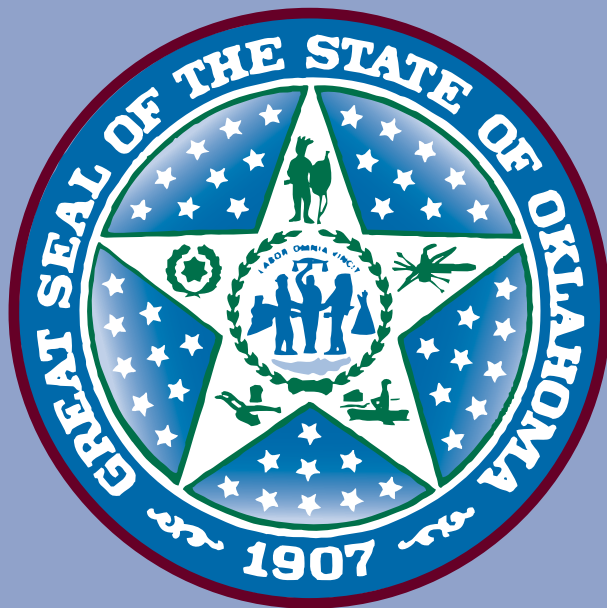


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

033 School Psychologist



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD033-04

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: SCHOOL PSYCHOLOGIST

SUBAREAS:

- I. Understanding Human Development, Diversity, and Learning
- II. Assessing and Addressing Individual and Schoolwide Needs
- III. Working in the Professional Environment

SUBAREA I—UNDERSTANDING HUMAN DEVELOPMENT, DIVERSITY, AND LEARNING

Competency 0001

Understand human development and behavior.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of early childhood, child, and adolescent development in the cognitive, social/emotional, sensorimotor, and language domains.

Analyze how characteristics or changes in any one domain (e.g., cognitive, social/emotional) may affect performance in other domains, and demonstrate an understanding of the interrelationship between a student's skills in one domain and skills in other domains.

Apply knowledge of variables that affect students' behavior and development (e.g., prenatal and early environment; chemical use or abuse; psychopathological, biological, temperament-related, social, gender-related, and linguistic variables; family issues; prior experiences; socioeconomic status; cultural or ethnic background; parent and teacher expectations).

Demonstrate knowledge of the biological (e.g., developmental, neuropsychological, physiological), social, and cultural bases of behavior.

Demonstrate knowledge of medical and pharmacological influences on behavior and development.

Examine how giftedness and/or disabilities may affect development in the cognitive, social/emotional, sensorimotor, and language domains.

Apply knowledge of human exceptionalities with regard to development, including similarities and differences between students with disabilities and their nondisabled peers.

Apply knowledge of ways to promote development in all domains for students from birth to age 21.

Competency 0002

Understand processes of learning and learning environments that are responsive to the strengths and needs of students.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of theories and processes of learning.

Apply knowledge of factors that affect students' learning (e.g., prenatal and early environment; psychopathological, biological, temperament-related, social, gender-related, and linguistic factors; student motivation; family issues; prior experiences; socioeconomic status; cultural or ethnic background; parent and teacher expectations).

Recognize the advantages and limitations of different types of learning environments and experiences for students with diverse needs (e.g., demonstrate knowledge of the importance of the match between the instructional environment and students' needs).

Evaluate the effects of different learning environments, classroom management strategies, and intervention techniques on students' achievement and social/emotional development.

Recognize strategies for modifying learning environments to meet the diverse physical, social/emotional, behavioral, cognitive, language, career development, and academic needs of students with specified characteristics, strengths, and needs.

Apply the principles of generalization and transfer of learning to various interventions, including those aimed at assisting parents/guardians and other caregivers with the implementation of behavior-change programs in the home and facilitating successful transitions of students from one environment to another.

Competency 0003

Understand curricula and instruction that promote learning, achievement, and competence in students with diverse strengths and needs.

The following topics are examples of content that may be covered under this competency.

Demonstrate familiarity with the preK–12 curriculum (e.g., language arts, mathematics) as it relates to human development and learning.

Demonstrate knowledge of differentiated instruction, remediation, and intervention techniques that enhance the academic, social/emotional, communicative, and functional living competence of students with varied strengths and needs.

Identify learning opportunities that take advantage of student strengths, facilitate learning and achievement, enhance transition readiness, and promote effective functioning in a variety of school and nonschool settings.

Evaluate the appropriateness of various instructional approaches and resources, including technological resources that meet identified student needs.

Identify appropriate recommendations for curriculum and instructional modifications in various situations (e.g., early intervening services).

SUBAREA II—ASSESSING AND ADDRESSING INDIVIDUAL AND SCHOOLWIDE NEEDS

Competency 0004

Understand how to select, adapt, and develop assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

The following topics are examples of content that may be covered under this competency.

Identify the characteristics, benefits, and limitations of formal and informal assessment instruments, and demonstrate knowledge of procedures used for screening, diagnosis, and planning and for evaluating the progress of infants through school-age students in various areas (e.g., cognitive/intellectual and social/emotional development, language, classroom behavior, adaptive skills, mental health).

Apply procedures for selecting, adapting, and developing curriculum-based assessments and curriculum-based measurement (e.g., portfolios, observations, writing samples, interviews).

Examine psychometric properties of testing instruments (e.g., different types of reliability and validity, acceptable levels of reliability and validity, measurement error, standardization) and their implications for assessment selection.

Demonstrate knowledge of legal and ethical guidelines and key issues in assessment (e.g., bias; generalizability; special considerations in the assessment of infants and toddlers; the significance of cultural diversity, home language, socioeconomic diversity, and gender; rapport in testing situations), and recognize the importance of using appropriate assessment methods and techniques.

Examine the role that diversity factors and students' cultural backgrounds play in choosing and modifying assessment instruments in specific contexts, and evaluate the appropriateness of different types of assessment for given students (e.g., for English language learners).

Demonstrate knowledge of procedures for collecting and reviewing comprehensive information in regard to early intervening services, initial referrals, and reevaluation.

Apply knowledge of how to use and provide the information from various assessment models to help the multidisciplinary team address referral questions and make appropriate educational placement and programming recommendations for students with diverse strengths and needs.

Demonstrate understanding of when and how to use authentic and dynamic assessment procedures that directly inform interventions.

Competency 0005

Understand how to conduct assessments of students who have diverse strengths and needs.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of standard procedures for administering various types of assessments (e.g., cognitive, academic, behavioral, adaptive) for infants through school-age students who may require special education, early childhood intervention, gifted education, or other services or interventions.

Recognize how to adapt assessment procedures for individual students in various contexts, and analyze how procedural modifications for administering standardized assessments may affect assessment results.

Identify nondiscriminatory assessment strategies for culturally and linguistically diverse students, and analyze the significance of linguistic, cultural, and socioeconomic diversity for student assessment.

Demonstrate knowledge of how to administer assessments in ways that provide information that is accurate and useful for planning instruction and environmental modifications to help students with diverse needs achieve desired goals.

Competency 0006

Understand how to interpret assessment results to increase knowledge about students' individual strengths and needs.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of concepts of test measurement (e.g., mean, standard deviation, percentages) and different types of scores (e.g., z-scores, age- and grade-equivalent scores, percentiles, standard scores), their relationships, and their implications for interpreting test results.

Demonstrate knowledge of scoring and reporting methods used with various assessment instruments and how to interpret the results of assessments of infants through school-age students.

Analyze assessment data to determine the presence and nature of a student's giftedness, including the identification of gifted students from culturally and linguistically diverse backgrounds.

Analyze assessment data to determine the presence, nature, and severity of a student's disabilities; current level of academic performance (e.g., specific strengths and needs, mastered and unmastered skills); and mental health needs for purposes of making a recommendation for eligibility for services.

Recognize conclusions about a student's educational and mental health needs that can and cannot be drawn from given assessment data.

Competency 0007

Understand how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational and mental health needs and enhance students' educational functioning.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of how to interpret and communicate assessment results to assist the multidisciplinary team in developing and evaluating the effectiveness of interventions and services.

Demonstrate an understanding of ways to prepare clearly written reports that address referral questions appropriately, report data accurately, communicate assessment results clearly and in a manner that is understandable to the audience, and provide guidance to the multidisciplinary team in determining appropriate interventions.

Demonstrate knowledge of effective prevention and intervention strategies (e.g., consultation; individual, group, and schoolwide counseling; instructional and classroom modifications; behavior modification) to recommend in responding to students' identified educational and mental health needs.

Use assessment results and knowledge of various educational placement, service, and programming options (e.g., general education classroom, Chapter I, English as a second language [ESL], extended-year services, Individualized Family Service Plan [IFSP], Individualized Service Plan [ISP], Individualized Education Program [IEP], Individualized Health Care Plan [IHCP], Section 504 Plan, gifted education) to make recommendations to address students' identified educational and mental health needs.

Demonstrate knowledge of the general procedures and legal requirements for developing IFSPs, ISPs, IEPs, and IHCPs for individuals with disabilities who may require early childhood intervention, special education, or other services.

Demonstrate knowledge of the components of IEPs, including annual goals, instructional setting or placement, related services, assistive technologies, and testing modifications or accommodations.

Use functional-behavioral assessment information to help develop appropriate behavior intervention plans and behavioral goals for IEPs.

Analyze student needs for appropriate placement within the continuum of the least restrictive environment.

Competency 0008

Understand prevention and intervention techniques and resources for addressing individual, group, and schoolwide needs.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of schoolwide prevention and intervention programs that promote the academic achievement, mental health, and physical well-being of students, and demonstrate knowledge of strategies for collaborating with other professionals to promote healthy behaviors.

Demonstrate knowledge of effective crisis prevention and intervention models and strategies for collaborating with school personnel, parents/guardians, and community service providers to implement crisis prevention and intervention approaches.

Demonstrate knowledge of individual, group, and schoolwide counseling and behavioral intervention methods and procedures.

Identify resources for addressing a wide variety of psychological, behavioral, academic, and health problems and ways to access appropriate services provided by district, community, and state entities.

Competency 0009

Understand research methods, program evaluation, and principles of data-based decision making and accountability.

The following topics are examples of content that may be covered under this competency.

Apply knowledge of research methodology and design (e.g., single-subject, quantitative, qualitative), statistical procedures, and data analysis for evaluating published research and for planning and conducting program evaluations for the purpose of improvement of services.

Demonstrate knowledge of methods for evaluating, selecting, and using assessment instruments and techniques in support of program or systems-level evaluation.

Demonstrate knowledge of strategies for providing information about relevant research findings to school personnel, parents/guardians, and the public.

Apply knowledge of effective data-based decision making to research and systems-level problems (e.g., identifying factors that influence learning and behavior, evaluating the outcomes of services, facilitating accountability).

Demonstrate knowledge of the uses of data in designing intervention strategies, evaluating the efficacy of interventions, monitoring student progress over time, modifying intervention plans, evaluating outcomes of services, and facilitating accountability.

Demonstrate an understanding of the use of technology for monitoring programs, facilitating decision making and accountability, and assisting in the assessment of group and systemwide interventions.

SUBAREA III—WORKING IN THE PROFESSIONAL ENVIRONMENT

Competency 0010

Understand effective communication, consultation, and collaboration processes for working with education and other professionals, families, and community agencies to provide students with appropriate educational services.

The following topics are examples of content that may be covered under this competency.

Demonstrate an understanding of skills for promoting effective communication with students and for facilitating communication with school personnel, families, community professionals, and others.

Demonstrate knowledge of various communication modes (e.g., written, verbal, nonverbal, visual, technological) and their use in communicating effectively with a diverse constituency.

Demonstrate knowledge of technological tools for accessing, managing, and disseminating information to enhance the consultative and collaborative processes.

Recognize ways to use consultation and collaboration skills to promote change at the individual, classroom, building, and district levels and ways to communicate clearly with diverse audiences (e.g., students, parents/guardians, teachers, administrators, school boards, policy makers, community leaders, colleagues).

Demonstrate an understanding of the importance of interpersonal skills in the consultative process (e.g., active listening, conflict resolution, group facilitation), and demonstrate awareness of factors related to cultural diversity in the consultative process.

Apply consultation and collaboration skills and strategies in working with other members of the learning community (e.g., students, parents/guardians, teachers, school administrators, related service providers, state and community agencies) to communicate about and address student needs (e.g., identifying problems, processing referrals, gathering and documenting information, conducting formal and informal assessments, making recommendations for prevention and intervention services, maintaining confidentiality).

Demonstrate knowledge of the significance of diverse family systems for student development, behavior, socialization, and learning, and identify strategies for involving students and their families in the education process.

Demonstrate an understanding of the importance of family involvement in education and strategies for promoting and facilitating collaboration and partnerships among students, their families, and educators.

Competency 0011

Understand the roles and responsibilities of school psychologists in Oklahoma.

The following topics are examples of content that may be covered under this competency.

Examine the school psychologist's roles and responsibilities in various contexts while serving as an advocate for students (e.g., processing referrals, serving as case manager for the assessment process, conducting eligibility assessments and reevaluations, participating in multidisciplinary team meetings, conducting functional-behavioral assessments, engaging in crisis prevention/intervention, conducting research and program evaluations, engaging in consultation and counseling, assisting school administrators and others in problem solving and decision making).

Apply knowledge of the organization and operation of schools and school systems, including general education, special education, and other educational and related services, to assist in designing, implementing, and evaluating policies, practices, and programs (e.g., discipline, grading, staff development).

Demonstrate knowledge of the importance of continued professional development, strategies for participating in professional development activities, the uses of technology for continued professional development, and the importance of active involvement and participation in professional organizations (e.g., Oklahoma School Psychological Association [OSPA], National Association of School Psychologists [NASP]).

Demonstrate knowledge of information sources and technology relevant to the practice of school psychology.

Competency 0012

Understand the historical, legal, and ethical foundations of the school psychology profession.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the philosophical and historical foundations of education and psychology as applicable to the role of the school psychologist.

Apply knowledge of the legal requirements (e.g., mandated reporting), ethical issues, and standards of professional practice affecting school psychologists.

Apply knowledge of special and general education laws and related regulations regarding students with and without disabilities (e.g., Section 504 of the Rehabilitation Act, Americans with Disabilities Act [ADA], Individuals with Disabilities Education Improvement Act [IDEIA], Elementary and Secondary Education Act [ESEA]).

Apply knowledge of state policies and procedures (e.g., those related to referral, evaluation, eligibility criteria, due process, confidentiality, timelines, discipline procedures, least restrictive environment, graduation requirements) to help ensure equity and an appropriate education for all students.

PRACTICE TEST QUESTIONS AND ANSWERS: SCHOOL PSYCHOLOGIST

Practice Selected-Response Questions

Competency 0004

Understand how to select, adapt, and develop assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

1. A second-grade teacher is consulting with a school psychologist about a student's negative classroom behaviors. The psychologist begins by having the teacher describe the student's negative behaviors and identify one specific problem behavior that seems most pressing. The teacher cites the student's physical aggressiveness toward peers as the most urgent problem to address. According to the behavioral consultation model, after identifying this target behavior, the psychologist's next step should be to:
 - A. brainstorm with the teacher alternative strategies that may be used in the classroom to decrease the target behavior.
 - B. establish student performance goals that will be used to determine the success of any plan developed to decrease the target behavior.
 - C. share with the teacher information about environmental factors that are typically associated with the target behavior.
 - D. assess the current frequency, duration, and intensity of the target behavior and the conditions under which it occurs.

Correct Response: D. In behavioral consultation, a school psychologist works with a consultee in a collaborative problem-solving process designed to analyze a behavior-related student problem and create and implement an effective plan to resolve the problem. A standard series of steps is used to structure this problem-solving process. In this series of steps, after the psychologist and the consultee identify a target behavior that needs to be addressed, they define the basic characteristics of the target behavior (including its frequency, duration, and intensity) and identify the environmental factors that tend to occur in conjunction with the target behavior.

Competency 0008

Understand prevention and intervention techniques and resources for addressing individual, group, and schoolwide needs.

2. A school psychologist is providing individual counseling to Jana, a seventh grader who has been experiencing depression. During one counseling session, Jana confides that verbal and physical violence between adults in her household is a frequent occurrence. After addressing the student's safety, the psychologist's most important priority in responding to this situation should be to:
- A. help Jana define strategies she can use to ensure her own well-being when violence occurs at home.
 - B. enhance Jana's awareness of relationships between depression and violence in the home.
 - C. teach Jana strategies for problem solving and conflict resolution that she can apply in situations at home.
 - D. help Jana's family recognize potential consequences of their behavior on Jana's mental health.

Correct Response: A. One of the main goals of individual counseling in the school is to help alleviate students' emotional distress. In the situation described, the student must cope with a stressful home environment that includes frequent violence between adults. Typically, a school psychologist in such a situation is unable to exert any direct control over the behavior of adults in a student's household. Therefore, the school psychologist's first priority should be to help the student find ways to cope with her home environment and minimize its adverse emotional consequences. This can best be accomplished by prompting the student to identify and use behaviors that enable her to take care of herself when violent situations arise.

Competency 0009

Understand research methods, program evaluation, and principles of data-based decision making and accountability.

3. A school committee has requested data to justify providing continued funding for an early intervention program for students with autism at one of the district's elementary schools. In response, the principal of the school asks the school psychologist to gather information on the academic success of students with autism in the language arts and mathematics curricula. Which of the following research designs would likely be the most effective in providing this information?
- A. a study of an individual sixth-grade student with autism who has participated in the early intervention program
 - B. a study of a randomly selected group of sixth-grade students with autism in the school district
 - C. a study of all students with autism currently enrolled in the early intervention program
 - D. a study of all elementary school students with autism within the school district

Correct Response: D. By collecting data from all of the district's elementary school students with autism, the school psychologist will be able to compare the academic success of students who have participated in the early intervention program with that of students who have not participated in the program. This research design allows data to be easily collected and analyzed in response to the school committee's inquiry. The design also reflects both internal and external validity in providing support for the early intervention program.

Competency 0011

Understand the roles and responsibilities of school psychologists in Oklahoma.

4. District administrators ask a school psychologist to play a lead role in developing a crisis intervention plan for school-level personnel to use in the event of a tragedy (e.g., a student death) at a district school. The psychologist should be aware that a primary goal of this type of plan should be to ensure that:
 - A. the burden of crisis response is shared equally among the staff members at a school.
 - B. key responsibilities for crisis management are defined and assigned to specific people.
 - C. all members of a school community receive an equal level of assistance and support during a crisis.
 - D. any tragedy that may occur will cause minimal disruption to the school schedules and routines.

Correct Response: B. Crisis intervention plans are created to establish crisis management procedures that support effective management and coping behaviors in response to a crisis event. A key component of a school crisis intervention plan is to specify a crisis team whose members are able to provide a range of services and who understand what their roles will be and what their responsibilities will include in time of crisis. Inclusion of this component helps ensure a rapid, well-organized response to school crises.

CASE FILE FOR HANNAH

Hannah is a high school student who is 14 years, 10 months old and has a cognitive impairment. She receives support from a special education teacher in a general classroom for mathematics, health, and family and consumer sciences, as well as individual and small-group instruction in a self-contained special education classroom focusing on vocational and life skills. Mr. Sorenson, the school psychologist, is conducting Hannah's scheduled reevaluation. It is also time to prepare her Plan for Post-School Transition Services. Use the information, shown below, from Mr. Sorenson's case file on Hannah to answer the six questions that follow.

Excerpt from Hannah's current Individualized Education Program (IEP):

Objective	Mastered	Not Mastered
Mathematics Objectives:		
• Hannah will use tokens to purchase items in the school store.	✓	
• Hannah will estimate the amount of money needed to purchase up to four items.	✓	
• Hannah will determine if she has received the correct change from purchases up to \$20.00.		✓
Health Objectives:		
• Hannah will demonstrate an understanding of issues related to sexuality, specifically women's issues and health issues related to sexually transmitted diseases.		✓
Family and Consumer Sciences Objectives:		
• Hannah will use kitchen appliances.	✓	
• Hannah will follow a short recipe.		✓
• Hannah will learn to cook meats and vegetables.		✓
• Hannah will plan a nutritious meal including several food groups.		✓
Vocational and Life Skills Objectives:		
• Hannah will fill out a short job application form.	✓	
• Hannah will demonstrate good work habits (e.g., getting to work on time, interacting with a supervisor, completing work assignments).		✓
• Hannah will explore career options related to her interest in the food industry by reading articles, watching videos, and listening to guest speakers.		✓
• Hannah will prepare to take the driver's education exam.		✓

Hannah's current scores on the Wechsler Intelligence Scale for Children—Fourth Edition (WISC–IV) (administered by Mr. Sorenson):

Subtest	Scaled Score
VERBAL COMPREHENSION	
Similarities (SI)	4
Vocabulary (VO)	3
Comprehension (CO)	3
(Information (IN))	(3)
(Word Reasoning (WR))	(--)
WORKING MEMORY	
Digit Span (DS)	4
Letter-Number Sequencing (LN)	2
(Arithmetic (A))	(4)
PROCESSING SPEED	
Coding (CD)	5
Symbol Search (SS)	4
(Cancellation (CA))	(--)
PERCEPTUAL REASONING	
Block Design (BD)	3
Picture Concepts (PCn)	5
Matrix Reasoning (MR)	3
(Picture Completion (PCm))	(5)
INDEX SCORES	
Verbal Comprehension Index (VCI)	61
Perceptual Reasoning Index (PRI)	61
Working Memory Index (WMI)	59
Processing Speed Index (PSI)	70
Full Scale IQ (FSIQ)	54

Hannah's scores on the Wechsler Individual Achievement Test—Second Edition (WIAT–II) (administered during a routine reevaluation three years ago):

Composite/Subtest	Scaled Score	Percentile Rank
Reading Composite		
Word Reading	60	0.4
Reading Comprehension	58	0.3
Pseudoword Decoding	53	0.1
Math Composite		
Numerical Operations	66	1
Math Reasoning	65	1
Written Language Composite		
Spelling	59	0.3
Written Expression	62	1
Oral Language Composite		
Oral Expression	66	1
Listening Comprehension	67	1

Hannah's scores on the WIAT–II (administered during her current reevaluation):

Composite/Subtest	Scaled Score	Percentile Rank
Reading Composite		
Word Reading	56	0.1
Reading Comprehension	62	0.5
Pseudoword Decoding	59	0.3
Math Composite		
Numerical Operations	70	2
Math Reasoning	65	1
Written Language Composite		
Spelling	55	0.1
Written Expression	59	0.3
Oral Language Composite		
Oral Expression	70	2
Listening Comprehension	68	1

Hannah's scores on the Vineland Adaptive Behavior Scale—Interview Edition (administered during her current reevaluation):

Composite Score	50
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Comments from Hannah's special education teacher:

Summarize student's academic progress:

Hannah has shown excellent progress in her math and family and consumer sciences classes and will most likely meet all her IEP objectives in those subjects within the next month. Her only problem is that she often has unrealistic goals and expectations. For example, Hannah turns 16 next school year and she has told me she wants to get her driver's license. She is convinced she will pass the license test on the first try, but she is having trouble understanding the material she must master to pass the test, and achieving that goal may be beyond her capabilities.

Hannah has also stated that her career goal is to become a chef in a fancy restaurant. She loves family and consumer sciences class and cooking at home with her mother. Hannah's career goal may also be beyond her capabilities, however.

Discuss behavior concerns you have for this student:

Hannah has been having difficulty interacting with her peers. She tries to hug everyone, which makes other students uncomfortable. She also misinterprets teasing by boys as an indication that they want to be her boyfriend. If I suggest that her behavior is inappropriate, Hannah gets very upset, occasionally even yelling and running out of the room. She has been working on this in counseling, and I feel that she is making progress.

Excerpt from Mr. Sorenson's notes on Hannah's case:

After talking with Hannah's special education teacher, it seems that it would be a good idea for her to begin an internship as a cook's assistant at the school snack bar. Include this recommendation in her assessment report.

Competency 0011

Understand the roles and responsibilities of school psychologists in Oklahoma.

CASE FILE FOR HANNAH

5. Mr. Sorenson reviews the comments by the special education teacher about Hannah's inappropriate behavior with her peers. He also discusses this problem with Hannah's special education teacher. Both the teacher and Mr. Sorenson agree that Hannah needs assistance to improve her ability to interact more effectively with her peers and with others. Which of the following is the most appropriate role for Mr. Sorenson to play in helping Hannah in this area?
- A. At the multidisciplinary team meeting, Mr. Sorenson should recommend a set of strategies the special education teacher can use to teach Hannah to interact more appropriately with her peers.
 - B. Mr. Sorenson should work with the multidisciplinary team to develop IEP objectives addressing specific skills that will enable Hannah to interact more appropriately with others.
 - C. Mr. Sorenson should refer Hannah to a private therapist for help in overcoming emotional problems that may be negatively influencing her peer interactions.
 - D. Mr. Sorenson should work with Hannah in the special education classroom, applying different behavior-modification techniques to assess which ones would be most effective to use with her.

Correct Response: B. By working with the multidisciplinary team, Mr. Sorenson can ensure that the strategies to be used to help Hannah develop her social skills will be designed as achievable goals and objectives. The IEP objectives can also specify that a variety of settings be used in the development of these skills to maximize the likelihood that new behaviors will be generalized. Most importantly, including these learning objectives on the IEP ensures that they will be monitored and evaluated regularly.

Competency 0001

Understand human development and behavior.

CASE FILE FOR HANNAH

6. Mr. Sorenson is preparing specific recommendations for Hannah's transition team concerning her social skills. Which of the following would likely be the most effective way to promote Hannah's appropriate social interactions in the workplace?
- A. Instruct Hannah during school counseling sessions on appropriate social skills to use at work.
 - B. Arrange for Hannah to shadow a peer who has an after-school job to observe appropriate social skills.
 - C. Reward Hannah with extra time in her family and consumer sciences class whenever she uses appropriate social interactions during the school day.
 - D. Take Hannah into the school snack bar where she will be interning and role-play appropriate social skills with her.

Correct Response: D. The strategy of using role-playing is particularly effective for social skills training. Since Hannah's behavior is inappropriate in specific situations, she would benefit from having the opportunity to learn and use appropriate work-related social skills within the setting in which she will use these skills. At the same time, she will be able to receive feedback and positive support from Mr. Sorenson and others who will role-play with her.

Competency 0006

Understand how to interpret assessment results to increase knowledge about students' individual strengths and needs.

CASE FILE FOR HANNAH

7. Which of the following conclusions about Hannah's learning is best supported by her scores on the Wechsler Individual Achievement Test—Second Edition (WIAT-II)?
- A. Hannah's achievement level has remained relatively constant over the past three years.
 - B. Hannah has been making steady progress in her overall learning during the past three years.
 - C. Hannah has made some learning progress, but her IEP goals are not challenging enough to encourage her to work to her full potential.
 - D. Compared to her progress in other subject areas, Hannah has made little or no progress in written language skills.

Correct Response: A. The scores reported in both administrations of the WIAT-II indicate that Hannah's achievement level has remained relatively constant. Percentile ranks indicate how an individual examinee performed in comparison to a normative sample—a group of examinees who took the test previously and whose scores are used as a standard against which other examinees are measured. For example, Hannah earned a percentile rank score of 1 on both administrations of the Math Reasoning subtest, indicating that over time she maintained her achievement consistently, scoring as well as or better than 1 percent of the normative sample on both administrations.

Competency 0006

Understand how to interpret assessment results to increase knowledge about students' individual strengths and needs.

CASE FILE FOR HANNAH

8. Hannah's scores on the Wechsler Intelligence Scale for Children—Fourth Edition (WISC–IV) indicate that her Full Scale IQ falls within the:
- A. Average range of intellectual functioning.
 - B. Low Average range of intellectual functioning.
 - C. Borderline range of intellectual functioning.
 - D. Extremely Low range of intellectual functioning.

Correct Response: D. The WISC–IV has numerical limits assigned to descriptive categories of intelligence levels. Full Scale IQ scores ranging from 69 and below along with deficits in adaptive behavior indicate intellectual functioning within the Extremely Low range.

Competency 0007

Understand how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational and mental health needs and enhance students' educational functioning.

CASE FILE FOR HANNAH

9. It is most important for Hannah's Plan for Post-School Transition Services to:
 - A. consider all aspects of Hannah's life and include strategies and objectives to help prepare her for a full life outside of school.
 - B. concentrate on developing vocational skills Hannah will need to get a job that is suited to her abilities.
 - C. designate which community service agencies will be responsible for providing support services to Hannah after she graduates.
 - D. contain a detailed list of the requirements Hannah must fulfill to be eligible to graduate.

Correct Response: A. As a student moves to life beyond the structure of school, many additional demands for problem-solving, decision-making, and initiating activities will be placed on the student, along with the need to deal with financial, transportation, and employment issues. Therefore, it is imperative when planning for Hannah's post-school transition to target specific skill areas for instruction and to provide for all necessary support systems prior to her leaving school.

Competency 0003

Understand curricula and instruction that promote learning, achievement, and competence in students with diverse strengths and needs.

CASE FILE FOR HANNAH

10. Mr. Sorenson and Hannah's special education teacher are considering Mr. Sorenson's idea that Hannah participate in an internship as a cook's assistant at the school's snack bar. The most important advantage of this strategy for Hannah is that such an internship would:
- A. provide her with opportunities to interact socially with peers.
 - B. allow her to use money concepts and skills.
 - C. allow her to gain work experience and skills in a meaningful context.
 - D. prompt her to lower her personal expectations before leaving the school setting.

Correct Response: C. Service delivery to adolescents with mild cognitive impairments is particularly effective when instruction, training, and application of skills can occur in a natural setting rather than in a classroom. This is particularly helpful when the student's interests and aptitudes are matched with the functional skills on which the student is working. Additionally, this strategy provides the student with the opportunity to generalize skills to the workplace setting.

Practice Constructed-Response Assignment

11. Use the case study below about a tenth-grade student to respond to the assignment that follows.

Orin is a 15-year-old tenth-grade student. Since elementary school, Orin has consistently demonstrated advanced academic abilities, earning As in all subject areas. His teachers and parents have often praised him for his accomplishments. In addition, teachers have frequently designated Orin as a peer tutor. There have been no expressed concerns regarding this student.

Now that Orin is in high school, he participates in several extracurricular activities. He would like to become a journalist, so he is working on the school newspaper drawing cartoons for feature articles. Orin participates in seasonal team sports and in school theater productions. Outside of school, Orin volunteers with the local food pantry, collecting items for those in need.

In December, Mr. Bonner, Orin's English teacher, meets with Orin's parents to follow up on previous discussions he has had with them regarding their son's school performance. Mr. Bonner has both academic and behavioral concerns. Academically, Orin appears to put forth minimal effort in completing his assignments, he often does not hand in homework or hands it in late, and his participation in class discussions is either off topic or tangential.

Many students have complained about Orin's behavior. They have told Mr. Bonner that Orin disrupts them during independent work periods by talking, tapping his pencil, and fidgeting with items in his backpack. In response to these behaviors, Mr. Bonner has rearranged Orin's seating, reprimanded him, and given him detention. In conversations with Orin about these issues, Orin explained to Mr. Bonner that he is bored and fails to see any problem since he is getting a passing grade of C. Meanwhile, Orin's parents are worried that these issues will affect his chances of getting into the university of his choice.

Mr. Bonner and Orin's parents decide to request a comprehensive individual assessment. The multidisciplinary team asks for input from the school psychologist on the most appropriate and effective ways for them to help Orin.

Using your knowledge of intervention and assessment strategies, write a response in which you:

- identify two important factors for the team to consider in planning an intervention strategy for Orin, citing evidence from the case study;
- recommend one assessment strategy that would be helpful to the team in planning an intervention for Orin; and
- explain why this assessment strategy would be helpful to the team in planning an intervention for Orin.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea II, Assessing and Addressing Individual and Schoolwide Needs, which consists of the competencies listed below.*

Understand how to select, adapt, and develop assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

Understand how to conduct assessments of students who have diverse strengths and needs.

Understand how to interpret assessment results to increase knowledge about students' individual strengths and needs.

Understand how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational and mental health needs and enhance students' educational functioning.

Understand prevention and intervention techniques and resources for addressing individual, group, and schoolwide needs.

Understand research methods, program evaluation, and principles of data-based decision making and accountability.

A Very Good Response to the Practice Constructed-Response Assignment

One factor for the team to consider would be whether Orin is an academically gifted underachiever. According to the case study, Orin has consistently shown "advanced academic abilities" in elementary and middle school. Now that he is in high school, he is putting forth "minimal effort" in his English class and not handing in homework. Orin states that he is "bored," and he is content to earn a C in English class. In contrast, he is actively involved in a number of extracurricular activities. Orin may need to be provided with more challenging English assignments that allow him to tap into his interests and that are more motivating to him.

A second factor for the team to consider is that Orin may have a previously undiagnosed learning disability that has been revealed by the increased academic demands of high school. If Orin is gifted, then he may have been able to compensate for a learning disability during elementary and middle school. Now that he is in high school, he may not have the skills that he needs to meet the demands of the curriculum standards for tenth-grade English. For example, he may have difficulty with long-term project planning and organizational skills. Several of the behaviors described in the case study (e.g., making off-topic or tangential remarks during discussions, being disruptive during independent work periods) may be tactics Orin uses to avoid doing tasks that are difficult for him.

One assessment strategy that would be useful in this situation would be a standardized comprehensive achievement test, such as the Wechsler Individual Achievement Test-Second Edition (WIAT-II). The WIAT-II would be helpful to the team because it would provide a thorough assessment of Orin's basic skills as well as specific skills such as written expression and listening comprehension that may be problematic for him. The team can analyze the results of this assessment to determine whether Orin's achievement reflects his ability. Then the team can use the results of this and other assessments to develop an Individualized Education Program (IEP) and/or gifted and talented services to meet Orin's identified needs.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A response to a constructed-response assignment is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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