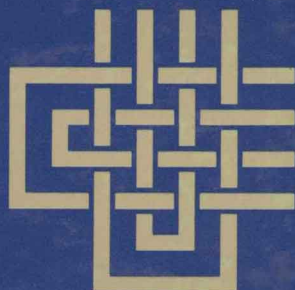


Ronald L.Taylor

# ASSESSMENT OF EXCEPTIONAL STUDENTS

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EDUCATIONAL AND  
PSYCHOLOGICAL  
PROCEDURES



second edition

**second edition**

# **Assessment of Exceptional Students**

## **Educational and Psychological Procedures**

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To my parents, Ron and Juanita, for their constant support for this as well as other challenges that I have accepted.

To my wife, Yvette, for her support, understanding, and tolerance; her personal encouragement and technical assistance simply cannot be measured.

Finally, to my sons Michael and Daniel, for making me old and keeping me young at the same time.



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# Preface

Assessment is an area that is constantly changing. New laws, philosophies, and assessment instruments and techniques make old information obsolete. A tremendous amount of change has occurred in the five years since the publication of the first edition of this book. Included in this second edition are:

1. information on P.L. 99-457.
2. a discussion about the Regular Education Initiative.
3. descriptions and examples of curriculum-based assessment.
4. information about observation of the instructional environment.
5. descriptions of over 20 new tests and 20 revisions of older tests.
6. more emphasis on academic testing.
7. an update of the review of relevant research for the instruments discussed.

Obviously other changes have also been made and many of the procedures or instruments that are outdated have been eliminated (or greatly reduced if they are outdated but still used). The second edition has, however, kept the general format of the first edition.

The text is divided into six major sections. The first chapter serves as

a general introduction to educational and psychological assessment. It poses several questions that must be answered prior to assessing any student, and it also proposes an assessment model. The second part, covering Chapters Two and Three, is concerned with informal assessment procedures, such as observational strategies, error analysis of work products, and development of criterion-referenced tests, and curriculum-based assessment instruments. The third part, consisting of Chapters Four and Five, addresses issues and concerns relevant to more formal assessment procedures. These issues include practical and legal considerations, as well as the controversial area of labeling and classification.

The fourth part, consisting of Chapters Six through Thirteen, provides a discussion and overview of the norm-referenced tests most widely used in special education. The following format is used to describe the instruments in this section: a general description is followed by a more specific description of subtests or other components of each test; the next subsection discusses the interpretation of scores on the test; the subsection following focuses on technical characteristics, including standardization, reliability, and validity. Finally, for each test discussed, an overview box summarizes the information and suggests uses for the test.

The Review of Relevant Research section for each test is a feature unique to this textbook, and it describes the literature that practitioners will find useful for test selection, administration, and interpretation. Specifically, these reviews highlight studies dealing with the reliability and validity of the instruments, as well as their use with special education students. The research studies were located by a computer search. The information yielded by the search was cross-checked against the following periodicals: *Journal of Learning Disabilities*, *Journal of Special Education*, *Exceptional Children*, *Learning Disability Quarterly*, *Psychology in the Schools*, *Journal of School Psychology*, *Education and Training of the Mentally Retarded*, *Mental Retardation*, *American Journal of Mental Deficiency*, *Gifted Child Quarterly*, and *Educational and Psychological Measurement*. For the second edition, literature from mid 1983 to the end of 1987 was updated.

The fifth part, consisting of Chapters Fourteen and Fifteen, discusses commercially prepared inventories and criterion-referenced tests that are typically used in the determination of goals and objectives. The book concludes with two case studies in which the assessment process is followed from initial identification through the development of an Individual Education Program.

The second edition has kept a number of unique features:

1. A pragmatic approach to assessment is emphasized.
2. A summary matrix is provided for most chapters. This matrix presents information about specific instruments and techniques in a format that allows easy comparison of the instruments for suggested use and target population. The matrix also includes a statement of any special considerations that a user should be aware of. Finally, for each instrument or technique, the matrix gives the

educational relevance for exceptional students. The matrices are directly related to the assessment model proposed in Chapter One.

3. Both informal and formal assessment procedures are included, with emphasis on how each kind of procedure fits into the assessment process.
4. A thorough review of relevant research is provided for each norm-referenced instrument. The review emphasizes the use of test with exceptional students.
5. An overview box is provided for each norm-referenced test. The overview summarizes the age range, technical adequacy, and suggested use for the test. This feature adds to the value of this book as a reference text.
6. The book examines instruments and techniques both for mildly and moderately handicapped students and for severely and profoundly handicapped individuals. The two case studies in Part Six reflect this emphasis.

Needless to say, many individuals deserve my sincere appreciation and thanks. Although many provided feedback and suggestions, several deserve specific acknowledgement. My thanks go to Dr. Jeff Schilit for administrative support; to Dr. Lou Caldwell and Dr. Les Sternberg, friends and colleagues who provided comments and support; to Paula Willits, a doctoral student who read the manuscript more times than she wanted and; to my family for their support.

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