



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

33 Educational Diagnostician



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Educational Diagnostician

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Educational Diagnostician test is intended for individuals seeking an initial license or an endorsement in Educational Diagnostician.

The Educational Diagnostician test consists of 100 selected-response questions.



Test Framework

Human Development and Learning
Assessing and Addressing Individual Needs
Professional Roles and Responsibilities

SUBAREA I—HUMAN DEVELOPMENT AND LEARNING

0001 Understand typical and atypical human growth and development.

For example:

- identify the stages and characteristics of typical and atypical human growth and development in the cognitive, processing, language, sensory, motor, social-emotional, and physical domains from early childhood through young adulthood
- analyze how characteristics or changes in one domain (e.g., cognitive, social-emotional) may affect development in other domains
- demonstrate an understanding of the interrelationship between a student's skills in one domain and skills in other domains
- demonstrate knowledge of the types, etiologies, characteristics, and ranges of different exceptionalities (e.g., mental retardation, giftedness, learning disabilities, physical disabilities)
- demonstrate knowledge of the effects of various cultural and economic factors and exceptionalities on human growth, development, and functioning

0002 Understand processes of learning and factors that affect learning.

For example:

- demonstrate knowledge of various theories of learning (e.g., Piaget's theory of cognitive development, Vygotsky's sociocultural theory, Gardner's theory of multiple intelligences)
- demonstrate knowledge of the educational implications of various types of exceptionalities (e.g., mental retardation, giftedness, learning disabilities, emotional impairments)
- understand the range of individual abilities and learning styles of individuals with various types of exceptionalities, including individuals with multiple exceptionalities
- analyze the effects of individual differences (e.g., prenatal and home environment; medical syndromes and medications; family issues; student motivation and prior experience; social, gender-related, and linguistic factors; socioeconomic status; ethnic and cultural background; acculturation; parent and teacher expectations; family traditions, beliefs, and values) on student learning
- demonstrate knowledge of family systems and the roles of families in the educational process, and recognize the impact of differences in values, languages, and customs between home and school

0003 Understand curricula, instructional methods, and learning environments that are responsive to the strengths and needs of all students.

For example:

- understand how to select, adapt, and modify curriculum content, instructional methods, and materials to address learning needs
- identify instructional methods used to address learning needs and to promote the development of motor, cognitive, academic, social, communication, vocational, and functional living skills
- demonstrate knowledge of intervention methods and techniques that are responsive to students' cultural and linguistic differences and that address students' individual learning styles
- recognize how accommodations (e.g., assistive technology, ancillary services) can be used to address learning needs
- recognize factors in learning environments that affect student learning (e.g., classroom management strategies, methods of instruction, teacher attitudes and behaviors, accessibility to materials and assistive technologies)
- evaluate the effects of various learning environments on students' achievement, self-esteem, and behavior

SUBAREA II—ASSESSING AND ADDRESSING INDIVIDUAL NEEDS

0004 Understand how to select, adapt, evaluate, and conduct assessments for the purpose of determining appropriate recommendations and interventions for students with exceptional learning needs.

For example:

- identify characteristics, uses, benefits, and limitations of formal and informal assessment instruments used for a variety of purposes (e.g., screening, diagnosis, planning, evaluating progress) in regard to various skills (e.g., cognitive, processing, creative and divergent thinking, critical thinking and problem solving, communication) and behaviors (e.g., academic achievement, social-emotional, adaptive, vocational aptitude and interests).
- understand how to select, adapt, evaluate, and conduct assessments to address referral questions and individual student characteristics appropriately
- examine the psychometric properties of testing instruments (e.g., reliability, standard error of measurement, standardization, norm groups) and understand their implications for assessment selection
- examine the role that factors related to diversity, including students' cultural and linguistic backgrounds, play in choosing and modifying assessment instruments in specific contexts

0005 Understand procedures for conducting assessments of students with exceptional learning needs.

For example:

- demonstrate knowledge of nondiscriminatory screening, referral, and assessment procedures from preschool through secondary education
- demonstrate knowledge of standard procedures for administering various types of assessments (e.g., cognitive, academic, behavioral, adaptive) to preschool through secondary students who may require special education, early childhood intervention, gifted education, or other services or interventions
- recognize how to adapt and modify assessment procedures to meet individual needs and ensure nonbiased test results, and recognize how adaptations and modifications to assessments and administration procedures may affect assessment results
- recognize and conduct nondiscriminatory assessments for culturally and linguistically diverse students (e.g., regarding language background, dominance, proficiency), and analyze the significance of linguistic, cultural, and socioeconomic diversity for student assessment
- demonstrate knowledge of formal and informal observational techniques of data collection (e.g., interval recording, anecdotal recording)

0006 Understand how to score, record, and interpret assessment results.

For example:

- recognize how various types of assessments are scored
- demonstrate knowledge of procedures for accurately recording assessment information and information relating to these procedures
- understand how to interpret assessment data and derived scores (e.g., standard scores, percentile ranks)
- apply knowledge of psychometric theory, descriptive statistics, and measurement issues (e.g., reliability, standardization, standard error of measurement) in interpreting assessment results
- recognize how individual characteristics (e.g., cultural and linguistic background, type and severity of disability, giftedness) and environmental factors (e.g., lighting, noise, interruptions) affect assessment results
- recognize conclusions about a student's educational needs that can and cannot be drawn from given assessment data
- demonstrate knowledge of procedures for creating psychoeducational diagnostic reports that are consistent with professional standards and official guidelines

0007 Understand how to use assessment results within the multidisciplinary team process for developing individualized educational plans (IEPs) and for planning interventions that address the strengths and needs of students with exceptionalities.

For example:

- recognize the roles and responsibilities of various individuals and multidisciplinary team members involved in assessing students with exceptional learning needs and planning IEPs and interventions
- demonstrate knowledge of how to interpret and communicate assessment results to assist the multidisciplinary team in making various determinations (e.g., level of severity of a disability, individual strengths and needs, current level of academic performance, eligibility for special education services, effectiveness of interventions)
- analyze assessment results to determine if further evaluation is needed
- demonstrate knowledge of the criteria used to determine eligibility for special education and related services
- demonstrate knowledge of strategies and procedures for using assessment results to make recommendations regarding eligibility, instruction, adaptations, accommodations, modifications, and transition as part of the IEP development process
- demonstrate knowledge of the multidisciplinary team process for developing IEPs

SUBAREA III—PROFESSIONAL ROLES AND RESPONSIBILITIES

0008 Understand the roles and responsibilities of the educational diagnostician.

For example:

- understand the variety of roles and responsibilities of the educational diagnostician in diverse contexts (e.g., coordinating the assessment process, conducting assessments, gathering background information, preparing psychoeducational diagnostic reports, participating in individualized educational plan [IEP] development)
- demonstrate knowledge of various types of educational program options and service delivery models within the New Mexico public education system (e.g., bilingual education, American Indian education, gifted education, special education)
- demonstrate knowledge of the importance of continued professional development and strategies for participating in professional development activities
- demonstrate knowledge of professional organizations (e.g., Council for Educational Diagnostic Services, Council for Exceptional Children, American Speech-Language-Hearing Association) and other resources relevant to the field of educational diagnosis

0009 Understand how to communicate effectively and work collaboratively with students with exceptional learning needs, their parents/guardians, school personnel, and community members to provide students with appropriate educational services.

For example:

- demonstrate knowledge of culturally and linguistically responsive strategies for promoting effective communication with students with exceptional learning needs and for facilitating communication with school personnel, families, and community professionals
- demonstrate knowledge of strategies and procedures for communicating information about assessment results, state and federal regulations, and due process rights to parents/guardians and school personnel
- recognize strategies for encouraging students and their parents/guardians to become actively involved in the education process (e.g., assessment, the development and implementation of individualized educational plans [IEPs], transition planning)
- demonstrate familiarity with typical concerns of parents/guardians of students with exceptional learning needs and recognize effective strategies for addressing such concerns, including providing parents/guardians with information about community, government, and private resources available to them (e.g., bilingual services, transition agencies, legal advocacy services)
- demonstrate an understanding of the importance of interpersonal skills in the consultative process (e.g., active listening, conflict resolution, group facilitation), and demonstrate awareness of factors related to cultural and linguistic diversity in the consultative process
- apply consultation and collaboration skills and strategies in working with members of the learning community to address student needs (e.g., processing referrals, gathering and documenting information, conducting formal and informal assessments, making recommendations regarding services and interventions)

0010 Understand the historical, legal, and ethical foundations of the field of educational diagnosis.

For example:

- demonstrate knowledge of the purpose, philosophy, history, and legal foundations of special education and assessment as applicable to the role of the educational diagnostician
- demonstrate knowledge of special education laws and related regulations (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Section 504 of the Rehabilitation Act, No Child Left Behind Act [NCLB], New Mexico Standards for Excellence, New Mexico Technical Evaluation and Assessment Manual [NM TEAM])
- demonstrate knowledge of current state and national issues in assessment in general and in special education (e.g., early identification, response to intervention [RTI]/dual discrepancy, curriculum-based assessment, the overrepresentation of students from culturally and linguistically diverse backgrounds in special education programs)
- demonstrate knowledge of professional codes of conduct, ethics, and legal regulations and requirements within the profession (e.g., confidentiality, competency, informed consent, least restrictive environment, due process)



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Educational Diagnostician is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Educational Diagnostician. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

Understand typical and atypical human growth and development.

1. Which of the following cognitive skills do individuals typically develop *last*?
 - A. using logic to solve problems
 - B. sorting and grouping items into categories
 - C. forming and testing a hypothesis
 - D. using symbols to represent concepts

Competency 0002

Understand processes of learning and factors that affect learning.

2. Students with an autism spectrum disorder (ASD) are likely to experience the most success through learning activities that incorporate:
 - A. verbal concepts and categories.
 - B. inductive reasoning and problem solving.
 - C. small-group and whole-class discussions.
 - D. visual aids and prompts.

Competency 0003

Understand curricula, instructional methods, and learning environments that are responsive to the strengths and needs of all students.

3. The individualized educational plan (IEP) of a first-grade student with fine-motor delays includes the services of an occupational therapist (OT). Which of the following would likely be the best approach for providing the student with these services?
 - A. scheduling regular sessions during which the OT comes into the classroom and works one-on-one with the student
 - B. arranging for the student to be served by the OT in the resource room during nonacademic classroom activities
 - C. incorporating the student's OT goals into everyday activities in the classroom in the company of the student's peers
 - D. having the OT prepare activities and materials that the classroom teacher can use as the basis for whole-class projects

Competency 0004

Understand how to select, adapt, evaluate, and conduct assessments for the purpose of determining appropriate recommendations and interventions for students with exceptional learning needs.

4. A middle school student has lived in the United States for eight years, is an English Language Learner (ELL), and has received bilingual education since entering school. The Student Assistance Team (SAT) has referred the student to the multidisciplinary team (MDT) for an assessment due to difficulty in written expression. Which of the following questions would be the most important to consider when planning the assessment process for this student?
- A. Have tests been selected that include only nonverbal formats?
 - B. Have language proficiency and acculturation been addressed?
 - C. Have environmental and socio-economic factors been considered?
 - D. Have tests been selected that include only a variety of verbal formats?

Competency 0005

Understand procedures for conducting assessments of students with exceptional learning needs.

5. An educational diagnostician is administering a standardized achievement test to a third grader who has been struggling with mathematical calculation. During one of the math subtests, the student turns to the educational diagnostician and asks, "Did I get it right? What's the right answer?" Which of the following would be the educational diagnostician's most appropriate response?
- A. "Yes, your answer is correct."
 - B. "You might want to check your work again."
 - C. "I can only answer general questions when we are done."
 - D. "I will go over each problem when we are done and let you know."

Competency 0006

Understand how to score, record, and interpret assessment results.

6. An educational diagnostician is administering a standardized achievement test to a tenth grader as part of a three year reevaluation. After several subtests, the school fire alarm starts ringing, and the educational diagnostician and the student must leave the building. Approximately 45 minutes later, they resume testing. Which of the following best explains how this event is most likely to affect the assessment results?
- A. Interruptions during testing disrupt the student's concentration.
 - B. Extensions in time give the student a chance to reconsider responses.
 - C. Interruptions during testing reduce the student's motivation.
 - D. Extensions in time give the student a chance to start over.

Competency 0007

Understand how to use assessment results within the multidisciplinary team process for developing individualized educational plans (IEPs) and for planning interventions that address the strengths and needs of students with exceptionalities.

7. A second-grade student has been referred for an evaluation due to an inability to make academic progress. The educational diagnostician begins the evaluation by administering a standardized individual achievement test. The student earns scores in the 80th to 90th percentile range for mathematics calculation and reasoning and in the 30th percentile range for reading. Based on this information, the educational diagnostician should do which of the following *next*?
- A. Administer an informal screening test to evaluate the student's basic written skills.
 - B. Compare the student's silent versus oral reading abilities.
 - C. Administer a reading inventory to evaluate the student's basic skills in more detail.
 - D. Examine work samples to compare the student's reading versus spelling abilities.

Competency 0008

Understand the roles and responsibilities of the educational diagnostician.

8. An educational diagnostician wants to help the teachers in an elementary school become better able to recognize when one of their students may be gifted. The educational diagnostician could best achieve this goal by:
 - A. regularly circulating articles on giftedness in early and middle childhood.
 - B. offering an in-service presentation on the types and characteristics of giftedness.
 - C. raising awareness of the school's gifted students by creating displays of their work in common areas.
 - D. using faculty meetings to remind teachers of state laws and policies regarding services to gifted students.

Competency 0009

Understand how to communicate effectively and work collaboratively with students with exceptional learning needs, their parents/guardians, school personnel, and community members to provide students with appropriate educational services.

9. Which of the following strategies by an educational diagnostician would best help ensure that the parents/guardians of all students with disabilities understand their legal rights to due process?
 - A. providing and explaining the information to individual families of students with disabilities in their home language, both in writing and orally
 - B. organizing copies of each of the relevant laws and regulations into a binder and encouraging families of students with disabilities to borrow the binder at their convenience
 - C. supplying families with the names of publications, professional organizations, and Web sites that provide legal information to the families of students with disabilities
 - D. scheduling an evening meeting early in the school year to review the laws for families of students with disabilities and answer any questions

Competency 0010

Understand the historical, legal, and ethical foundations of the field of educational diagnosis.

10. Which of the following is the primary rationale for early identification of young children who may be at risk for disabilities?
 - A. to ensure that young children who may have special needs are enrolled in school-based programs during infancy or toddlerhood
 - B. to enable early intervention personnel to monitor and collect data on children's progress in the years before they enter school
 - C. to foster caregivers' ability to support their children's development in areas that show signs of potential delays
 - D. to gather information that will allow early childhood educators to design the most appropriate programs for children entering preschool and kindergarten



Answer Key for the Sample Selected-Response Questions

1. C
2. D
3. C
4. B
5. C
6. A
7. C
8. B
9. A
10. C