



MAASAI MARA UNIVERSITY

REGULAR UNIVERSITY EXAMINATION

2021/2022 ACADEMIC YEAR

FOURTH YEAR FIRST SEMESTER

SCHOOL OF EDUCATION

DEGREE OF BACHELOR OF EDUCATION

SPECIAL NEEDS

COURSE CODE: SNE 4127

**COURSE TITLE: PSYCHO – EDUCATIONAL
ASSESSMENT 11**

DATE: 31ST MARCH, 2022

TIME: 1430-1630

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY THREE** in **section B**

SECTION A- 25 MARKS

Questions One: (25 mks)

1(a) Define the following terms

- (i) Standardized Tests of Achievement **(2 marks)**
- (ii) Criterion reference tests **(2marks)**
- (iii) Tests of Functional Behavior **(2 marks)**

(b) Compare the limitations in practical usage of traditional assessment as suggested by Halpern et al., (1982) and Berkel, (1987) **(6 marks)**

(c) Using relevant examples, distinguish between Curriculum Based Assessment and Tests of Functional Behavior **(4 marks)**

(d) Explain the three guidelines for testing reading **(6 marks)**

(e) Analyze five limitations of practical usage of traditional assessment for persons with severe disabilities **(5 marks)**

(f) Examine three types of evaluation as used in assessment **(3 marks)**

SECTION B: 45 MARKS

2. Identify five tools for functional assessment and discuss how the same are used to assist in the transition and placement for learners with disabilities **(15 marks)**

3. Critically analyze five components of vocational assessment transition model as indicated in assessment Program for Practice **(15marks)**

4. Discuss the characteristics of functional assessment according to Gaylord-Ross and Browder (1991) **(15marks)**

5. Explain the diverse categories of disabilities under which children may be eligible for special education and related services according to Public Law 105-476 **(15 marks)**

6. Discuss functions assessment as a process in Transition **(15marks)**

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