reading complex, grade-level texts, such as articles, essays, and personal accounts. Based on the student's evaluation performance, which of the following accommodations would most effectively support the student's ability to participate in the whole-class discussions?

- A. offering the student extended time to complete reading assignments
- B. providing the student with a list of words and definitions associated with key discussion topics
- C. activating the student's background knowledge by using small-group discussions prior to reading
- D. giving the student access to reading materials using text-to-speech or digital audio files

**Answer**

**Option D is correct** because based on the student's test performance, listening comprehension and oral expression are strengths whereas, decoding, reading fluency, and reading comprehension are areas of need. Given the student's strengths, assistive technology, such as text-to-speech or digital audio files, is likely to promote the student's access to grade-level reading materials. **Options A and B are incorrect** because these instructional strategies are unlikely to increase the student's ability to access content within the texts. **Option C is incorrect** because this strategy will not ensure the student's access to specific content within the articles, essays, and personal accounts

**Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.**

13. An educational diagnostician analyzes the following behavior data for Ellie, a second-grade student, to develop a recommendation for a replacement behavior.

Behavior	Consequence	Function of Behavior
Ellie frequently refuses to participate in classroom activities. Ellie refuses to engage, often leaves work site, seeks negative attention from adults, and attempts to engage in preferred activities, such as drawing or dancing.	The paraprofessional typically brings Ellie on a walk outside of the classroom when behaviors become too disruptive.	Escape

Which of the following recommendations would be most appropriate for the educational diagnostician to make to Ellie's teacher to most effectively decrease Ellie's escape behavior?

- A. giving Ellie an opportunity to earn points toward choice time for completing tasks
- B. offering Ellie a choice of activities after participating in a nonpreferred task for a specified duration
- C. revoking Ellie's privileges, such as recess, as a consequence to noncompliant behavior and task refusal
- D. providing Ellie with sensory materials such as fidget toys and manipulatives while completing required tasks

#### Answer

**Option B is correct** because providing students with decision-making opportunities after participating in nonpreferred activities is an intervention strategy that is most likely to decrease escape behavior while encouraging extrinsic motivation to engage in nonpreferred activities. Also, students are likely to incrementally increase time on task when the time duration in which the student participates in nonpreferred activities is increased from the current level of performance. **Options A and D are incorrect** because it is unlikely that a delayed reward system or the addition of sensory materials would be effective given the student's observed difficulties with inhibition and frustration tolerance. **Option C is incorrect** because punishment or punitive consequences would not be an effective intervention for supporting the student's skill development necessary for participating in nonpreferred activities.

14. Following a manifestation determination review, the Admission, Review, and Dismissal (ARD) committee determines that a seventh-grade student's behavior issues are the result of the student's emotional disturbance. A functional behavioral assessment (FBA) and behavioral intervention plan (BIP) were already conducted this school year and were included in the student's Individualized Education Program (IEP). Which of the following actions should the ARD committee take *next* to best address the student's behavior?

- A. changing the student's placement and developing a BIP that includes counseling
- B. reviewing the BIP and modifying it as necessary to address the student's behavior
- C. recommending a psychological assessment to address the student's behavior
- D. placing the student in a mandatory alternative education placement

#### Answer

**Option B is correct** because when the Admission, Review, and Dismissal (ARD) committee determines that the student's behavior is a manifestation of the disability, a functional behavioral assessment (FBA) must be conducted or the student's behavioral intervention plan (BIP) must be updated if one has already been developed. Because the student has a BIP, the ARD committee must modify the plan to address the student's emotional

needs. **Options A and D are incorrect** because the student should remain in the least restrictive environment to the maximum extent possible, as mandated by federal and state law. An alternative educational placement should only be considered when supplementary aids and services cannot support the student's educational needs. **Option C is incorrect** because although the ARD committee may eventually recommend a psychological assessment, this would not be the next step in addressing the student's behavior.

15. An eleventh-grade student with an intellectual disability expresses an interest in studying cosmetology and working at a hair salon. The student is on track to earn a diploma through the Foundation High School Program. Which of the following actions would be most appropriate for the school district to take prior to the student's annual Admission, Review, and Dismissal (ARD) committee meeting?

- A. enrolling the student in a series of courses to earn a public service endorsement
- B. encouraging the student to take additional credits to be eligible for a performance acknowledgment
- C. requiring the student to explore available employment opportunities in the community
- D. inviting a vocational program representative to the student's ARD committee meeting

#### Answer

**Option D is correct** because a vocational program representative (career and technical education [CTE] representative) should be present at the ARD committee meeting in order to develop a transition plan to support the student's post-secondary goals. The vocational program representative could provide direct and specific information to the prospective student regarding the program's offerings and requirements and a clearer understanding of what the career path would entail. **Options A, B, and C are incorrect** because these actions would not necessarily assist the ARD committee in developing a transition plan, including goals and services that would assist the student in reaching career goals.

## Domain III—Professional Responsibilities

**Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.**

16. An Admission, Review, and Dismissal (ARD) committee is convening to develop the Individualized Education Program (IEP) of a first-grade student with an intellectual disability. When facilitating the contribution of the student's general education teacher, the educational diagnostician should primarily focus on:

- A. gathering information regarding the curriculum and the knowledge and skills the student should be expected to perform.
- B. suggesting goals that acknowledge the long-term vision for the student and working to address the student's future needs.
- C. identifying the range of resources that are necessary to support the student in accessing grade-level learning standards.
- D. interpreting evaluation results and analyzing how this information relates to designing specialized instruction and accommodations for the student.

#### Answer

**Option A is correct** because the Admission, Review, and Dismissal (ARD) committee members jointly make informed decisions when determining a student's needs and when developing an Individualized Education Program (IEP) that effectively supports a student's learning. As an expert in grade-level curriculum standards, the

general education teacher is most likely to contribute information regarding the knowledge and skills the student has acquired or needs to acquire to make progress toward classroom learning standards. **Option B is incorrect** because goals addressing a long-term vision for the student would not be addressed by the general education teacher but by the ARD committee. **Option C is incorrect** because although the general education teacher has some knowledge about resources that would support the student's access to grade-level learning standards, identifying a range of resources would not be a valuable contribution when developing the student's IEP. **Option D is incorrect** because it is not the general education teacher's responsibility to interpret evaluation results to design specialized instruction and accommodations for the student.

17. At an annual Admission, Review, and Dismissal (ARD) committee meeting, the guardians of a tenth-grade student with a specific learning disability who is an English learner (EL) request that their child be exited from English as a Second Language (ESL) program services. The student has most recently been assessed at an intermediate level in listening, speaking, reading, and writing in English. In response to the guardians' written request, which of the following actions is most appropriate for the language proficiency assessment committee (LPAC) and ARD committee to take *first*?

- A. discontinuing the student's ESL services, but collaborating for state assessment purposes to account for factors related to the student's disability and second-language acquisition
- B. reviewing the student's performance on state assessments in English to determine whether the student has met the criteria to exit from the ESL program
- C. seeking permission to administer the Texas English Language Proficiency Assessment System (TELPAS) to the student to further determine language proficiency
- D. requesting a Full and Individual Initial Evaluation (FIIE) to determine whether the ESL program continues to be appropriate for the student

#### Answer

**Option A is correct** because under the Texas Administrative Code (TAC), the student's guardians have previously approved their child's participation in the English as a Second Language (ESL) program. The guardians have the right to request that their child no longer participate in the ESL program by signing a denial of program participation. Because the student is still identified as emergent bilingual (EB), they must continue to receive instruction in the English Language Proficiency Standards (ELPS) and be assessed on the Texas English Language Proficiency Assessment System (TELPAS). Therefore, the language proficiency assessment committee (LPAC) would continue to collaborate with the Admission, Review, and Dismissal (ARD) committee to ensure that specially designed instruction (SDI) is appropriate based on the student's English language proficiency levels although no language accommodations are permitted for the student through the LPAC. **Options B and C are incorrect** because it is already known that the student, who has an intermediate proficiency level in listening, speaking, reading, and writing, does not meet the ESL reclassification criteria and therefore does not require additional assessments to determine language proficiency. **Option D is incorrect** because requesting a Full and Individual Initial Evaluation (FIIE) is not an identified step in the English Learner (EL) reclassification process and would be an extraneous step in determining the appropriateness of the ESL program.

18. After receiving the education records of a transfer student, the school discovers that the student was referred for a special education evaluation 30 calendar days earlier, but the evaluation was never completed by the previous district. Which of the following actions should the district take to ensure accurate assessment of the student?

- A. convening an Admission, Review, and Dismissal (ARD) committee meeting within 30 calendar days to determine whether the referral remains appropriate
- B. completing the evaluation within 60 calendar days from the date the original consent for evaluation was signed
- C. agreeing with the student's parent(s)/guardian(s) to a new timeline that is no more than 45 school days from a newly established date of consent



- D. finishing the evaluation before the 30-day transfer Admission, Review, and Dismissal (ARD) committee meeting

### Answer

**Option C is correct** because state law requires that a Full Individual and Initial Evaluation (FIIIE) be completed in no more than 45 school days from the date of receiving written consent for the evaluation. However, there are exceptions to the law, which include students enrolling in a new district, that allow for establishing a new evaluation timeline. In a case such as this scenario, the new district and the student's parent(s)/guardian(s) can agree to a new timeline, if it is within 45 days from the newly established date of consent. **Option A is incorrect** because the district is obligated to conduct an FIIIE. **Options B is incorrect** because simply extending the evaluation timeline would not be in accordance with state regulations. **Option D is incorrect** because the purpose of the 30-day transfer Admission, Review, and Dismissal (ARD) committee meeting is to develop, adopt, or implement a new Individualized Education Program (IEP), and since special education eligibility has not been determined, conducting this meeting with the purpose of reviewing the student's evaluation would be unnecessary.

**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.**

19. Special education services provided in the general education classroom have primarily impacted special education evaluation and programming for students with disabilities by:

- A. reducing the need for specially designed instruction to address students' individualized learning goals.
- B. increasing the amount of time students with disabilities are educated alongside students with a similar disability profile.
- C. improving differentiated instruction and assessment approaches that support students' access to general education curriculum.
- D. requiring a general education placement for all students with disabilities for the majority of the school day as an initial placement.

### Answer

**Option C is correct** because when students are provided with special education services, including differentiated instruction and assessment approaches, in the context of the general education classroom, they are more likely to access and make progress toward the general education curriculum. **Option A is incorrect** because providing special education services in the general education classroom changes the environment that a student receives specially designed instruction, but not the need for specially designed instruction. **Option B is incorrect** because providing special education services in the classroom does not increase the amount of time students with disabilities are educated alongside students with similar learning profiles. **Option D is incorrect** because there is not a mandate requiring a general education placement for all students with disabilities, however, all students should be educated in the least restrictive environment for their needs.

20. In which of the following ways has the Every Student Succeeds Act (ESSA) primarily impacted special education evaluation procedures conducted by an educational diagnostician?

- A. The educational diagnostician is responsible for creating a public database of all students under his or her purview that delineates the types of special education services that each student is entitled to receive.
- B. Accountability systems are emphasized when measuring the progress of students with disabilities using the state's academic achievement standards or alternative standards aligned to the same state standards.

- C. The educational diagnostician ensures that students who are eligible for special education services participate in an alternative portfolio assessment in lieu of a general state standardized assessment.
- D. The progress of a student with a disability toward Individualized Education Program (IEP) goals is monitored only using formal and summative achievement measures.

### Answer

**Option B is correct** because the Every Student Success Act (ESSA) is federal legislation enacted to improve educational equity for all students. For example, ESSA emphasizes developing and improving assessment practices to measure the academic achievement of all students, including those with learning disabilities. **Options A and C are incorrect** because these are not provisions identified in ESSA. **Option D is incorrect** because a variety of data collection methods could be used to measure a student's progress toward Individualized Education Program (IEP) goals, not solely formal and summative achievement measures.

21. An educational diagnostician is meeting with the parents of a fifth-grade student with an intellectual disability in preparation for an upcoming meeting with the student's Admission, Review, and Dismissal (ARD) committee. The ARD committee will be considering the student's least restrictive environment (LRE) as the student gets ready to make the transition to middle school. To promote the parents' active involvement at the meeting, which of the following steps should the educational diagnostician take *first*?

- A. assisting the parents in developing questions to gather information they need to know about how their child's individual needs will be addressed in the continuum of services
- B. working with the parents to review their child's most recent qualitative assessment information and create a profile summary of their child's intellectual and academic functioning
- C. arranging for the student to attend a range of different educational settings and providing the parents with opportunities to observe their child in each setting
- D. discussing with the parents a recommended program placement that effectively includes students with a disability classification similar to their child's

### Answer

**Option A is correct** because the educational diagnostician could effectively increase the parents' active engagement in the Admission, Review, and Dismissal (ARD) committee meeting by assisting them in developing questions that they can pose to committee members about their child's individual needs. ARD committee meetings are often unfamiliar to parents and they do not always know how to most effectively participate in these meetings. Educational diagnosticians can support parents/guardians by assisting them in determining which types of questions they can ask to learn more about how their child's needs will be met. **Option B is incorrect** because although the educational diagnostician would review assessment data with the parents in preparation for the ARD committee meeting, the educational diagnostician would not exclusively review quantitative assessment information with parents to create a profile of their child. **Option C is incorrect** because the student's educational setting would most likely be explored following the transition meeting in which placement options would be discussed. **Option D is incorrect** because it would be inappropriate to consider a student's placement based solely on a disability classification.

22. A sixth-grade student with autism spectrum disorder (ASD) and an intellectual disability recently transitioned into middle school. Given the student's increased independence within academic and functional activities, an educational diagnostician is meeting with the Admission, Review, and Dismissal (ARD) committee to consider strategies to further promote the student's independence. When developing objectives for the student's Individualized Education Program (IEP), the ARD committee is required to consider:

- A. the student's ability to self-select learning standards.
- B. opportunities for the student to establish autonomy within the community.
- C. strategies to fade the student's need for special education services.
- D. the staff-to-student ratio that is appropriate to identified activities.

**Answer**

**Option D is correct** because the Admission, Review, and Dismissal (ARD) committee is required to consider eleven Individualized Education Program (IEP) strategies for students with autism spectrum disorder (ASD) when developing an IEP for a student with ASD, in accordance with Texas regulations. These eleven strategies are designed as a framework to address educational issues frequently encountered by students with ASD. One of the strategies includes the staff-to-student ratio the student requires to function in and benefit from educational activities/environments. **Options A, B, and C are incorrect** because these are not strategies that the ARD committee is required to consider when developing an IEP for a student with ASD.

23. Which of the following rights are parents/guardians entitled to regarding an Admission, Review, and Dismissal (ARD) committee meeting for their child?

- A. the right to request progress summaries two weeks in advance of the meeting
- B. the right to choose who is invited to attend the meeting
- C. the right to select the date and time of the meeting
- D. the right to invite individuals with special expertise to participate in the meeting

**Answer**

**Option D is correct** because according to the Individuals with Disabilities Education Act (IDEA), the parents/guardians have the right to invite other individuals with knowledge or special expertise about their child to the Admission Review and Dismissal (ARD) committee meeting. IDEA is a federal law that makes a free appropriate public education (FAPE) available to eligible children with disabilities throughout the United States and ensures special education and related services to those children. There are numerous components of this law, including information about how Individualized Education Programs (IEPs) should be created and how ARD committees should be involved in this process. **Options A, B, and C are incorrect** because parents/guardians do not have the right to request progress summaries two weeks in advance, choose who is invited to attend, or select the date and time of the ARD committee meeting.

## Clustered Questions

**Use the information below to answer the two questions that follow.**

Kai is a fourth-grade student enrolled in a co-taught class. He has a specific learning disability in reading comprehension. An educational diagnostician consults with Kai's teachers to collaborate regarding strategies to best support Kai's access to the general education curriculum. They review a series of lesson plans for upcoming instruction. An excerpt of one of the lessons is shown below.

**Lesson Objective:** Students will collaboratively compare and contrast information from an informational text.

**Lesson Overview**

Whole-Class Read-Aloud:

Students will read along as teacher reads aloud the article "Coastal Plains Region of Texas and the Coastal Plains Region of the Southeast U.S."

Small-Group Work:

Students will work in groups to identify key characteristics for each region presented in the article.

Share:

Groups will share key characteristics with the whole class. One teacher records information into a Venn diagram. Another teacher leads a discussion about comparing and contrasting the information in the diagram.

	General Education Teacher Role	Special Education Teacher Role
<p><u>Lesson Component:</u> Whole-Class Read-Aloud</p> <p><u>Co-Teach Approach:</u></p> <p><input checked="" type="checkbox"/> One Teach, One Support</p> <p><input type="checkbox"/> Parallel</p> <p><input type="checkbox"/> Station</p> <p><input type="checkbox"/> Team</p>	<ul style="list-style-type: none"><li>• Ensures that students have copy of the article.</li><li>• Gives verbal praise and redirection to support students' listening skills during teacher reading.</li></ul>	<ul style="list-style-type: none"><li>• Connections to article: Asks, "What do you know about coastal Texas? Coastal southeast U.S.?"</li><li>• Reads article aloud at responsive pace.</li><li>• Asks clarifying questions after each section of the article to check for understanding.</li></ul>

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

24. Based on Kai's identified needs, which of the following interventions would best promote Kai's access to instruction?

- A. supporting Kai's application of phonics generalizations in the article
- B. promoting Kai's understanding of word formation in the article through multisensory instruction
- C. focusing on improving Kai's sight-word automaticity for increased fluency in reading the article
- D. teaching Kai to break complex text in the article into manageable components

**Answer**

**Option D is correct** because based on Kai's learning needs, teaching him to break the text into smaller components is an evidence-based strategy that is likely to increase his ability to process information by decreasing the overall cognitive demands of the activity. Also, teaching Kai how to use the strategy is likely to improve his awareness of *how* he learns best. **Options A, B, and C are incorrect** because targeting phonics skills, word formation, and sight-word recognition are unlikely to support Kai's participation in the classroom lesson or achieve the stated lesson objective.

25. Which of the following teacher actions should the educational diagnostician recommend to most effectively support Kai's access to the read-aloud of the article?

- A. The special education teacher models reading strategies and provides students with visuals while reading the article aloud.
- B. The general education teacher arranges for Kai to highlight key concepts in the article with a classmate during the read-aloud.
- C. The special education teacher asks students to write down key concepts from the article directly after the read-aloud.
- D. The general education teacher asks Kai to locate key concepts within the article independently before the read-aloud.

### Answer

**Option A is correct** because providing students with visual supports, such as content-related photographs, is an evidence-based instructional strategy that promotes reading comprehension. Providing visuals while reading the article aloud is likely to support Kai's ability to understand concepts and recall content from the text. **Option B is incorrect** because although highlighting key concepts is likely to draw Kai's attention to salient information within the text, highlighting text alone will not support his reading comprehension. **Options C and D are incorrect** because writing and locating key concepts from dictation are strategies that are unlikely to promote Kai's reading comprehension because these will not provide him with access to the text or provide a scaffold for connecting information within the text to his prior knowledge.

## Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

### Domain I—Identification and Assessment

**Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.**

26. An educational diagnostician is working with a representative of a local educational agency (LEA) to implement the Child Find mandate in the school district. Which of the following statements best describes a key component of the mandate with which the school district must comply?

- A. Children who are placed by parents/guardians in private schools, including religious schools, are exempt from Child Find requirements.
- B. Children referred through Child Find must be identified with a disability for which the child's local school district can provide services.
- C. Children from migrant working families can be evaluated with Child Find once they no longer experience interrupted formal education for a period of three years.
- D. Children suspected of having a disability must be referred through Child Find, including children who are advancing from grade to grade.

### Answer

**Option D is correct.**

27. A ninth-grade student with an emotional disturbance explores postsecondary options with the educational diagnostician in preparation for an Admission, Review, and Dismissal (ARD) meeting. With support from the educational diagnostician, the student identifies and prioritizes objectives that are necessary to reach identified long-term transition goals. Which of the following critical components of transition planning is best illustrated by the educational diagnostician's actions in this scenario?

- A. promoting the student's self-determination in the Individualized Education Program (IEP) process
- B. teaching decision making and problem solving while promoting the student's self-awareness
- C. determining cognitive skills that are needed for the student to succeed academically
- D. ensuring that the instruction provided to the student targets academic skill development

**Answer**

**Option A is correct.**

28. An educational diagnostician is part of the Admission, Review, and Dismissal (ARD) committee for a sixth-grade student with a learning disability in mathematics. The committee is creating goals and objectives to include in the student's Individualized Education Program (IEP). When completing this process, it is most important for the committee to ensure that the student's goals and objectives:

- A. are specific, measurable, and relevant.
- B. will be applicable for more than one school year.
- C. can be applied across the academic curriculum.
- D. align with current classroom lessons.

**Answer**

**Option A is correct.**

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

29. A third-grade student who is an English learner (EL) is being evaluated for special education eligibility. An educational diagnostician reviewed information from the student's cognitive testing in conjunction with culture and language data. This action primarily supports the educational diagnostician in:

- A. prioritizing the student's areas of academic strengths instead of needs.
- B. considering potential areas of bias in the assessment results for the student.
- C. comparing differences between the student's crystallized and fluid intelligence.
- D. identifying the student's level of projective achievement in different areas.

**Answer**

**Option B is correct.**

30. A prospective kindergarten child with a visual impairment has been referred by Early Childhood Intervention (ECI) for a Full and Individual Initial Evaluation (FIIE). Which of the following steps is most important for the educational diagnostician to take to begin the evaluation process?

- A. collecting a transcript of the child's most recent annual pediatric examination
- B. interviewing the child's parents/guardians to determine how safely the child navigates outside play structures
- C. collaborating with the certified teacher of the visually impaired (CTVI) about the child
- D. reviewing developmental assessments that evaluated the child's motor, communication, and cognitive abilities

**Answer**

**Option C is correct.**

31. Use the evaluation results below for a third-grade student to answer the question that follows.

<b>Wechsler Intelligence Scale for Children® — Fifth Edition (WISC®–V)</b>		
<b>Composite</b>	<b>Composite Score</b>	<b>Percentile Rank</b>
Verbal Comprehension Index (VCI)	90	25
Working Memory Index (WMI)	70	2
Processing Speed Index (PSI)	85	16

Based on the WISC®–V composite scores shown, with which of the following cognitive skills is this student most likely to experience difficulty?

- A. acquiring new vocabulary
- B. developing abstract reasoning
- C. focusing on expressive language
- D. attending to auditory information

**Answer**

**Option D is correct.**

32. An educational diagnostician has recently administered an academic achievement test as part of a Full and Individual Initial Evaluation (FIIIE) for a third-grade student who has demonstrated difficulty in reading comprehension. When communicating results of multiple sources of data to the student's parents/guardians, it is most important for the educational diagnostician to:

- A. highlight results from subtests that represent the student's suspected areas of academic weakness.
- B. emphasize key concepts from an achievement test, a criterion-referenced test, and the student's work samples.
- C. explain technical aspects of scoring and how the student's standard scores and scaled scores are derived on the administered subtests.
- D. conduct an error analysis using actual items from the student's administered subtests.

**Answer**

**Option B is correct.**

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIIE).**

33. An educational diagnostician plans to write a Full and Individual Initial Evaluation (FIIIE) report for a third-grade student who demonstrates difficulty with basic reading skills and has been referred for a special education evaluation. Federal guidelines require that the FIIIE:

- A. prioritize normative assessment measures in identifying special education eligibility for the student's suspected disability category.
- B. be sufficiently comprehensive to identify all of the student's special education and related services needs.
- C. outline specialized instruction that would support the student's access to the general education curriculum.
- D. include instruments that adequately reflect the student's developmental delays in sensory, motor, or speaking skills.

**Answer**

**Option B is correct.**

34. As part of the evaluation process, the educational diagnostician interviews the parents/guardians of a third-grade student with a suspected learning disability. The parents/guardians report that the student suffered a head injury at age five. Which of the following actions should the educational diagnostician take in response to this information?

- A. disregarding the information because of the amount of time that has passed since the incident
- B. continuing the evaluation but limiting the assessment to the area of the suspected disability
- C. suspending the evaluation until an Independent Educational Evaluation (IEE) is completed
- D. obtaining written permission from the parents/guardians to review pertinent medical records

**Answer**

**Option D is correct.**

## **Domain II—Curriculum, Instruction, and Intervention**

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

35. A sixth-grade student who is diagnosed with autism spectrum disorder (ASD) often experiences difficulties in interpreting sarcasm and humor when used by teachers and peers. Which of the following characteristics primarily associated with ASD is best illustrated through these experiences?

- A. preoccupation with abstract reasoning
- B. repetitive and stereotypic language usage
- C. significant differences in expressive and receptive language abilities
- D. marked deficits in pragmatic language



**Answer**

**Option D is correct.**

36. A fifth-grade student with a specific learning disability in basic reading with the condition of dyslexia has been receiving special education services for several years. The student's Admission, Review, and Dismissal (ARD) committee has convened for the student's reevaluation and has reached the consensus shown in the summary notes below:

<b>ARD Summary Notes</b>
The student has made steady decoding progress, and can accurately decode grade-level text.
The student has difficulty with oral reading fluency, and reads in a slow and labored manner.
The student understands grade-level text when read aloud.
The student demonstrates literal and inferential comprehension of grade-level paragraphs that are four or five sentences long.
The student has difficulty with literal and inferential comprehension when reading more than a single paragraph.

Based on the ARD committee's collective conclusions, which of the following general approaches would most effectively address the student's identified needs?

- A. The student should perform tasks that are designed to increase decoding skills and improve the ability to comprehend longer passages.
- B. The student should be taught explicit strategies to effectively draw on strengths in oral reading fluency to compensate for reading comprehension difficulties.
- C. The student should be provided with practice in prosody required for literal and inferential text comprehension.
- D. The student should be taught explicit skills to increase reading fluency so that working memory can more efficiently process language.

**Answer**

**Option D is correct.**

**Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.**

37. An educational diagnostician has completed a reevaluation for a second-grade student with a learning disability in reading comprehension. The educational diagnostician is reviewing results with the Admission, Review, and Dismissal (ARD) committee. The ARD committee has determined that the student would benefit from a goal that addresses the development of perspective taking. Which of the following actions would most effectively promote the student's perspective-taking abilities through reading activities?

- A. exploring through questioning with the student how different characters in a story might feel about the same event
- B. stopping periodically and asking the student to summarize who and what the story is mostly about

- C. asking the student to describe what was the student's favorite part and why at the end of reading
- D. providing the definition of any unfamiliar vocabulary for the student in terms the student can easily understand

**Answer**

**Option A is correct.**

38. A tenth-grade student demonstrates limitations in executive functioning, often forgetting to bring necessary materials to classes. A reference chart that lists required materials associated with each class has been developed and implemented to facilitate the student's ability to plan and organize. Which of the following approaches would most effectively promote generalization of the student's executive function abilities?

- A. giving specific feedback to the student periodically to increase self-awareness
- B. requiring universal implementation of the strategy to all of the classes the student attends
- C. providing the student with intermittent reinforcement when using the reference charts
- D. decreasing cues to facilitate the student's independent use of the strategy

**Answer**

**Option D is correct.**

39. An eleventh-grade student with a learning disability in mathematics and an emotional disturbance began taking medication, prescribed by a pediatric psychiatrist, in ninth grade to manage symptoms associated with bipolar disorder. Until recently, the student did not demonstrate any concerning behaviors while at school. However, within the past eight weeks, the student has evidenced inappropriate behaviors, such as skipping classes and verbally assaulting teachers and peers. Which of the following actions is most appropriate for the Admission, Review, and Dismissal (ARD) committee to take *first*?

- A. arranging for the student to speak with the building administrator and guidance counselor
- B. contacting the student's psychiatrist to request a change in medication
- C. scheduling an ARD committee meeting to discuss the student's behavior change
- D. requiring the student to list socially appropriate responses when faced with conflict or frustration

**Answer**

**Option C is correct.**

## **Domain III—Professional Responsibilities**

**Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.**

40. Families of children who will be entering prekindergarten are encouraged to attend prekindergarten screenings, which are arranged at various times throughout the year. The parents/guardians who attend these screenings often have concerns about their child's development and readiness for prekindergarten. When the educational diagnostician is discussing concerns with the parents/guardians before and after these screenings, which of the following communication strategies is most likely to promote a collaborative relationship?

- A. attentively listening to the parents/guardians with a neutral facial expression
- B. providing parents/guardians with extensive information regarding the special education process
- C. assuring parents/guardians that their child will make gains after being enrolled in prekindergarten
- D. practicing active listening skills, such as paraphrasing, summarizing, and clarifying

**Answer**

**Option D is correct.**

41. An annual Admission, Review, and Dismissal (ARD) committee meeting is scheduled for a ninth-grade student with autism spectrum disorder, but due to an unforeseen emergency, the occupational therapist cannot attend. The educational diagnostician contacts the parents/guardians to reschedule the ARD meeting due to the absence. However, the parents/guardians would like to continue with the meeting as scheduled. Which of the following actions should the educational diagnostician take *next*?

- A. obtaining written consent from the parents/guardians at the ARD meeting to excuse the absent team member
- B. rescheduling the ARD meeting so that all team members can attend
- C. proceeding with the ARD meeting but scheduling an additional meeting to review the all progress summaries
- D. asking the occupational therapy to contact the parents/guardians directly following the ARD committee meeting

**Answer**

**Option A is correct.**

42. In preparation for an upcoming three-year reevaluation for a fourth-grade student with a specific learning disability, an educational diagnostician is meeting with the student's parents. The educational diagnostician would like to promote the parents' active participation with the Admission, Review, and Dismissal (ARD) committee. Which of the following steps would be most effective for the educational diagnostician to take for this purpose?

- A. showing the parents norm-referenced tests administered to their child and providing an opportunity for the parents to ask clarifying questions regarding their child's responses
- B. arranging for the parents to be present for any evaluation that will be used to determine their child's continued eligibility for special education services
- C. ensuring that the parents understand the evaluation process and their unique ability to offer insight into their child's learning needs and long-term goals
- D. reviewing with the parents their child's grade-level curricular standards and working with the parents to prioritize the standards they would like their child to achieve

**Answer**

**Option C is correct.**

43. Use the information below to answer the question that follows.

An educational diagnostician has developed the following checklist to keep track of individuals who have been interviewed as part of a student's evaluation process.

Potential Interviewees	Interviewed?	
Student	Yes [ ]	No [ ]
Parents/guardians	Yes [ ]	No [ ]
Teachers	Yes [ ]	No [ ]
Administrator	Yes [ ]	No [ ]
Counselors	Yes [ ]	No [ ]
Student assistance team	Yes [ ]	No [ ]
Physician	Yes [ ]	No [ ]
Outside agency service provider	Yes [ ]	No [ ]
School attendance monitor	Yes [ ]	No [ ]
Other:	Yes [ ]	No [ ]

Which of the following descriptions best expresses the purpose of the educational diagnostician's checklist?

- A. determining the student's eligibility to receive a full range of special education and related services
- B. using multiple sources of information to understand the student's learning needs
- C. gathering information from those who know or work closely with the student
- D. collecting anecdotal information about the student's cognitive abilities

**Answer**

**Option B is correct.**

**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.**

44. An educational diagnostician is conducting an evaluation of a student to determine eligibility for special education services. Which of the following actions most effectively illustrates use of best practice guidelines in conducting the evaluation?

- A. using the technical language employed in the assessment when communicating a student's assessment results to the Admission, Review, and Dismissal (ARD) committee
- B. ensuring that data considered for a student's eligibility are strictly standardized or norm-referenced
- C. designing evaluation reports that adequately compare the student's performance to that of peers with a similar disability profile

- D. collecting data about a student from multiple sources, such as objective observations, classroom work samples, and formative and summative evaluations

**Answer**

**Option D is correct.**

45. An educational diagnostician is considering recommendations for the participation of a third-grade student in the State of Texas Assessments of Academic Readiness (STAAR) program. The student's Admission, Review, and Dismissal (ARD) committee suggests the student participate in the STAAR Alternate 2 assessment. Which of the following statements describes an eligibility requirement for participation in the STAAR Alternate 2 assessment?

- A. The student would require multiple accommodations to successfully participate in the STAAR assessment.
- B. The student has a significant cognitive disability as determined by the results of an evaluation performed by a qualified evaluation team.
- C. The student has participated in the STAAR assessment for at least two consecutive years and has shown minimal academic progress.
- D. The student requires curricular modifications to regular class instruction and assessment.

**Answer**

**Option B is correct.**

## Clustered Questions

Use the information below to answer the three questions that follow.

The parents/guardians of a fourth-grade student have concerns regarding their child's reading abilities and limited progress, even after the student has received intensive reading comprehension intervention five times each week for 30-minute sessions. The student's general education teacher reports below-grade-level reading comprehension. The student is motivated, consistently demonstrates good effort, and has demonstrated ongoing progress in mathematics. Given the concerns of the parents/guardians, the student's below-grade-level reading abilities, and limited intervention progress, the intervention team is reviewing existing data. Shown below are excerpts from the student's data.

### State of Texas Assessments of Academic Readiness (STAAR)

Third Grade			
	Scaled Score	Percentile Rank	Interpretation
<b>Reading</b>	1256	16	Did Not Meet
<b>Mathematics</b>	1380	31	Approaches

Fourth Grade			
	Scaled Score	Percentile Rank	Interpretation
Reading	1341	14	Did Not Meet
Mathematics	1503	26	Approaches

**Response to Intervention (RtI)  
Reading Comprehension Strategy Instruction**

Week of Intervention	Words Read Correctly (WRC) per Minute (min) on Fourth-Grade Level Passages	Question Response Accuracy Following Repeated Reading
2	94 WRC/min	Factual: 25% Inferential: 0
4	97 WRC/min	Factual: 25% Inferential: 0
6	99 WRC/min	Factual: 50% Inferential: 0
8	105 WRC/min	Factual: 50% Inferential: 0

Grade 4 Progress Report		
<u>Progress Key:</u>		
E = Exceeds M = Meets P = Progressing NY = Not Yet Developed		
NC = Not Covered This Term		
English Language Arts	December	May
Reading Fluency	NY	P
Reading Comprehension	NY	NY
Vocabulary Knowledge	NY	NY

Mathematics	December	May
Operations and Algebraic Thinking	NC	P
Operations Using Base Ten	NY	P
Geometry	P	M
Measurement and Data	P	M

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

46. Based on the data presented, the intervention team should recommend which of the following actions to best support the student's learning and progress toward curricular objectives?

- A. providing the student with additional Tier III interventions for an additional eight weeks
- B. convening a Section 504 committee meeting to discuss an accommodation plan
- C. seeking written parent/guardian consent to begin the evaluation process
- D. declining a Full and Individual Initial Evaluation (FIIE)

**Answer**

**Option C is correct.**

47. In addition to reviewing the student's STAAR scores, intervention progress, and general education progress report, the intervention team should collect evidence to determine:

- A. the appropriateness of the instruction that has already been provided to the student.
- B. the type and degree of the student's learning disability.
- C. the impact of the student's health and medical history on learning.
- D. the student's sustained effort and participation during a language arts lesson.

**Answer**

**Option A is correct.**

**Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.**

48. Which of the following strategies would be most appropriate for the educational diagnostician to suggest to the student's teacher?

- A. raising the student's reading fluency goal to 150 words read correctly per minute and continuing fluency progress monitoring biweekly
- B. recording the provision of appropriate reading instruction and collecting test data related to the student's proficiency

- C. administering practice state examinations to the student in all subjects weekly and recording the specific areas of weakness
- D. providing a reading intervention focusing on comprehension skills and tracking the student's progress using a curriculum-based assessment (CBA) weekly

**Answer**

**Option D is correct.**

**Use the information below to answer the two questions that follow.**

Following a Review of Existing Evaluation Data (REED), the Admission, Review, and Dismissal (ARD) committee requested a reevaluation of a tenth-grade student with attention deficit hyperactivity disorder (ADHD) and a specific learning disability in mathematics calculations. The student's general education and special education teachers report good progress as evidenced by formative and summative evaluations, and the student has achieved a Meets Grade Level score on the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Algebra I assessment. The student has received special education services for mathematics since fourth grade, but given the student's considerable progress, the educational diagnostician obtained parent/guardian consent to complete a reevaluation. The results of the reevaluation are summarized below.

**Woodcock-Johnson® IV Tests of Achievement (WJIV™)**

Cluster	Standard Score	Percentile Rank
MATHEMATICS	97	42
BROAD MATHEMATICS	100	50
MATH CALCULATION SKILLS	105	63
MATH PROBLEM SOLVING	95	37
Subtest	Standard Score	Percentile Rank
Calculation	105	63
Math Facts Fluency	106	66
Applied Problems	90	25
Quantitative Concepts	100	50
Number Matrices	100	50

**Woodcock-Johnson® IV Tests of Cognitive Abilities (WJIV™ COG)**  
(mean of 100 and a standard deviation of 15)

Cluster	Standard Score	Percentile Rank
Fluid Reasoning	88	21



Comprehension-Knowledge	90	25
Processing Speed	90	25
Visual Processing	90	25
Short-Term Working Memory	87	19
Long-Term Retrieval	85	16
Auditory Processing	90	25

**Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.**

49. In addition to formal evaluations, the educational diagnostician should obtain which of the following data?
- A. grade-equivalent scores based on the student's mathematics cluster standard scores
  - B. the student's curriculum-based, criterion-referenced, and informal data
  - C. a variety of criterion-referenced tests to measure the student's mathematics achievement
  - D. scores from standardized mathematics tests taken by the student

**Answer**

**Option B is correct.**

**Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIE).**

50. Given the student's performance on the *Woodcock-Johnson® IV Tests of Achievement (WJ IV™)* and the *Woodcock-Johnson® IV Tests of Cognitive Abilities (WJ IV™ COG)*, combined with multiple sources of data, which of the following conclusions would be most appropriate for the educational diagnostician to report to the ARD committee?

- A. The student's Broad Mathematics and Short-Term Working Memory standard scores indicate performance consistent with that of a student with a specific learning disability.
- B. The student's Math Problem Solving standard score indicates limited proficiency in grade-level mathematics activities.
- C. The student's results evidence the presence of an intellectual disability.
- D. The results indicate that the student no longer meets eligibility criteria of a specific learning disability in mathematics calculation.

**Answer**

**Option D is correct.**

# Preparation Manual

## Section 5: Sample Constructed-Response Question Educational Diagnostician (253)

### General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

### Sample Assignment

**Use the information in the exhibits to complete the assignment that follows.**

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400–600 words in which you:

- identify one area of academic strength and one area of academic need for the student based on a review of the formal and informal diagnostic assessment data provided;
- describe a specific evidence-based instructional strategy or intervention that would effectively address the student's identified need and build on the student's identified strength; and
- describe how a teacher could best implement and monitor the progress of the instructional strategy or intervention.

#### **Student Profile**

Maya is a beginning sixth-grade student who is eleven years and five months old. An educational diagnostician is reviewing current data in preparation for Maya's upcoming Admission, Review, and Dismissal (ARD) committee three-year reevaluation.

#### **BACKGROUND INFORMATION**

- No complications at birth, reached major developmental milestones within expected age ranges

- No medical or neurological concerns, normal vision and auditory acuity reported
- No prescription medication use
- Home language and language of instruction is English

**PRESENTING CONCERNS:**

- Not achieving passing grades in ELA and social studies classes
- Difficulty comprehending and retaining information when reading longer, grade-level texts (e.g., chapters in narrative stories, expository articles)
- Often withdraws from reading assignments, reporting assignment is "too hard"

**EDUCATION HISTORY:**

- Fifth-grade performance on the State of Texas Assessment of Academic Readiness (STAAR) for Reading was Approaches Grade Level and Math was Meets Grade Level
- Fourth-grade STAAR Writing performance was Did Not Meet Grade Level
- STAAR testing accommodations include writing prompts read aloud, small-group setting, spelling assistance, use of a dictionary, and additional time
- Referred and identified with specific learning disability in basic reading in third grade
- Demonstrated difficulty developing basic reading and writing skills, especially identifying sound-symbol relationships, and isolating, blending, and manipulating phonemes
- Received six weeks of Response to Intervention (RtI)/Multi-Tiered Systems of Support (MTSS) in second grade; did not make adequate progress

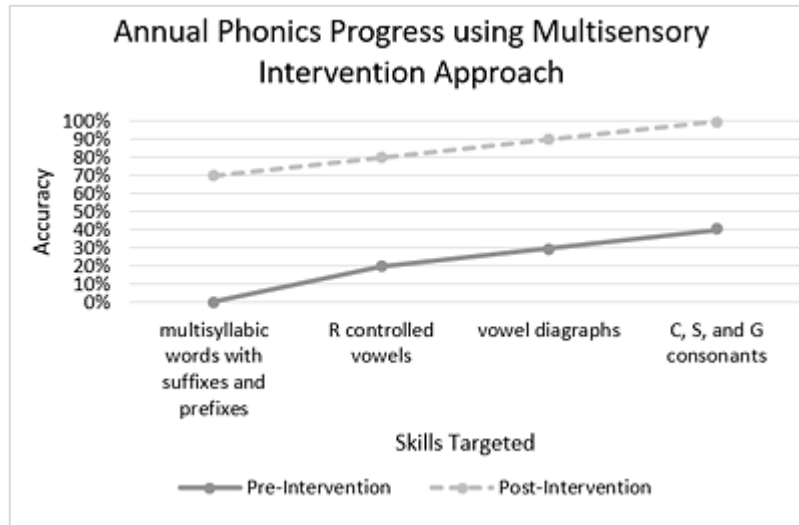
**DOCUMENTATION OF CURRENT SPECIAL EDUCATION INTERVENTIONS**

**Targeted Skill:** Improve phonetic skill development

**Intervention:** Direct instruction from special education teacher in a multisensory language instruction program

**Duration:** 12 weeks with progress monitoring every two weeks

**Progress:** Maya's Benchmark Assessment System (BAS) instructional reading level is P, which is consistent with an end-of-year third grade student. The following graph summarizes Maya's progress given multi-sensory phonics intervention in a small group.

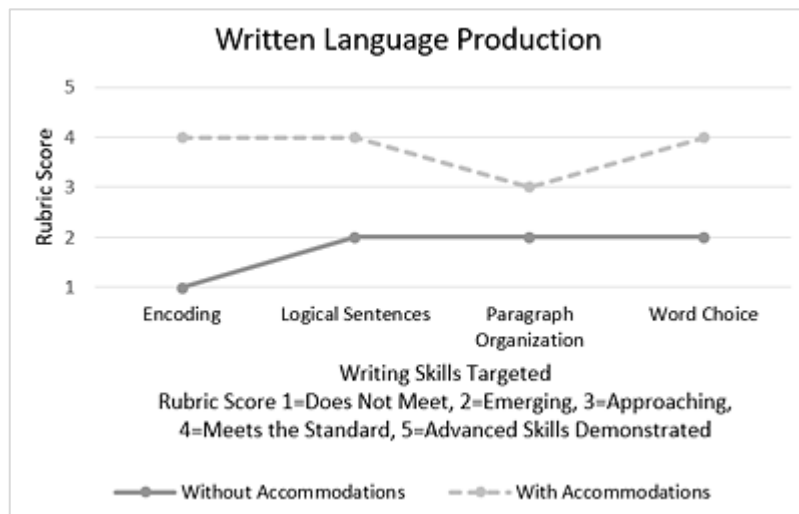


**Targeted Skill:** Improve encoding, sentence and paragraph organization, and grade-level vocabulary use in written expression

**Intervention:** Explicit instruction to effectively use a graphic organizer and implementation of assistive technology accommodations, which include digital graphic organizers, word processor with spell check, and word and linguistic prediction software.

**Duration:** 12 weeks with progress monitoring every two weeks

**Progress:** Maya demonstrates some grade-level writing skills with accommodations. The following graph summarizes Maya's written language production when using accommodations.



## **INSTRUCTIONAL ACCOMMODATIONS**

Maya's general education teachers report that Maya consistently receives the following accommodations, as outlined in her IEP:

- allow extra time to complete reading and writing assignments
- provide desk copies of materials being projected in front of the class for the student

- distribute copy of text being used ahead of lesson
- use of graphic organizer for written expression
- use of word processor for written responses
- use of word prediction software

### Student Cognitive and Achievement Test Scores

<b>Wechsler Intelligence Scale for Children® — Fifth Edition (WISC®–V)</b> Mean = 100; Standard Deviation = 15			
<b>Subtest Score Summary</b>			
<b>Scale</b>	<b>Subtest Name</b>	<b>Scaled Score</b>	<b>Percentile Rank</b>
Verbal Comprehension	Similarities	9	37
	Vocabulary	9	37
Visual Spatial	Block Design	10	50
	Visual Puzzles	12	75
Fluid Reasoning	Matrix Reasoning	12	75
	Figure Weights	10	50
Working Memory	Digit Span	7	16
	Picture Span	7	16
Processing Speed	Coding	9	37
	Symbol Search	9	37
<b>Composite Score Summary</b>			
<b>Composite</b>	<b>Composite Score</b>	<b>Percentile Rank</b>	<b>Qualitative Description</b>
Verbal Comprehension (VCI)	95	37	Average
Visual Spatial (VSI)	103	58	Average
Fluid Reasoning (FRI)	103	58	Average
Working Memory (WMI)	82	12	Low Average
Processing Speed (PSI)	95	37	Average

Full Scale IQ (FSIQ)	101	52	Average
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**Wechsler Individual Achievement Test®–Third Edition (WIAT®–III)**

Subtest Component	Standard	Percentile	Qualitative
Listening Comprehension	105	65	Average
Reading Comprehension	80	9	Below Average
Math Problem Solving	102	55	Average
Sentence Composition	89	23	Average
Word Reading	85	15	Below Average
Essay Composition	91	27	Average
Pseudoword Decoding	89	23	Average
Numerical Operations	111	77	Average
Oral Expression	102	55	Average
Oral Reading Fluency	83	13	Below Average
Spelling	83	13	Below Average
Math Fluency—Addition	105	65	Average
Math Fluency—Subtraction	100	51	Average
Math Fluency—Multiplication	100	51	Average

**End-of-Unit Assessment**

<b>End-of-Unit Social Studies Report Rubric</b>
<b>Unit: Economy in Contemporary Society</b>
<p><u>Unit Goals:</u> Students will research and write a persuasive piece describing characteristics and benefits of a form of economy in contemporary society.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>describe ways in which the factors of production (e.g., natural resources, labor, capital) influence the economies of various contemporary societies.</li> <li>identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.</li> </ul>

- explain the impact of relative scarcity of resources on trade and economic interdependence among and within societies.
- compare and contrast types of economies in various contemporary societies, including the U.S. free enterprise system.
- discuss ideas in class and small-group discussions.
- choose one type of economy in contemporary society and describe two benefits of this type of economy.
- provide at least two reasons for this opinion, citing evidence from articles.
- include graphic evidence (e.g., photograph, data chart) to support each reason.

<b>Level of Proficiency</b>				
	<b>Does Not Meet Goal</b>	<b>Sometimes Meets Goal</b>	<b>Meets Goal</b>	<b>Exceeds Goal</b>
<b>RESEARCH GOALS</b>				
Gathers information from teacher lectures	X			
Participates in class discussions			X	
Watches and gathers information from videos		X		
Summarizes information from articles	X			
Conducts online searches for information				X
<b>CONTENT GOALS</b>				
Describes overall characteristics of each economy			X	
States opinion on which economy is most beneficial			X	
Explains reason for this opinion		X		
Cites article evidence for reason	X			
Provides graphic evidence for reason				X

Includes appropriate topic-specific vocabulary	X			
<b>MECHANICS</b>				
Cites information correctly	X			
Applies correct spelling and punctuation	X			
Applies correct grammar		X		
Types or writes neatly				X
<b>TEACHER NOTES:</b>				
<p>Maya was eager to participate in class and small-group discussion. She had difficulty gathering and remembering information from the articles. When I checked in with her, she had difficulty retelling important information or answering questions about the articles' main ideas, saying the articles were "confusing and way too long." She really enjoyed conducting online searches for photographs to support her reasons.</p>				

## Sample Responses and Rationales

### Score Point 4

Based on the formal and informal diagnostic assessment data provided, verbal comprehension is an area of strength demonstrated by Maya. The WISC–V on Exhibit #5, indicates her verbal comprehension skills are in the average range. In the Teacher Notes section in Exhibit #6, Maya’s teacher reports she is eager to participate in class and small group discussions and in the Level of Proficiency section, Maya is meeting the goals for "describing overall characteristics of each economy" and "stating her opinion on which economy is most beneficial".

Although Maya has had interventions, she is still struggling in reading comprehension as shown in the Documentation of Current Special Education Interventions and in the Education History section in Exhibit #4. Maya was identified as a student with a disability in basic reading in third grade. The WIAT-III, on Exhibit #5, indicates reading comprehension was below average. Oral reading fluency was below average, which could be impacting her reading comprehension. She is not achieving passing grades in English Language Arts and Social Studies and is having difficulty comprehending and retaining information when reading longer 6th grade texts. Additionally, in the Teacher Notes section in Exhibit #6, Maya’s teacher reports her concerns regarding Maya’s difficulty in reading comprehension, including that Maya is withdrawing from reading assignments. Maya told her that "the articles were too confusing and way too long".

Maya's decoding needs are directly impacting her fluency and overall reading comprehension and should be a primary intervention target. Word recognition strategies can help Maya to decode multi-syllabic words found in grade-level texts and improve her ability to recognize words easier. This will improve Maya’s reading fluency which is one of the critical components required for successful reading comprehension. Explicitly teaching Maya word recognition strategies would be the first step of intervention, and would progress to modeling the process, providing guided



practice opportunities with scaffolding, and lastly, independent use of the strategies.

For instance, the special education teacher could start by using a brief text at Maya's instructional level. The teacher should model and use a "think aloud" to demonstrate how to read "through" an unfamiliar word and to look for context clues to help recognize the word. Then Maya would be prompted to think about what word might make sense and try it in the sentence. Maya would then practice reading "through" words and using context clues while the teacher provides support and feedback as needed. As Maya makes progress, she can begin independently reading the text out loud to the teacher using the same strategy. Maya's special education teacher should provide frequent opportunities for repeated and consistent exposure to reading material at Maya's independent reading level. Having Maya continuously practice reading these materials orally to her teacher will, also build on her strength in verbal comprehension.

To monitor how well the teaching of word recognition skills is impacting Maya's reading comprehension, formative assessment measures would best be monitored at regular intervals, such as weekly or biweekly. In addition to the special education teacher monitoring progress during instruction and practice, Maya's teacher could monitor her progress using a curriculum-based probe such as a reading comprehension quiz administered at regular intervals. Outcomes could be graphed to assist in assessing the efficacy of the intervention approach.

A performance-based assessment such as a rubric, describing specific levels of performance, could be used by her Social Studies teacher to track Maya's reading comprehension in that content area as well. This assessment tool would be especially useful for assessing Maya's progress within authentic classroom learning activities, such as presentations, research projects, and written compositions.

## Rationale for the Score of 4

This "4" response reflects a thorough understanding of the relevant content knowledge and skills. The response fully addresses all parts of the assignment and demonstrates an accurate, highly effective application of the relevant content knowledge and skills. The response provides strong, relevant evidence; specific examples; and well-reasoned explanations.

**Completion:** Notice that each of the three tasks presented in the assignment are answered completely, and in the order presented in the prompt. The response identifies an area of academic strength and provides evidence from both the formal and informal diagnostic assessment data provided in the exhibits. The response fully describes a specific evidence-based instructional strategy that effectively addresses Maya's identified need for improvement and builds on her identified strength. The response fully describes how her special education teacher can best implement and monitor progress of the instructional strategy.

**Application of Knowledge:** As you read the response, note the accurate, current application of professional knowledge of determining the presence of an educational need and interpreting and using assessment and evaluation data for instructional decision making. The candidate interpreted the data provided accurately to identify Maya's need, used that information to identify an appropriate strategy to address her needs, and fully explained why the strategy would be effective using professional knowledge pedagogy. The response addresses the need for improving reading comprehension by addressing how Maya's decoding needs are directly impacting her fluency and overall reading comprehension. The response provides a full description of how the teacher could implement the strategy using modeling, guided practice and then independent practice. This is an evidenced based and relevant strategy to meet the identified need. The strategy builds on the Maya's identified strength in verbal comprehension. The response includes curriculum-based formative assessments to monitor the progress of the instructional strategy and rubrics to use during class presentations and research.

**Support:** The response supports assertions with specific, relevant evidence from all the exhibits provided. The strategy, rationale, and progress monitoring have strong, specific examples. The response cites specific evidence from the exhibits provided. The strategy is clearly presented with specific supporting details for each step. The rationale for the strategy's effectiveness reflects sound reasoning and professional knowledge content.

## Score Point 2

Maya is a sixth grade student with a Full Scale IQ in the average range (according to her test results) who likes to participate in class discussions. She has many academic strengths in Math fluency and passed the 5th grade STAAR Math. She exceeded the research goals for conducting online searches and providing graphic evidence supporting her reasons. She really enjoys doing research and finding photos online.

Along with her strengths, Maya has areas of academic need too. Her fourth grade STAAR Writing performance was Did not Meet Grade Level. She did not meet the proficiency goal for citing information correctly or using correct spelling and punctuation. She does not always use correct grammar as she writes.

Maya would probably benefit from some specific, explicit instruction in writing essays. Also allowing Maya the use of a computer or tablet would help her type her essay. Students these days use technology for everything and most adolescents text and email each other. They no longer create handwritten essays. Everyone uses a computer now.

This would definitely make the writing process more engaging to Maya. The more engaged a student is, the more time on task they spend. Spending time on task is one of the key components in developing academic success. To engage Maya even further, the teacher could incorporate more online activities such as finding pictures and research to add to the written assignments as Maya clearly enjoys this. She could even be tasked with searching for information on line for her classmates' assignments, making her more a part of the class and increasing her motivation. As she excels in this area, it is best to use this to help Maya reach her fullest potential. These interventions should be very effective in assisting Maya in achieving academic growth in writing as well as increasing her social skills with her classmates.

Every two weeks, Maya could turn in an essay on a topic of her choosing to increase motivation, and the teacher could chart her progress using a rubric. If the charts indicate that Maya is not showing adequate progress, more accommodations should be added. They could be conducted for another 12 weeks and then progress would be monitored by the teacher repeating what is stated above. If progress still has not been made, Maya's teachers will likely need to reevaluate their strategies. If sufficient progress has been made, new areas of focus can be added.

## Rationale for the Score of 2

The "2" response reflects a limited understanding of the relevant content knowledge and skills. The response partially addresses some of the parts of the assignment and demonstrates a limited application of the relevant content knowledge and skills. The response provides limited evidence and examples or explanations, when provided, are only partially appropriate.

**Completion:** Notice that the response does not fully respond to each portion of the assignment. The response describes an academic need, but unlike a score point "4" or "3" response, the evidence cited is presented in a less specific manner with partial evidence from the exhibits. The response provides an instructional strategy without the specifics of how to implement the strategy reflecting limited professional knowledge of interpreting and using assessment and evaluation data for instructional planning. The response partially describes an informal assessment, but it lacks specificity. This differs from the score point "4" or "3" which would have fully responded to each part of the assignment with more specificity and strong professional knowledge content and skills.

**Application of Knowledge:** As you read the response, note the lack of accurate, current application of professional knowledge about interpreting and using assessment and evaluation data for targeted instruction strategies. The response demonstrates a partially accurate, limited application of the relevant content knowledge and skills. This response begins with partial information from the exhibits to identify a strength and academic need. The response identifies a need related to writing, but the response does not explain why the strategy of writing essays would be relevant or evidence based. The response lacks a clear description of how the strategy would be implemented. The response provides extraneous information about students these days using technology and everyone having a computer. The progress-monitoring assessment focuses on keeping Maya motivated. It provides a limited explanation of why the assessment is relevant. The response demonstrates limited professional content knowledge regarding creating appropriate assessments to monitor student progress. This differs from the score point "4" or "3" response,

which demonstrates an accurate, highly effective application of the relevant content knowledge and skills.

**Support:** Notice how the response provides limited evidence and examples or explanations, when provided, may be only partially appropriate. The response supports assertions with limited evidence from the exhibits provided. The identified need, strategy, and progress monitoring are partially described. The explanations contain little or no evidence from the text or of relevant professional knowledge content. The explanation for the strategy's effectiveness is limited and reflects weak reasoning. The focus is not directly linked to Maya's specific academic need. It discusses motivation strategies without supporting that need with any evidence from the exhibits. The response contains extraneous information of the use of computers to make Maya more engaged and how common it is now to use computer. Again, this is not directly related to the identified need. This differs from the score point "4" or "3" responses that provide relevant evidence, a higher degree of specific examples, and strong, well-reasoned explanations supporting the major points in the assignment.

## Performance Characteristics

The rubric created to evaluate your response to the constructed-response question is based on the following criteria:

<b>Completion</b>	The degree to which the candidate completes the assignment by responding to each specific task in the assignment.
<b>Application of Content</b>	The degree to which the candidate applies the relevant knowledge and skills to the response accurately and effectively.
<b>Support</b>	The degree to which the candidate supports the response with appropriate evidence, examples, and explanations based on the relevant content knowledge and skills.

## Score Scale

The four points of the scoring scale correspond to varying degrees of performance.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response fully addresses all parts of the assignment.</li> <li>• The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills.</li> <li>• The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response addresses most or all parts of the assignment.</li> <li>• The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.</li> <li>• The response provides sufficient evidence, some examples, and generally sound explanations.</li> </ul>

2	<p><b>The "2" response reflects a limited understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response addresses at least some of the parts of the assignment.</li> <li>• The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills.</li> <li>• The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.</li> </ul>
1	<p><b>The "1" response reflects little or no understanding of the relevant content knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response addresses, few, if any, parts of the assignment.</li> <li>• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.</li> <li>• The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.</li> </ul>
U	<p>The response is unscorable because it is unreadable, not written to the assigned topic, written in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>There is no response to the assignment.</p>