

# Contents

INTRODUCTION .....	7
1 IDENTIFICATION .....	13
Available Identification Data .....	14
Incidental Observation .....	14
School Records .....	17
Work Products .....	21
Priorities for Academic Diagnosis .....	22
2 DIAGNOSIS .....	25
Rationale for Teacher Diagnosis .....	26
Resources for Teacher Diagnosis .....	28
Formal, Standardized Tests .....	28
Informal Testing Using Classroom Materials .....	32

Schedule for Classroom Testing.....	37
Testing During Class Time .....	38
Testing During Released Time .....	40
Informal Classroom Inventories .....	41
Informal Reading Inventory .....	41
Analysis of Reading Performance .....	46
Informal Mathematics Inventory .....	52
Analysis of Mathematics Performance .....	58
Informal Writing Sample .....	63
Analysis of Formulation Errors .....	64
Analysis of Writing Errors .....	66
Informal Spelling Sample .....	68
Analysis of Spelling Errors .....	69
<b>3 REFERRAL .....</b>	<b>73</b>
Academic Functioning Level .....	75
The Special Educator .....	76
The Subject-Matter Specialist .....	76
Process Functioning Level .....	77
The Nurse .....	78
The Speech Clinician .....	80
The Educational Diagnostician .....	81
The School Psychologist or Counselor .....	81
The Clinical Audiologist .....	83
The Physical Therapist .....	83
The Occupational Therapist .....	84
Cognitive and Affective Functioning Level .....	85
The School Psychologist and the Counselor .....	85
Indications for Referral .....	86
Essential Steps in Referral .....	88
Communication of Student Status .....	88

Report of Interventions and Economy Systems . . . . .	90
Formulation of the Referral Question . . . . .	91
Preparation of the Student for Referral . . . . .	92
4 THE ASSESSMENT TEAM . . . . .	99
Interpretation of Reports . . . . .	100
Informational Statements . . . . .	101
Inferential Statements . . . . .	102
Judgmental Statements . . . . .	102
Interaction of Statements in Reports . . . . .	103
Problems in Interpretation of Statements . . . . .	104
Resolution of Discrepancies . . . . .	106
Differences Between Teacher's and Examiner's Views . . . . .	106
Discrepancies within a Report . . . . .	109
Maintenance of the Team Approach . . . . .	110
Acceptance of the Psychometric Orientation . . . . .	111
Respect for Professional Competence . . . . .	112
Advocacy of Student Welfare . . . . .	114
Recognition of Team Limitations . . . . .	115