The evaluation of a student involves many areas of input and observation. A critical period of observation takes place at the time of testing when the special education teacher has a firsthand opportunity to view the child under these types of conditions. It should be noted that the way a child approaches different types of evaluations may be very similar to the style he/she uses in the classroom. There are many behaviors that should be observed when administering tests. Recording these observations will greatly facilitate report writing. Some suggestions of behaviors to be observed follow:

_____ Adjustment to the Testing Situation

- What was the child's initial reaction?
- How did the child react to the examination?
- Were there any initial signs of overt tension?

_____ Examiner variables (conditions that may affect test outcome that are directly related to the examiner i.e. examiner style, gender, examiner tension, examiner expectations etc.) may need to be considered especially if test results vary greatly from examiner to examiner.

_____ Be aware of overt signs of tension (observable behaviors indicative of underlying tension) that may affect the outcome of the test results. Some overt signs of behavior often manifested by children include, constant leg motion, little or no eye contact with the examiner, consistent finger or pencil tapping, oppositional behaviors (behaviors that test the limits and guidelines of the examiner) singing or making noises while being tested, keeping jacket on or a hat almost covering his/her face etc. If this type of tension is extreme you may want to explore the possibility that the results may be minimal indications of ability.

_____ Reaction Time

- Were responses delayed, blocked, irregular?
- Was there any indication of negativism?
- Were responses impulsive or well thought out?

_____ Nature of Responses

- Are some nonsensical, immature, childlike?
- Are they inconsistent?
- Does subject ask to have responses repeated?
- Is the subject critical of his responses?
_____ Verbalizations

- Is the subject verbose?
- Is he spontaneous in responding?
- Does he have peculiarities of speech?

_____ Organizational Approach Used During Testing

- Does subject plan and work systematically?
- Does he make false starts?
- Does he use trial and error?

_____ Adaptability during Testing

- Does subject shift from one test to the next?
- Is interest sustained in all types of test items?

_____ Effort during Testing

- Is subject cooperative?
- Does he/she give evidence of trying hard?
- Does child become frustrated easily?