

**MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATION 2016/2017**

**FOURTH YEAR FIRST SEMESTER**

**SCHOOL OF EDUCATION**

**DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS**

**(REGULAR)**

**COURSE CODE : SNE 200**

**COURSE TITLE : PSYCHO-EDUCATIONAL ASSESSMENT I**

**DATE: 10TH JULY, 2017 TIME: 0830 – 1030HRS**

**INSTRUCTIONS**

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

 **SECTION A (25marks)**

1. (a) Highlight four social and Ethical implications that you must consider when assessing learners with special needs and disabilities.

 **(4 marks)**

(b)Describe how you can establish rapport with a child before assessment. **(3 marks)**

(c)Apart from referring your learners for Educational intervention after an assessment, mention any three other places you can refer them.  **(4 marks)**

(d)State any four standardized tests used in Kenya.

 **(4 marks)**

(e)Explain any three areas of mental disabilities that can be tested using various adapted tests of intellectual functioning.

 **(3 marks)**

(f)Highlight four services that are offered at the Education Assessment and Resource Centre. (EARC)

 **(4 marks)**

(g)Describe two areas that you would focus on when using guidance and counselling as an intervention measure.

 **(4 marks)**

 **SECTION B.45 marks.**

2. (a) Describe five purposes of Educational assessment. **(10 marks)**

(b)Describe five ways in which you can sensitize your stakeholders on learners with special needs and disabilities. **(5 marks)**

3. (a) Explain the process you would follow when developing an assessment tool. **(5 marks)**

 (b)Discuss administration of visual impairment screening tests.

**(10 marks)**

4. Discuss five areas of emotional and behavioural difficulties should be assessed. **(15 marks)**

5. Analyse five reasons why learners with special needs and disabilities are not being supported by the community. **(15 marks)**

**//END**