Illinois Certification Testing System

STUDY GUIDE

School Psychologist (183)
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General Information About the Illinois Certification Testing System
INTRODUCTION

The content-area tests are designed to assess a candidate’s knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the objective statement, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the descriptive statements, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee’s mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students’ word analysis and vocabulary skills.
Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.

- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.

- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are not designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.
I. Human Development, Diversity, and Learning
II. Prevention, Intervention, and Collaboration to Support Students
III. Schools, Systems, Research, and the Practice of School Psychology

SUBAREA I—HUMAN DEVELOPMENT, DIVERSITY, AND LEARNING

0001 Understand child and adolescent development and theories of learning.
   For example:
   - Demonstrate an understanding of theories of cognitive development and learning and their application to instruction.
   - Demonstrate an understanding of behavioral, social, emotional, and adaptive development and their application to student learning.
   - Demonstrate knowledge of language development, communication styles, and the ways in which language and communication affect learning and socialization.
   - Demonstrate knowledge of individual differences in approaches to learning and performance; how students acquire knowledge and skills; how students' conceptual frameworks can influence learning; and how students' cognitive, physical, social, emotional, and moral development influence learning.
   - Demonstrate an understanding of the factors that influence motivation and engagement in students' learning, the impact of diversity (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic status, exceptionality) on learning, and the unique instructional needs of students with diverse abilities.

0002 Understand individual differences among students.
   For example:
   - Demonstrate an understanding of diversity (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic status, exceptionality) and how school psychologists' own cultural perspectives and biases affect their interactions with others.
   - Demonstrate knowledge of diverse family systems and how they affect students' development, learning, and communication and the effect of familial and sociocultural contexts on interpersonal relationships.
   - Demonstrate an understanding of how individual experiences, prior learning, and diversity (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic status, exceptionality) influence students' learning and behavior.
   - Demonstrate knowledge of the process of second-language acquisition, its impact on students' learning and academic performance, and strategies for supporting students' learning.
   - Demonstrate knowledge of the characteristics and educational needs of students with exceptionalities (e.g., disabilities, giftedness, at-risk status).
0003 Understand ways to address issues of diversity in the school setting.

For example:

- Demonstrate knowledge of ways to demonstrate respect for cultural diversity, practice gender equity and avoid sex-role stereotyping, and facilitate learning communities in which individual differences are respected.
- Demonstrate an understanding of ways experiential and linguistic differences may result in learning difficulties.
- Recognize the need to consider first- and second-language learning when designing assessments and planning interventions.
- Demonstrate knowledge of how to design assessments and intervention strategies appropriate to each student's needs and how to access and make referrals for additional services and resources within and outside the school.
- Recognize the effects of bias and stereotyping in the educational environment and ways to integrate students' diversity (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic status, exceptionality) to enrich educational experiences.
- Recognize effective strategies for promoting understanding of and sensitivity to students' diverse characteristics and for promoting practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.
- Demonstrate an understanding of the importance of professional practices that are consistent with ethical standards when dealing with all students and the importance of participating in professional continuing education related to issues of diversity in the school setting.
0004 Understand assessment for the development of instructional interventions.

For example:

- Demonstrate knowledge of formal and informal assessment techniques for evaluating students' cognitive functioning and academic performance and progress.
- Demonstrate an understanding of ways to support schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students and ways to use assessment results to identify students' learning needs and develop instructional strategies and interventions.
- Demonstrate knowledge of approaches to developing intervention plans consistent with curriculum standards, learners' diversity, and learning theory and to participating in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.
- Identify strategies for incorporating instructional methods and materials, students' interests, and career needs into the intervention-planning process; ways to use intervention strategies and resources to promote students' academic performance; and methods for progress monitoring and adjusting interventions.
- Demonstrate knowledge of strategies for assisting school personnel in developing cognitive and academic goals for all students and for collaborating effectively with school personnel to promote supportive learning environments.
- Recognize the importance of aligning instruction with the Illinois Learning Standards and related objectives and ways to collaborate with school personnel to develop appropriate academic goals and interventions for all students who do not meet the Illinois Learning Standards or locally developed objectives.
- Recognize ways to identify and use community resources to enhance students' learning and career exploration.

0005 Understand assessment for the development of social-emotional and behavioral interventions.

For example:

- Demonstrate an understanding of the influence of child and adolescent development and diversity on social-emotional and behavioral functioning.
- Demonstrate an understanding of the principles of behavioral change within the social, emotional, and adaptive domains.
- Demonstrate knowledge of consultation, behavior management, and counseling strategies as they apply to the enhancement of appropriate student behavior.
- Identify ways to use assessment information to address students' behavioral, emotional, adaptive, and social needs and improve instructional environments and maximize students' academic learning time.
- Demonstrate knowledge of ways to develop classroom management interventions and to assist teachers and families in teaching pro-social behavior to students.
- Recognize ways in which medications and other medical interventions may affect the academic, cognitive, physical, adaptive, social, and emotional behavior of students and other individuals.
- Demonstrate an understanding of how to apply the principles of generalization and transfer of training to interventions, including assisting parents/guardians and other caregivers with the implementation of behavior change programs in the home and facilitating successful transitions of students from one environment to another (e.g., special education to general education, early childhood to school, school to work).
SUBAREA II—PREVENTION, INTERVENTION, AND COLLABORATION TO SUPPORT STUDENTS

0006 Understand the factors that affect students and schools.
For example:
- Recognize how biological and psychological influences and societal stressors affect students' behavior.
- Demonstrate knowledge of potential and existing crises in schools and communities and how they may affect students' behavior.
- Recognize behaviors that are precursors to academic, behavioral, social, and emotional difficulties (e.g., externalizing disorders, internalizing disorders, drug and alcohol abuse).
- Demonstrate knowledge of health factors influencing children and adolescents (e.g., diet, eating disorders, teenage pregnancy, diseases, stress).

0007 Understand strategies and resources for prevention and intervention programs.
For example:
- Demonstrate knowledge of effective prevention and crisis intervention strategies and approaches to reviewing crisis intervention plans used in the schools.
- Identify resources for addressing a wide variety of psychological, behavioral, academic, and health problems and ways to access appropriate services provided by the district, community, and state resources.
- Demonstrate an understanding of strategies for promoting mental health; resources that can be used to address a wide variety of cognitive, social-emotional, and physical problems; and ways of collaborating with other health-care professionals to promote healthy behaviors.
- Demonstrate an understanding of strategies for empowering students, their families, educators, and others to gain access to and effectively use school and community resources.

0008 Understand the interactions of individuals and groups in prevention and intervention programs.
For example:
- Recognize how individuals and groups influence one another; how they function in society; and the role of diversity in the development and implementation of prevention, crisis intervention, and mental health programs.
- Demonstrate an understanding of factors that influence motivation and engagement in the academic setting, ways to help students become self-motivated, and ways to help students work cooperatively and productively.
- Demonstrate an understanding of methods for analyzing educational environments to develop strategies that increase motivation and engagement in productive work in the academic setting through mutual respect and cooperation.
- Demonstrate an understanding of methods for analyzing individual and group performance in order to design interventions that are consistent with students' levels of cognitive, social, emotional, and physical development and consistent with relevant ethical principles and practices.
- Demonstrate an understanding of strategies for working effectively within the school and community to create or enhance supportive learning environments.
0009 Understand consultation models and methods.

For example:

- Demonstrate knowledge of consultative approaches (e.g., behavioral, mental health, problem-solving), the dynamics of communication applicable to collaboration and consultation in professional practice, and how these skills can be applied to particular situations.

- Demonstrate an understanding of strategies for initiating collaboration to enhance student learning and for collaborative decision making and problem solving with other professionals to achieve student success.

- Recognize the importance of interpersonal skills in the consultative process (e.g., active listening, conflict resolution, group facilitation).

- Recognize the potential effects of diversity on collaboration and important features of effective collaboration with individuals with diverse characteristics.

- Demonstrate an understanding of the appropriate practice and promotion of confidentiality in consultation.

0010 Understand collaboration within the school and community.

For example:

- Demonstrate an understanding of skills necessary to facilitate communication with students and to facilitate communication among teams of school personnel, families, community professionals, and others.

- Recognize ways to use knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and other agency levels and ways to communicate clearly with diverse audiences (e.g., parents/guardians, teachers, school boards, policymakers, community leaders, colleagues).

- Recognize a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency; technological tools for accessing, managing, and disseminating information to enhance the consultative process; and technological resources to access, manage, and disseminate information to enhance the collaborative process.
0011 **Understand the organization and operation of school systems.**

For example:

- Demonstrate an understanding of general education, special education, and other educational and related services.
- Demonstrate an understanding of systems theory and recognition of schools and other settings as systems.
- Demonstrate an understanding of the factors that contribute to safe, caring, and supportive environments; practices that provide beneficial programs and services; and strategies for creating climates that foster mutual respect and caring for all students and their families.
- Recognize the impact of educational and public policies on schools and communities, the importance of policy development processes in school systems and agencies, and the importance of and need for involvement in policy development that promotes effective services for students and their families.
- Recognize the implications of state and federal legislation, rules and regulations, and case law on educational programming for all students.

0012 **Understand the interactions among home, school, and community systems.**

For example:

- Demonstrate an understanding of diverse family systems and how those systems affect students.
- Demonstrate an understanding of the importance of family involvement in education, promoting and facilitating collaboration, and partnerships between families and educators.
- Demonstrate knowledge of school and community resources and agencies available to students and families and effective strategies for accessing and making referrals for additional services and resources.
- Demonstrate knowledge of strategies for designing, implementing, monitoring, and evaluating programs that promote school, family, and community partnerships and of approaches to facilitating communication among schools, families, and community agencies.
0013 Understand the history and foundations of the school psychology profession.

For example:

- Demonstrate knowledge of the standards, models, methods, and practices of the profession and related areas in psychology and education.
- Demonstrate an understanding of professional, ethical, and legal standards as described in "Guidelines for the Provision of School Psychological Services" by the National Association of School Psychologists.
- Demonstrate an understanding of the full range of school psychological services as specified in the standards for the School Psychologist within the Illinois Content-Area Standards for Educators.
- Demonstrate knowledge of the obligations and procedures associated with being a mandated reporter.
- Demonstrate an understanding of how to maintain useful and accurate records (e.g., test protocols, psychological reports, private notes, independent evaluations).
- Demonstrate an understanding of the importance of continued professional development, strategies for seeking professional development activities, and the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists).

0014 Understand research methods and program evaluation.

For example:

- Demonstrate knowledge of research design, statistical procedures, and data analysis to evaluate published research and answer research questions.
- Demonstrate an understanding of measurement principles; psychometric properties and standards; and methods for evaluating, selecting, and using assessment techniques and published tests in support of program or systems-level evaluation.
- Demonstrate knowledge of methods for using findings from research to design interventions for students.
- Demonstrate an understanding of strategies for providing information about relevant research findings to school personnel, parents/guardians, and the public.
0015 Understand the principles of data-based decision making.

For example:

- Demonstrate an understanding of effective, data-based decision-making and problem-solving processes and the processes of linking assessment results with the development of interventions and linking systemwide assessment data with curricular decisions.

- Demonstrate knowledge of the processes, characteristics, strengths, and limitations of formal and informal methods of assessment (e.g., norm-referenced cognitive and achievement tests, interviewing techniques, behavioral assessment); the importance of collecting data across environments (e.g., home, school, community); the need to use nondiscriminatory evaluation procedures; and the importance of considering cultural, linguistic, and other experiential factors when using data.

- Demonstrate knowledge of psychometric theory, test development, and research as applied to data-based decision making, assessment tools and techniques, curricula, and instructional materials.

- Demonstrate an understanding of the uses of data in identifying students with exceptionalities and determining appropriate interventions.

- Demonstrate knowledge of the uses of data in designing intervention strategies, evaluating the integrity of interventions, modifying intervention plans, evaluating outcomes of services, and facilitating accountability.

- Demonstrate an understanding of ways to prepare clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions and of methods for communicating assessment findings in a manner that is understandable to the audience.

- Demonstrate knowledge of parents'/guardians' and students' rights regarding assessment and evaluation; the principles and importance of professional accountability for confidentiality and record keeping; and legal, regulatory, and other ethical parameters in data-based decision making and record keeping.
Understand informational sources and technology that enhance school psychological services.

For example:

- Demonstrate an understanding of the use of technology to monitor programs; to facilitate decision making and accountability; to assist in the assessment of individual, group, and systemwide interventions; and to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.

- Demonstrate an understanding of how to review, evaluate, and use technology for educational purposes; how to access informational sources; and methods and standards for using information technology.

- Demonstrate knowledge of uses of current technological resources when designing, implementing, and evaluating instructional programs or interventions for students, uses of technology-based productivity tools (e.g., word processors, databases, spreadsheets, test scoring programs) to function more effectively and efficiently, and uses of technology to facilitate communication and conduct research.

- Recognize the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report-writing programs, behavior analysis programs); the ethical issues, legal issues, and social implications of using technology and computer software; and the copyright laws and guidelines in the access and use of information from various technologies.

- Demonstrate knowledge of and awareness of resources for assistive technologies for students.
1. Which of the following situations suggests a significant developmental delay relative to the general population?
   A. a seven-year-old child who spells four-letter words incorrectly
   B. a six-year-old child who matches letters with corresponding sounds incorrectly
   C. a five-year-old child who speaks exclusively in two- and three-word sentences
   D. a four-year-old child who cannot coordinate skipping across the floor

2. Which of the following historical information would be common for a student in the autism spectrum?
   A. weakness in learning mathematics
   B. strength in visual-motor skills
   C. family history of physical abuse
   D. pattern of repetitive behavior

3. A high school psychologist is the faculty advisor for the peer mediation program. Amanda, a committed participant, has pointed out that nearly all the program's leaders are male, despite the fact that nearly half the participants are female. Which of the following would be the most appropriate response for the school psychologist to make regarding Amanda's concern?
   A. Facilitate a discussion of the group's gender equity issues during the next meeting.
   B. Promote Amanda to a position of leadership to reward her initiative.
   C. Explain to Amanda that every effort was made to choose leaders fairly.
   D. Encourage more female students to become involved in the peer mediation program.
4. The school psychologist had been asked to design an intervention to improve the academic performance of John, a ninth grade student who had stopped completing assignments. The psychologist developed a behavior contract that requires John to obtain his teachers' signatures in his assignment book every day and his parents' signatures next to the completed assignments every night. After a few weeks, John's assignment completion rate increased significantly as did his grades. Which of the following is the most appropriate next step for the psychologist to take in this instructional intervention?

A. Discontinue the formal intervention entirely.
B. Substitute weekly teacher signoffs for the daily signoffs.
C. Continue the current intervention through the end of the school year.
D. Allow John to decide if and when to discontinue the intervention.

5. Leo is a tenth grader enrolled in a pre-vocational child development course. As part of the curriculum, he will complete a semester-long internship working as a classroom aide in a local preschool classroom. Leo's fieldwork will supplement his learning in the classroom primarily because it will:

A. provide him with the skills necessary to serve as a preschool teacher.
B. increase his awareness of early reading difficulties in young children.
C. demonstrate for him the relationship between preschool learning and future academic success.
D. promote his knowledge of behavior management techniques for young children.

6. When designing an educational plan for a student, the planning team uses a functional behavioral assessment to provide:

A. an analysis of what maintains the student's behavior and suggestions for new adult responses.
B. an understanding of the student's learning profile and the profile's areas of strength and weakness.
C. a review of the standard school discipline policy and a review of expected student behavior.
D. an evaluation of the student's sensory input to rule out physical causes of misbehavior.
7. Which of the following medical symptoms associated with anorexia nervosa interferes most significantly with a student's everyday functioning in school?
   
   A. mild anemia
   B. self-induced vomiting
   C. abdominal cramping
   D. excess energy

9. A school psychologist wants to empower high school students in a counseling group to advocate for their own needs. Which of the following steps taken by the school psychologist would most directly address that goal?
   
   A. telling students they are responsible for meeting their own needs
   B. attributing students' successes to their own efforts
   C. reminding students that making behavioral changes takes time
   D. asking students to give each other encouragement

8. The crisis team for a middle school has been called together to respond to a critical incident that is occurring on campus. Once the team members assemble, which of the following tasks should they address first?
   
   A. choosing an appropriate intervention
   B. contacting any outside agencies that might be helpful
   C. assessing the nature of the incident
   D. designating individuals to implement the intervention

10. Which of the following teacher expectations has been shown to be most effective in supporting students' work in cooperative learning situations?
    
    A. group accountability for the equitable distribution of tasks
    B. individual accountability for achieving the group's goals
    C. group responsibility for assisting students who lack particular skills
    D. individual responsibility for assessing other students' efforts
11. Which of the following best describes the importance of active listening in the consultative process?

A. listening quietly and taking notes on key issues aids the psychologist's recall of important elements of a situation

B. listening for the problem and evaluating the client's actions establishes the psychologist's expert opinion

C. listening for areas of concern and responding with a personal story demonstrates the psychologist's empathy

D. listening for information and emotion and reflecting them to the client clarifies and deepens the definition of the problem

12. Because there are few supervised places for students to go after school, students have been increasingly caught wandering through the high school after hours. Likewise, police report more juvenile crime during this same time period. Which of the following would be the most effective way to address this issue?

A. Host a community summit and present information about the problem. Use small-group discussions to create solutions that will be tested with families.

B. Initiate a new policy stating that students found on school property after 3 P.M. will be arrested for trespassing. Publicize this policy change with posters.

C. Write a letter to parents/guardians requesting that they provide more afternoon supervision. Explain that unsupervised children are at risk to become delinquent.

D. Increase homework to keep students busy after school. When students turn in incomplete assignments and get poor grades, the parents/guardians will know there is a problem.
13. The guardian of a student who has just moved into the district tells the school principal that the child has diabetes. To address the student's needs most effectively, which of the following steps should the school staff take first?

A. Determine if the student has ever had an Individualized Education Program (IEP).
B. Ask the guardian to sign a waiver of liability form.
C. Initiate the process for creating a 504 Accommodation Plan for the student.
D. Have the school nurse assess the student's general health.

14. A school psychologist is meeting with a group of sixth grade students from the same classroom who are in frequent conflict with each other. To initiate a conflict-resolution process that moves these students toward a greater respect for their classmates, which of the following guidelines would be most important for the school psychologist to establish with the students for the meeting?

A. Your feelings are valid, but you cannot expect other people to make you feel better.
B. You will need to apologize for saying or doing things that hurt others in the class.
C. You can criticize ideas during this process, but you cannot criticize other students.
D. You will need to distinguish between appropriate and inappropriate behavior.

15. A school psychologist suggests to administrators that they pursue partnerships with public agencies that provide services to students at risk. Which of the following describes the most effective role schools can have in school-community partnerships?

A. informing parents/guardians about the goals of and services offered by public agencies
B. screening students to ensure that assistance is directed to those who will benefit from it
C. acquiring donated items that can be distributed to students whose families are in need
D. providing a central location where multiple agencies can come to address students' needs

16. Which of the following is the most immediate obligation of a mandated reporter who learns that a child may be in danger of physical abuse?

A. to devise means of assessing the credibility of the allegation
B. to question the child about the allegations
C. to convey the information to authorities as soon as possible
D. to determine if the child has been harmed in the past
17. Which of the following approaches is likely to be most useful to a school psychologist for evaluating the probable efficacy of a particular educational or psychological intervention for an individual student?

A. Review and analyze a broad range of available research literature related to the intervention.

B. Consult with the student's family members to obtain their opinion about the appropriateness of the intervention.

C. Review a case study in which the intervention was implemented for a student with a similar diagnosis.

D. Implement the intervention on a trial basis and review the results after a few weeks.

18. A fifth grade teacher asks the school psychologist to evaluate a student who is doing poorly in class and to suggest possible classroom interventions. According to federal law, before administering a formal assessment to the student the psychologist must:

A. determine that special education facilities and personnel are adequate to meet the student's needs.

B. ask the school's special education teacher to provide a written request to administer the test.

C. review the student's records and observe the student's behavior in the classroom on at least two occasions.

D. obtain permission to administer the test from the student's parents/guardians.

19. Schools are required to provide assistive technology for a student with a disability if the device is listed in the student's Individualized Education Program (IEP) and it:

A. meets the district's school safety standards.

B. is needed to provide the student a free and appropriate public education.

C. costs the school district no more than $1,000.00.

D. is stored in the administrative offices when the student is not at school.

20. A school psychologist could most effectively use technology to access current research on eating disorders among student athletes by:

A. using an electronic database to find articles in professional journals.

B. consulting a catalogue to find books at the community library.

C. using a search engine to find pages on the Internet.

D. e-mailing colleagues to request first-hand information.
This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

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</tr>
<tr>
<td>17.</td>
<td>A</td>
<td>Understand research methods and program evaluation.</td>
</tr>
<tr>
<td>18.</td>
<td>D</td>
<td>Understand the principles of data-based decision making.</td>
</tr>
<tr>
<td>19.</td>
<td>B</td>
<td>Understand informational sources and technology that enhance school psychological services.</td>
</tr>
<tr>
<td>20.</td>
<td>A</td>
<td>Understand informational sources and technology that enhance school psychological services.</td>
</tr>
</tbody>
</table>
EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the School Psychologist test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the School Psychologist test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

The School Psychologist test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly.

Subarea Scores

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.
READING YOUR REPORT: A SAMPLE

A sample of a School Psychologist test score report is provided below.

<table>
<thead>
<tr>
<th>Number of Test Items in Subarea</th>
<th>Subarea Name</th>
<th>Subarea Score</th>
<th>Performance Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 to 40</td>
<td>Human Development, Diversity, &amp; Learning</td>
<td>273</td>
<td></td>
</tr>
<tr>
<td>31 to 40</td>
<td>Prevention, Intervention, &amp; Collaboration</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>31 to 40</td>
<td>Schools, Systems, Research, &amp; Practice</td>
<td>217</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Scaled Total Test Score</td>
<td>234</td>
<td></td>
</tr>
</tbody>
</table>

According to the above sample, the examinee did not pass the School Psychologist test ①, because the examinee’s total test score of 234 ② is below the passing score of 240.

The examinee did better on the Human Development, Diversity, and Learning section ③ of the test than on the Schools, Systems, Research, and the Practice of School Psychology section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.