Psychometry Evaluation —Survey Results
2024-2025

Rating scale: 1 = Unacceptable | 2 = Developing | 3 = Acceptable | 4 = Good | 5 = Excellent | Qualitative responses are anonymous

Item	Field Description	Min	Max	Mean	Std Dev	Variance	Resp.	Sum
A. Personal Work-Related Characteristics								
1	Demonstrates tolerance for others' values and viewpoints.	4.00	5.00	**4.79**	0.41	0.17	19	91.00
2	Interacts comfortably with culturally-diverse students, parents, and staff.	4.00	5.00	**4.84**	0.36	0.13	19	92.00
3	Communicates and listens effectively.	3.00	5.00	**4.75**	0.54	0.29	20	95.00
4	Relates well with children.	4.00	5.00	**4.95**	0.22	0.05	20	99.00
5	Shows concerns, respect, and sensitivity for the needs of students, parents, and staff.	3.00	5.00	**4.90**	0.44	0.19	20	98.00
6	Manifests good judgement and common sense. (PWC 4)	3.00	5.00	**4.80**	0.51	0.26	20	96.00
7	Exhibits ethical behavior when providing services to students, parents, and staff.	4.00	5.00	**4.90**	0.30	0.09	20	98.00
8	Accepts constructive criticism.	4.00	5.00	**4.80**	0.40	0.16	20	96.00
9	Meets difficult situations with self-control.	3.00	5.00	**4.75**	0.54	0.29	20	95.00
10	Displays initiative and resourcefulness.	3.00	5.00	**4.75**	0.54	0.29	20	95.00
11	Is dependable.	4.00	5.00	**4.95**	0.22	0.05	20	99.00
12	Self-evaluates performance regularly.	3.00	5.00	**4.80**	0.51	0.26	20	96.00
13	Demonstrates respect for culturally-diverse students, parents, and staff.	4.00	5.00	**4.89**	0.31	0.09	19	93.00
14	Is able to adapt to change appropriately.	3.00	5.00	**4.70**	0.56	0.31	20	94.00
15	Develops and maintains effective interpersonal relationships.	4.00	5.00	**4.80**	0.40	0.16	20	96.00

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B. Psychometry Competencies								
1	Demonstrates knowledge, understanding, and integrates into practice the role of the psychometric/educational diagnostician regarding laws, regulations, and policies/procedures related to special education assessment.	2.00	5.00	**4.24**	0.67	0.45	45	191.00
2	Demonstrates knowledge understanding and application of ethical issues and standards of professional practice within the educational setting in relation to ethical conduct and legal issues of the profession.	2.00	5.00	**4.44**	0.72	0.51	45	200.00
3	Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting in relation to the role and function of the psychometrist/educational diagnostician.	3.00	5.00	**4.43**	0.62	0.38	44	195.00
4	Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting in regards to confidentiality.	3.00	5.00	**4.78**	0.47	0.22	45	215.00
5	Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting in regards to professional issues/standards.	3.00	5.00	**4.56**	0.58	0.34	45	205.00
6	Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting in regards to training standards.	3.00	5.00	**4.49**	0.54	0.29	45	202.00
7	Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting in regards to continuing professional growth/development.	3.00	5.00	**4.60**	0.57	0.33	45	207.00
8	Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination in relation to collection of assessment data for infants through school-age	1.00	5.00	**3.89**	0.82	0.68	45	175.00

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	children, including the selection administration, accurate reporting.							
9	Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination in relation to the adequacy, appropriate use, and limitations of assessment and evaluation instruments and procedures to be used by the psychometrist.	1.00	5.00	**4.00**	0.84	0.71	45	180.00
10	Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination in relation to nondiscriminatory assessment strategies for culturally and linguistically diverse children.	1.00	5.00	**4.11**	0.90	0.81	45	185.00
11	Has knowledge and skills in effective communication and collaboration within the multidisciplinary team process as related to consultation for instructional interventions and problem-solving.	1.00	5.00	**4.20**	0.86	0.74	45	189.00
12	Has knowledge and skills in effective communication within the multidisciplinary team process as related to educational recommendations and decision-making.	1.00	5.00	**4.22**	0.84	0.71	45	190.00
13	Understands and integrates into practice basic psychological foundations, including cultural diversity.	1.00	5.00	**4.42**	0.77	0.60	45	199.00
14	Understands and integrates into practice basic psychological foundations, including child and adolescent development.	1.00	5.00	**4.41**	0.83	0.70	44	194.00
15	Understands and integrates into practice basic psychological foundations, including human exceptionalities.	1.00	5.00	**4.41**	0.78	0.61	44	194.00
16	Understands and integrates into practice basic psychological foundations, including learning/educational psychology.	1.00	5.00	**4.34**	0.77	0.59	44	191.00
17	Understands and integrates into practice educational foundations, including education of the exceptional learner.	1.00	5.00	**4.39**	0.83	0.69	44	193.00

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18	Understands and integrates into practice educational foundations, including instructional and remedial techniques.	1.00	5.00	**4.44**	0.76	0.57	43	191.00
19	Understands and integrates into practice educational foundations, including the educational service delivery system.	1.00	5.00	**4.39**	0.78	0.60	44	193.00
C. Professional Responsibilities								
1	Observes scheduled hours and appointments at assigned school(s) in a punctual manner.	4.00	5.00	**4.91**	0.29	0.08	44	216.00
2	Meets deadlines in responding to referrals and in submitting written reports.	1.00	5.00	**4.63**	0.84	0.70	43	199.00
3	Writes reports in a logical and coherent style that is easily understood by teachers and parents.	1.00	5.00	**4.34**	0.90	0.81	41	178.00
4	Maintains confidentiality when handling information and in keeping records.	4.00	5.00	**4.93**	0.25	0.06	44	217.00
5	Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).	1.00	5.00	**4.70**	0.79	0.62	44	207.00
6	Consistently follows through when additional action is needed.	2.00	5.00	**4.82**	0.53	0.29	44	212.00
7	Delivers psychometric services indicative of a reflective practitioner.	2.00	5.00	**4.64**	0.61	0.37	42	195.00

Strengths

Assessment is very good!

Main observed strengths include organizational skills, time management skills, and eagerness to learn.

Communication with students and staff.

Fantastic with clients and parents.

Builds rapport quickly and continues with words of encouragement during the evaluation. Very good at easing a student's anxiety.

Concern, willingness, composure, and flexibility stand out as assets. A team player who is open to feedback and change.

Great rapport building strategies with students and parents.

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Rapport building with students, test-giving confidence, empathy to all student needs.								
Friendly and connects well with the students.								
A calm but commanding presence that makes others feel welcome while also demonstrating expertise and leadership. Punctual and communicates necessary information concisely and effectively.								
Reliable and responsible. Receptive to feedback and reflection. Ethically grounded. Adaptable. Becoming more confident in self.								
Profoundly professional, seeks to understand and will ask for more explanation until feeling understood, builds rapport with ease, takes constructive criticism extremely well and makes corrections accordingly.								
Very knowledgeable about special education and very good with children.								
Willingness to learn, aware of areas of weakness, and seeks out additional learning opportunities to strengthen skills as a school psychometrist. Relates well with the students and is working to build relationships with staff throughout the district.								
Used to evaluating students, going over results with parents, scoring evaluations — all of which will continue to assist as a school psychometrist.								
Very proactive in the intervention and success of students. Demonstrates growth in knowledge of the job.								
So many strengths; such a kind, empathetic person. Does so well when communicating with parents and staff, especially in tough situations/conversations. Highly knowledgeable and full of resources!								
Great at communication, eager to learn new things, understands the IEP process well, understands the different tests and measurements well, empathetic.								
AMAZING with kids! Relates well to families and has a wide background relating to early childhood and academics.								
Demonstrates attention to detail, calm and professional, organized, dependable, and easily builds rapport with students and parents. Highly capable and will do a wonderful job as a psychometrist.								