

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS™ (CEOE™)**

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 134: PSYCHOMETRIST

TEST FRAMEWORK

December 2018

Subarea	Range of Competencies
I. Understanding Human Development, Diversity, and Learning	0001–0003
II. Assessing and Addressing Students' Strengths and Needs	0004–0007
III. Working in the Professional Environment	0008–0009
IV. Case Study	0010

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FIELD 134: PSYCHOMETRIST

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- I. Understanding Human Development, Diversity, and Learning
- II. Assessing and Addressing Students' Strengths and Needs
- III. Working in the Professional Environment
- IV. Case Study

SUBAREA I—UNDERSTANDING HUMAN DEVELOPMENT, DIVERSITY, AND LEARNING

Competency 0001

Apply knowledge of human learning and development.

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

- Apply knowledge of typical processes of human learning and development in the cognitive, social/emotional, sensorimotor, and language domains.
- Analyze how characteristics, changes, delays, disabilities, and/or giftedness in any one domain (e.g., cognitive, social/emotional, sensorimotor, language) may affect performance in other domains, and demonstrate understanding of the relationship between a student's skills in one domain and skills in other domains.
- Apply knowledge of factors that affect students' learning, behavior, and development (e.g., prenatal and early environment; biological, social, and linguistic variables; family characteristics; prior experiences; sociocultural or ethnic background; parent/guardian and teacher expectations).
- Apply knowledge of strategies to promote development in all domains for learners from 3 to 21 years of age.

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Competency 0002

Apply knowledge of processes of learning and learning environments that are responsive to students' strengths and needs.

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

- Apply knowledge of theories and processes of learning.
- Apply knowledge of various types of learning environments and factors that facilitate students' sense of ownership of and membership in a supportive learning environment.
- Apply knowledge of strategies for modifying learning environments to meet the diverse strengths and needs (e.g., physical, social/emotional, behavioral, cognitive, language, adaptive behavior, academic) of all students.
- Analyze the advantages and limitations of various types of learning environments and experiences for students with diverse strengths and needs.
- Evaluate the effects of various learning environments, classroom management strategies, and intervention techniques on students' achievement, behavior, and self-esteem.

Competency 0003

Apply knowledge of curricula and instruction that promote student 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.

- Apply knowledge of the preK–12 curriculum (e.g., English language arts, mathematics) as it relates to human development and learning.
- Apply knowledge of differentiated instruction and intervention techniques that enhance the academic, social/emotional, communicative, and adaptive behavior of students with diverse strengths and needs.
- Apply knowledge of learning opportunities that take advantage of students' strengths, facilitate learning and achievement, enhance transition readiness, and promote effective functioning in a variety of school settings.
- Apply knowledge of appropriate recommendations for curriculum and instructional accommodations and modifications in various situations (e.g., prereferral interventions, multidisciplinary team meetings).

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SUBAREA II—ASSESSING AND ADDRESSING STUDENTS' STRENGTHS AND NEEDS

Competency 0004

Apply knowledge of how to select appropriate 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.

- Apply knowledge of the characteristics, benefits, and limitations of formal and informal assessment instruments and procedures used for screening, diagnosing, planning, and evaluating the progress of students in various areas (e.g., cognitive/intellectual, developmental, perception, language, adaptive behavior, classroom behavior, academic skills).
- Apply knowledge of procedures for selecting suitable assessments based on a suspected special education category or categories.
- Apply knowledge of psychometric properties of testing instruments (e.g., various types of reliability and validity, acceptable levels of reliability and validity, measurement error, standardization) and evaluate their implications for assessment selection.
- Apply knowledge of legal and ethical guidelines and key issues in assessment (e.g., bias; generalizability; the significance of student diversity, home language, socioeconomic diversity, and gender; rapport in testing situations).
- Apply knowledge of how to use and provide 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.

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Competency 0005

Apply knowledge of how to conduct and 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.

- Apply knowledge of test measurement concepts (e.g., mean, standard deviation, percentages) and different types of scores (e.g., z-scores, age- and grade-equivalent scores, percentiles, standard scores), their correlations, and their implications for interpreting test results of learners from 3 to 21 years of age.
- Apply knowledge of how to adapt assessment procedures for individual students in various contexts and how procedural modifications for administering standardized assessments may affect assessment results.
- Apply knowledge of how to administer assessments in ways that provide information that is accurate and useful for planning instruction, accommodations, and modifications to help students with diverse strength and needs achieve desired goals.
- Analyze informal and formal 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 the relationship between skills in one area and skills in others.
- Analyze informal and formal assessment data to determine the presence and nature of a student's giftedness, including the identification of students who are gifted.

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Competency 0006

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

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

- Apply knowledge of how to interpret and communicate assessments, including other professionals' data, to assist the multidisciplinary team in developing and evaluating the effectiveness of interventions and services.
- Apply knowledge of methods for preparing clearly written reports that address referral questions appropriately and report data accurately; communicating assessment results clearly and in a manner that is understandable to the audience (e.g., parents/guardians or professionals); and providing guidance to the multidisciplinary team in determining appropriate interventions.
- Apply knowledge of how to use assessment results and knowledge of various educational placement, service, and programming options (e.g., general education classroom, Title I, English language learners, extended school year [ESY] services, Individualized Family Service Plan [IFSP], Individualized Education Program [IEP], Section 504 Plan, gifted education) for making recommendations to address students' identified educational strengths and needs.
- Apply knowledge of the general procedures and legal requirements for developing IFSPs and IEPs for individuals who may require early childhood intervention, special education, or other services, including those related to recommending annual goals and short-term objectives, required related services, assistive technologies, supplementary aids and services, testing modifications or accommodations, and the least restrictive and most appropriate learning environments.
- Evaluate assessment information to identify educational category or placement (e.g., gifted, specific learning disability [SLD], intellectual disability, developmental delay), service, and programming options and make recommendations regarding instructional interventions and the development of IFSPs and IEPs.

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Competency 0007

Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about and instruction for all students.

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

- Analyze the significance of language and sociocultural diversity for student assessment.
- Apply knowledge of the role that diversity plays in choosing and modifying assessment instruments in specific contexts and the appropriateness of various types of assessment for students (e.g., English language learners, students with various strengths and needs).
- Apply knowledge of nondiscriminatory assessment strategies for all students.
- Evaluate the appropriateness of different types of assessment for all students (e.g., testing in English and/or the home language for English language learners, recognizing relationships between test content and students' diverse backgrounds).
- Analyze assessment results to enhance knowledge about the educational functioning and progress of all students; to determine students' eligibility for special education; and to make recommendations for placement, service, and programming options that meet students' needs and promote their learning and development.

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SUBAREA III—WORKING IN THE PROFESSIONAL ENVIRONMENT

Competency 0008

Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

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

- Apply knowledge of skills for promoting effective communication with students and for facilitating communication with school personnel, families, and community professionals.
- Apply knowledge of various communication modes (e.g., written, verbal, nonverbal, technological) and how to work effectively with families (i.e., students from diverse sociocultural and language backgrounds) in activities such as reporting of assessment results, team decision making, and advocacy.
- Apply knowledge of technological data management tools for accessing, managing, and disseminating information for enhancing the consultative and collaborative processes.
- Apply knowledge of the use of consultation and collaboration skills and strategies in working with members of the learning community.
- Apply knowledge of strategies for ethically communicating information about student needs while maintaining confidentiality.

Competency 0009

Apply knowledge of the roles and responsibilities of psychometrists in Oklahoma.

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

- Apply knowledge of the roles and responsibilities of psychometrists in various contexts (e.g., processing referrals, serving as coordinator for the assessment process, conducting assessments, participating in multidisciplinary team meetings).
- Apply knowledge of legal requirements, ethical issues, and standards of professional practice affecting psychometrists.
- 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 Improvement Act [IDEA], Elementary and Secondary Education Act [ESEA], Family Educational Rights and Privacy Act [FERPA]).
- Apply knowledge of state policies and procedures (e.g., those related to referral, evaluation, eligibility criteria, due process, confidentiality, timelines, and least restrictive environment) to help ensure equity and a Free and Appropriate Public Education (FAPE) for all students.

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SUBAREA IV—CASE STUDY

Competency 0010

Analyze data and relevant information to identify areas of strength and need for a given student.

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

- Identify one area of academic strength and one area of academic need for a given student based on a review of formal and informal assessment data (e.g., cognitive/intellectual assessment, achievement test, adaptive behavior assessment, work sample, teacher observation).
- Apply the data to identify special education categories as the student meets the required criteria.
- Describe one appropriate academic recommendation to support the student's learning, work production, and educational success.
- Apply knowledge of effective communication and collaboration strategies and practices within the multidisciplinary team (e.g., communicating to related service providers, administrators, general education and special education teachers, parents/guardians, and the student).