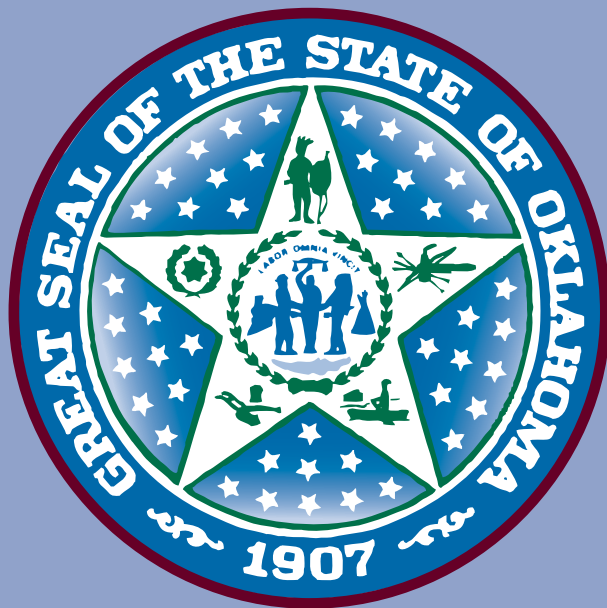


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

034 Psychometrist



Oklahoma Commission  
for Teacher Preparation

# TABLE OF CONTENTS

## STUDY GUIDE INTRODUCTION

PURPOSE OF THIS STUDY GUIDE.....	1-1
KEY FEATURES OF THIS STUDY GUIDE .....	1-1
FOR OTHER CEOE STUDY GUIDES.....	1-1
FOR FURTHER INFORMATION .....	1-1

## GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM.....	1-2
Test Development Process .....	1-2
Characteristics of the CEOE Tests.....	1-3
Test Descriptions .....	1-3
Test Administration .....	1-7
Score Reports .....	1-8
HOW TO PREPARE FOR THE TEST .....	1-8
Study the Competencies .....	1-8
Identify Resources .....	1-8
Study Techniques .....	1-8
Review the Practice Test Questions .....	1-8
SAMPLE TEST DIRECTIONS .....	1-9
Sample General Test Directions.....	1-9
Sample Constructed-Response Assignment Directions .....	1-10
THE DAY OF THE TEST.....	1-11
Preparation .....	1-11
At the Test Site.....	1-11

## FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
Test Competencies .....	2-1
Practice Test Questions .....	2-1
TEST COMPETENCIES .....	2-2
PRACTICE TEST QUESTIONS AND ANSWERS .....	2-7
Practice Selected-Response Questions .....	2-7

*Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.*

Copyright © 2007 by the Oklahoma Commission for Teacher Preparation  
and Pearson Education, Inc. or its affiliate(s). All rights reserved.  
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

Certification Examinations for Oklahoma Educators, CEOE, Oklahoma General Education Test, OGET, Oklahoma Professional Teaching Examination, OPTE, Oklahoma Subject Area Tests, and OSAT are trademarks, in the U.S. and/or other countries, of the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s).

NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



# 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
- 

## 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 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.

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: PSYCHOMETRIST

### SUBAREAS:

- I. Understanding Students with Special Needs
- II. Assessing Students with Special Needs
- III. Working Collaboratively to Meet Students' Needs

### SUBAREA I—UNDERSTANDING STUDENTS WITH SPECIAL NEEDS

#### Competency 0001

**Understand processes of learning and development and the effects of disabilities on students' learning and development.**

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

Demonstrate knowledge of typical processes of learning and development.

Examine how disabilities may affect learning and development in the cognitive, social/emotional, sensory/motor, and language domains.

Apply knowledge of factors that affect learning, behavior, and development in students with special needs (e.g., biological factors, prior experiences, language background, socioeconomic status, cultural background, parent and teacher expectations, prenatal and early development environment).

Identify similarities and differences between learners with disabilities and their nondisabled peers with regard to learning and development.

Analyze how development in any one domain may affect performance in other domains.

Apply knowledge of development in all domains for learners with disabilities from birth to 21 years.

#### Competency 0002

**Understand learning environments that are responsive to the strengths and needs of students with disabilities and that enhance their transition readiness.**

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

Examine different types of learning environments and factors in learning environments that facilitate students' sense of ownership of and membership in a supportive learning community.

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

Evaluate the effects of different learning environments, classroom management strategies, and intervention techniques on students' achievement, behavior, and self-esteem.

## Competency 0003

**Understand curricula and instruction that promote student learning, achievement, and competence in current and future environments.**

*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) and methods for teaching the curriculum that enhance the social/emotional, communicative, functional living/adaptive behavioral, and academic competence of students with special needs.

Evaluate the appropriateness of instructional resources and approaches to meet identified student 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.

Identify appropriate recommendations for curriculum and instructional modifications in various situations (e.g., prereferral interventions, parent-teacher conferences, multidisciplinary team meetings).

## SUBAREA II—ASSESSING STUDENTS WITH SPECIAL NEEDS

### Competency 0004

**Understand how to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations for students with diverse 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 procedures used for screening, diagnosis, placement, planning, and evaluating progress in various areas (e.g., cognitive/intellectual, developmental, perception, language, adaptive behavior, classroom behavior, basic academic skills).

Apply procedures for selecting, adapting, and developing curriculum-based assessments (e.g., portfolio, observation, writing sample, miscue analysis, interviews) for students with disabilities.

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

Demonstrate knowledge of legal guidelines and key issues in assessment (e.g., regarding bias; generalizability; the significance of gender, home language, socioeconomic diversity, and cultural diversity).

Recognize the limitations of any one assessment and the advantages of using multiple assessments.

Apply knowledge of how to use diverse models of assessment to address referral questions and provide information for making appropriate educational placement and programming recommendations and for guiding career development.

## Competency 0005

**Understand how to administer assessments to students who have diverse needs and evaluate the effects of administration procedures and modifications on assessment results.**

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

Demonstrate knowledge of typical procedures for administering various types of assessment.

Recognize how to apply and adapt assessment procedures for individual students in various contexts.

Analyze how procedural modifications for administering standardized assessments may affect assessment results.

Demonstrate knowledge of how to administer assessments in ways that provide information that is accurate and useful for planning instruction to help students achieve educational goals.

## Competency 0006

**Interpret assessment results to enhance knowledge about individual students and their functioning.**

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

Analyze assessment data to determine a student's current level of performance, specific strengths and needs, mastered and unmastered skills, and the relationship between skills in one area and skills in others.

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

Recognize what conclusions can and cannot be drawn from given assessment data.

Analyze data to assist the multidisciplinary evaluation team in determining the presence or absence of disabilities (including distinguishing language differences and delays), the nature and severity of disabilities, and eligibility for special education.

## Competency 0007

**Use assessment information to make recommendations about educational interventions, placements, services, and programming that respond to students' identified needs and enhance their educational functioning.**

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

Demonstrate knowledge of various educational placement, service, and programming options (e.g., general education classroom, compensatory education, Chapter I, Bilingual Education, ESL, extended-year services).

Recognize the advantages and limitations of different types of learning environments and experiences for students with special needs.

Examine considerations involved in IEPs, including those related to recommending annual goals and short-term objectives, required related services, assistive technologies, supplementary aids and services, and the least restrictive and most appropriate learning environment.

Use assessment information to identify educational placement, service, and programming options and make recommendations regarding instructional interventions and the development of IEPs.

## Competency 0008

**Understand how to assess students from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these students.**

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

Analyze the significance of language, cultural, and socioeconomic diversity for student assessment.

Examine the role that diversity factors play in choosing and modifying assessment instruments in specific contexts.

Recognize nondiscriminatory assessment strategies for culturally and linguistically diverse students.

Evaluate the appropriateness of different types of assessment for given students (e.g., testing in English and/or the home language for nonnative English speakers, recognizing relationships between test content and students' cultural backgrounds).

Use assessment results to enhance knowledge about the educational functioning and progress of diverse students, determine their eligibility for special education, and make recommendations for placement, services, and programming that meet their needs and promote their learning and development.

## SUBAREA III—WORKING COLLABORATIVELY TO MEET STUDENTS' NEEDS

### Competency 0009

**Understand how to collaborate and communicate effectively with education professionals, families, and community agencies to assess students and provide them with appropriate and effective educational plans.**

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

Apply knowledge of strategies for working effectively with other members of the learning community (e.g., teachers, related service providers, state agencies) and with community agencies and individuals (e.g., physicians) in processing referrals, gathering and documenting information, conducting assessments, and making educational recommendations.

Recognize how to work effectively with families (including those with diverse cultural, socioeconomic, and language backgrounds) in such activities as reporting of assessment results, team decision making, and advocacy.

Apply consultation and collaboration skills in interacting with others to communicate about student needs, solve problems, and provide services.

## Competency 0010

**Understand the roles and responsibilities of psychometrists/educational diagnosticians in Oklahoma, and apply this knowledge to ensure educational excellence and equity for students with special needs.**

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

Examine the roles and responsibilities of psychometrists/educational diagnosticians in various contexts (e.g., processing referrals, serving as coordinator for the assessment process, conducting eligibility assessments and reevaluations, participating in multidisciplinary team meetings).

Demonstrate knowledge of the philosophical and historical foundations of special education as applicable to the role of the psychometrist/educational diagnostician.

Apply knowledge of legal requirements, ethical issues, and standards of professional practice affecting psychometrists/educational diagnosticians.

Apply knowledge of special education laws and related regulations regarding students with disabilities (e.g., Section 504 of the Rehabilitation Act, Americans with Disabilities Act [ADA], Individuals with Disabilities Education Act [IDEA]).

Apply knowledge of state rules (e.g., those related to referral, evaluation, eligibility criteria, due process, confidentiality, exclusionary clause, timelines, discipline procedures, least restrictive environment, graduation requirements) to help ensure equity and the best possible education for students with disabilities.

**PRACTICE TEST QUESTIONS AND ANSWERS: PSYCHOMETRIST**

**Practice Selected-Response Questions**

***CASE FILE FOR ISABELLA***

Isabella is a second grader who is 8 years, 7 months old and who has always received instruction in a bilingual classroom. In September she is referred by the school intervention team to Mr. Vale, a psychometrist. The team asks Mr. Vale to help determine if Isabella's inconsistent performance in class is caused by a learning disorder or by her limited English proficiency. Mr. Vale is concerned about handling the case because he does not speak Spanish, which is Isabella's home language. Use the information below from Mr. Vale's case file on Isabella to answer the ten questions that follow.

Excerpt from referral to special education:

<p><b>Student:</b> <u>Isabella Garcia</u> <b>Age:</b> <u>8</u> <b>Referred by:</b> <u>Martha Cordero (Bilingual teacher)</u></p> <p><b>REASON FOR REFERRAL:</b> Isabella is a happy little girl who has been enthusiastic about school. Lately, however, she is showing signs of anxiety, and I feel that this is related to her difficulty with written work. I am concerned that she may have a learning disorder related to written work. I want this to be addressed before she develops a negative attitude toward school and toward herself.</p> <p><b>SPECIFIC ACADEMIC CONCERNS:</b> Isabella has trouble with written work of all kinds. She has difficulty forming letters and numbers.</p> <p><b>RATE STUDENT'S FUNCTIONING IN EACH OF THE FOLLOWING AREAS:</b> Circle one: 1 = poor 2 = below average 3 = average 4 = above average 5 = superior N = not observed</p> <table><thead><tr><th><b>SKILLS:</b></th><th><b>RATING</b></th></tr></thead><tbody><tr><td>1. Reading aloud</td><td>1 2 <b>3</b> 4 5 N</td></tr><tr><td>2. Reading comprehension</td><td>1 2 <b>3</b> 4 5 N</td></tr><tr><td>3. Math computation</td><td>1 <b>2</b> 3 4 5 N</td></tr><tr><td>4. Spelling</td><td>1 <b>2</b> 3 4 5 N</td></tr><tr><td>5. Handwriting</td><td><b>1</b> 2 3 4 5 N</td></tr><tr><td>6. Writing (composition)</td><td><b>1</b> 2 3 4 5 N</td></tr></tbody></table> <p><b>INSTRUCTIONAL MODIFICATIONS ATTEMPTED:</b> I give Isabella less written work than I give other students and never ask her to copy from the board. I've given her a fold-up alphabet that she can unfold and use as a model at her desk. I've done the same thing for the numerals 1–9. I give her lots of support and encouragement.</p> <p><b>GENERAL INFORMATION:</b> Isabella can speak English fairly well. She converses easily with friends and school personnel who do not speak Spanish.</p>	<b>SKILLS:</b>	<b>RATING</b>	1. Reading aloud	1 2 <b>3</b> 4 5 N	2. Reading comprehension	1 2 <b>3</b> 4 5 N	3. Math computation	1 <b>2</b> 3 4 5 N	4. Spelling	1 <b>2</b> 3 4 5 N	5. Handwriting	<b>1</b> 2 3 4 5 N	6. Writing (composition)	<b>1</b> 2 3 4 5 N
<b>SKILLS:</b>	<b>RATING</b>													
1. Reading aloud	1 2 <b>3</b> 4 5 N													
2. Reading comprehension	1 2 <b>3</b> 4 5 N													
3. Math computation	1 <b>2</b> 3 4 5 N													
4. Spelling	1 <b>2</b> 3 4 5 N													
5. Handwriting	<b>1</b> 2 3 4 5 N													
6. Writing (composition)	<b>1</b> 2 3 4 5 N													

Isabella's BSM results:

<b>Bilingual Syntax Measure (BSM)</b>	
<b>Oral Language Proficiency Designation</b>	
<b>English</b>	Limited English Proficiency
<b>Spanish</b>	Native Spanish Proficiency

Anecdotal notes made by Mr. Vale during an interview with Isabella's parents before the assessment:

- the family lived in Mexico until Isabella was 3
- parents understand English fairly well but they speak very little English
- Isabella speaks Spanish with her family members at home
- parents do not think there is anything wrong with Isabella
- Isabella is quiet and polite at home
- Isabella likes to play with her younger sister and brother (Teresa—age 5, and Roberto—age 3)
- Isabella walked at 18 months, said first words at one year
- Isabella is learning to prepare breakfast for the family
- parents do not want Isabella referred for special education "because then her teacher will think she's not smart and will not think she can learn"
- parents asked how the tests in comprehensive individual assessment can be fair if they are given in English
- father blamed himself for Isabella's problems, saying that maybe her troubles in school occurred because before he got his new job, they often did not have enough money to buy her books and crayons
- parents finally agreed (reluctantly) to assessment

Sample of math problems completed independently by Isabella:

$$\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$$
$$\begin{array}{r} 10 \\ + 12 \\ \hline 22 \end{array}$$
$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$
$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$
$$\begin{array}{r} 10 \\ + 7 \\ \hline 17 \end{array}$$
$$\begin{array}{r} 10 \\ - 5 \\ \hline 5 \end{array}$$

Sample of Isabella's drawing and writing:



## Competency 0008

Understand how to assess students from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these students.

---

### *CASE FILE FOR ISABELLA*

1. When administering assessments to Isabella, it is most important that Mr. Vale:
  - A. consult with the school counselor prior to testing to determine motivational strategies based on her cultural background.
  - B. be aware of attitudes Isabella may have toward him and how they may affect her overall test performance.
  - C. observe Isabella in her classroom several times prior to the assessment.
  - D. be aware of the potential influence that differences between his culture and Isabella's culture could have on the assessment.

**Correct Response: D.** In administering assessments to a culturally different student, the psychometrist must be sensitive to ways in which cultural differences may influence the student's functioning and performance within the assessment situation. A range of issues and factors relating to culture (e.g., the student's experiential background, communicative style, interactions with adults) may affect both the collection and interpretation of assessment data. Failure to consider the potential influence of a student's cultural background during assessment may lead to the use of assessment procedures that are inappropriate or uncomfortable for the student and thus yield inaccurate results. Lack of sensitivity to cultural issues may also affect the assessor's interpretation of behavioral and observational data.

## Competency 0008

Understand how to assess students from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these students.

---

### ***CASE FILE FOR ISABELLA***

2. After reviewing his notes from the interview with Isabella's parents, Mr. Vale is considering factors that are most likely to affect her behavior and performance during testing. As he selects and administers tests to Isabella, it is most important for Mr. Vale to consider the fact that Isabella:
  - A. probably feels strong pressure to do well because of her parents' unrealistic expectations for her performance.
  - B. demonstrates social immaturity caused by playing with children much younger than she is.
  - C. has a cultural and socioeconomic background that may not be adequately represented in the norming groups of some tests.
  - D. has probably experienced failure in testing situations in the past, which may cause her to have a negative attitude toward testing.

**Correct Response: C.** For most normed assessment instruments, the norm group includes only a small sample of minority students, while the majority of students represented are from nonminority, middle-class backgrounds. Norming procedures also tend to exclude students with limited English proficiency. In addition, standardized instruments often tap information or use formats with which minority students may not be familiar due to background factors. Given these issues, it is important that the psychometrist in the case study be aware that the use of some standardized tests may introduce bias into Isabella's assessment and may not provide an accurate assessment of her true abilities and needs.

## Competency 0001

Understand processes of learning and development and the effects of disabilities on students' learning and development.

---

### ***CASE FILE FOR ISABELLA***

3. Mr. Vale reflects on how Isabella's language background may affect her learning. It is most important for him to keep in mind that students whose home language is not English:
- A. are more likely to have difficulties with reading than are other students.
  - B. are likely to appear more proficient in English than they really are, especially if they interpret nonverbal communication cues well.
  - C. may have good basic interpersonal communication skills but lack cognitive academic language proficiency in either or both languages.
  - D. may often be insecure about using either their home language or English when they are at school.

**Correct Response: C.** Research indicates that basic interpersonal communication skills in a second language take approximately two years to develop, while cognitive academic language proficiency generally takes five to seven years. It is important for the psychometrist to realize that although Isabella can converse easily in English in informal situations, she may have substantially more difficulty using English in cognitively demanding academic situations. Consequently, Isabella's language background may be having a greater effect on her learning than might be assumed based only on a knowledge of her ability to use English in informal, conversational contexts.

## Competency 0004

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

---

### *CASE FILE FOR ISABELLA*

4. Mr. Vale is concerned about planning an assessment for Isabella that is as valid and as free from bias as possible. Which of the following should be the first step he takes to ensure that Isabella's assessments are fair and accurate representations of her capabilities?
  - A. Consult with Isabella's bilingual education teacher about cultural and language factors that might affect Isabella's assessment.
  - B. Meet with the bilingual teacher to obtain copies of tests that the teacher has used with Isabella in the classroom and modify those tests for use in his assessments.
  - C. Ask an interpreter to role-play situations that may occur during Isabella's testing to help Mr. Vale develop and practice strategies for handling problems that may arise during assessment.
  - D. Select assessments he believes may be useful to administer to Isabella and then review each one with the parents to ensure that they feel comfortable with the assessments chosen.

**Correct Response: A.** The psychometrist should consult with Isabella's bilingual education teacher to discuss factors that may affect Isabella's assessment and steps that can be taken to help ensure that the assessment will yield fair and accurate results. As an education professional who interacts extensively with Isabella on a daily basis, the bilingual teacher will possess substantial knowledge about Isabella and her cultural and language background, as well as how these factors tend to influence her performance in various contexts. In addition, a bilingual teacher's extensive experience in working with culturally and linguistically different populations can be expected to give the teacher substantial insight into general issues of bias in assessment and ways of minimizing bias.

## Competency 0006

Interpret assessment results to enhance knowledge about individual students and their functioning.

---

### ***CASE FILE FOR ISABELLA***

5. Given the data available in the case file, which of the following is the best hypothesis for Mr. Vale to use as he plans Isabella's assessment?
- A. Isabella seems to be a very bright child whose difficulties in the classroom are probably caused by a combination of boredom and her limited English proficiency.
  - B. Isabella shows symptoms of poor visual-motor control and delayed visual-motor development, which suggests that she may have a learning disability.
  - C. Isabella's behavior suggests that her problems seem to be caused mainly by her confusion about cultural differences between her home and school environments.
  - D. Isabella shows signs that she may have a learning disability involving problems with mathematical calculations and logical reasoning.

**Correct Response: B.** Information in the case file shows no indication that Isabella is bored in school or confused about cultural differences, nor does she appear to have problems in the area of logical reasoning. Based on information in the referral document, as well as the samples of Isabella's written work (which show that she has difficulty forming letters and numbers), the psychometrist's best hypothesis is that Isabella may have a learning disability related to visual-motor problems.

## Competency 0005

Understand how to administer assessments to students who have diverse needs and evaluate the effects of administration procedures and modifications on assessment results.

---

### **CASE FILE FOR ISABELLA**

6. Mr. Vale wants to gain a clearer picture of Isabella's receptive language skills. The only tests he has available to assess these skills are in English. He is considering asking a native-Spanish speaker to translate an English version of one of the tests and then working with an interpreter to administer the translated version to Isabella. Which of the following are the most significant reasons why this procedure is inappropriate and should *not* be used?
- I. Administering the tests in this way would take considerably more time, which could cause Isabella to become too fatigued to perform well.
  - II. Since the translator is not a trained test administrator, he or she might make translation errors that would affect Isabella's test results.
  - III. Isabella is likely to be confused by having two different examiners, and this is likely to cause her to perform below her true potential.
  - IV. Test items may not have the same meaning or level of difficulty when they are translated, and therefore the scoring and interpretation of test results may be compromised.
- A. I and III only
  - B. II and IV only
  - C. II and III only
  - D. I and IV only

**Correct Response: B.** Although research on the use of interpreters to translate educational assessments is limited, studies that have been conducted suggest that translating standardized test questions from English into a student's home language can cause significant problems with test validity. Interpreters, particularly those who are not well trained, may make translation errors that can substantially affect the test content and lead to inaccurate results. Even when a translation is accurate, the process of translating test items from one language into another can change the meaning of the items and/or their difficulty level. Overall, use of standardized tests that have been translated from English into other languages can lead to incorrect interpretations of assessment data and inappropriate classifications.

## Competency 0006

Interpret assessment results to enhance knowledge about individual students and their functioning.

---

### *CASE FILE FOR ISABELLA*

7. Which of the following would most strongly indicate that Isabella's difficulties in the classroom are caused by a learning disorder rather than by her limited English proficiency?
- A. Isabella shows much less test anxiety when assessments are administered in Spanish rather than in English.
  - B. Isabella restates test questions aloud to herself in Spanish and then responds in English.
  - C. During testing, Isabella exhibits similar problems with language in both Spanish and English.
  - D. Isabella performs better on performance tests than on verbal tests, regardless of whether the assessments are given in English or in Spanish.

**Correct Response: C.** If Isabella's problems in the classroom are due to her limited English proficiency, then she should perform significantly better on tests administered in Spanish, her first language, than on those administered in English. A learning disorder, on the other hand, can be expected to cause language problems in both the first and the second language. Therefore, if Isabella's difficulties are caused by a learning disorder, testing should indicate similar problems with language in both Spanish and English.

## Competency 0005

Understand how to administer assessments to students who have diverse needs and evaluate the effects of administration procedures and modifications on assessment results.

---

### ***CASE FILE FOR ISABELLA***

8. Mr. Vale wants to observe Isabella in the classroom to gather more information about her functioning. He plans to bring an interpreter with him to help him understand Isabella's interactions with others. To obtain valid information from his observations, it is most important for Mr. Vale to:
  - A. ensure that Isabella does not know the exact time or date when the observation will occur.
  - B. discuss with Isabella the purposes of the upcoming observations.
  - C. have Isabella's teacher elicit specific kinds of behaviors from Isabella during the observations.
  - D. ensure that Isabella and her classmates are desensitized to the presence of observers.

**Correct Response: D.** Any change in students' regular environment, including the presence of observers in the classroom, can lead to student behavior changes. By desensitizing Isabella and her classmates to the presence of observers before data gathering begins, the psychometrist can help ensure that the behaviors they observe reflect Isabella's typical functioning and patterns of interaction.

## Competency 0009

Understand how to collaborate and communicate effectively with education professionals, families, and community agencies to assess students and provide them with appropriate and effective educational plans.

---

### ***CASE FILE FOR ISABELLA***

9. Throughout the assessment process, Isabella's parents continue to be worried that the testing may not be fair and that Isabella's teachers may have lower expectations for her if she receives special education services. In his first contact with the parents, Mr. Vale discussed the issue, but he feels that they are still not comfortable with these issues. Which of the following would be the most appropriate action for Mr. Vale to take in this situation?
- A. Initiate a discussion of these issues between the parents and other team members at the multidisciplinary team meeting.
  - B. Call the parents and discuss Isabella's test results with them, using those results to reassure them there is no need for concern about these issues.
  - C. Contact the school principal, explain the situation, and ask the principal to meet with the parents to discuss these issues.
  - D. Ask Isabella's teacher to contact the parents to reassure them that her expectations for Isabella will not be affected by the testing.

**Correct Response: A.** In the situation described, the psychometrist's most effective action would be to initiate further discussion of the issues with Isabella's parents and other team members at the multidisciplinary team meeting. The meeting would offer a good opportunity for the parents and/or the psychometrist to share any concerns the parents still have about fair testing and the possibility of lowered teacher expectations for students with special needs. An open and honest discussion of these issues should help the parents recognize that Isabella's assessment and educational planning are occurring in a supportive atmosphere with concerned professionals, including Isabella's classroom teacher, whose only goal is to help ensure Isabella's success in school.

## Competency 0010

Understand the roles and responsibilities of psychometrists/educational diagnosticians in Oklahoma, and apply this knowledge to ensure educational excellence and equity for students with special needs.

---

### ***CASE FILE FOR ISABELLA***

10. Within ten days of receiving Isabella's referral for assessment, Mr. Vale obtained her parents' consent to proceed with testing. After completing the assessment, Mr. Vale notified the parents in writing of the date set for the multidisciplinary team meeting and gave them the opportunity to respond to the appropriateness of this date. Which of the following questions should be answered in determining if Mr. Vale used legally appropriate procedures in handling communication with Isabella's parents?
- A. Did he notify the parents that they would be able to bring an interpreter with them to the multidisciplinary team meeting?
  - B. Did he contact the parents personally before sending home any written notices or consent forms?
  - C. Did he inform the parents that they have the right to review and dispute the assessment report before the multidisciplinary team meeting?
  - D. Did he ensure that either all notices to the parents were in Spanish or that an interpreter was available to assist the parents in reading them?

**Correct Response: D.** According to legal guidelines, when a student's parents are not proficient in English, the school must ensure either that written notices relating to the student's special education testing or services are written in the parents' home language or that an interpreter is made available to assist the parents in reading notices written in English.

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS  
NATIONAL EVALUATION SYSTEMS  
AMHERST, MA 01004-9007**

**[www.octep.org](http://www.octep.org)  
[www.ceoe.nesinc.com](http://www.ceoe.nesinc.com)**

