

## **Core-Selective Evaluation Process (C-SEP): Self-Assessment and Study Plan Tool**

*The Core-Selective Evaluation Process (C-SEP)* is a practitioner-friendly approach of specific learning disability (SLD) identification rooted in state policy, adhering to the instructions and research provided by the authors of the assessments, and informed professional judgment. It is the responsibility of the educational diagnostician to remain competent and current in contemporary assessment processes (i.e., C-SEP). New learning and/or adoption of a new practice requires the application of adult learning principles, primarily self-directed learning and additional practice; both required in gaining a deeper understanding of new learning. Attendance at workshops and training is important, but the effects will fade unless information is applied in a real-life setting or more deeply integrated with previous learning and current practice.

The purpose of this tool is twofold: a) for the learner to self-assess their knowledge and skills regarding C-SEP, and b) provide resources\* for further study and support. It is important to note that by virtue of possessing an educational diagnostician certificate, you have demonstrated to the satisfaction of the state that you possess all the requisite knowledge and skills in order to gain a deep understanding of C-SEP. It is the assumption that the users of this tool have had extensive training in assessment however, the state standards\*\* most related to C-SEP for the educational diagnostician certification will be aligned with study targets in this tool.

\* Most resource can be accessed via <https://csep.online/index.html> and <https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005> **Note:** see also the complete reference sheet at the end of this document.

\*\* For all Texas Educational Diagnosticians Standards  
<http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239c.html>

**Directions:** For each area, reflect on the current status of your knowledge and/or skill set in relation to C-SEP and rate yourself. For ratings of 1 or 2, engage in future study. The goal is that after your self-study you will be able to rate yourself a 3 on all items.

### Ratings

1. I have been taught this, but I need to know more.
2. I have been taught this and know about it.
3. I have been taught this, know it, AND can explain it to others.

**Policy**

**Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.**

*The educational diagnostician knows and understands:*

- state and federal regulations relevant to the role of the educational diagnostician;
- laws and legal issues related to the assessment and evaluation of individuals with educational needs;
- issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and....

<b>Skill</b>	<b>Rating</b>	<b>Resource</b>
I understand the determinant factors to be identified as SLD		<i>Legal Framework</i> <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>
I understand how “lack of achievement” is defined in TX regulations		<i>Legal Framework</i> <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>
I understand the multiple ways that the TX Regulations allows measurement of “lack of achievement”		<i>Legal Framework</i> <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>
I am familiar with the contents of the FAQ document and can use it to describe the intent of the regulations.		§89.1040 Eligibility Criteria Frequently Asked Questions (Resources under SLD) <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx">https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx</a>
I am fluent in citing the pattern of strengths and weaknesses (PSW) language contained in the statute		<i>Legal Framework</i> <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>
I can articulate fluently the Texas definition of SLD and the Texas definition of Dyslexia		<i>Legal Framework</i> <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>  Dyslexia Handbook <a href="https://tea.texas.gov/academics/dyslexia/">https://tea.texas.gov/academics/dyslexia/</a>
I can articulate and explain the criteria used for Dyslexia identification vs SLD identification		<i>Legal Framework</i> <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>  <i>Dyslexia Handbook Texas</i> <a href="https://tea.texas.gov/academics/dyslexia/">https://tea.texas.gov/academics/dyslexia/</a>

**Publisher**

**Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.**

*The educational diagnostician knows and understands:*

- standards for test reliability;
- standards for test validity;
- possible sources of test error;
- uses and limitations of each type of assessment instrument;
- uses and limitations of various types of assessment data;
- the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
- the necessity of monitoring the progress of individuals with disabilities;

*The educational diagnostician is able to:*

- select and use assessment and evaluation materials based on technical quality and individual student needs;
- score assessment and evaluation instruments accurately.

Skill	Rating	Resources
I am able to select a core assessment (e.g., WISC 5, WIAT-3, WJ-IV, WJ-IV Oral Language, etc.) that comprehensively measures the construct (cognition, language, achievement) of interest		Test manual, test reviews  <a href="https://csep.online/index.html">https://csep.online/index.html</a> and <a href="https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005">https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005</a>
I am able to use selective assessment procedures for follow-up after core is administered and interpreted.		Test manual, test reviews,  <i>Additional Resources:</i> Evidence-Based Selective Assessment for Academic Disorders  <a href="https://www.amazon.com/Evidence-Based-Selective-Assessment-Academic-Disorders/dp/0578188155">https://www.amazon.com/Evidence-Based-Selective-Assessment-Academic-Disorders/dp/0578188155</a>
I am able to describe how the manuals define the validity of “achievement” tests.		Test manual
I am able to explain <i>all</i> of the calculations and scoring options provided by the publisher of each test.		Test manual, publisher website, webinars
I am able to articulate the limitations of norm-referenced tests (at least 5)		Test manual, further independent study  <a href="https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005">https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005</a>
I understand how standard scores and the mathematical properties of standard scores and can explain why they may “over- or underestimate” functioning.		Test manuals, further independent study  <a href="https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005">https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005</a>
I know the construct of each test administered by being able to describe the task demands.		Test manuals

## C-SEP Practices and Professional Judgment

**Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.**

*The Educational Diagnostician knows and understands...*

- procedures for screening, prereferral, including RTI (e.g., response to intervention/multi-tiered support), referral, and eligibility;
- use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.
- assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
- individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

*The educational diagnostician is able to:*

- exercise objective professional judgment in the practice of the profession;

<p>I am able to analyze progress monitoring data in order to describe the three main instructional responses to targeted instruction (e.g. a) adequate response b) slow and steady c) little or no)</p>		<p>RTI Websites  <a href="http://www.rtinetwork.org/learn/what/whatisrti">http://www.rtinetwork.org/learn/what/whatisrti</a></p> <p>Texas RTI  <a href="https://buildingrti.utexas.org/">https://buildingrti.utexas.org/</a></p> <p>Intervention Central  <a href="https://www.interventioncentral.org/home">https://www.interventioncentral.org/home</a></p>
<p>I am able to analyze error patterns in spelling, reading, math</p>		<p><a href="https://iris.peabody.vanderbilt.edu/">https://iris.peabody.vanderbilt.edu/</a></p> <p>Special Education Textbooks</p>
<p>I am able to articulate the strengths of authentic assessment data and relate it to TX policy and TX guidance.</p>		<p>§89.1040 Eligibility Criteria Frequently Asked Questions (Resources under SLD)  <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx">https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx</a></p> <p>Kwiatek, R., &amp; Schultz, E.K. (2014). Using Informal Assessment Data to Support the Diagnosis of Specific Learning Disability., <i>The Dialog</i>, 43,12-15.</p> <p>Schultz, E.K., &amp; Stephens-Pisecco, T.L. (2017). Using the Core-Selective Evaluation Process (C-SEP) to identify a pattern of strengths and weaknesses <i>The Dialog</i>, 46,9-15.</p>
<p>I can describe a pattern of strengths and weaknesses in achievement, performance, or both</p>		<p><a href="https://csep.online/index.html">https://csep.online/index.html</a> and <a href="https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005">https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005</a></p> <p>Schultz, E.K., Simpson, C., &amp; Lynch, S. (2012). Specific learning disability identification: What</p>

		constitutes a pattern of strengths and weaknesses? <i>Learning Disabilities, 18, 87-97.</i>
I can describe a pattern of strengths and weaknesses in intellectual development (i.e., data from norm-referenced tests)		<a href="https://csep.online/index.html">https://csep.online/index.html</a> and <a href="https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005">https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005</a>  Test manuals
I can articulate the difference between a pattern of strengths of weaknesses vs a pervasive weakness		§89.1040 Eligibility Criteria Frequently Asked Questions (Resources under SLD) <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx">https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx</a>
I can exercise objective professional judgment in the practice of the profession		Schultz, E.K., & Stephens, T.L. (2009). Utilizing professional judgment within the SLD eligibility determination process: Guidelines for educational diagnosticians and ARD committee members. <i>The Dialog, 38, 3-6.</i>  §89.1040 Eligibility Criteria Frequently Asked Questions (Resources under SLD) <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx">https://fw.esc18.net/display/Webforms/ESC18-FW-Landingpage.aspx</a>
I can articulate and explain the four steps of C-SEP		<a href="https://csep.online/index.html">https://csep.online/index.html</a> and <a href="https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005">https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005</a>
I am able to take assessment data collected and apply it to the determinate factors of SLD contained on the Legal Framework.		Legal Framework  <a href="https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en">https://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=143&amp;DT=G&amp;LID=en</a>
I am able to report orally and in writing the results of an assessment using C-SEP		C-SEP Report Rubric

**Note:** A complete resource list is available on the next page.

## Suggested Books and Activities

### Books

Core-Selective Evaluation Process: Overview and Procedures

<https://www.amazon.com/Core-Selective-Evaluation-Process-Overview-Procedures/dp/1733671005>

Evidence-Based Selective Assessment for Academic Disorders

<https://www.amazon.com/Evidence-Based-Selective-Assessment-Academic-Disorders/dp/0578188155>

Identification and Evaluation of Learning Disabilities: The School Team's Guide to Student Success.

<https://www.amazon.com/Identification-Evaluation-Learning-Disabilities-Student/dp/1483331563/ref=pd>

Assessment of Children: Cognitive Foundations and Applications 6<sup>th</sup> Edition

[http://www.sattlerpublisher.com/cog6e\\_order.htm](http://www.sattlerpublisher.com/cog6e_order.htm)

### Websites

C-SEP Online

<https://csep.online>

Legal Framework

<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>

### Suggested Activities

- Self-directed test manual studies.
- Download the educational Diagnostician standards and re-familiarize yourself and create a study plan for areas that you may be deficient.  
<http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239c.html>
- Study plan guidance can be found  
[https://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX153\\_PrepMaterials.html](https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX153_PrepMaterials.html)
- Attend regional trainings focused on C-SEP or other assessment topics (See C-SEP website for a list of upcoming presentations).
- Book coaching/consultation meetings with C-SEP trainers (email Dr. Stephens for options and pricing: [doctammy7@gmail.com](mailto:doctammy7@gmail.com) )
- Form a study group