# Table of Contents

**General Information About the Illinois Certification Testing System**

- Program Overview ................................................................. 1-1
  - For Further Information ......................................................... 1-2
  - Description of the Tests ......................................................... 1-3
  - Test Administration ............................................................... 1-4
  - Score Reports ........................................................................ 1-4

- How to Prepare for the Test ...................................................... 1-5
  - Assess Your Knowledge and Test Skills ............................... 1-5
  - Practice Your Test-Taking Skills ........................................... 1-5

- The Day of the Test: Helpful Hints .......................................... 1-5
  - Preparation ............................................................................. 1-5
  - Test-Taking Tips ...................................................................... 1-5

- Test Directions .......................................................................... 1-7

**Field-Specific Information**

- Introduction ............................................................................ 2-1
  - Test Subareas and Objectives .................................................. 2-1
  - Practice Test Questions ........................................................... 2-2

- Test Objectives ......................................................................... 2-3

- Practice Test Questions .............................................................. 2-9

- Answer Key .............................................................................. 2-16

- Explanation of the Test Score Report ....................................... 2-17
  - Overview ..................................................................................... 2-17
  - Reading Your Report: A Sample .............................................. 2-18
Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2006 by the Illinois State Board of Education
NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).
The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Certification Testing System
Field-Specific Information

• Test Subareas and Objectives
• Practice Test Questions
• Explanation of the Test Score Report

INTRODUCTION

The content 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 statement, which describes 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 statement for the Educable Mentally Handicapped test.

Objective Statement

Understand normal human prenatal development.

Descriptive Statement

Includes the characteristics and sequence of normal human prenatal development; and developmental issues of importance during the prenatal period.
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, which begin on page 2-9, 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.
EDUCABLE MENTALLY HANDICAPPED TEST OBJECTIVES

I. Human Development and Students with Special Educational Needs
   II. Cognitive Disabilities
   III. Assessment
   IV. Program Development and Intervention
   V. Professional Knowledge and Legal Issues

SUBAREA I—HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

1. Understand normal human prenatal development.
   Includes the characteristics and sequence of normal human prenatal development; and developmental issues of importance during the prenatal period.

2. Understand normal human development during infancy (birth to 2 years).
   Includes the characteristics and sequence of physical, sensory, motor, cognitive, linguistic, social, and emotional development in infancy; and other developmental issues of importance during infancy.

3. Understand normal human development during early childhood (3 to 5 years).
   Includes the characteristics and sequence of physical, sensory, motor, cognitive, linguistic, social, and emotional development in early childhood; and other developmental issues of importance during early childhood.

4. Understand normal human development during middle childhood (6 to 11 years).
   Includes characteristics and the sequence of physical, sensory, motor, cognitive, linguistic, social, and emotional development in middle childhood; and other developmental issues of importance during middle childhood.

5. Understand normal human development during adolescence and young adulthood (12 to 21 years).
   Includes characteristics of physical, sensory, motor, cognitive, linguistic, social, and emotional development during adolescence and young adulthood; and other developmental issues of importance during adolescence and young adulthood.

6. Analyze the effects of physical, biological, and environmental factors on human development.
   Includes the effects of physical, biological, and environmental factors on physical, sensory, and motor development, cognitive development, language development, and social and emotional development.

7. Understand theories of human development and behavior.
   Includes theories of human development and behavior, interpretations of characteristics of human development and behavior according to various theories, and theories of language acquisition and development.

8. Demonstrate familiarity with specific learning disabilities.
   Includes theories and assumptions related to the etiology and characteristics of learning disabilities; and the effects of learning disabilities on human development, learning, and behavior.
9. Demonstrate familiarity with behavior and emotional disabilities.
Includes types of behavior and emotional disabilities and their characteristics; theories and assumptions related to the etiology of behavior and emotional disabilities; and the effects of behavior and emotional disabilities on human development, learning, and behavior.

10. Demonstrate familiarity with speech and language impairments.
Includes speech and language impairments and their characteristics, causes, and effects on human development, learning, and behavior.

11. Demonstrate familiarity with hearing and visual impairments.
Includes hearing and visual impairments and their characteristics, causes, and effects on human learning, behavior, and development.

12. Demonstrate familiarity with physical and other health impairments.
Includes types of physical and other health impairments and their characteristics, causes, and effects on human development, learning, and behavior.

**SUBAREA II—COGNITIVE DISABILITIES**

13. Understand the definitions of cognitive disabilities.
Includes types of cognitive disabilities and ways in which they differ from other disabilities.

14. Identify characteristics and levels of cognitive disabilities.
Includes levels and characteristics of cognitive disabilities; and terms related to cognitive disabilities.

15. Analyze the effects of cognitive disabilities on human development.
Includes the effects of cognitive disabilities on cognitive development; language acquisition and development; social and emotional development; and physical, sensory, and motor development.

16. Understand the historical development of the education of students with cognitive disabilities.
Includes trends in the education of students with cognitive disabilities; and the persons who have influenced the education of students with cognitive disabilities.

17. Understand causes and methods of preventing cognitive disabilities.
Includes prenatal, genetic, perinatal, and postnatal causes of cognitive disabilities; and methods of preventing cognitive disabilities.

**SUBAREA III—ASSESSMENT**

18. Understand legal requirements relating to assessment.
Includes state and federal requirements related to screening, referral, and assessment; the rights of students and parents; and procedures for addressing and correcting violations of those rights in relation to assessment.

19. Understand formal assessment instruments.
Includes the types, characteristics, uses, advantages, and disadvantages of formal assessment instruments and evaluation criteria; and principles and procedures for selecting formal assessment instruments.
20. **Understand methods of informal assessment.**
Includes the methods, characteristics, and uses of informal assessment; the principles and procedures for selecting or creating informal assessment methods; and the advantages and disadvantages of informal assessment methods.

21. **Understand instruments used in intellectual assessment.**
Includes types, uses, characteristics, advantages, and disadvantages of instruments used in intellectual assessment; and the interpretation and use of various intellectual assessment data in the development of Individualized Education Programs (IEPs).

22. **Understand methods used to assess the adaptive behavior of students with cognitive disabilities.**
Includes types, uses, and characteristics of formal and informal behavioral assessment methods; appropriate procedures for administering behavioral assessment methods; and the interpretation and use of various behavioral assessment data in the development of Individualized Education Programs (IEPs).

23. **Understand methods used to assess the academic achievement of students with cognitive disabilities.**
Includes types, uses, and characteristics of formal and informal achievement tests; procedures for administering academic achievement tests; and the interpretation and use of various achievement assessment data in the development of Individualized Education Programs (IEPs).

24. **Understand methods used to assess the language development of students with cognitive disabilities.**
Includes types, uses, and characteristics of formal and informal methods of assessing language development; procedures for administering language assessment methods; and the interpretation and use of various language assessment data in the development of Individualized Education Programs (IEPs).

25. **Apply continuous classroom assessment procedures.**
Includes procedures for maintaining continuous classroom assessment, methods for using continuous classroom assessment procedures, and the use of various interpretations of data from continuous classroom assessment methods in the revision of Individualized Education Programs (IEPs).

**SUBAREA IV—PROGRAM DEVELOPMENT AND INTERVENTION**

26. **Identify procedures for conducting a comprehensive case study evaluation.**
Includes the components of a comprehensive case study; and the requirements and procedures for conducting a comprehensive case study evaluation.

27. **Understand the development of Individualized Education Programs (IEPs) for students with cognitive disabilities.**
Includes members of the multidisciplinary team and the IEP team and their roles, appropriate long- and short-term goals for an IEP, information that must be specified in an IEP, requirements for reviewing and revising an IEP, and the rights of students and parents/guardians in the development of an IEP.
28. **Understand the implementation of Individualized Education Programs (IEPs) for students with cognitive disabilities.**
Includes appropriate activities and curriculum components to meet IEP objectives, procedures for evaluating progress toward IEP goals and objectives, appropriate ways of communicating with persons involved in the implementation of an IEP, and procedures for modifying and updating an IEP.

29. **Analyze the continuum of alternative placements and programs available to students with cognitive disabilities.**
Includes school and community placement options for students with cognitive disabilities, community-based services and their characteristics, the range of employment and educational opportunities for students with cognitive disabilities, and the advantages and disadvantages of placement options and programs within the continuum of services.

30. **Identify the roles of personnel who provide related services or support services to students with cognitive disabilities.**
Includes the roles of related service personnel and support service personnel who may be involved in educational programs for students with cognitive disabilities.

31. **Apply principles and procedures for individualizing instruction for students with cognitive disabilities.**
Includes appropriate methods for determining students' learning styles, instructional adaptations necessary to meet students' needs, criteria for selecting materials for a student, and the appropriate sequence of activities to meet Individualized Education Program (IEP) objectives.

32. **Understand task analysis.**
Includes methods of establishing entry behavior, the process of breaking down and sequencing a task into a series of subskills, procedures for establishing mastery criteria for a task, and appropriate applications of task analysis for instructional purposes.

33. **Identify early intervention strategies used with students identified as having cognitive disabilities.**
Includes methods of recognizing the need for early intervention; and appropriate procedures for stimulating the cognitive and language development, social and emotional development, and sensory, motor, and body awareness of students with cognitive disabilities.

34. **Identify appropriate instructional techniques for developing the academic skills of students with cognitive disabilities.**
Includes appropriate techniques for developing academic content and for teaching academic content skills; the appropriate sequence of activities for teaching academic content skills; and ways to select and adapt instructional materials, including new technologies for teaching academic skills to students with cognitive disabilities.

35. **Identify appropriate techniques for developing the social and daily living skills of students with cognitive disabilities.**
Includes appropriate techniques for developing interpersonal and communication skills; and appropriate techniques and sequences of activities for teaching daily living skills.

36. **Analyze procedures for communicating with and counseling students with cognitive disabilities.**
Includes common concerns of students with cognitive disabilities, appropriate methods for providing feedback to students with cognitive disabilities, and factors involved in counseling students with cognitive disabilities.
37. **Understand techniques for providing prevocational and vocational training and opportunities to students with cognitive disabilities.**
   Includes appropriate techniques and settings for providing prevocational and vocational training; appropriate methods for establishing prevocational and vocational goals, prevocational and vocational training objectives and activities, and prevocational and vocational opportunities available to students with cognitive disabilities.

38. **Understand appropriate intervention and instructional techniques to meet the needs of students with cognitive disabilities, who have additional disabilities.**
   Includes appropriate ways to adapt intervention and instructional techniques and the classroom environment to meet the needs of students with cognitive disabilities who have additional disabilities.

39. **Analyze various types of behavior management programs.**
   Includes types of behavior management programs and their characteristics, advantages, and disadvantages; and the uses of behavior management programs in classroom situations.

40. **Understand the development and implementation of individual behavior management programs.**
   Includes procedures for developing a behavior management program for students with cognitive disabilities, appropriate procedures for implementing individual behavior management programs, appropriate ways of involving family members in the development and implementation of individual behavior management programs, and procedures for revising individual behavior management programs based on progress.

41. **Understand effective classroom management techniques.**
   Includes features that contribute to the safety, comfort, and usefulness of a classroom; appropriate ways of adapting a classroom to meet the needs of students with cognitive disabilities; classroom factors that may affect learning; and appropriate techniques for managing a classroom effectively, including methods for collaboration between regular education and special education teachers.

42. **Understand emergency and routine health services.**
   Includes appropriate procedures to follow during a medical emergency, routine health services performed in schools, procedures to prevent medical emergencies, and the interpretation of medical assessment data.

**SUBAREA V—PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES**

43. **Identify technological advances in special education.**
   Includes appropriate uses of new technology related to materials and equipment in special education; and appropriate equipment and materials for various situations.

44. **Apply procedures and processes for interacting with school personnel and other professionals.**
   Includes appropriate strategies for interacting effectively with regular education personnel; and appropriate methods for collaborating with teachers and other professionals.

45. **Identify organizations involved with special education.**
   Includes national, state, and local organizations that provide services to augment the special education program.
46. **Understand methods of working with families of students with cognitive disabilities.**
Includes appropriate ways to discuss assessment results with family members, to help parents and guardians understand human development and the special needs of their child, to communicate with family members about a student's educational progress, and to coordinate techniques used in the school with those used at home.

47. **Understand how to access current literature on cognitive disabilities.**
Includes sources of current research on cognitive disabilities; and appropriate ways to apply current research findings in classroom situations.

48. **Demonstrate sensitivity to cultural differences among students and their families.**
Includes cultural similarities and differences that exist among various racial, ethnic, religious, and socioeconomic groups; and the impact of cultural group differences on student learning and behavior and on student placement decisions in special education.

49. **Understand the rights of students with special educational needs, and the rights and responsibilities of parents, teachers, administrators, and other advocates.**
Includes the rights of students with special educational needs; and the rights and responsibilities of parents, other advocates, teachers, and administrators.

50. **Apply federal laws and regulations concerning the delivery of special education and related services.**
Includes federal laws and regulations governing special education and related services, landmark judicial decisions related to special education, and ways in which federal laws relate to various situations involving special education.

51. **Apply Illinois state laws and regulations concerning the delivery of special education and related services.**
Includes Illinois state laws and regulations concerning the delivery of special education and related services and concerning the responsibilities of special education and related service personnel; and the application of Illinois state laws and regulations to various situations involving special education.
1. In relation to cognitive development, most five-year-old children are able to:
   A. use numerical concepts to solve problems.
   B. identify abstract similarities and differences.
   C. draw conclusions based on their own experience.
   D. generalize rules from one situation to another.

2. Which of the following most accurately describes how severe, spastic quadriplegia related to cerebral palsy would be expected to affect a child's cognitive development?
   A. The physical disability is likely to deny the child a variety of types of learning experiences that may be important to the development of higher-level thinking skills.
   B. The physical disability will likely be compensated by increased cognitive function and more rapid rates of cognitive development than would be expected for a nondisabled child.
   C. The physical disability is unlikely to have any effect upon patterns or rates of learning exhibited by the child.
   D. The physical disability will likely cause a deterioration of cognitive function leading to cognitive disabilities.

3. Piaget's theory is based on the premise that children's cognitive development depends primarily upon:
   A. the appropriate use of positive and negative reinforcers by parents and other caretakers.
   B. their unconscious drives and motives.
   C. their attainment of a biologically based, sequential series of developmental stages.
   D. the availability of appropriate role models.

4. A student who has a learning disability that involves problems with visual-motor coordination is most likely to have difficulty with which of the following classroom activities?
   A. distinguishing the shapes of objects
   B. focusing on the letters of a word
   C. recalling material presented visually
   D. learning to form letters correctly
5. The behavior disorder characterized by involuntary movements and vocal outbursts is known as:
   A. pica.
   B. attention deficit hyperactivity disorder.
   C. Tourette's syndrome.
   D. oppositional defiant disorder.

6. A seven-year-old student who says "wabbit" for rabbit and "thoup" for soup is most likely demonstrating a disorder in:
   A. receptive language.
   B. articulation.
   C. voice quality.
   D. fluency.

7. Based on the normal curve distribution for intelligence scores, an individual who has deficits in adaptive behavior and whose IQ score falls between two and three standard deviations below the mean would be considered to be functioning within which range of cognitive disabilities?
   A. mild
   B. moderate
   C. severe
   D. profound

8. According to Piaget's theories of cognitive development, a child with a mild cognitive disability might be expected to show delays in the stage of formal operations because of a limited ability to:
   A. explore and make sense of his or her environment.
   B. reason or understand beyond his or her own perceptions.
   C. develop a sense of personal identity and interests.
   D. categorize objects according to more than one attribute.

9. Which of the following cognitive disabilities is caused by the presence of an extra chromosome?
   A. Tay-Sachs disease
   B. Fragile X
   C. Down syndrome
   D. phenylketonuria (PKU)

10. A teacher-made test is best used to:
    A. measure how a student performs compared with other children of the same age.
    B. predict a student's academic success across various domains.
    C. evaluate the extent to which a student's development is delayed in specific skills areas.
    D. determine whether a student has mastered instructional objectives.
11. Use the behavioral assessment data below to answer the question that follows.

In helping to develop an Individualized Education Program (IEP) for a student identified as having a mild cognitive disability, the special education teacher collects the data shown above, which compares the effectiveness of two alternative behavior management approaches in reducing the student's self-stimulatory behaviors. Based on these data, which of the following would be the most appropriate recommendation for the teacher to make?

A. Continue alternating the use of overcorrection and timeout procedures in the student's program.

B. Use overcorrection procedures in the student's program and discontinue timeout procedures.

C. Discontinue both types of interventions and evaluate the effectiveness of alternative methods.

D. Use timeout procedures in the student's program and discontinue overcorrection procedures.
12. Use the achievement assessment results below to answer the question that follows.

![Achievement Test Results](image)

Stephen, an 11-year-old student who is currently placed in a regular classroom, is administered a variety of intellectual, personality, and adaptive behavior tests as components of a comprehensive case study. Members of Stephen's assessment team agree that of the tests administered, only Stephen's achievement test scores indicate any possible cause for concern. Based on the achievement test data presented above, which of the following would be the most appropriate recommendation for team members to make?

A. Continue placement in the regular classroom with no special services.

B. Provide resource-room tutoring for intensive academic remediation.

C. Provide an aide to assist with reading skills within a regular classroom setting.

D. Begin placement in a special education classroom.
13. Which of the following steps would a teacher be least likely to include when analyzing behavior of a student?

A. standardizing the student's behaviors in relation to expected behaviors of peers
B. observing how different antecedents or environmental conditions affect behavior
C. documenting the time spent on a specific task
D. defining the behavior to be observed in precise, concrete terms before the initiation of the analysis

14. An Individualized Education Program (IEP) can be implemented as soon as which of the following conditions has been met?

A. A 30-day waiting period has elapsed after the initial referral.
B. All recommended assessments have been completed by the appropriate specialists.
C. Teachers involved in implementing the IEP have met to plan a coordinated instructional program.
D. The parent or guardian has signed the IEP and returned it to the appropriate administrator.

15. Joan, a seven-year-old with a mild cognitive disability, has the following objective in her Individualized Education Program (IEP): "Joan will be able to apply the concept of one-to-one correspondence to objects in her environment." Which of the following activities would be an appropriate first step for helping Joan achieve this objective?

A. Choose between two containers of crayons when the teacher asks which has "more" or "less."
B. Point to the fifth child in line at recess time.
C. Set the table with eating utensils, one spoon and one fork per place.
D. Point out a set with the right number of blocks as the teacher says a particular number.

16. Paul, a student who has been identified as having moderate cognitive disabilities and a learning disability, is having trouble keeping his place when reading, often skipping lines or rereading the same line in his text. Which of the following instructional adaptations would be most appropriate for Paul?

A. Assign a classmate to read more difficult materials to Paul.
B. Assign Paul to a remedial reading program that focuses on visual scanning.
C. Have Paul use texts written at a lower reading level.
D. Teach Paul to slide a card down each page while reading the line above the card.
17. Which of the following student activities would be most appropriate for teaching functional sight reading to students identified as having moderate cognitive disabilities?

A. pairing words with pictures
B. identifying the beginning sounds in the words
C. matching letters to whole words
D. tracing the letters in a word

18. Which of the following would be the most effective technique for teaching dressing skills to young students identified as having moderate cognitive disabilities?

A. extinction
B. overcorrection
C. backward chaining
D. total task training

19. A vocational training program in which students spend some time in classroom instruction and some time in on-the-job training is typically referred to as:

A. cooperative education.
B. a learning center.
C. supportive employment.
D. a work enclave.

20. Millie, a 12-year-old student with a moderate cognitive disability, frequently pushes and hits other students in her special class. Millie's teacher believes that Millie engages in this behavior in order to get more attention. Given this analysis, which of the following strategies would be most effective for the teacher to use in attempting to change Millie's behavior?

A. Tell Millie firmly, "No hitting and no pushing," following each incident involving aggressive behavior.
B. Require Millie to shake hands with the victims of her aggressive behaviors.
C. Have a staff member accompany Millie to a location outside the classroom for ten minutes following each aggressive incident.
D. Pay attention to the victim of Millie's aggression following each incident.

21. Which of the following physical features is most important to include in a classroom designed for young students with cognitive disabilities?

A. video camera and monitor
B. built-in learning stations
C. direct access to bathrooms
D. wall-to-wall carpeting
22. In discussing assessment results with the parents of a student with cognitive disabilities, it is most important for the teacher to include information about:

A. how the student's scores compare with those of other students with cognitive disabilities.
B. the teacher's prediction of the student's potential to learn.
C. possible remediation strategies in areas in which the student's scores were low.
D. how the assessment instrument was developed and standardized for use with special populations.

23. Mr. Bronson's sixth grade class includes students from several ethnic minority groups. To plan an effective classroom management strategy, it is important for Mr. Bronson to recognize that these students:

A. generally wish to assimilate into the dominant culture.
B. are likely to be openly hostile to a white male teacher.
C. will see one another as allies in overcoming discrimination.
D. may form ethnic peer groups that become isolated from one another.

24. According to Illinois state law, which of the following is a mandated responsibility of school administrators with respect to the parents of a child with cognitive disabilities?

A. ensuring access to and confidentiality of the child's records
B. guaranteeing that the child is provided access to all programs available within the school
C. notifying parents following the placement of their child in a special education program
D. providing an independent evaluator for the child at the school's expense upon initial request of parents

25. According to legal guidelines, the case studies of students who may be eligible for special education services must be reviewed by:

A. a multidisciplinary staff conference.
B. the State Advisory Council on Education of Handicapped Children.
C. a subcommittee of the local school board.
D. the Department of Mental Health and Developmental Disabilities.
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.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Response</th>
<th>Test Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>Understand normal human development during early childhood (3 to 5 years).</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>Analyze the effects of physical, biological, and environmental factors on human development.</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Understand theories of human development and behavior.</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Demonstrate familiarity with behavior and emotional disabilities.</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>Demonstrate familiarity with behavior and emotional disabilities.</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>Demonstrate familiarity with speech and language impairments.</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>Identify characteristics and levels of cognitive disabilities.</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>Analyze the effects of cognitive disabilities on human development.</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td>Understand causes and methods of preventing cognitive disabilities.</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>Understand methods of informal assessment.</td>
</tr>
<tr>
<td>11</td>
<td>B</td>
<td>Understand methods used to assess the adaptive behavior of students with cognitive disabilities.</td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td>Understand methods used to assess the academic achievement of students with cognitive disabilities.</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td>Apply continuous classroom assessment procedures.</td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td>Understand the development of Individualized Education Programs (IEPs) for students with cognitive disabilities.</td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td>Understand the implementation of Individualized Education Programs (IEPs) for students with cognitive disabilities.</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>Apply principles and procedures for individualizing instruction for students with cognitive disabilities.</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
<td>Identify appropriate instructional techniques for developing the academic skills of students with cognitive disabilities.</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td>Identify appropriate techniques for developing the social and daily living skills of students with cognitive disabilities.</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>Understand techniques for providing prevocational and vocational training and opportunities to students with cognitive disabilities.</td>
</tr>
<tr>
<td>20</td>
<td>D</td>
<td>Analyze various types of behavior management programs.</td>
</tr>
<tr>
<td>21</td>
<td>C</td>
<td>Understand effective classroom management techniques.</td>
</tr>
<tr>
<td>22</td>
<td>C</td>
<td>Understand methods of working with families of students with cognitive disabilities.</td>
</tr>
<tr>
<td>23</td>
<td>D</td>
<td>Demonstrate sensitivity to cultural differences among students and their families.</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td>Understand the rights of students with special educational needs, and the rights and responsibilities of parents, teachers, administrators, and other advocates.</td>
</tr>
<tr>
<td>25</td>
<td>A</td>
<td>Apply Illinois state laws and regulations concerning the delivery of special education and related services.</td>
</tr>
</tbody>
</table>
EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the 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 each content-area 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
To pass the Educable Mentally Handicapped 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 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 an Educable Mentally Handicapped 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>21 to 30</td>
<td>Human Dev &amp; Students w/ Special Ed Needs</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>11 to 20</td>
<td>Cognitive Disabilities</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>11 to 20</td>
<td>Assessment</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>31 to 40</td>
<td>Program Development and Intervention</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>11 to 20</td>
<td>Professional Knowledge and Legal Issues</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td></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 test 1. The examinee scored 234 2 on the total test and therefore did not meet the minimum passing score of 240 3. The examinee performed well on two subareas: Human Development and Students with Special Educational Needs (score of 255) 4 and Cognitive Disabilities (score of 260). However, the examinee did not perform well on three subareas: Assessment (score of 220) 5, Program Development and Intervention (score of 210), and Professional Knowledge and Legal Issues (score of 237). In studying to retake the test, the examinee may wish to concentrate on studying for these three subareas.