

# ASSESSMENT vs. DIAGNOSIS IN EDUCATIONAL SETTINGS

	ASSESSMENT	DIAGNOSIS
<b>DATA</b>	CRITERION REFERENCE CLEAR, CONCISE DESCRIPTION	NORM REFERENCE SYMPTOMS
<b>SOURCE</b>	HISTORY, INTERVIEW OBSERVATION FORMAL & INFORMAL TESTS <b>IDIOGRAPHIC</b>	HISTORY, INTERVIEW, OBSERVATION FORMAL & INFORMAL TESTS <b>NOMOTHETIC</b>
<b>ORIENTATION</b>	STRENGTHS AND DEFICITS LEVEL OF FUNCTIONING	COMPARE CLASSIFY
<b>FOCUS</b>	SKILL NEEDS	LABEL
<b>FUNCTION</b>	DECISION MAKING PRESCRIPTION	ETIOLOGY, PROGNOSIS PRESCRIPTION
<b>GOAL</b>	COMPETENCIES	ABATEMENT OF SYMPTOMS
<b>TREATMENT</b>	MANAGED LEARNING	“THERAPY”
<b>EVALUATION</b>	OBJECTIVE AND CONTINUOUS MONITORING	INTERMITTANT AND SUMMATIVE

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