Concepts addressed in this course: *Approaches for accommodating various learning styles, intelligences, or exceptionalities: testing modifications*

**Students should refer to:**

**Specifically, students should review:**

I. Assessment Definition
   A. Observing children’s work
   B. Recording children’s work
   C. Documenting children’s work

II. Assessment Record Keeping
    A. Anecdotal notes
    B. Behavioral observations
    C. Checklists
    D. Portfolios

III. Assessment Types
    A. Naturalistic observation
    B. Standardized tests
       1. Readiness tests
       2. Achievement tests

IV. Assessment Process – 7 Strands in Decision Making
    A. Formal to informal assessments
    B. Norm-referenced to criterion-referenced
    C. Standardized to adaptive to disability assessment
       1. Used only after standardized assessment is given
       2. Testing to limits
       3. Returning to failed items
       4. Probing for additional information
       5. System produces insight but not a valid score
    D. Direct to indirect assessment
    E. Naturalistic to clinical assessments
    F. Product-oriented vs. process-oriented
    G. Uni-disciplinary to team approach

V. Concerns about Standardized Test
   A. Inappropriate Screening and Readiness Tests
   B. Segregated class placement
   C. Increasing retention

VI. Modifications for Standardized Tests
   A. Be knowledgeable about testing and interpret test results cautiously.
B. Achievement test should accurately reflect locally determined theory, philosophy, and program objectives.
C. Individuals giving exams – knowledgeable about exam & development.
D. Tests must be sensitive to individual diversity.
E. Culturally sensitive procedures

VII. General Areas of Testing Modifications for Disabilities
A. Presentation
B. Response
C. Setting
D. Timing/schedule