



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

TEXMAT

TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Educational Diagnostician (153)



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About The Test

Test Name	Educational Diagnostician
Test Code	153
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Educational Diagnostician (153) test 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 100 multiple-choice questions are based on the Educational Diagnostician test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test*	Standards Assessed
I.	Students with Disabilities	22%	Educational Diagnostician V, VII
II.	Assessment and Evaluation	33%	Educational Diagnostician IV, VI
III.	Curriculum and Instruction	22%	Educational Diagnostician IX–X
IV.	Foundations and Professional Roles and Responsibilities	22%	Educational Diagnostician I–III, VIII

*Percentages do not add up to 100 due to rounding.

The Standards

Educational Diagnostician Standard I

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

Educational Diagnostician Standard II

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

Educational Diagnostician Standard III

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

Educational Diagnostician Standard IV

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

Educational Diagnostician Standard V

The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Educational Diagnostician Standard VI

The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.

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Educational Diagnostician 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.

Educational Diagnostician Standard VIII

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

Educational Diagnostician Standard IX

The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies.

Educational Diagnostician Standard X

The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

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Domains and Competencies

The content covered by this test 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 – Students with Disabilities

Competency 001: *The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.*

The beginning educational diagnostician:

- A. Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities.
- B. Knows how to access information on the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with various disabilities.
- C. Demonstrates awareness of the variation in ability among individuals with particular types of disabilities.
- D. Analyzes the educational implications of various disabilities.
- E. Knows how to use various types of assessment and evaluation procedures to identify students with disabilities and determine the presence of an educational need.
- F. Knows how to gather and use background information regarding the educational/developmental (e.g., behavioral, social, academic), medical and family history of individuals with disabilities.

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Competency 002: *The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.*

The beginning educational diagnostician:

- A. Demonstrates knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.
- B. Recognizes how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.
- C. Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities.
- D. Uses strategies and procedures that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming and placement and that ensure nonbiased results.
- E. Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

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Domain II – Assessment and Evaluation

Competency 003: *The educational diagnostician understands and applies knowledge of student assessment and evaluation program planning and instructional decision making.*

The beginning educational diagnostician:

- A. Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services.
- B. Knows the rights of parents/guardians and students (i.e., procedural safeguards) in relation to assessment and evaluation.
- C. Applies knowledge of the links between evaluation, goals and objectives and placement decisions.
- D. Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- E. Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions and support ongoing review.
- F. Knows the roles of team members, including the student when appropriate, in planning an individualized program.

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Competency 004: *The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.*

The beginning educational diagnostician:

- A. Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- B. Demonstrates knowledge of standards for test norming, reliability and validity; procedures used in standardizing assessment instruments; and sources of measurement error.
- C. Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities).
- D. Demonstrates knowledge of how to select or modify assessment procedures to minimize bias in results.
- E. Applies 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).
- F. Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
- G. Applies knowledge of procedures for screening, prereferral, referral and eligibility.
- H. Demonstrates the ability to score assessment and evaluation instruments accurately and to create and maintain evaluation reports according to federal and state guidelines.
- I. Knows how to collaborate effectively with families and with other professionals in assessing and evaluating individuals with disabilities.

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Competency 005: *The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.*

The beginning educational diagnostician:

- A. Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.
- B. Demonstrates 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. Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior and academic skills.
- D. Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).
- E. Uses assessment and evaluation results to determine a student's needs in various curricular areas and to make recommendations for intervention, instruction and transition planning.
- F. Uses performance data and information from teachers, other professionals, the student and the student's parents/guardians to recommend appropriate modifications and/or accommodations within learning environments.
- G. Recognizes the need to monitor the progress of individuals with disabilities.

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Domain III – Curriculum and Instruction

Competency 006: *The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.*

The beginning educational diagnostician:

- A. Demonstrates knowledge of curricula for the development of motor, cognitive, academic, social, language, affective, career and functional skills for students with disabilities.
- B. Demonstrates knowledge of individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).
- C. Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations.
- D. Demonstrates knowledge of a variety of instructional strategies, technology tools and curriculum materials to address the individual needs and varied learning styles of students with disabilities within the continuum of services.
- E. Knows how to modify curriculum content for individuals with disabilities.
- F. Knows how to select and adapt instructional methods, strategies and materials to provide accommodations for individuals with disabilities.
- G. Applies 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.

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Competency 007: *The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students' behavioral and social skills.*

The beginning educational diagnostician:

- A. Demonstrates knowledge of requirements and procedures for functional behavioral assessments and manifestation determination reviews.
- B. Knows applicable laws, rules and regulations and procedural safeguards regarding the planning and implementation of behavioral intervention plans for students with disabilities.
- C. Demonstrates knowledge of ethical considerations in all aspects of behavior intervention.
- D. Demonstrates knowledge of social skills needed for school, home, community and work environments.
- E. Demonstrates knowledge of the effects of antecedents and consequences, including teacher attitudes and behaviors, on the behavior of students with disabilities.
- F. Demonstrates knowledge of strategies for preparing students to live productively in a multiclass, multiethnic, multicultural and multinational world.
- G. Knows strategies for crisis prevention, intervention and management for students with disabilities.
- H. Applies knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

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Domain IV – Foundations and Professional Roles and Responsibilities

Competency 008: *The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.*

The beginning educational diagnostician:

- A. Demonstrates knowledge of models and theories that provide the basis for special education evaluations and knows the purpose of evaluation procedures and their relationship to educational programming.
- B. Applies 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.
- C. Knows how to comply with local, state and federal monitoring and evaluation requirements.
- D. Applies knowledge of issues, assurances and due process rights related to evaluation, eligibility and placement within a continuum of services.
- E. Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.
- F. Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).
- G. Knows how to create quality educational opportunities that are appropriate for individuals with disabilities and reflect respect for their culture, gender and personal beliefs.
- H. Knows qualifications necessary to administer and interpret various instruments and procedures.
- I. Knows organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.

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Competency 009: *The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.*

The beginning educational diagnostician:

- A. Applies skills and strategies for engaging in effective communication, collaboration and consultation with others (e.g., students with disabilities, parents/guardians, classroom teachers, other school and community personnel) to meet the needs of individuals with disabilities in a culturally responsive manner.
- B. Demonstrates knowledge of family systems and the role of parents/guardians in supporting student development and educational progress and applies 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.
- C. Applies skills for effective communication and collaboration in a variety of contexts (e.g., conducting conferences with students and families, working with other professionals to include students in specific learning environments, communicating about characteristics and needs of students with disabilities, reporting and interpreting assessment results to professionals and parents/guardians).
- D. Knows the roles of students with disabilities, parents/guardians, teachers and other school and community personnel in planning educational programs and knows strategies for collaborating with team members to develop appropriate educational programs for individuals.
- E. Knows how to keep accurate and detailed records of assessments, evaluations and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).
- F. Demonstrates knowledge of time management strategies and systems appropriate for various educational situations and environments, including the selection, modification and design of forms to facilitate planning and scheduling.
- G. Knows how to use technology appropriately to organize information and schedules.
- H. Applies knowledge of legal and regulatory timelines, schedules, deadlines and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing and storing records.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Educational Diagnostician test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as an educational diagnostician.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Educational Diagnostician test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a description of student activities or a scenario depicting reading specialist interactions and tasks. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Educational Diagnostician Competency 003: *The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.*

Example

An educational diagnostician is conducting a scheduled reevaluation for Garrett, an upper elementary student who has autism. Currently, Garrett is in a general education classroom with a full-time aide.

Which of the following pieces of information collected by the diagnostician would most strongly suggest that Garrett's ARD committee should consider the possibility of a more restrictive placement for him?

- A. Garrett's scores on standardized assessments of intellectual ability have not improved significantly since his last reevaluation
- B. Garrett's parents report that he sometimes resists preparing and leaving for school in the morning
- C. Garrett has made little or no progress in achieving the set of goals that are identified in his current IEP
- D. Garrett is not always willing to participate fully in class activities despite the availability of significant support

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this situation, an educational diagnostician is conducting a scheduled reevaluation for Garrett, a student who has autism. During Garrett's reevaluation, one important goal of his Admission, Review and Dismissal (ARD) committee should be to determine whether his current placement in a general education classroom with a full time aide is appropriate. The question asks you to identify which of four pieces of information collected by the diagnostician most strongly indicates that Garrett may benefit from a change to a more restrictive placement.

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Option A suggests that the ARD committee should consider a more restrictive placement for Garrett because his scores on standardized assessments of intellectual ability have not shown much improvement since his last reevaluation. Garrett's reevaluation should include an assessment of general intellectual ability and his ARD committee should review and consider the results of this assessment. However, since measures of an individual's general intellectual ability often do not change significantly over time, a lack of improvement in scores in this area would not in itself indicate a problem with Garrett's current placement or a need for a change of placement. Option A can therefore be eliminated as the best response to this question.

Option B suggests that the ARD committee should consider a more restrictive placement for Garrett because his parents report that he sometimes resists preparing and leaving for school in the morning. Such resistance could indicate that Garrett is experiencing problems in his classroom; if that is the case, then an appropriate committee response would be to learn more about the problems and then generate recommendations about possible remedies. However, this piece of information by itself is unlikely to indicate that Garrett requires a change to a more restrictive placement. Thus, option B can be eliminated as the best response to this question.

Option C suggests that the ARD committee should consider a more restrictive placement for Garrett because he has made little or no progress in achieving the goals identified in his current IEP. Since a primary purpose of Garrett's individualized program is to help him achieve the IEP goals specified by his ARD committee, failure to achieve the goals is a serious problem indicating that significant changes may be required in regard to Garrett's current placement and/or the instructional strategies being used by his teachers. Therefore, option C, making little or no progress in achieving identified IEP goals, would be an appropriate reason for considering the possibility of a more restrictive placement for Garrett.

Option D suggests that the ARD committee should consider a more restrictive placement for Garrett because he is not always willing to participate fully in some activities in his general education classroom despite the availability of significant support. Garrett's unwillingness to participate fully in some class activities may reflect the nature of his disability, or it may suggest that some additional accommodations or support would be in order. However, this information would not in itself indicate that Garrett requires a change to a more restrictive placement. Therefore, option D can be eliminated as the best response to this question.

Of the alternatives offered, the only issue of sufficient scope and severity to warrant consideration of a possible change to a more restrictive placement would be Garrett's failure to make adequate progress in achieving his IEP goals. Therefore, **the correct response is option C.**

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Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified educational diagnostician’s frame of mind and use that educational diagnostician’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

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Example

First read the stimulus, which describes an ARD committee that has decided to include a behavior contract in a student's Individualized Education Program (IEP).

Use the information below to answer the questions that follow.

An ARD committee is developing an IEP for Larry, a sixth grader with diagnosed special needs. The committee decides that Larry's IEP should include a behavior contract designed to increase his on-task behavior.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures Educational Diagnostician Competency 007: *The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students' behavioral and social skills.*

1. If Larry's IEP includes a behavior contract, which additional information must his committee also include in his IEP?
 - A. A description of how the effectiveness of the behavior contract will be evaluated
 - B. An agreement signed by Larry to adhere to all terms specified in the behavior contract
 - C. Documentation of strategies that have been used previously to address Larry's problem behavior
 - D. Identification of a specific date after which the behavior contract will no longer be in effect

Suggested Approach

Consider carefully the information presented in the stimulus regarding an ARD committee's decision to include a behavioral contract in an IEP being developed for Larry, a sixth grader with special needs. Then read the first question, which asks you to identify additional information that must appear in Larry's IEP once committee members have decided to include a behavior contract in the IEP. Now look at the response options to identify additional information that must appear in Larry's IEP.

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Option A suggests that if Larry’s IEP includes a behavior contract, it must also include a description of how the effectiveness of the behavior contract will be evaluated. According to IDEA, the federal law mandating appropriate educational programs for students with disabilities, a student’s IEP must include not only a description of any services or interventions that will be used to help the student achieve his or her goals, but also a description of how the effectiveness of the specified services or interventions will be evaluated in terms of student goal achievement. Therefore, option A accurately describes a piece of information that Larry’s ARD committee should include in his IEP.

Option B suggests that if Larry’s IEP includes a behavior contract, it must also include an agreement signed by Larry to adhere to all terms specified in the contract. Although behavior contracts themselves are generally signed by both student and teacher, an agreement signed by a student promising adherence to all contract terms is not an IEP requirement. Thus, option B is not an accurate response to this question.

Option C suggests that if Larry’s IEP includes a behavior contract, it must also include documentation of strategies that have been used previously to address Larry’s problem behavior. Before deciding to implement a behavior contract for Larry, his ARD committee may well discuss strategies that have been used previously to address his needs. However, guidelines for IEPs do not require documentation of these strategies. Therefore, option C may be eliminated.

Option D suggests that if Larry’s IEP includes a behavior contract, it must also include identification of a specific date after which the behavior contract will no longer be in effect. Although ARD committees are required to monitor the effectiveness of services and interventions included in a student’s IEP and to meet periodically to review the student’s progress in achieving goals, they are not required to identify specific end dates for behavior contracts or other interventions. Option D is therefore not the best response to this question.

Of the four options offered, **only option A accurately identifies a piece of information that must be included in Larry’s IEP** once his ARD committee decides to include a behavior contract in the IEP.

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Now you are ready to answer the next question. The second question measures Educational Diagnostician Competency 007: *The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students' behavioral and social skills.*

2. The behavior contract included in Larry's IEP is most likely to achieve its intended result if which of the following occurs?
 - A. The behavior target identified in the contract is defined in a flexible way that can vary over time
 - B. Larry is allowed to play an active role in helping develop the terms of the contract
 - C. Baseline data is shared with Larry before beginning implementation of the contract
 - D. Rewards specified in the contract are determined by significant adults in Larry's life (e.g., teacher, parent)

Suggested Approach

Consider carefully the information presented in the stimulus. Then read and reflect on the second question, which asks you to identify which of the circumstances listed is most likely to lead to Larry's behavior contract achieving its intended result.

Option A suggests that Larry's behavior contract is most likely to achieve its intended result if the behavior target identified in the contract is defined in a flexible way that can vary over time. To the contrary, behavior contracts should be very clear and precise in specifying behavior targets and definitions in order to prevent disagreement or confusion about student compliance and the conditions under which the student will be rewarded. Thus, option A is not the best response to this question.

Option B suggests that Larry's behavior contract is most likely to achieve its intended result if Larry is allowed to play an active role in helping develop the terms of the contract. Typically, students with a behavior contract are invited to participate in establishing their contract and defining under what conditions rewards may be earned. This practice is widely used because students are more likely to be motivated to abide by the terms of a contract they have helped create than if the terms had been established by someone else. Therefore, option B is a good response to the question.

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Option C suggests that Larry’s behavior contract is most likely to achieve its intended result if baseline data is shared with Larry before beginning implementation of the contract. Although baseline data may be collected prior to implementing a new behavior contract, the primary purpose of such data collection is to enable measurement of a student’s progress under the contract. For a student like Larry, sharing information about the nature and intensity of his problem behavior prior to contract implementation would be far less likely to promote a positive outcome than ensuring that he knows what behaviors are expected of him under the terms of his behavior contract. Option C can therefore be eliminated.

Option D suggests that Larry’s behavior contract is most likely to achieve its intended result if the rewards specified in the contract are determined by significant adults in Larry’s life. For most sixth graders, the best way to ensure that rewards specified in the contract are truly motivating is to invite the student to identify the rewards himself. Thus, option D is not the best response.

Of the four options offered, **only option B would be expected to help ensure that Larry’s behavior contract will achieve its intended result.**

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Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. 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 test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

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

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COMPETENCY 001

1. An eight-year-old student diagnosed with attention-deficit/hyperactivity disorder (ADHD) by a medical doctor has been referred to the school for an initial evaluation. The referral information documents inattention during class, poor spelling and low reading fluency. The most appropriate assessment plan for the student would include which of the following?
 - A. Determining that a learning disability in reading exists based on the ADHD diagnosis
 - B. Recommending medication to reduce the possible effects of ADHD on reading
 - C. Utilizing a cross-battery assessment to determine whether there is the presence of a learning disability in reading
 - D. Determining the student's intellectual ability through assessments that do not rely heavily on reading

Answer and Rationale

COMPETENCY 001

2. Evidence of physical abuse in a child's developmental data and family history is most likely to correlate positively with a diagnosis of
 - A. cystic fibrosis.
 - B. autism.
 - C. emotional disturbance.
 - D. dyslexia.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

3. A student's diagnosis of an intellectual disability is discussed during an initial Admission Review Dismissal (ARD) committee meeting. The campus principal immediately recommends that the student be enrolled in a life skills class, based on the diagnosis. Which of the following would be the most appropriate next step for the diagnostician?
- A. Providing information on the student's current level of functioning to the committee to determine an appropriate placement
 - B. Focusing the committee's discussion on the student's formal evaluation information to decide an appropriate placement
 - C. Discussing with committee members how the student's abilities compare to those of other students in the life skills class
 - D. Advising the committee members that school procedures require that the student should initially receive special services in the life skills class

Answer and Rationale

COMPETENCY 001

4. The parents of a ninth-grade student wrote a request for a full and individual evaluation (FIE) to determine if their child is eligible for special education services. At a referral team meeting, the parents provide a written report from the family's physician documenting a diagnosis of attention-deficit/hyperactivity disorder (ADHD) for the student. The information that would be most important for the diagnostician to consider when recommending whether the student has an educational need for services is the
- A. student's record of medical treatment over the last three academic years.
 - B. physician's report from the parents and teacher rating scales.
 - C. teacher's documentation of progress.
 - D. student's full-scale intelligence score.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

5. While gathering background information for an initial evaluation, the diagnostician learns that the student recently moved to the United States from Mexico. To best measure this student's cognitive ability the evaluator should first
- A. provide the student with language-based interventions.
 - B. administer the intelligence assessment to the student in Spanish.
 - C. use informal assessments to evaluate the student's intellectual ability.
 - D. determine the student's current level of United States acculturation.

Answer and Rationale

COMPETENCY 002

6. A diagnostician is selecting a translator to provide support evaluating a student whose first language is not English. In addition to being fluent in the student's first language, the translator should have knowledge of which of the following?
- A. The student's culture and its impact on the diagnostic process
 - B. The diagnostic procedures used by the district
 - C. The student's socioeconomic status
 - D. The suspected disability

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

7. Which of the following is the first subtest most likely to be administered by an educational diagnostician to assess a student's ability to manipulate word parts?
- A. Reading fluency
 - B. Phonological coding
 - C. Reading comprehension
 - D. Word reading

Answer and Rationale

COMPETENCY 004

8. A high school educational diagnostician is collecting evaluation data for a ninth-grade student with learning disabilities, which were identified when the student was in sixth grade. Which of the following is the most appropriate type of assessment to administer in preparation for an upcoming Admission Review Dismissal (ARD) committee meeting?
- A. Diagnostic assessment
 - B. Standardized summative assessment
 - C. Norm-referenced assessment
 - D. Criterion-referenced assessment

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

9. To ensure validity and reliability of assessment data when evaluating an English-language learner (ELL) for a specific learning disability, it is most important for an educational diagnostician to
- A. analyze verbal speech patterns to detect language impairments.
 - B. utilize standardized assessments to determine academic achievement.
 - C. administer a variety of formal and informal educational assessments.
 - D. observe the student's classroom habits and study habits over time.

Answer and Rationale

COMPETENCY 005

10. During an initial evaluation, a diagnostician observes that a student is having extreme difficulty with fine motor control. Which of the following is the best course of action for the diagnostician?
- A. Assessing the student's writing ability and reporting the findings in the student's written evaluation
 - B. Collaborating with the campus physical therapist to determine the need for further evaluation
 - C. Arranging an additional evaluation for the student with the campus occupational therapist
 - D. Noting the findings and discussing them with the Admission Review Dismissal (ARD) committee

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

11. While administering a cross-battery assessment to a student, a diagnostician observes that the variability among the student's scores in fluid reasoning is statistically significant and that one of the scores indicates a normative weakness. Which of the following is the best next step for the diagnostician to take?
- A. Reporting that the scores do not provide an accurate measure of the student's ability and that they are not interpretable
 - B. Assessing additional narrow-ability processes to ensure that the student's abilities are properly identified
 - C. Evaluating the student's ability clusters to find data that are valid and reliable for appropriate interpretation
 - D. Reviewing the student's achievement data to gather further information about the student's strengths and weaknesses

Answer and Rationale

COMPETENCY 006

12. During an initial Admission Review Dismissal (ARD) committee meeting for a student, the educational diagnostician recommends modifications in the regular curriculum to address mobility, vocational options and daily living skills. Which of the following classifications would most likely be identified on this student's Individualized Education Program (IEP)?
- A. Specific learning disability
 - B. Emotional disturbance
 - C. Profound hearing impairment
 - D. Significant visual impairment

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

13. A third-grade student in a general education classroom who has been diagnosed with attention-deficit/hyperactivity disorder (ADHD) struggles to complete long-term projects in a timely manner. Which of the following actions by the teacher will most likely support the student's needs?
- A. Providing extra time to complete assignments
 - B. Assigning a peer scribe
 - C. Implementing a behavior-management plan
 - D. Chunking the assignment into mini-tasks

Answer and Rationale

COMPETENCY 006

14. An analysis of a student's full independent evaluation reveals that the student has difficulty with fluent recall of basic math facts. Which of the following instructional strategies will most effectively address the student's needs?
- A. Providing concrete materials and then modeling how to use them to represent math facts
 - B. Timing the student practicing math facts and then graphing the results to monitor the student's progress
 - C. Modeling thinking aloud while solving math facts and then encouraging the student to do the same
 - D. Connecting the use and application of math facts to real-life situations

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

15. Martin, a 17-year-old student with Asperger’s syndrome, wants to seek employment after he graduates from high school. At his three-year reevaluation, the Admission Review Dismissal (ARD) committee conducts a review of existing evaluation data (REED). The diagnostician notes that Martin has recently mastered his intervention objective of maintaining appropriate conversational exchanges. Which of the following is the best objective to help Martin prepare for community and work environments?
- A. Negotiating and collaborating with peers and others in a variety of settings
 - B. Reading the emotional cues of others to guide behavior in social interactions
 - C. Recognizing and responding appropriately to breakdowns in communication
 - D. Expressing an awareness of the emotional state of self and others

Answer and Rationale

COMPETENCY 007

16. An educational diagnostician observes Kristin, a kindergartner, who frequently acts out at the end of center time. When asked to clean up, she throws toys, a behavior that results in her being placed in time-out until the next activity begins. After reviewing the data, the diagnostician determines that the undesirable behavior allows Kristin to avoid cleaning up. In the scenario, which of the following events is the antecedent?
- A. The teacher’s allowing Kristin to avoid clean-up activities
 - B. The teacher’s asking Kristin to clean up after playing in the centers
 - C. Kristin’s going to time-out until the next activity
 - D. Kristin’s throwing her toys at classmates

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 008

17. During the initial referral process, the parents of a third-grade student inform the diagnostician that their child has been diagnosed by their pediatrician with attention-deficit/hyperactivity disorder (ADHD). Which of the following actions is the most appropriate next step for the diagnostician?
- A. Obtaining written consent from the parents to request records and evaluation data from the student's physician
 - B. Asking the parents to allow the district to administer the ADHD rating scale for evaluation and analysis
 - 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 and Rationale

COMPETENCY 008

18. Tamara is an 18-year-old senior with a specific learning disability. She is currently on the minimum high school graduation plan. A few weeks before the Admission Review Dismissal (ARD) committee meeting, Tamara indicates to the special education case manager that she would like to study cosmetology and work at a hair salon. Which of the following would be the most appropriate action for the school district to take prior to the ARD meeting?
- A. Allowing Tamara to graduate on the minimum state graduation plan based on her demonstrated mastery of specific employability skills
 - B. Preparing the summary of performance document, including input from Tamara, to present at her graduation ARD meeting
 - C. Providing proper written documentation to inform Tamara and her parents of the transfer of her educational rights beyond graduation
 - D. Inviting, with Tamara's consent, a representative of an agency that provides vocational training and support for students with disabilities to the ARD meeting

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

19. Which of the following scenarios demonstrates the most compliant application of the Individuals with Disabilities Education Act (IDEA) by an educational diagnostician?
- A. Giving parents a copy of *A Guide to the Admission, Review, and Dismissal Process* at the ARD committee meeting
 - B. Providing parents with the *Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities* annually or upon request
 - C. Calling parents before an ARD committee meeting to review the information contained in the *Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities*
 - D. Supplying parents with a summary in English of *A Guide to the Admission, Review, and Dismissal Process*

Answer and Rationale

COMPETENCY 008

20. An educational diagnostician is preparing for an initial Admission Review Dismissal (ARD) committee meeting. Which of the following will best ensure that procedural safeguards are met?
- A. Distributing a copy of the student's behavior intervention plan (BIP) to involved school personnel
 - B. Collecting academic and behavioral data from the student's teachers and parents
 - C. Providing a copy of assessment and evaluation reports to the student's parents
 - D. Reviewing the student's file to obtain previous eligibility information

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

21. After receiving the academic records of a transfer student, a school discovers that the student was referred for a special education evaluation 30 calendar days earlier but that the evaluation was never completed at the previous school. Which of the following is the new school required to do?
- A. Complete the evaluation within 60 calendar days from the date the original consent for evaluation was signed
 - B. Convene a Response to Intervention (RtI) meeting within 30 calendar days to determine whether the referral remains appropriate
 - C. Agree to a new timeline that is no more the 60 calendar days from a newly established date of consent
 - D. Finish the evaluation before the 30-day transfer Admission Review Dismissal (ARD) meeting

Answer and Rationale

COMPETENCY 009

22. Jonathan, a high school student with a mild intellectual disability, is due for his annual Admission Review Dismissal (ARD) meeting in two weeks. Jonathan's native language is Spanish, which he speaks at home and at school, and he receives instruction in an English as a second language (ESL) program. Jonathan's parents have requested that the committee consider exiting Jonathan from the ESL program. Which of the following actions is most appropriate for the ARD committee to take first?
- A. Consulting with the Language Proficiency Assessment Committee (LPAC) to determine exit criteria from the ESL program for Jonathan
 - B. Reviewing Jonathan's performance on statewide student assessments in English to determine whether he has met criteria to exit from the ESL program
 - C. Requesting a full individual evaluation (FIE) so that language dominance can determine whether the ESL program is still appropriate for Jonathan
 - D. Seeking permission to conduct a district language-proficiency assessment to determine whether Jonathan has mastered English to the extent necessary to exit the ESL program

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Elisa is a tenth-grade English-language learner who came to the United States four years ago from a Spanish speaking country. She has participated in both bilingual and English as a second language (ESL) programs and currently functions at the intermediate proficiency level.

In an interview with Elisa, the educational diagnostician learned that she struggles with her English class writing assignments, which are based on class literature selections. Elisa told the diagnostician that even in her native country she always had poor grades on written assignments. The following information about Elisa was provided by the Response to Intervention (RtI) team. Over an eight-week period, she was given a small-group intervention for writing that involved using graphic organizers to plan essays. Her progress was monitored weekly for eight weeks, using writing-fluency tasks.

Week	1	2	3	4	5	6	7	8
Words written correctly in three minutes	35	37	33	38	31	34	36	39

Elisa was also given a cognitive test battery with a mean standard score of 100 and a standard deviation of 15. She received the following score for broad cognitive abilities.

Comprehension-knowledge (Gc)	79
Fluid reasoning (Gf)	84
Visual-spatial thinking (Gv)	94
Processing speed (Gs)	101

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

23. Which of the following actions would be the most appropriate for the educational diagnostician to take next?
- A. Retesting Elisa with a nonverbal test of cognitive abilities to obtain a valid overall score of cognitive ability
 - B. Building the case for Elisa to be diagnosed with a learning disability, given the statistically significant and rare discrepancy between the Gc and Gs
 - C. Determining the level to which the individual tests making up Elisa's cluster scores are dependent on culture-specific knowledge
 - D. Recommending that Elisa be given interventions that focus on building her basic knowledge of the dominant culture and her ability to solve puzzles

Answer and Rationale

COMPETENCY 002

24. Elisa is most likely struggling with written expression because of her
- A. initial placement in bilingual and ESL classes.
 - B. weak literacy skills in her native language as well as in English.
 - C. inability to find similarities between her native language and English.
 - D. lack of access to educational resources.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

25. Which of the following would be the most appropriate recommendation for the educational diagnostician to make at Elisa's Admission Review Dismissal (ARD) meeting?
- A. Her class should discuss literature in her native language.
 - B. She should be allowed to tape record her writing assignments for an aide to transcribe.
 - C. She should be assigned literature only from her native culture so she can relate it more easily to her life experiences.
 - D. Her class should use more small-group discussion than whole-class discussion so that she has more opportunity to participate.

Answer and Rationale

COMPETENCY 003

26. Which of the following would be the most appropriate instructional plan for the diagnostician to recommend for Elisa's teacher?
- A. Teaching Elisa a combination of planning, revising and editing strategies
 - B. Focusing writing instruction on spelling activities
 - C. Instructing Elisa to write in her native language
 - D. Coaching Elisa to write short, simple sentences

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

The parents of a fifth-grade student request that their child be evaluated for a possible learning disability. The student's general education teacher also reports a concern about the student's performance in reading and language arts. At an Admission Review Dismissal (ARD) committee meeting to discuss the parents' request, the student's grades, test scores and Response to Intervention (RtI) data are provided to the educational diagnostician.

STUDENT'S GRADE SUMMARY

Subject	Grade	
	Current Year	Last Year
English	72	72
Math	80	85
Reading	75	80
Science	76	80
Social Studies	90	76

STUDENT'S STATE ASSESSMENT SCORES

Subject	Third Grade	Fourth Grade
Reading	Met standard	Did not meet standard
Math	Met standard	Met standard
Writing		Did not meet standard

STUDENT'S RtI FOR READING TIER II

Fluency (words per minute)	Week of Intervention
92	2
99	4
111	6
120	8

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

27. Which of the following actions is most appropriate for the committee to take first?
- A. Denying the parents' request, since the student is currently passing all academic classes
 - B. Providing the student with Tier III interventions for four to six weeks before responding to the request
 - C. Seeking written parental consent to begin the evaluation process for the student
 - D. Convening a Section 504 committee meeting to discuss an accommodation plan to meet the student's needs

Answer and Rationale

COMPETENCY 009

28. Before the diagnostician conducts an evaluation for a learning disability, it is most important for the referral committee to
- A. collect evidence that the student was provided appropriate instruction.
 - B. review the student's screening data collected in first and second grades.
 - C. note the student's health and medical histories including any hospitalizations.
 - D. conduct an observation of the student participating in a language arts lesson.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

29. Which of the following suggestions is most appropriate for the educational diagnostician to make to the student's teacher?
- A. Raising the reading fluency goal to 150 words read correctly per minute and continuing fluency progress monitoring biweekly
 - B. Providing a reading intervention focusing on comprehension skills and tracking progress using a curriculum-based measure (CBM) weekly
 - C. Documenting the provision of appropriate reading instruction and collecting test data documenting the student's proficiency
 - D. Administering practice state examinations in all subjects weekly and documenting the specific areas of weakness

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Martin is a sixteen-year-old high school student who receives special education services under the category other health impairment (OHI) because of his attention-deficit/hyperactivity disorder (ADHD) and a learning disability in math calculations. After a series of behavioral incidents involving inappropriate language and insubordination, Martin was sent to an alternative school for six months pending a manifestation determination meeting. At the meeting the committee asked for new evaluation data to determine whether Martin’s behavior was linked to his disability. According to Martin’s physician, Martin still has symptoms of ADHD. However, based on the new full and individual evaluation (FIE), Martin’s status as a student with a learning disability was questioned at the Admission Review Dismissal (ARD) committee meeting. Martin obtained the following standard scores during the reevaluation.

Cluster	Standard Score
Math calculations	69
Math reasoning	89
Comprehension and knowledge	95
Visual processing	112
Fluid reasoning	105
Short-term memory	112
Long-term retrieval	96
Auditory processing	103
Processing speed	103

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 006

30. Which of the following assessment strategies is the educational diagnostician most likely to use during evaluations to make instructional recommendations?
- A. Examining grade-equivalent scores on Martin's math computational skills tests
 - B. Assessing computational skills through an error analysis of Martin's math assignments
 - C. Administering a variety of norm-referenced tests to measure Martin's math achievement
 - D. Charting scores from standardized math tests taken by Martin

Answer and Rationale

COMPETENCY 005

31. Given the results obtained in the new evaluation, it is most appropriate for the evaluator to conclude which of the following about Martin's cluster scores?
- A. Math calculations and comprehension and knowledge indicate a concurrent weakness typical of a student with a learning disability.
 - B. Math reasoning indicates that he would have little difficulty with grade-level material in math classes.
 - C. The results indicate that there are no cognitive weaknesses that provide a pattern consistent with the presence of a learning disability.
 - D. The results indicate that the behaviors he displays as a result of his ADHD are the primary cause of his academic weaknesses.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

32. After reviewing the new evaluation data, the ARD committee determines that the behaviors in question are a manifestation of Martin’s disability. The next step the committee must take is to
- A. return Martin to his original instructional arrangement or obtain a written waiver from the parents.
 - B. offer Martin’s parents a resolution session within fifteen days of the manifestation determination or agree to mediation.
 - C. conduct a functional behavioral assessment (FBA) to provide behavioral supports or review Martin’s current behavior intervention plan (BIP).
 - D. take Martin’s parents to a due process hearing to defend the assessment data or offer an independent educational evaluation (IEE).

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	C	<p>Option C is correct because it is necessary to assess in all areas of suspected disability when conducting an initial evaluation. Option A is incorrect because a determination of a learning disability cannot be made from observation alone or from an existing diagnosis of ADHD. Option B is incorrect because it is unethical for educational staff to recommend medical interventions. Option D is incorrect because tests of cognitive ability do not require a student to read.</p> <p>Back to Question</p>
2	001	C	<p>Option C is correct because according to the American Academy of Pediatrics, physical abuse, sexual abuse and witnessing violence are the most common causes of emotional disturbance in children. Educational diagnosticians must consider the consequences of previous abuse on the child’s development and adaptation when faced with a variety of long-term behavior problems. Option A is incorrect because cystic fibrosis is a congenital disorder and not associated with a history of abuse. Option B is incorrect because the cause of autism is unknown. Autism has not been linked to psychological factors such as those that result from abuse. Option D is incorrect because dyslexia is a reading disability that occurs when the brain does not properly recognize and process written language. It often runs in families, and is not the result of abuse.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	A	<p>Option A is correct because placement decisions should be based on the student's current levels of functional performance and educational needs. Option B is incorrect because evaluation data alone should never be the sole determinant of student placement. Option C is incorrect because student placement should not be based on a comparison with other students. Option D is incorrect because school policy should not dictate student placement.</p> <p>Back to Question</p>
4	001	C	<p>Option C is correct because documentation determines if the student can make progress in the general education environment without specially designed instruction. Option A is incorrect because medicine does not determine educational need. The student may be functioning adequately in the classroom. Option B is incorrect because assessment techniques verify the presence of the ADHD but not educational need. Option D is incorrect because intelligence does not necessarily relate to an educational need, as the student may be functioning adequately in the classroom even with a lower-than-average intelligence.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	D	<p>Option D is correct because knowledge of a student’s level of acculturation and an understanding of the degree to which performance on the tests given is contingent upon culture-specific knowledge are necessary for increasing the validity and value of test results. This knowledge should be used in the selection of appropriate test materials and interpretation of results. Option A is incorrect because language-based interventions should have been implemented and progress monitored before the student was referred for evaluation. Option B is incorrect because the determination of the language of tests administered should be based on a thorough investigation of the student’s language proficiency. Option C is incorrect because informal assessments will not provide the information needed for determining the cognitive processing abilities of students being referred for evaluation. It is important to determine and administer the most appropriate standardized evaluation tools, based on accurate knowledge of the child and the tests.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
6	002	A	<p>Option A is correct because the examination is more likely to be effective if the diagnostician and the translator are familiar with the student’s culture, values and ideology. Options B and C are incorrect because knowledge of testing procedures and socioeconomic status is helpful, but not essential. Option D is incorrect because the translator serves as an assistant rather than as a coexaminer in determining the presence of a disability.</p> <p>Back to Question</p>
7	004	B	<p>Option B is correct because phonological coding consists of the analysis and synthesis of phonemes (the smallest unit of recognized sounds). Option A is incorrect because reading fluency refers to the ability to read connected text rapidly, smoothly, effortlessly and automatically with little conscious attention to the mechanics of reading, such as decoding. Option C is incorrect because reading comprehension refers to understanding the content, whereas the question is asking about the student’s ability to manipulate word parts. Option D is incorrect because word reading is a category that consists of various subgroups depending on the assessment tool. Word reading is not a subtest.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
8	004	D	<p>Option D is correct because criterion-referenced assessments measure students against defined and objective criteria. Criterion-referenced assessments are often used to establish a student’s competence in performing a task. These tests measure what a student is able to do or the specific skills a student has mastered. Criterion-referenced tests do not assess a student’s standing in a group. Rather, they look at a student’s performance measured against standard criteria. They may compare present performance with past performance as a way of measuring progress. Option A is incorrect because diagnostic assessments measure a student’s current knowledge and skills for the purpose of identifying a suitable program of learning. The student has already been diagnosed. Option B is incorrect because standardized summative assessments are designed to measure how well a student has learned basic knowledge and skills taught in schools, in areas such as reading, mathematics, science and history. Option C is incorrect because norm-referenced tests are not measured against defined criteria. This is a type of assessment that is relative to the group of students taking the assessment and serves as a way of comparing the students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	004	C	<p>Option C is correct because to accurately measure ability, an educational diagnostician must use a variety of assessment tools, including informal measures. This procedure is especially important when evaluating English-language learners. Option A is incorrect because an ELL student’s varied speech pattern is not necessarily caused by a language impairment. Option B is incorrect because traditional standardized assessments of ELL students can lead to overrepresentation if they are not balanced out by more informal assessments. Option D is incorrect because the student’s classroom and study habits are important to observe, but they are not the most important factor for the educational diagnostician to consider.</p> <p>Back to Question</p>
10	005	C	<p>Option C is correct because the occupational therapist is the professional who will be able to identify any of the student’s needs in the area of fine motor skills. Option A is incorrect because a diagnostician cannot fully evaluate fine motor skills. Option B is incorrect because physical therapists do not evaluate fine motor skills. Option D is incorrect because this option does not provide the student with services to assist with fine motor development.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	005	B	<p>Option B is correct because additional assessment is warranted when a statistically significant difference is found between narrow ability processing scores in a broad domain, and the lower of the two scores is suggestive of a normative weakness. Option A is incorrect because this would be noted in the interpretation report for the assessment. Option C is incorrect because diagnosticians should ensure that all data are valid and reliable. They should not have to find valid data within a profile. Option D is incorrect because the diagnostician would first resolve the issues with the cognitive narrow-ability assessment.</p> <p>Back to Question</p>
12	006	D	<p>Option D is correct because students with significant visual impairments may require modifications to access the educational curriculum, and such modifications might be in the areas of mobility, vocational options and daily living skills. Options A, B and C are incorrect because students with specific learning disabilities, emotional disturbance and/or profound hearing impairments do not typically need modifications in all three areas of mobility, vocational options and daily living skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	006	D	<p>Option D is correct because chunking a long-term project into smaller pieces will support the student by providing more manageable goals to complete the project. Option A is incorrect because if the student is having difficulties staying on task, providing more time in which the student will struggle to complete the project will not support the student’s needs. Option B is incorrect because the scenario does not indicate that the student has difficulty with written expression, for which a peer scribe might be helpful. Option C is incorrect because the scenario does not identify specific off-task behavior that would justify implementing a behavior management plan.</p> <p>Back to Question</p>
14	006	B	<p>Option B is correct because timing a student’s practice and then graphing the results responses is the most effective way to monitor progress and address the student’s needs. Option A is incorrect because providing concrete materials and then modeling their use is a good strategy for helping students who struggle to understand the concept of math facts, not just recalling them. Option C is incorrect because modeling thinking aloud is a good strategy for helping students who struggle with the language of mathematics. Option D is incorrect because helping the student understand the usefulness of math facts in authentic contexts provides motivation for learning facts but does not promote rapid recall of facts.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	007	A	<p>Option A is correct because negotiating and collaborating with peers are appropriate and necessary skills for this level of social development. They focus on regulating behavior and emotion, which is essential for optimal socio-emotional communication in the workplace. Option B is incorrect because, although reading emotional cues of others is an appropriate skill for this student's stage of development, it focuses on joint attention. Options C and D are incorrect because they are considered emerging-level goals.</p> <p>Back to Question</p>
16	007	B	<p>Option B is correct because asking her to clean up is the antecedent in this scenario. An antecedent is an event that occurs prior to the target behavior and increases or decreases the probability of the target behavior of throwing toys. Option A is incorrect because it describes the function of the behavior, which is to avoid cleaning up at the learning centers. Option C is incorrect because placing her in time-out until the next activity is the consequence. Option D is incorrect because it describes the target behavior. A target behavior is a specific behavior that requires intervention by the teacher to promote optimal academic or social learning.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	008	A	<p>Option A is correct because the student’s records and evaluation data are necessary for the educational diagnostician to consider, and written consent from the parents is required. Option B is incorrect because additional information is not needed because the diagnosis has already been made by a physician. Option C is incorrect because the evaluator must complete the assessment once the referral to special education has been made. Option D is incorrect because although this is something an educational diagnostician would do, this would not be the next step.</p> <p>Back to Question</p>
18	008	D	<p>Option D is correct because, given that Tamara is an adult student who has expressed her postsecondary goals, the most appropriate action is to invite a representative of an agency that will provide vocational training after she graduates. Option A is incorrect because graduation based on demonstrated mastery of specific employability skills is reserved for students who have work history. Option B is incorrect because the summary of performance can be completed at any time before graduation and does not have to be presented at an ARD. Option C is incorrect because written documentation of the transfer of educational rights would have occurred before Tamara turned 18.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	008	B	<p>Option B is correct because federal law requires school districts to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards once a year, except upon the following: initial referral or on request for evaluation; the first occurrence of the filing of a due process hearing complaint; a disciplinary change of placement; or upon request by a parent. The procedural safeguards are available under the Individuals with Disabilities Education Act (IDEA) and the United States Department of Education regulations. Option A is incorrect because <i>A Guide to the Admission, Review, and Dismissal Process</i> was produced by the Texas Education Agency (TEA) to provide parents with a comprehensive, easily understood document that explains the process by which an Individualized Educational Program (IEP) is developed for a student in special education and the rights and responsibilities of a parent concerning the process. Option C is incorrect because parents must be provided procedural safeguards in writing. Option D is incorrect because parents must be given a copy of the procedural safeguards in their native language.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	008	C	<p>Option C is correct because IDEA safeguards state that copies of assessments and evaluation reports must be distributed to parents at an initial Admission Review Dismissal (ARD) committee meeting. Option A is incorrect because any staff member involved in the education of the child has access to the BIP. Its distribution is not the responsibility of the educational diagnostician. Option B is incorrect because the classroom teacher is the source of documented and anecdotal information; it is not the responsibility of the educational diagnostician to collect the information. Option D is incorrect because reviewing the student's file is not one of the procedural safeguards contained in IDEA.</p> <p>Back to Question</p>
21	009	C	<p>Option C is correct because regulations allow for the creation of a new timeline. Option A is incorrect because the change in school district renders the previous timeline negotiable. Option B is incorrect because the student is still eligible for the evaluation. Option D is incorrect because a transfer ARD meeting would not be held since the student is neither receiving nor eligible for special education services.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
22	009	A	<p>Option A is correct because according to the Texas Administrative Code, the ARD committee in conjunction with the LPAC shall determine exit criteria from the ESL program. The two committees shall also determine the level of performance for indicating Limited English Proficiency (LEP) for a student with an Individualized Education Program (IEP). Option B is incorrect because the ARD committee and the LPAC must meaningfully collaborate on the exit criteria for a student with disabilities. Although statewide assessments might be reviewed as part of the process to determine whether the student is ready to exit the program, it would not be the first step. Option C is incorrect because the ARD committee and the LPAC must both be involved, a new FIE may not be needed and a determination of language dominance is not required to exit out of an ESL program. Option D is incorrect because the LPAC must be involved in the consideration of exiting the program, and state, rather than district, language-proficiency assessments would be conducted if deemed appropriate by both committees.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	005	C	<p>Option C is correct because when a student’s general background experiences differ from those of the students on whom a test was standardized, the use of the norms of that test may be inappropriate. It is important for examiners to determine the level of cultural and linguistic bias of the tests and subtests used. Option A is incorrect because an estimate of overall or full-scale intelligence is not needed for making eligibility decisions regarding the presence of a specific learning disability. Option B is incorrect because it is necessary to first determine if the scores are valid, based on an understanding of the standardization group. The evidence of a learning disability can be made only if a student’s cultural-linguistic background is ruled out as the primary factor in low performance. Option D is incorrect because the most appropriate next step is further understanding of the test results, rather than making recommendations for intervention.</p> <p>Back to Question</p>
24	002	B	<p>Option B is correct because limited language ability in one’s native language can inhibit language acquisition in the second language. Oral language skills are highly linked to the development of literacy skills, including written expression. Option A is incorrect because the student’s placement in bilingual and ESL classes was appropriate, based on research that indicates that such programs are effective, especially over time. Option C is incorrect because there are many similarities in vocabulary and language structure between English and Spanish that are easily noted. Option D is incorrect because the student has received small-group intervention for her specific difficulties in written expression in addition to instruction provided in her general education English class.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	003	D	<p>Option D is correct because a student with language differences is likely to feel more comfortable and participate more readily in a small-group setting and therefore gain more understanding of the concepts being discussed. Oral discussion and comprehension of literature selections will provide the foundation for more accurate written responses. Option A is incorrect because the student has been receiving instruction in English for four years. It is important for her to continue to be included with her English-speaking peers so that she can further develop her oral and written skills in that language. Option B is incorrect because there is no indication that the student has difficulty with the mechanics of writing or that her oral expression is stronger than her written expression. Option C is incorrect because there is no indication that such a significant change in course content is appropriate. The student will benefit from inclusion with her peers so that she can continue to develop oral and written language skills and an understanding of the literature required by the school district.</p> <p>Back to Question</p>
26	003	A	<p>Option A is correct because the most effective writing interventions include a combination of the multiple skills involved in writing, which are each taught explicitly. Option B is incorrect because the information given does not indicate that Elisa has spelling difficulties. Concentrated approaches that focus on a single skill are less effective than a combination approach. Option C is incorrect because there is no evidence that the student’s proficiency in her native language is any greater than her proficiency in English. Option D is incorrect because effective writing at the high school level includes writing more complex sentences.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	003	C	<p>Option C is correct because written consent from the parent to have the student evaluated is the next step in the referral process. Option A is incorrect because despite the fact that the student is passing, evidence suggests that an educational need may still exist. Option B is incorrect because the parent has a right to request an evaluation at any time, and a prompt response must be provided. In this scenario, waiting to respond until after Tier III interventions have been administered would not be appropriate. Option D is incorrect because Section 504 also requires a disability determination before creating an accommodation plan.</p> <p>Back to Question</p>
28	009	A	<p>Option A is correct because a student must be provided with appropriate instruction, and state regulations require the data be collected before the evaluation. Option B is incorrect because the information would be optional and out-of-date. Option C is incorrect because the information should be collected as part of the eligibility statement during the evaluation. Option D is incorrect because the information should be collected as part of the evaluation.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	004	B	<p>Option B is correct because if the teacher is still not seeing the required improvement in reading, the intervention and progress monitoring should be shifted to the area of need. Option A is incorrect because the student is already demonstrating appropriate fluency, and interventions should shift to reading comprehension. Option C is incorrect because the student's weaknesses should be treated with formal intervention and targeted progress monitoring before an evaluation. Option D is incorrect because the student is in need of targeted intervention and targeted progress monitoring.</p> <p>Back to Question</p>
30	006	B	<p>Option B is correct because error analysis and diagnostic interviews can provide information about what Martin is doing and why. Option A is incorrect because grade equivalents will not provide specific information regarding intervention and knowledge of specific skills. Option C is incorrect because norm-referenced scores will not provide analysis of specific weaknesses and needed instructional interventions. Option D is incorrect because state testing results, benchmark results and grades will not provide information regarding specific skills that need to be addressed. The educational diagnostician needs to determine what Martin can or cannot do, not the progress he has made.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	005	C	<p>Option C is correct because the cluster scores in areas of cognitive performance indicate no cognitive weakness. Best practice as identified in current case law would indicate the student does not have a pattern of strengths and weaknesses. The discrepancy model (comparing innate intellectual ability to actual performance), while still acceptable, is no longer the state’s preferred criteria for determining a learning disability. Instead, best practice is the use of the psychological processes model, which was used in this case. Option A is incorrect because a cluster score of 95 is in the average range and would not indicate a weakness in comprehension and knowledge. Option B is incorrect because a standard score of 89 does not indicate that a student has grade-level skills. Option D is incorrect because other exclusionary factors besides ADHD may be present including lack of proper instruction. ADHD cannot be concluded to be the primary factor until all factors, including those not identified by standard scores, are evaluated.</p> <p>Back to Question</p>
32	007	C	<p>Option C is correct because the local education authority (LEA) must conduct an FBA or review the BIP already in place. Option A is incorrect because the student may still be sent to an alternate education placement for up to ten consecutive days. Option B is incorrect because resolution sessions are only conducted when one of the parties is considering a due process hearing. Option D is incorrect because the LEA only offers an IEE when a parent requests one, but there is no need for a due process hearing in this situation.</p> <p>Back to Question</p>

Study Plan Sheet

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date Completed

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Assessment for Effective Intervention, Council for Educational Diagnostic Services (a division of the Council for Exceptional Children).

The DiaLog, Texas Educational Diagnosticians' Association.

OTHER RESOURCES

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, District of Columbia: American Psychiatric Association.

Cook, A. M., and Hussey, S. M. (2002). *Assistive Technologies: Principles and Practice*, Second Edition. St. Louis, Mo.: Mosby, Inc.

Council for Exceptional Children (2009). *What Every Special Educator Must Know: Ethics, Standards, and Guidelines*, Sixth Edition. Arlington, Va.: Council for Exceptional Children.

Dehn, M. J. (2008). *Working Memory and Academic Learning: Assessment and Intervention*. Hoboken, N.J.: John Wiley & Sons, Inc.

Heward, W. L. (2012). *Exceptional Children: An Introduction to Special Education*, Tenth Edition. Upper Saddle River, N.J.: Prentice-Hall, Inc.

Osborne, A. G., Jr., and Russo, C. J. (2006). *Special Education and the Law: A Guide for Practitioners*, Second Edition. Thousand Oaks, Calif.: Corwin Press.

Salvia, J., and Ysseldyke, J. E. (2001). *Assessment*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.

Sattler, J. M. (2001). *Assessment of Children: Cognitive Applications*, Fourth Edition. San Diego, Calif.: Jerome M. Sattler, Publisher, Inc.

Sattler, J. M. (2002). *Assessment of Children: Behavioral and Clinical Applications*, Fourth Edition. San Diego, Calif.: Jerome M. Sattler, Publisher, Inc.

Thurlow, M. L., Elliott, J. L., and Ysseldyke, J. E. (2003). *Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements*, Second Edition. Thousand Oaks, Calif.: Corwin Press, Inc.

Turnbull, A., Turnbull, H., Wehmeyer, M. L. (2006). *Exceptional Lives: Special Education in Today's Schools*, Sixth Edition. Upper Saddle River, N.J.: Prentice-Hall, Inc.

Wehman, P. (2006). *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities*, Fourth Edition. Baltimore, Md.: Paul H. Brooks Publishing Company.

ONLINE RESOURCES

Assistive Technology Strategies, Tools, Accommodations and Resources —
www.atstar.org

Legal Framework for the Child-Centered Education Process —
<http://framework.esc18.net>

Texas Education Agency, Procedural Safeguards, Parents Rights —
www.tea.state.tx.us/special.ed/explansaf

Texas Education Agency, Reading Resources —
www.tea.state.tx.us/special.ed/reading/resource.html

Texas Education Agency, Special Education in Texas, A Guide to the Admission, Review and Dismissal Process — www.tea.state.tx.us/special.ed/ardguide

Texas Education Agency, Special Education in Texas, Assistive Technology—
www.tea.state.tx.us/special.ed/astech

Texas Education Agency, Special Education Rules and Regulations —
www.tea.state.tx.us/index2.aspx?id=2147497444

Texas Education Agency, Student Success Initiative—
www.tea.state.tx.us/student.assessment/resources/ssi/index.html

Texas Project First, The Individuals with Disabilities Education Act —
www.texasprojectfirst.org/IDEA.html