Final Exam

**The final exam consists of questions, including multiple choice and short essay questions. For the short essays, you must include a minimum of two substantial (5 sentences minimum) paragraphs in order to receive full credit. Students often lose points on the essay questions because they do not provide enough depth to their responses. Please highlight the answers to each multiple choice question**

An agency director assesses how applicants would perform on tasks that are very specific to the position to which they are applying. Which of the following assessment tools would be most helpful?

1. Situational judgment test
2. Work sample test
3. Job Effectiveness Prediction System
4. Employee Reliability Inventory

An example of a projective test is the:

1. Quality of Life Inventory
2. he Myers-Briggs Type Indicator
3. The Minnesota Multiphasic Personality Inventory 2
4. The Thematic Apperception Test

The Minnesota Multiphasic Personality Inventory-2 (MMPI-2) is utilized to assess:

1. Behavior problems exhibited by children
2. Symptoms of psychopathology in adults
3. An individual's unconscious thoughts
4. Personality in the non-clinical population

William is asked by his therapist to create a story about a black and white image on a card. What technique/test is his therapist utilizing?

1. The Thematic Apperception Test
2. The Rorschach Inkblot Test
3. The Sentence Completion Technique
4. The House-Tree-Person Technique

Susan was recently diagnosed with one of the Cluster A Personality Disorders. Which of the following is her diagnosis?

1. Avoidant Personality Disorder
2. Borderline Personality Disorder
3. Antisocial Personality Disorder
4. Paranoid Personality Disorder

Assessing giftedness in a student involves identifying ability in all of the following areas except:

1. Vocational Ability
2. Cognitive Ability
3. Academic Ability
4. Creative Thinking Ability

**Essay question: Provide a minimum of two substantial paragraphs per question in order to receive full credit.**

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1. **Describe at least two “Problem Areas” of communicating assessment results, and discuss methods examiners can use to address them.**

Communicating the assessment result is always hard because of several reasons that include bad grades, improper planning, and sterotypical assessment culture. To communicate the information effectively it is important to analyze the context, create objectives by considering the type of audience and focus more on the style of message delivery.

Some of the methods that help teachers in the communication of assessment results are to use a portfolio that contains the information about the target achievement, promoting discussion with the students and listening to their perspective. The other method is a conference that is a discussion between teachers and parents or teachers and students, etc (Brookhart, 1999).

1. **Johnny has been assessed and has now qualified as a student with a learning disability. Mrs. Brown has to administer standardized tests to her class including Johnny. According to the text, what test taking modifications might Johnny require? Explain the advantages and disadvantages to test modifications.**

Learning disability should not be confused with any physical disability like speaking and listening issue. Learning disabilities include dyslexia, dysgraphia, and dyscalculia.

In the given scenario Johnny can be given extra time during the assessment or reducing the difficulty level of reading, or allowing answers to be given orally rather than in written form. As Johnny has difficulty in reading the assessment so the teacher should read the assessment for him and also explain it to him. These accommodations help Johnny to cope up with other students. These methods will also help him to boost his confidence and he may also not feel alone or left behind.

1. **Sheen is a kindergarten student who has been having difficulties with voice control and social conversational functioning. He is very shy and rarely participates in class. Sheen’s mother made the decision to have him assessed for speech disorders. During the assessment Sheen had extreme difficulty completing any of the tasks. What are some “good practices” the examiner should demonstrate while interacting with Sheen? Why?**

Children with disabilities often feel shy to express themselves and are very

sensitive. The first thing that the examiner should do is to involve Sheen in different activities that interests him. Another approach to interact with Sheen is by using the story telling method or by utilizing different art techniques like drawing, painting or coloring, etc. This will help Sheen in interacting and trusting the therapist.

1. **Compare and contrast the ability-achievement discrepancy model and the Responsiveness to Intervention approach to identifying specific learning disabilities.**

The discrepancy model determines the discrepancy that exists between student’s scores in general intelligence test and academic achievements. This model helps in determining the learning disabilities in students (Fletcher & Shaywitz, 1998). On the other hand, response to intervention model is widely used by educators to help the students who face difficulties in the lesson . This approach does not limit to children with learning disabilities but can also be used for the children that have some hard time in grasping lesson than other children of their age.

           The discrepancy model is more focused on determining the disability in children while the responsive approach is more of a broader approach that not only helps children with disabilities but the children with other learning issues as well as behavior issues (Fuchs & Zumeta, 2008).

**References**

Brookhart, S. M. (1999). Teaching about communicating assessment results and grading. *Educational Measurement: Issues and Practice*, *18*(1), 5-13.

Fletcher, J. M., Francis, D. J., Shaywitz, S. E., Lyon, G. R., Foorman, B. R., Stuebing, K. K., & Shaywitz, B. A. (1998). Intelligent testing and the discrepancy model for children with learning disabilities. *Learning Disabilities Research & Practice*.

Fuchs, L. S., Fuchs, D., & Zumeta, R. O. (2008). Response to intervention. *Educating Individuals with Disabilities: IDEIA 2004 and Beyond*, *115*.