<table>
<thead>
<tr>
<th>Standard</th>
<th>ICC8K1 Basic Terminology used in assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score/Level</td>
<td>1</td>
</tr>
<tr>
<td>Terminology</td>
<td>There is at least 25% of the correct terminology used in the case study</td>
</tr>
</tbody>
</table>

**Standards**

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets  
**Area:** Individualized General Education Curricula  
**Standard with Indicators:** Standard 8: Assessment  
**Category:** Knowledge  
**Indicator:** ICC8K1 Basic terminology used in assessment

<table>
<thead>
<tr>
<th>Standard</th>
<th>ICC8K2 Legal provisions and ethical principles regarding assessment of individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score/Level</td>
<td>1</td>
</tr>
<tr>
<td>Legal provisions and ethical principles</td>
<td>Mention that there are state and/or federal regulations that impact the assessment of the individual student</td>
</tr>
</tbody>
</table>

**Standards**

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets  
**Area:** Individualized General Education Curricula  
**Standard with Indicators:** Standard 8: Assessment  
**Category:** Knowledge  
**Indicator:** ICC8K2 Legal provisions and ethical principles regarding assessment of individuals

<table>
<thead>
<tr>
<th>Standard</th>
<th>ICC8K4 Use and limitations of assessment instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score/Level</td>
<td>1</td>
</tr>
<tr>
<td>Assessment instruments</td>
<td>The assessment instruments are named in the written case study</td>
</tr>
</tbody>
</table>

**Standards**

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets  
**Area:** Individualized General Education Curricula
<table>
<thead>
<tr>
<th>Standard with Indicators:</th>
<th>Category:</th>
<th>Indicator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8: Assessment</td>
<td>Knowledge</td>
<td>ICC8K4 Use and limitations of assessment instruments</td>
</tr>
</tbody>
</table>

Mentions that there is a need for accommodations or modifications for the individual student

Acknowledges that accommodations and/or modifications need to be allowed for the individual student

Lists what accommodations and/or modifications would benefit the individual student

Describe in detail what State of Texas recognized accommodations and modifications would be allowed on the statewide assessment for the individual student

---

Standards

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

**Category:**

**Indicator:**

National, state or provincial, and local accommodations and modifications

---

### Case Study

Mentions the individual's age and gender

Case study mentions individual's age, gender, and ethnicity

Case study mentions individual's age, gender, ethnicity, living arrangements and learning problems

Case study mentions individual's age, gender, ethnicity, living arrangements, learning problems, and medical history

---

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

**Category:**

**Indicator:**

Gather relevant background information

---

Administer formal or informal assessments

Administer nonbiased formal or research-based assessments

Administer assessments correctly report
<table>
<thead>
<tr>
<th><strong>Administer unbiased formal and informal assessments</strong></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
<th><strong>Score/Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>administer unbiased formal and informal assessments</em></td>
<td>assessments</td>
<td>informal assessments</td>
<td>nonbiased formal or informal assessments based on age criteria</td>
<td>results from nonbiased formal or informal assessments based on age and grade criteria</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

USA- CEC Council for Exceptional Children Professional Standards (2010)

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

Standard 8: Assessment

**Category:** Skills

**Indicator:**

ICC8S2 Administer unbiased formal and informal assessments

---

<table>
<thead>
<tr>
<th><strong>Standard ICC8S3 Use technology to conduct assessments</strong></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mention in report that technology should be used to conduct assessments</em></td>
<td>Use paper and pencil graphs to monitor progress from conducted assessments</td>
<td>Use computer generated progress monitoring program to plot progress from assessments</td>
<td>Use computer generated assessment programs and computer generated progress monitoring programs to conduct assessments</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

USA- CEC Council for Exceptional Children Professional Standards (2010)

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

Standard 8: Assessment

**Category:** Skills

**Indicator:**

ICC8S3 Use technology to conduct assessments

---

<table>
<thead>
<tr>
<th><strong>Standard ICC8S4 Develop or modify individualized assessment strategies</strong></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mention that there needs to be individual assessment strategies</em></td>
<td>Describe any modifications made to individualized assessment strategies</td>
<td>Develop modifications made to individualized assessment strategies</td>
<td>Develop and describe any modifications that were made for individualized assessment strategies</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

USA- CEC Council for Exceptional Children Professional Standards (2010)
<table>
<thead>
<tr>
<th>Standard</th>
<th>ICC8S5 Interpret information from formal and informal assessments</th>
</tr>
</thead>
</table>

There is an attempt to correctly interpret information from informal assessments on the individual case study student.

- Correctly interpret information from formal and informal assessments in written report on the individual case study student.
- Correctly interpret information from formal and informal assessments in oral presentation on the individual case study student.

**Standards**

**USA - CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

**Standard 8: Assessment**

**Category:** Skills

**Indicator:** ICC8S4 Develop or modify individualized assessment strategies

<table>
<thead>
<tr>
<th>Standard</th>
<th>ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds</th>
</tr>
</thead>
</table>

List results of the assessments.

- Discuss in writing what changes could be made in the placement or eligibility of the case study student. Describe what changes, if any, need to be made for the placement and eligibility of the case study student based on the assessment information. Describe in detail how the assessment information should be used in making eligibility, program, and placement decisions for the individual student to include any issues with cultural or linguistic diversity.

**Standards**

**USA - CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

**Standard 8: Assessment**

**Category:** Skills
Score/Level

1. ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

2. ICC8S7 Report assessment results to all stakeholders using effective communication skills.

3. ICC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.

4. ICC8S7 Report assessment results to all stakeholders using effective communication skills.

5. ICC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.

Standards:
- Level: Initial Knowledge and Skill Sets
- Area: Individualized General Education Curricula
- Standard with Indicators:
  - Standard 8: Assessment
  - Category: Skills
  - Indicator: ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
  - ICC8S7 Report assessment results to all stakeholders using effective communication skills.
  - ICC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.

Additional Notes:
- Use written and computer-generated progress monitoring charts to follow the individual’s progress and write a summary to detail the instruction progress of the student.
- Develop a written report and deliver it along with another presentation to communicate the assessment results of the case study.
- Use written and computer-generated progress monitoring charts to follow the individual’s progress and write a summary to detail the instruction progress of the student.
<table>
<thead>
<tr>
<th>Standard ICC8S9 Create and maintain records</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group some of the information done on the case study student in a paper clip</td>
<td>Group all the information done on the case study student in a paper clip</td>
<td>Develop a case study folder on a student containing the work done during the semester</td>
<td>Develop a case study folder on a student containing all the necessary components of a complete report that could then be presented at an IEP eligibility Team meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

**Category:** Skills

**Indicator:** ICC8S9 Create and maintain records

<table>
<thead>
<tr>
<th>Standard ICC9S8 Use verbal, nonverbal, and written language effectively</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 80% of the written case study report uses language presented in a professional manner using professional terminology. More than 4 grammar or mechanical errors.</td>
<td>At least 90% of the written case study report uses language presented in a professional manner using professional terminology. 3-4 grammar or mechanical errors.</td>
<td>All written language used in the case study report is presented in a professional manner using professional terminology. 2-3 grammar or mechanical errors.</td>
<td>All written language used in the case study report is presented in a professional manner using professional terminology. No grammar or mechanical errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**USA- CEC Council for Exceptional Children Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets

**Area:** Individualized General Education Curricula

**Standard with Indicators:**

**Category:** Skills

**Indicator:** ICC9S8 Use verbal, nonverbal, and written language effectively