

***Instructor’s Resource Manual***

*for*

**Assessing Learners with Special Needs: An Applied Approach**

**Eighth Edition**

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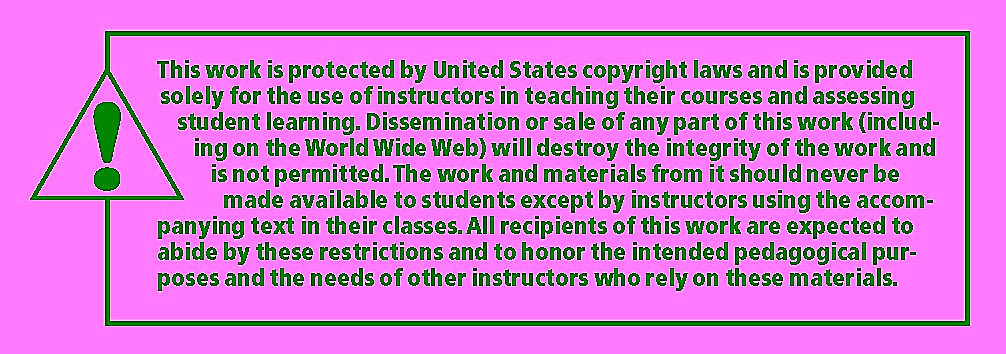
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**KEY TO PROGRESS MONITORING EXAMS 379**

Chapter 1

**Chapter Focus**

This introductory chapter presents an overview of the assessment process in general education in today’s educational environment, reflecting current emphasis on inclusion and accountability in education for all children. The evaluation of student progress in general education occurs regularly. Teachers employ a problem-solving process incorporating intervention strategies in the classroom setting as well as screening and assessment of students who, even with appropriate interventions, require additional support. Various types of assessment are presented along with considerations of assessment of the child as a whole.

Case Study

**#1: Jaime**

1. According to the Contemporary Assessment Model, what steps have been taken by Mrs. Johnson?

* Mrs. Johnson learned a bit about Jaime’s family prior to instruction.
* Mrs. Johnson began reading instruction by teaching early, basic skills—phonemic awareness.
* Mrs. Johnson measured progress using CBMs and evaluated those assessments determining that Jaime was not making expected progress.

2. List the steps that should happen before Mrs. Johnson consults with the problem-solving team.

* Mrs. Johnson needs to document what instructional strategies and assessments she is using with Jaime and the effects these strategies and assessments have on her progress.
* Mrs. Johnson needs to clarify the components of phonemic awareness in which Jaime is not successful (i.e., rhyming, initial sound fluency, etc.).
* Mrs. Johnson needs to utilize additional instructional methods and assessments to determine if it is the instructional delivery model that is not effective for Jaime.
* Mrs. Johnson needs to continue to collect data on individual skills to determine in what areas Jaime is not successful.

3. What other information may be helpful in determining interventions?

* A more in-depth family case study may be needed.
  + Why did Jaime not go to preschool?
  + Why the delay in enrolling in K?
* Determining Jaime’s language needs could prove helpful.
  + Is Jaime an ELL or does Jaime have other speech/language considerations?
* Phonemic awareness is an umbrella term that covers a great deal of sub-skills. Determining which sub-skills Jaime is experiencing difficulties with is important, as is ensuring that Mrs. Johnson’s instruction and assessments are congruent.

Check Your Understanding

**Activity 1.1**

1. According to the Traditional Assessment Model, what usually happened when a student was referred to a multidisciplinary team?

Answer:

* KEY POINT: Little to no intervention was required prior to referral.
* Teacher noticed a student was having difficulty.
* Specific deficits that appear to be the cause of a student’s difficulty were identified.
* Student was referred to a multidisciplinary team, who evaluated the student.
* Eligibility was determined.
* An individualized education program (IEP) was put in place for eligible students.

2. Research studies of the referral and assessment process found many indications of bias in the process. What are some examples of this bias?

Answer:

* Culturally, linguistically and ethnically diverse students were represented in disproportionate numbers in special education.
* American Indians and Alaskan natives were 2.89 times more likely to receive special education and related services for developmental delay.
* Deficit skills were a primary reason for teachers to refer for services—with no remedial intervention provided.
* There is wide variety in the referral process.
* The historical model of referral and assessment has led to a significant increase in the number of students identified for special education services.

3. Under the 2004 IDEA, the emphasis shifted from the traditional model with prereferral strategies to early intervening services. Why did the 2004 IDEA include this change?

Answer:

* Prereferral interventions were intended to address bias in the referral process and prevent unnecessary additional assessment. Early intervening services address the student’s needs within the general education classroom and prevent additional assessment.

Although the nuances between these two concepts are subtle, the reason IDEA 2004 included this change was because NCLB mandated that all students be held accountable to the general education curriculum (via state level testing). Consequently, IDEA 2004 needed to account for this mandate in its regulations, therefore emphasizing the least restrictive environment mandate, requiring students with disabilities be provided services in the general education classroom with appropriate supports and services.

The change in terminology happened because *prereferral strategies* only required the elimination of bias in the assessment and referral process. The use of *early intervening services* required teachers to utilize and document a variety of interventions and assessments used with students to determine deficiencies so that those problems could be remediated early. The research supports that many students are referred for special education services due to deficits; if these deficits are remediated early, students are likely to not need special education services.

**Apply Your Knowledge**

Read the case study to begin thinking about how to look for solutions for the student’s difficulties. Refer to the Contemporary Assessment Model to list possible steps in the problem-solving process.

Answer: Accept answers that may include the following:

* Mrs. Johnson needs to document what instructional strategies and assessments she is using with Jaime and the effects these strategies and assessments have on her progress.
* Mrs. Johnson needs to clarify the components of phonemic awareness in which Jaime is not successful (i.e., rhyming, initial sound fluency, etc.).
* Mrs. Johnson needs to utilize additional instructional methods and assessments to determine if it is the instructional delivery model that is not effective for Jaime.
* Mrs. Johnson needs to continue to collect data on individual skills to determine in what areas Jaime is not successful.

**Activity 1.2**

1. A teacher wants to determine why a student who can multiply single-digit numbers cannot multiply double-digit numbers. The teacher asks the student to verbally describe the steps she is using in the process of multiplying double-digit numbers. This is \_\_\_.

Answer: error analysis

2. The spelling series used in one classroom contains tests that are directly tied to the spelling curriculum. When the teacher uses these tests, \_\_\_ is being used.

Answer: curriculum-based assessment

3. A teacher collects class work, quizzes, book reports, and writing assignments to determine the students’ strengths and weaknesses in language arts. This is known as \_\_\_.

Answer: portfolio assessment

4. When a teacher assesses a student’s potential to learn a new math skill by prompting or cuing the student, \_\_\_ has been used.

Answer: dynamic assessment

5. For a teacher to determine a student’s understanding of the solar system, the student is required to create a project that demonstrates the Earth’s position relative to designated planets. This is \_\_\_.

Answer: performance assessment

6. A classroom teacher along with a team of other educational professionals determined that John, who has multiple disabilities, is not able to participate in the statewide assessment. The team develops \_\_\_ to assess John’s attainment of educational goals.

Answer: alternative assessments

7. A student is not progressing as the teacher believes he should for his age expectancy. The teacher uses teacher-made tests, observation, and criterion-referenced tests to gather information about the student. This teacher is using different methods of \_\_\_ to discover why the student is not making progress.

Answer: assessment

8. To determine whether a student has mastered a specific skill or objective, the teacher uses a \_\_\_.

Answer: checklist

9. A first-grade student has difficulty with fine motor skills. The teacher is concerned that the student may not have the developmental ability to learn manuscript handwriting. The handwriting series lists skills a student must master before writing letters. Using this device, the teacher has employed a \_\_\_.

Answer: criterion-related assessment

10. Assessment devices in a school’s language arts series provide skills and objectives for each level of English, creative writing, and literature. These are \_\_\_.

Answer: criterion-referenced assessment

11. Each year the Mulberry Elementary School tests students to determine which students have mastered state curriculum standards. This testing is known as \_\_\_.

Answer: high-stakes testing

**Apply Your Knowledge**

Analyze the following sentences written by Roberto. Identify the spelling errors.

1. The yellow kat is very big.

2. The oshun has big waves.

3. The kan was bent.

Your error analysis is that Roberto. . . .

Answer: Roberto’s spelling errors include:

kat (cat)

oshun (ocean)

kan (can)

Error Analysis: Accept answers that may include the following:

* Roberto is able to spell sight words correctly.
* Roberto is spelling words phonetically.
* Roberto knows that the first word of a sentence is capitalized.
* Roberto knows that sentences end with punctuation (in this case, declarative sentences end with a period).
* Roberto is able to write complete, simple sentences.
* Roberto uses adjectives correctly.
* Roberto can use the verbs of being correctly.
* Roberto needs to build spelling skills for words other than sight words.
* Roberto needs to vary the beginnings of his sentences.
* Roberto needs to write sentences other than declarative sentences.

**Activity 1.3**

1. If a teacher wants to determine the types of mistakes a student is making on written expression tasks such as sentence writing, the teacher may use \_\_\_.

Answer: error analysis

2. IEP team members are concerned that a student may be functioning within the range of mental retardation. In order to determine where the student’s abilities are compared with other students his age, the team members determine that a \_\_\_ should be included on the assessment plan.

Answer: norm-referenced test

3. The Teacher Assistance Team of a middle school receives a referral regarding a student who seems to have behavioral difficulty in only one of his classes during the day. In order to determine what is happening in this one classroom, the team decides that an \_\_\_ should be conducted.

Answer: observation

4. In order to measure student progress against a standard set for all students in the same grade, \_\_\_ tests may be used.

Answer: criterion-referenced

5. When a teacher is concerned about a student’s mastery of a specific math skill, the teacher may decide to use several measures, including \_\_\_.

Answer: curriculum-based assessments

Think Ahead

The steps of the evaluation process are structured by both federal and state laws. The federal mandates are presented in Chapter 2. Why do you think it is necessary to have laws that regulate the assessment process in education?

Answers may vary and may include the following reasons:

* To establish standards by which students qualify for services.
* To eliminate utilizing special education as a placement for students who need alternative teaching methods to be successful.
* To hold teachers accountable for all students’ success.
* To eliminate bias in assessment.
* To reduce disproportionality and overrepresentation within the special education population.
* To ensure that monies allotted for special education services are spent on the students who actually need those services.

**Part I**

1. Concerns regarding the \_\_\_ of students from diverse ethnic and cultural backgrounds emphasize the need for collecting assessment data in a variety of ways.

Answer: V. disproportionality

1. In order to assess all areas to obtain a view of the whole child, the \_\_\_ is designed for each individual student.

Answer: G. individual assessment plan

1. When a teacher wants to determine how a student solved a problem incorrectly, the teacher completes a(n) \_\_\_.

Answer: D. error analysis

1. When a child from a different linguistic background is assessed by providing cues or prompts, a form of \_\_\_ has been employed.

Answer: The answer would be *accommodation,* but it is not on the list.

1. As a result of the \_\_\_, an IEP or an alternative plan would be developed for a student.

Answer: J. eligibility meeting

1. \_\_\_ must be given in a specific manner as stated by the publisher, whereas informal tests include a variety of methods and strategies for collecting data.

Answer: S. standardized tests

1. If \_\_\_ prove to be unsuccessful, the team may conclude that the student requires additional assessment to determine if additional services are needed.

Answer: K. early intervention services

1. A test that compares a student’s performance with a national sample of students of the same age or grade is known as a \_\_\_.

Answer: H. norm-referenced test

1. A student found to be eligible for services who is between the ages of 6 and 21 will have a personalized IEP written, whereas a(n) \_\_\_ will be designed for a student younger than school age.

Answer: T. Individualized Family Support Plan (IFSP)

1. Teachers who design assessment instruments from classroom materials are using \_\_\_.

Answer: E. informal assessment

**Part II**

1. One way to document that strategies have been attempted before referral is to use

Answer: Response to Intervention. This technique is used to document instructional strategies and assessments used in order to help students be successful with the general education curriculum.

1. Why are statewide tests called high-stakes tests?

Answer: Statewide tests are called high stakes tests because they are used to determine the effectiveness of educational programs and are used to monitor the progress of individual schools and school systems. Schools are required to show AYP in order to demonstrate that students are mastering the curriculum in the general classroom or risk sanctions imposed by the government.

3. How might high-stakes testing improve the education of all students?

Answer: Because all students are required to take the statewide tests (i.e., high-stakes tests), more students, especially those with disabilities, are being included in the general education curriculum. Due to all students being exposed to the same curriculum, all students have the opportunity to improve their educational performance and more students are graduating with regular high school diplomas.

4. The 2004 Amendments to IDEA emphasize that more than 30 years of research indicates that the education of children with disabilities can be made more effective by

Answer: providing incentives for whole school approaches and prereferral intervention to reduce the need to label children as disabled in order to address their learning needs.

5. Summarize the best-practice procedures that include early intervening services and RTI and when an appropriate referral for special education may be made.

Answer: Accept answers that include the following details:

* Progress in core academic subjects of *all* children should be monitored routinely.
* Students who experience difficulty when compared to their peers are considered to be at risk of academic or behavioral problems and then receive tier-two interventions, such as remedial assistance or tutoring using research-based interventions.
* Students not successful with tier-two interventions receive intensive intervention through the teacher assistance teamthat is specifically designed to address areas of difficulty.
* If a child continues to struggle, the child may be referred for consideration of an evaluation for possible special education eligibility.

Chapter 1 Test Bank

**True and False**

1. IDEA 2004 and ESEA 2001 place more emphasis on assessing all students in attaining the standards, leading to more students being included in the general education classroom and more students who receive special education services to receive a regular diploma.
2. All students, regardless of disability, are required to take statewide exams, or alternative exams to measure their progress within the general education curriculum.
3. Historically, pre-referral interventions have beenintended to address bias in the referral process and prevent unnecessary assessments, and are now part of the Response to Intervention (RTI) model.
4. Children who fail to make academic progress through ESL services are eligible for special education services.
5. An outcome of the use of the historical model of assessment was a large number of students being referred for special education services who did not require them.
6. When administering a standardized test, the individual giving the test may give the test in any manner they wish.
7. Allstudents who are eligible for special education services are required to have an alternative planning document in place.
8. An Individualized Education Plan (IEP) differs from an Individual Family Service Plan (IFSP) in that an IEP includes family needs as well as the child’s needs.
9. Research has suggested that, traditionally, a teacher’s decision to refer may have been influenced by the student having a sibling who has had school problems.
10. It is important to establish firm standards for a student’s progress and readiness to exit special education.
11. When the number of students from various ethnic or linguistically diverse groups who receive special education services is skewed from the general population, it is called which of the following?
12. Disproportionality
13. Overrepresentation
14. Overidentification
15. Accountability
16. Looking for patterns of errors to provide insight into learning how a student completes a task is called which of the following?
17. Informal assessment
18. Alternative assessment
19. Error analysis
20. Dynamic assessment
21. IDEA 2004 indicated that these services should be employed to address a student’s needs within the general education classroom and prevent additional assessment.
22. Pre-referral interventions
23. Early intervention services
24. Response to Intervention
25. Problem-solving model
26. All of the following statements about high-stakes testing are true, except
27. It is state-driven.
28. Students with severe disabilities do not have to take it.
29. It provides the AYP score for the school.
30. It is mandated by IDEA and NCLB
31. This type of assessment requires that students create a product that demonstrates their skills or competency.
32. Dynamic assessment
33. Portfolio assessment
34. Informal assessment
35. Performance assessment
36. Mr. Kehl collects student products over the course of the year to demonstrate the progress his students make. Mr. Kehl is utilizing what type of assessment?
37. Dynamic assessment
38. Portfolio assessment
39. Informal assessment
40. Performance assessment
41. Ella received an 80% on her math test this week. Her teacher said she missed the cut-off by 5 points, so she will have to work on the same material next week and retake the test next Friday. Ella’s teacher is employing what type of assessment?
42. Dynamic assessment
43. Performance assessment
44. Criterion-related assessment
45. Criterion-referenced assessment
46. Miss Morgan is collecting progress monitoring data using DIBELS and determining if she needs to change her instructional strategies in order to help her students reach their aim line. Miss Morgan is using what type of assessment strategy?
47. Curriculum-based measurement
48. Curriculum-based assessment
49. Criterion-related assessment
50. Criterion-referenced assessment
51. Elisabeth’s teacher gives a spelling test at the end of each week to determine student mastery of the words covered in the curriculum. This type of assessment is considered which of the following?
52. Criterion-related assessment
53. Criterion-referenced assessment
54. Curriculum-based assessment
55. Curriculum-based measurement
56. Aaron’s teacher noticed he was having difficulties reading in all of his classes. She referred him to a multidisciplinary team for special education services immediately. What model of assessment is Aaron’s teacher following?
57. Historical Model
58. Contemporary Model
59. Problem-solving Model
60. Response to Intervention Model
61. The process of evaluating an environment to determine if there are any influences on the learning process is called which of the following?
62. An observation
63. A dynamic assessment
64. An ecological evaluation
65. A performance assessment
66. Miss Jean, a school psychologist, administers a test on Billy, a student referred for a comprehensive evaluation. Billy’s scores on an achievement test indicate that he is performing significantly below his peers in reading comprehension skills. Miss Jean administered what type of assessment?
67. Standardized test
68. Performance assessment
69. Norm-referenced test
70. Criterion-referenced assessment
71. Susan was a referred for a comprehensive evaluation. It was determined at the eligibility meeting that she was not eligible for special education services but needed alternative planning in order to be successful in the general education classroom. What document will the team need to write for Susan?
72. 504 accommodation plan
73. Individualized education program
74. Alternative instructional plan
75. No document is needed
76. In the event that a referred child is 3 years of age or younger and is eligible for services, the law requires what type of document to be written?
77. 504 Accommodation Plan
78. Individualized Education Program
79. Alternative Instructional Plan
80. Individualized Family Service Plan
81. Research has indicated that a disproportionate rate of occurrence of students from various ethnic and cultural backgrounds happens in the following disability categories, except which of the following?
82. Physical Disabilities
83. Learning Disabilities
84. Mental Retardation
85. Emotional Disturbance
86. This process should result in only 3-5% of students requiring a full evaluation for exceptional learning needs or special education.
    * 1. Response to Intervention
      2. Individualized Education Program
      3. Individualized Family Support Plan
      4. Eligibility Meeting
87. Which of the following describes an assessment model where an emphasis is placed on finding solutions rather than seeking alternative placement and an eligibility label?
88. Historical Model
89. Contemporary Model
90. Traditional Model
91. Prereferral Intervention Model
92. The following are key considerations when developing an individualized assessment plan, except which of the following?
93. Ethical standards must be upheld.
94. Assessments must be valid for their intended purpose.
95. Previous screenings for the child can be disregarded.
96. Assessments must assess areas of concern.
97. One main outcome of the Historical Model of Assessment was which of the following?
    * 1. An increase in the number of students identified for special education services.
      2. A decrease in the number of students identified for special education services.
      3. A shift in the way ELLs were evaluated for special education services.
      4. An increase in the number of Caucasian students receiving special education services.
98. Unnecessary evaluation and misdiagnosis are contributing factors to which of the following?
99. Error analysis
100. High-stakes testing
101. Response to intervention
102. Overidentification
103. At which tier of the RTI model does the eligibility meeting happen?
     * 1. Tier 1
       2. Tier 2
       3. Tier 3
       4. None of the above
104. Students whose performance on standardized instruments of measurement is markedly discrepant from that of their peers should receive which of the following?
     * 1. Tier 1 interventions
       2. Tier 2 interventions
       3. Tier 3 interventions
       4. None of the above
105. During an eligibility meeting, who determines that the student is eligible for special education services based on the information collected through the evaluation process?
106. The referring teacher.
107. The school psychologist.
108. The IEP team.
109. The parents.
110. Students with disabilities who are unable to participate in statewide assessments are tested using which of the following?
     * 1. A dynamic assessment
       2. A norm-referenced test
       3. A criterion-related test
       4. An alternative assessment
111. Informal assessments that can be tailored for individual students, used to identify mastery of a skill, and/or placement in a curriculum include which of the following?
112. Checklists
113. Rating scales
114. Observations
115. All of the above

**Short Answer**

1. Discuss the difference between testing and assessment.
2. Explain the process and purpose of Response to Intervention.
3. Discuss the components and outcomes of the historical referral and assessment model.
4. Discuss the Three-Tier Model of Intervention.
5. Describe the philosophy of the Contemporary Model of Assessment.
6. Discuss the differences between curriculum-based assessments and curriculum-based measurements.
7. Identify the four considerations that should be addressed during an ecological evaluation.
8. Discuss the legal requirements when developing assessment plans for students who may be eligible for special education services and the steps professionals should take in developing an individualized assessment plan.
9. Discuss the cultural issues that have led to the overrepresentation and disproportionality of students with disabilities from minority groups.
10. Identify three strategies that can be used to reduce disproportionality.
11. What is the purpose of prereferral interventions?
12. Discuss some assessment strategies that can be used to determine *how* a student performs an academic task including how such strategies can be used by the teacher.

Chapter 1 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: IDEA 2004 and ESEA 2001 place more emphasis on the assessment of all students for measuring attainment of educational standards within the general curriculum. This emphasis has increased the number of students receiving services to be included in the general education classroom and increased the percentage of students in those programs graduating with regular high school diplomas.

1. TRUE.

Explanation: Students with exceptional learning needs are required to take statewide exams or alternative exams to measure their progress within the general education curriculum.

1. TRUE.

Explanation: In the past, prereferral interventions have been intended to address bias in the referral process and prevent unnecessary additional assessment, and they are now a part of the RTI model.

1. FALSE.

Explanation: Students who receive ESL services and fail to make academic progress are not automatically eligible for special education services. ESL and bilingual education are not special education services and language problems must be eliminated as a reason for referral as per IDEA.

1. TRUE.

Explanation: One of the unfortunate outcomes of the historical model of assessment was the increasing rates of children referred for assessment and subsequently receiving special education services.

1. FALSE.

Standardized tests must be given following the structure, format and instructions provided in the manual provided by the test developers.

1. FALSE.

Explanation: All students who are eligible to receive special education services must have an individualized education program in place. An alternative plan is used for students who are not eligible and may be a 504 accommodation plan.

1. FALSE.

Explanation: An IFSP includes the family’s needs as well as the child’s.

1. TRUE.

Explanation: According to research, a teacher’s decision to refer may be influenced by the student’s having a sibling who has had school problems (Thurlow, Christenson, & Ysseldyke, 1983).

1. TRUE.

Explanation: The establishment of a set of firm standards for the student’s progress and readiness to exit special education is an important aspect of providing methods of assessment that are fair to all students. For example, establishing firm standards has been suggested as a strategy for reducing disproportionate representation of minorities in special education (Burnette, 1998).

**Multiple Choice**

1. A.

Explanation: When students from various ethnic or linguistically different groups are under- or overrepresented in special education services, it is called disproportionality.

1. C.

Explanation: Error analysis is the process of looking for patterns of errors to provide insight into learning how a student completes a task.

1. B.

Explanation: IDEA began with Congressional Findings, which list areas that the Act is seeking to improve, including the use of early intervening services. The goal of increasing the use of early intervening services is to address the student’s needs within the general education classroom and prevent additional assessment.

1. B.

Explanation: High-stakes testing is typically synonymous with state testing and is embedded in the IDEA and NCLB legislation. State testing provides each school and district with an AYP score. Students with severe disabilities, however, are required to take high-stakes tests too. Their tests are alternative assessments.

1. D.

Explanation: Performance assessments are when students create a product that demonstrates their skills or competency.

1. B.

Explanation: Portfolio assessment is the collection of student products to demonstrate progress over a period of time.

1. D.

Explanation: Criterion-referenced standards assess a student’s progress in skill mastery against specific standards.

1. A.

Explanation: Curriculum-based measurement measures progress of a specific skill against an aim line.

1. C.

Explanation: Curriculum-based assessments, such as chapter tests, are used to determine how a student is performing in or mastering the actual curriculum.

1. A.

Explanation: In the Historical Model of Assessment, children who experienced difficulties were referred immediately. There was no intervention put in place to remediate the problems.

1. C.

Explanation: An ecological evaluation studies the natural environment in which a student is expected to function in order to determine influences on the student’s learning process.

1. C.

Explanation: Norm-referenced tests compare a student’s performance of a task to students of the same age or grade level.

1. A.

Explanation: Alternative planning may include a plan for accommodations in the general education setting under Section 504. This law requires that students who have disabilities or needs but who are not eligible to receive services under IDEA must have accommodations for their needs or disabilities in the regular classroom setting. A 504 accommodation plan is designed to implement those accommodations.

1. D.

Explanation: An individualized family service plan is required if a student 3 years of age or younger has been determined eligible to receive special education services.

1. A.

Explanation: Harry & Anderson (1995) observed that there is a disproportionate rate of occurrence from various ethnic and cultural backgrounds in disability categories that rely heavily on “clinical judgment”, such as learning disabilities, mild mental retardation, and emotional disturbances.

1. A.

Explanation: Response to Intervention, the process through which students receive additional assessment and evaluation for possible special education support when he or she does not respond to existing intensive interventions, should only result in 3-5% of students requiring a full evaluation.

1. B.

Explanation: The contemporary model (or *problem-solving model*) emphasizes finding a solution rather than determining eligibility or finding an alternative placement.

1. C.

Explanation: Maxam, Boyer-Stephens, and Alff (1986) recommended that evaluation teams consider several factors in preparing an assessment plan for an IEP, including the review of all screening information of seven key areas for the individual being assessed (health, vision, hearing, speech and language skills, intellectual, academic, prevocational/vocational).

1. A.

Explanation: One main outcome of the Historical Model of Assessment was increasing rates of children referred for assessment and subsequently receiving special education services.

1. D.

Explanation: Overidentification is due in part to the use of unnecessary evaluation and misdiagnosis, which highlight the need for better interventions for special education students.

1. D.

Explanation: The eligibility meeting is not a part of the RTI process. The eligibility meeting occurs after all three tiers of the RTI model have been unsuccessful.

1. B.

Explanation: Tier 2 interventions should be used for such students who are at risk of academic or behavioral problems. Such interventions include remedial assistance or tutoring.

1. C.

Explanation: The team decides eligibility based on the information collected through the evaluation process.

1. C.

Explanation: Students with disabilities who are unable to participate in statewide assessments are tested using an alternative assessment.

1. D.

Explanation: Checklists, rating scales and observations are all informal assessments that can be used for individual students to determine mastery of a skill and/or placement in a curriculum.

**Short Answer**

1. Testing is usually a *single event* of evaluating progress and determining student outcomes and/or individual student needs. Assessment includes *many* formal and informal methods of evaluating student progress and behavior and typically happens every day.
2. RTI is a process used when effective research-based interventions are not successful with students. These students may require additional or different assessments or instruction or evaluation for special education support.
3. Accept answers that include the following components:

Components of the historical model:

* Teacher noticed a student was having difficulty.
* Specific deficits that appear to be the cause of a student’s difficulty were identified.
* Student was referred to a multidisciplinary team, who evaluated the student.
* Eligibility was determined.
* An individualized education program (IEP) was put in place for eligible students.

Outcomes:

* Increasing rates of children referred for assessment and subsequently receiving special education services.
* Development of Early Intervening Services
  + Address the student’s needs within the general education classroom and prevent additional assessment.
  + Available K–12 with emphasis in grades K–3.
  + Use of research-based practices and documentation.
  + May be included in RTI methods.

1. The Three-Tier Model of Intervention consists of the following elements.

* Progress in core academic subjects of *all* children should be monitored routinely through statewide assessments, teacher-made tests, and general education performance.
* Students who experience difficulty when compared to their peers are considered to be at risk of academic or behavioral problems and then receive tier-two interventions, such as remedial assistance or tutoring using research-based interventions.
* Students not successful with tier 2 interventions receive intensive intervention specifically designed to address areas of difficulty. If a child continues to struggle, the child may be referred for consideration of an evaluation for possible special education eligibility.

1. The Contemporary Model of Assessment’s philosophy emphasizes finding a solution to a child’s problem by documenting the variety of interventions and assessments utilized to intervene rather than immediately referring a child for special education services or an alternative placement.
2. Accept answers that include the following:

Curriculum-Based Assessment

* Determine how a student is performing in or mastering the actual curriculum.
* Examples of a CBA may include teacher-made tests or quizzes that assess student knowledge of content taught in class.

Curriculum-Based Measurement

* Measure progress of a specific skill against an aim line
* The objective of these assessments is to determine student mastery of age- or grade-appropriate curriculum content.
* Examples include AIMSWeb or DIBELS.

1. According to Messick (1984), there are four considerations that should be considered while conducting an ecological evaluation. They include:
   * + Are the curricula effective for the majority of the students?
     + Have the students been adequately taught the curricula?
     + Is there objective evidence to support that the child has not learned what was taught?
     + What types of systematic interventions were made to identify the problem and take corrective action?
2. Accept answers that include the following points.

Legalities of the assessment plan:

* The teacher must have documentation to support the student is not making progress despite interventions.
* Assessments must be specifically designed to assess areas of concern
* Assessments must be validated for the purpose of intended use.
* Assessments may only be administered by someone trained to do so.
* More than one assessment must be used to determine eligibility.
* Follow acceptable and ethical standards (e.g., Standards for Educational and Psychological Testing).

Steps professionals should take when developing an individualized assessment plan:

* + - Review all of the screening information in each of the seven areas.
    - Determine what areas need further evaluation.
    - Determine specific data-collection procedures to use.
    - The team decides which assessments to give and who will give them.

1. Accept answers that include the following:

* Disproportionate rate of occurrence of some students from various ethnic and cultural backgrounds happens in the disability categories that rely heavily on “clinical judgment,” (e.g., learning disabilities, mild mental retardation, emotional disturbance)
* Students from homes that fall in the range of poverty and that structurally include a single parent, are at increased risk for disabilities.
* Increased risk for disability in environments that lack resources and support for single parents.
* Learned behaviors and identity associated with school.

1. Accept answers that include the following:

* Ensure that staff knows the requirements and criteria for referral and is kept abreast of current research affecting the process.
* Check that the student’s general education program uses instructional strategies appropriate for the individual, has been adjusted to address the student’s area of difficulty, includes ongoing communication with the student’s family, and reflects a culturally responsive learning environment.
* Involve families in the decision to refer to special education in ways that are sensitive to the family’s cultural background.
* Use only tests and procedures that are technically acceptable and culturally and linguistically appropriate.
* Testing personnel should have had training in conducting these particular assessments and interpreting the results in a culturally responsive manner.
* Personnel who understand how racial, ethnic, and other factors influence student performance should be included in the eligibility decision.
* When eligibility is first established, a set of firm standards for the student’s progress and readiness to exit special education should be recorded.

1. Prereferral interventions are intended to address bias in the referral process and prevent unnecessary assessments.
2. Assessment strategies that allow the teacher to determine how a student performs on tasks are called dynamic assessments, which help the teacher see the student’s ability or capacity to learn a new skill rather than testing for mastery of that skill. Accept answers that include the following:

* Observation of the steps a student takes to solve a problem or complete a task
* Asking a student to verbalize the steps or process that they followed to complete a task
* Using error analysis
* Using checklists to help monitor and compare the skills demonstrated by students
* The teacher can use this information for placing the student in the curriculum

Chapter 2

**Chapter Focus**

This chapter identifies and discusses the laws and ethical standards governing the administration and interpretation of tests used in determining eligibility for special education services. Revisions in the federal regulations are a specific focus. The rights of parents in the assessment and placement processes are also discussed.

Check Your Understanding

**Activity 2.1**

1. The consent given by parents indicates that the parents have been \_\_\_\_ that the school personnel feel assessment procedures are necessary and in the child’s best interest.

Answer: informed of activities

1. In compliance with IDEA, many parents are informed of their legal rights and responsibilities through the use of a \_\_\_\_.

Answer: parents’ rights booklet

1. A teacher would not be allowed to give a student’s records to another interested party. Before the \_\_\_\_, the parents must consent in writing and receive an explanation of who would receive which records.

Answer: release of records

1. When parents decide that they no longer agree with a school placement or services for their child, they may \_\_\_\_, and if necessary, they may begin \_\_\_\_ procedures.

Answer: revoke consent; due process

1. It is the responsibility of school personnel to provide information to parents in their \_\_\_\_ or using the \_\_\_\_ to comply with the federal law.

Answer: native language; mode of communication

**Apply Your Knowledge**

Explain how the requirements regarding release of records affect the day-to-day life of a teacher (including a student teacher) working with special-needs students.

Answer: Because a teacher works with a student, they are permitted access to a student’s records, but only if there is a legitimate need. Student teachers are not considered the “teacher of record” and therefore are not permitted access to a student’s records unless permission from the parent has been granted.

Explanation: Parental consent must be obtained before the school releases any student records to a third party.

**Activity 2.2**

1. A screening test may be used to make placement decisions about a student who was referred for special education services.

Answer: Unfair

Explanation: Any of the following may be used as an argument to prove this scenario is unfair.

* A screening measure does not produce enough data to make educational decisions.
* A variety of assessment tools and strategies are required to be used to gather relevant functional, developmental, and academic information, including information provided by the parent.
* A single measure or assessment can not be used as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.
* Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
* The child must be assessed in all areas of suspected disability.

1. Individuals who administer tests in the Woodlake local education agency are thoroughly trained to use each new instrument through school in-service sessions and graduate courses.

Answer: Fair

Explanation: Tests administered during the non-discriminatory evaluation are to be administered by trained and knowledgeable personnel. In this case, the Woodlake LEA has trained their staff to use the new testing instruments; therefore, the teachers are trained and knowledgeable to administer the assessment.

1. A special education teacher is asked to test a student who speaks only Japanese. The teacher cannot find a test in that language, so he observes the student in the classroom setting and recommends that the student be placed in special education.

Answer: Unfair

Explanation: Any of the following may be used as an argument to prove this scenario is unfair.

* LEAs are required to administer assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to do so
* The asseessment procedure may not be racially or culturally basis. By not going to greater lengths to find appropriate assessments, the testing situation becomes biased.
* A variety of assessment tools and strategies are required to be used to gather relevant functional, developmental, and academic information, including information provided by the parent.
* A single measure or assessment can not be used as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.
* Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
* The child must be assessed in all areas of suspected disability.

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1. A special education teacher is asked to give an educational test to a student from a minority culture. The test has been validated and proven to be culturally nondiscriminatory.

Answer: Fair or Unfair

Explanation:

Fair

* The assessment has been validated and proven to be culturally nondiscriminatory. Legally, all assessments must be selected and administered so as not to be discriminatory on a racial or cultural basis.

Unfair

* + There is no information provided that the teacher is trained or knowledgeable to administer the assessment. Legally, tests must be administered by trained and knowledgeable personnel.

1. A student is referred for an evaluation for possible eligibility for special education. The student has cerebral palsy, and the team member has no knowledge of this disorder. The team member asks the physical therapist to give advice on how to administer the test and requests that the therapist attend and assist during the evaluation. The team member also requests the assistance of the school psychologist to determine how the adaptations affect the psychometrics of the test administration. The team member documents all changes in the reevaluation report.

Answer: Fair

Explanation: In this case, the team member responsible for assessing may not have been trained and knowledgeable with the disability or assesment, but requested assistance from other personnel who did have experience. Adaptations are sometimes necessary during the non-discriminatory evaluation. In accordance with federal law, the adaptations were explained in the written evaluation report.

1. A team decides to use the latest IQ score to make a decision regarding a change in eligibility for a student. The team agreed that no additional testing or data were necessary.

Answer: Unfair

Explanation: Use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent is required when determining eligibility. In addition, LEAs may not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.

**Apply Your Knowledge**

According to legal requirements, list the possible circumstances in which you would be required to ask for consultative guidance from other professionals during the assessment process.

Answer: The best and most consistent practice for using standardized instruments is to follow specific instructions provided for administration in a standardized manner. There are times, however, when the best practice for determining an *estimate* of the student’s ability may require adaptation of the standardized administration or require the assistance of other professionals.

Suggested circumstances include:

* + The tester does not speak the primary language of the student.
  + The student is too young to sit still.
  + The student requires an interpreter.
  + The tester is unfamiliar with the assessment.
  + The student has a disability that requires personal assistance to respond.
  + The student has limited cognitive ability.
  + The student has high anxiety.

**Activity 2.3**

1. A student in class has been rubbing his eyes frequently, holds his books very close to his face, and seems to have difficulty seeing some printed words. You should request the assistance of

Answer: The school nurse for referral to an eye doctor/optometrist.

1. A young student in first grade has difficulty holding her pencil correctly, using scissors, and coloring in class. You notice that this student has marked difficulty when compared to the other students in class. You tried several procedures to help her learn how to use these tools, but she continues to have difficulty. You decide to refer the child to

Answer: The occupational therapist.

3. Mr. Powers has a student in his class who seems to have difficulty staying awake. From time to time the student appears to be in a daze. Mr. Powers does not know if the child has a physical, emotional, or even drug-related problem. He asks you to help because “you know what to do with these types of problems.” You advise Mr. Powers to contact

Answer: The school psychologist and/or the school counselor. Possible referral to the student assistance team.

1. Ms. Stewart has a third-grade student who just doesn’t seem to be learning. She tells you she has “tried everything” including changing to an easier textbook. She feels certain that the student has a learning disability. What might be some of the suggestions you can provide for Ms. Stewart?

Answer: Document what interventions she is using and monitor progress objectively (i.e., through data) to show progress or lack thereof.

1. Miss Morales has a young male student who exhibits aggressive behaviors in class. She expresses concern that this student may harm himself or others. Your advice to Miss Morales is to

Answer: Contact the school psychologist, guidance counselor or nurse. Possible referral to the student assistance team.

**Apply Your Knowledge**

Whom should you contact when you are not certain of the type of learning or behavioral challenge a student exhibits or if you are uncertain who the appropriate related services personnel would be for a specific type of difficulty?

Answer: New teachers may want to contact their mentor teacher, who can lend guidance to the district processes for determining services. Other options include: director of special education, principal or school psychologist.

**Activity 2.4**

As a special education teacher in Achievement Elementary School you are a member of the IEP team. The team is meeting to review the assessment results of a student who meets the eligibility criteria for mild mental retardation. One of the team members believes that this student should be placed in a self-contained special education setting for a majority of the school day. Explain your concerns about the environment and offer solutions.

Answer: Answers may vary, but should include the major components of least restrictive environment and the concept of inclusion, including:

* Legally, students are entitled to receive special education services in the least restrictive environment.
* By having the student receive the majority of their services in a self-contained classroom, they are not sufficiently exposed to the general education curriculum nor their general education peers.

Suggestions include:

* Possibly conducting evaluations to determine if an assistive technology can be used to support the student in the general education classroom.
* The special education teacher or a paraeducator may be able to provide services within the context of the general education classroom.
* Possibly use instructional techniques, such as peer-assisted learning (PALS) to promote the inclusion and acceptance of this student in the general education classroom.

**Apply Your Knowledge**

If the student in this scenario requires interventions in a special education setting, what would the team be required to include in the student’s IEP?

Answer: In the event that the student requires services in a special education setting, the Team would need to include the following items in the IEP:

* Present levels of performance—academic and functional performance.
* Grade equivalents, age equivalents, standard scores, CBAs, CBMs, classroom behavior.
* Measurable long-term, annual goals**.**
* How progress on goals will be measured.
* The projected date for the beginning of service and modifications and the anticipated frequency, location, and duration of those services and modifications.
  + - A statement of how the child’s disability affects their involvement and progress in the general education curriculum.
    - An explanation of the extent, if any, to which the child will not participate with nondisabled children.
    - Describe an educational program and strategies that are research-based.

Because this student is MR, there is a high chance the student will need to take an alternative state-wide assessment. So the following may also need to be included:

* + - * Statement of participation in state-wide assessments.
      * A rationale provided if state-wide assessment is not appropriate and an alternative assessment provided.
      * Description of any accommodations permitted during state-wide assessments.

**Activity 2.5**

1. Lorenzo was born with cerebral palsy and requires the use of a wheelchair. He is able to use a computer for word processing and completes all of his assignments using either his laptop or his computer at home. Lorenzo’s most recent statewide assessments indicate that he is at or above the level expected in all academic areas. Lorenzo can be served \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: Section 504

Explanation: Because Lorenzo is performing at an acceptable level in all academic areas, he would not be eligible for special education services under IDEA. He does not *need* special education services in order to be successful with his academics. It would appear that through the use of technology, Lorenzo is able to participate in the general education curriculum. Lorenzo should be on a Section 504 plan to ensure that the technology he requires is available and used without prejudice.

2. Marilu has been found to have attention deficit disorder. She requires medication but her medication is time released and she does not need to take a dose at school. Marilu requires additional time to complete her assignments and performs best when she can sit near the teacher. Her report indicates that her grades are within the average range with the exception of math, which is above average. Marilu can be served \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: Section 504

Explanation: Because Marilu’s grades are average to above average, she is not in need of special education programs and services to be successful in school. Her ADD seems to be managed by her medication. And, academically, she seems to do well with simple adaptations to the environment (i.e., additional time and preferential seating). These accommodations are best provided through a Section 504 plan.

3. Randal has had signs of depression for the past several months. His parents decided to seek the assistance of an outside psychologist for counseling. Randal began to improve and he is now participating with his friends and playing team sports. His grades continue to decline and his reading skills are significantly below his peers’. Because of his difficulty reading, his content subject grades began to fall as well. He was assessed and was found to have a significant reading disability. Randal can be served \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: IDEA

Explanation: Because Randal continues to show decline in his reading skills and content area subjects, and has been found to have a disability in reading, he is eligible to receive services under IDEA. He has a documented disability and is in need of specially designed instruction (special education services) in order to be successful in school.

Also of concern is the issue of depression. Randal has shown signs of depression, possibly due to his inability to keep up academically. If this is the case, and Randal’s behavior declines again, he may be eligible for services under the emotional disturbance category as a secondary diagnosis.

**Apply Your Knowledge**

A key component of a student meeting the eligibility requirements for a category of special education is that in addition to an existing condition, the condition or disability must also

Answer: adversely affect educational performance

**Activity 2.6**

1. IDEA 2004 requires that the IEP Team members participate in the team meetings. Under certain circumstances, some members of the IEP Team may be excused from attending the meeting. Explain when this is allowed and what must happen in order for this to be allowed.

Answer: IEP Team members may be excused from an attending a meeting if the parent and LEA consent to the excusal and the member submits, in writing, input into the development of the IEP.

1. Is it possible that a professional from an outside agency can determine that a child has a disability and the child should subsequently receive special education support?

Answer: No.

Explanation: IDEA 2004 requires that the decision of eligibility be determined by the IEP team. An outside agency may submit a report, at the request of the parent or the school (with the parent's consent). The report may then be used as part of the evaluation data needed to determine if the student is eligible for special education services.

1. A second-grade student recently enrolled in your school. The student is a recent immigrant from Mexico. Your school determines that the child had not previously been enrolled in school in Mexico due to his parents’ lack of funds and due to a lack of transportation to school. The student’s mother has recently obtained citizenship. Once the child began to attend your school, it was determined that the child could not read in English or Spanish. Can the student be referred for an evaluation for special education services?

Answer: No.

Explanation: IDEA does not allow special education services to be provided due to limited English proficiency. Because this student has not attended school before, it is possible (s)he does not know how to read because they have never been taught (another disqualifying factor). Consequently, it is premature to refer the child for special education services; the child should be referred for ESL services first.

1. Mrs. Lorenzo met with her son’s teacher. They determined that her son might require an additional session of support time in the resource room, which would increase the amount of time from two thirty-minute sessions per week to three thirty-minute sessions. In order to make this change to the IEP, will the Team need to be convened?

Answer: No. IDEA allows for for changes to be made to IEPs via amendment instead of a meeting. Because both the parent and the child's teacher agree to this change, it may be added to the child's IEP in the form of an amendment.

**Activity 2.7**

1. States are now mandated to collect data on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a method of determining when disproportionality may be problematic.

Answer: State education agencies are mandated to collect and report data on the following: types of impairments of students identified as eligible to receive services, placement or educational environments of students, the incidents of disciplinary actions, the duration of disciplinary incidents, including suspensions and expulsions of students who are served under special education.

1. When a student from an ethnically diverse background begins to have difficulty meeting educational needs, the teacher may contact the child study team to request \_\_\_\_\_\_\_\_\_ as a method of preventing the student from a special educational referral as the first plan of action to address the student’s difficulties.

Answer: Early intervention services, academic interventions through RTI.

1. Traditional assessment practices may inadvertently contribute to bias in assessment. What changes in the revised IDEA 2004 may decrease the probability that this will occur?

Answer: May include any of the following:

* IDEA mandates that the evaluation of students for possible special education services must involve the use of tests that have been validated for the purpose for which they are used.
* Professionals be trained in assessment and, more specifically, that training or expertise is available to enable the examiner to evaluate students with disabilities.
* Data, such as comments from parents and teachers and adaptive behavior measures be considered in the decision-making process for eligibility.
* Decrease this disproportionality through early intervening services

1. Discuss the practices that may contribute to bias in assessment.

Answer: May include any of the following:

* Discriminatory practices in the nondiscriminatory evaluation process
* Over-interpretation of test results
* Student doesn’t speak English
* Most standardized tests are not diagnostic in nature
* Professionals lack competence in test selection, scoring and interpretations
* Use of IQ testing for the purpose of eligibility

Think Ahead

1. Mary, a student receiving special education services, also needs the \_\_\_\_\_ of occupational therapy and speech therapy in order to benefit from her appropriate educational plan.

Answer: O. related services

1. During the screening by educational professionals, it is determined that a student has significant educational needs and is therefore referred for a(n) \_\_\_\_\_.

Answer: M. nondiscriminatory assessment

1. The 2004 Amendments encourage parents and educational personnel to participate in a \_\_\_\_\_ to resolve disagreements.

Answer: W. mediation

1. A school system that meets appropriate timelines and follows all state and federal regulations is said to be in \_\_\_\_\_.

Answer: D. compliance

1. Parents who have a preschool-aged child with special needs may find assistance in obtaining educational services for their child through the federal regulations of \_\_\_\_\_.

Answer: E. PL99-457

1. In a specific school system, the ethnicity of the population was determined to include 17% of persons of Hispanic origin, yet more than 22% of the students receiving services for learning disabilities were of Hispanic origin. This system may have \_\_\_\_\_ of persons of Hispanic origin within the category of learning disabilities.

Answer: BB. minority overrepresentation

1. A fifth-grade student was recently assessed and was found not eligible to receive special education support. His parents decided that they disagreed with the assessment and therefore requested information to obtain a(n) \_\_\_\_\_.

Answer: X. independent evaluation

1. During a meeting of the child study team, the members determined that the prereferral intervention strategies employed with a third-grade student were not successful in remediating reading difficulties. The members must now obtain \_\_\_\_\_ in order to begin the assessment process.

Answer: I. informed consent

1. Initially, the federal law that mandated a free and appropriate public education for all children with disabilities was called the Education for All Handicapped Children Act. In 1990, this was renamed \_\_\_\_\_.

Answer: B. IDEA

1. A major principle of IDEA is that all evaluation measures used during the assessment process should yield similar results for children regardless of their ethnicity. This principle is known as \_\_\_\_\_.

Answer: The answer is not in the options provided.

1. In December 2004, President Bush signed the \_\_\_\_\_.

Answer: S. Individuals with Disabilities Educational Improvement Act

**Part II**

1. What were the sources of pressure that resulted in substantial legal changes in the 1970s?

Answer: Much of the pressure for legal changes came from parents and professionals. Another influential source affecting the language of the law was litigation in the civil court system.

2. The Individuals with Disabilities Education Improvement Act of 2004 requires that IEPs include what type of information regarding statewide assessments?

Answer: Answer should include the following:

* + - Present levels of performance—academic and functional performance, including grade equivalents, age equivalents, standard scores, CBAs, CBMs, classroom behavior.
    - Measurable long-term, annual goals, including how progress on goals will be measured.
    - For children who take alternate assessments, a description of benchmarks or short-term objectives.
    - Describe an educational program and strategies that are research-based.
    - A statement of how the child’s disability affects their involvement and progress in the general education curriculum and explanation of the extent to which the child will not participate with nondisabled children.
    - Statement of participation in state-wide assessments and a rationale provided if state-wide assessment is not appropriate and an alternative assessment must be provided.
    - Description of any accommodations permitted during state-wide assessments.
* The projected date for the beginning of service and modifications and the anticipated frequency, location, and duration of those services and modifications.

3. When must parents be given their due process rights according to the 2004 Amendments?

Answer: Answer should include the following:

* + - Parents must receive notice of their rights on each of these occasions:
    - Upon initial referral or parent request for an evaluation.
    - Upon the first occurrence of the filing of a complaint.
    - Request by a parent.

4. List the provisions for nondiscriminatory assessment according to the federal law.

Answer: Answers should include the following:

* IDEA mandates that a non-discriminatory evaluation be conducted on children who are referred for special education and/or related services.
* Requires that testing is fair and objective.
* Additional measures or strategies other than tests must be considered in the evaluation process (e.g., RTI).
* Information gathered through the process should focus on the student participating in the general education curriculum.
* Ensures that meaningful information be produced in order to help design a program of interventions and not simply qualify a student.
* The evaluation procedures must ensure:
  + Use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining
  + whether the child is a child with a disability.
  + content of the child’s individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities.
  + Not to use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.
  + Use of technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
  + Are selected and administered so as not to be discriminatory on a racial or cultural basis.
  + Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.
  + Are used for purposes for which the assessments or measures are valid and reliable.
  + Are administered by trained and knowledgeable personnel.
  + Are administered in accordance with any instructions provided by the producer of such assessments.
  + The child is assessed in all areas of suspected disability.
  + Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
  + Assessments of children with disabilities who transfer from one school district to another school district in the same academic year are coordinated with such children’s prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

**Part III**

1. Summarize the research findings on the IEP Team decision-making process.

Answer: The research has found that parents are often passive bystanders in the special education process and often do not participate. Parent’s rights were also glossed over and in some cases not provided or explained. The IEP Team decision-making process was really school based and was not very collaborative. In addition, research has indicated that students may become eligible for services due to need rather than the actual legal criteria for a disability.

Research has found the following:

* Gresham, MacMillan, and Bocian (1998) postulated that eligibility decisions may be based on educational need more than actual legal criteria for students with mild disabilities.
* According to an early study involving observation and analysis of interactions in IEP conferences, parents’ rights were merely “glossed over in the majority of conferences” (Goldstein, Strickland, Turnbull, & Curry, 1980, p. 283). This suggests that sufficient time may not be allotted to discussing issues of central concern to parents.
* OCR found that the typical sequence of the referral/screening process denied procedural safeguards at the prereferral stage Katsiyannis (1994).
* Barnett, Zins, & Wise, 1984; Brantlinger, 1987; Goldstein et al., 1980; Goldstein & Turnbull, 1982; Vaughn, Bos, Harrell, & Lasky, 1988; Weber & Stoneman, 1986 found that parents passive and attended merely to receive information.

2. Explain how the research regarding third-party hearings may have had an impact on the changes concerning mediation and resolution sessions in the 2004 Amendments.

Answer: The research on third-party hearings has found that the judicial system has interpreted many issues that are not explicitly explained in the law or regulations.

Research has found the following:

* Engiles, Fromme, LeResche, and Moses (1999) suggested that there are strategies that schools and personnel can implement to increase participation in mediation of parents of culturally and linguistically diverse backgrounds.
* IDEA 2004 allows for a new resolution session where the school has another opportunity to resolve issues in a timely manner and will not require the costly and lengthy process often associated with hearings.
* A great deal of interpretation of uncertain issues has been made through the judicial system (Turnbull, 1986).

3. Summarize the difficulties of assessing students from culturally and linguistically diverse backgrounds.

Answer: There are many difficulties in assessing students from culturally and linguistically diverse backgrounds, including:

* Testers not speaking the language of the student.
* Tests not available in a variety of languages.
* Validity and reliability issues with interpreters or translation.
* Tests not being culturally representative.
* Tests not accurately assessing what a student actually knows (specific to cultural knowledge).

Chapter 2 Test Bank

**True and False**

1. The name of the law under which special education professionals are currently working is IDEA 2004.
2. Once a bill such as IDEA 2004 is passed and has been signed by the president, becoming law, states are not authorized to interpret components, pass state laws, and write regulations to be implemented within that state.
3. A child’s parents do not need to provide consent for the child to be evaluated for special education and/or related services.
4. Informed consent requires that local education agencies provide information to parents in their native language or mode of communication.
5. The purpose of nondiscriminatory assessment is to make sure that eligible students receive special education services regardless of their disability.
6. Local education agencies must always ensure that a meeting takes place with all involved parties when reviewing existing data on a student to determine additional testing needs.
7. Attention deficit disorder (ADD) is a separate category under IDEA, so students with ADD automatically qualify for special education services.
8. Parent participation in the entire special education process is encouraged.
9. Every student who receives special education or related services must have an IEP.
10. When considering continued eligibility, a student must undergo a comprehensive formal testing process in order to determine continued placement whether or not the parents request it.

**Multiple Choice**

1. This law was the *original* law that mandated education agencies ensure an appropriate assessment and education for individuals with disabilities.
2. Individuals with Disabilities Act
3. No Child Left Behind
4. Education for all Handicapped Children Act
5. Individuals with Disabilities Education Improvement Act
6. Once a bill has been signed by the president and becomes law, legal guidelines for implementing the law are written. These guidelines are called which of the following?
7. Regulations
8. Due process
9. Compliance
10. Litigation
11. How many days does an LEA have to conduct a comprehensive evaluation?
12. 15 days
13. 25 days
14. 45 days
15. 60 days
16. John’s parents disagree with the results of his most recent evaluation and the recommendation from the multidisciplinary team, which is that John be discontinued from receiving special services. What can John’s parents do?
17. Remove John from school
18. File a Due Process claim
19. Nothing; John will no longer receive services
20. Request John be re-evaluated
21. All of the following are required when using a standardized instrument, except which of the following?
22. Choosing a test that is psychometrically adequate
23. Strictly following the standardization protocols, without adaptation
24. Administration by trained personnel
25. Not penalizing a student for an existing impairment.
26. Which of the following was used prior to IDEA 2004 in order to determine the existence of a learning disability for a student being evaluated?
27. Response to Intervention
28. Early Intervention
29. Research-based Practices
30. Significant Discrepancy
31. If a member of an IEP Team is unable to attend an IEP meeting, what must they do?
32. Submit their information in writing to the IEP Team
33. Request that the meeting date be changed so they can attend
34. Have an individual meeting with the parents
35. Nothing; if they cannot be there, they do not need to worry about it.
36. It may be determined that a Team member may not need to attend the IEP meeting under which circumstance?
37. The IEP member has to teach at that time
38. The IEP member is a related service
39. The IEP member is not presenting any new information
40. The IEP member is a long-term substitute for the special education teacher
41. These services are considered necessary for a child to benefit from the instructional goals of the IEP.
42. Special education services
43. Psychological services
44. Medical services
45. Related services
46. All of the following are procedural safeguards, except which of the following?
    * 1. Parents should be informed of the procedures and safeguards for obtaining an initial evaluation.
      2. Parents are offered an opportunity to meet with the legal counsel of the LEA to be given information about special education laws.
      3. Parents should receive prior notice before any actions related to their child are taken.
      4. Parents should be made aware of how to obtain their student’s records and who has access to those records.
47. The focus of IDEA on including students in the general education environment is known as which of the following?
48. Procedural safeguards
49. Mainstreaming
50. The least restrictive environment
51. Inclusion
52. Which of the following are services that are designed to assist a student’s move between school and adult life?
53. Special education services
54. Transition services
55. Related services
56. Job coaching services
57. According to IDEA, transition services should begin at what age?
58. 14
59. 16
60. 18
61. 21
62. All of these behaviors would result in an automatic 45-day change of placement, except which of the following?
    * 1. Use of or possession of drugs
      2. Use of or possession of weapons
      3. Behaviors that result in extreme bodily injury
      4. Refusing to comply with teacher directions
63. This is a civil rights law, whose purpose is to prevent discrimination against individuals with disabilities in programs receiving federal financial assistance.
64. Individuals with Disabilities Education Act
65. Americans with Disabilities Education Act
66. Rehabilitation Act
67. Education for All Handicapped Children Act
68. Which of the following must occur before a child may receive special education services?
69. Comprehensive evaluation
70. Remedial programs
71. The student must request additional help
72. The student must request special education services
73. Parents must be fully informed and provide consent for which of the following before it occurs?
74. A comprehensive evaluation
75. The initiation of special education services
76. The release of confidential records
77. All of the above
78. Federal law provides which of the following to insure the rights of parents are not violated?
79. Several assessment techniques
80. Several methods of observation
81. Several techniques and strategies for intervention
82. Several procedural safeguards
83. When parents disagree with school system personnel, IDEA 2004 states which of the following?
84. The school must agree with the parents.
85. The school and parents must meet with their attorneys.
86. The school must have an attorney but the parents cannot have their attorney.
87. The school and parents have a mediation meeting.
88. Every student receiving special education services must have which of the following?
89. An IEP
90. Related services
91. Transportation services
92. Transition plan

21. Which of the following represents a parent’s right when a student has been evaluated and determined by the team to be eligible for services?

1. Refusal of services
2. Refusal of consent for services before the child receives services
3. Provide consent for related services only
4. Lose control over whether the child receives services

22. According to IDEA 2004, the diagnosis of learning disabilities specifically requires that a student does which of the following?

1. Demonstrate a significant discrepancy.
2. Not respond to research-based interventions.
3. Display a lack of social skills.
4. Take an IQ and achievement test.
5. Who may request an initial evaluation?
6. A parent
7. A teacher
8. Others who know and work with a student in school
9. All of the above
10. Which of the following refers to when parents are fully notified in their native language of all educational activities to be conducted during a nondiscriminatory evaluation of their child?
11. Procedural safeguards.
12. Parental consent.
13. Informed consent.
14. Eligibility determination.
15. Mrs. Jones is the special education teacher sitting on Jimmy’s IEP Team. She is new to the district and is unaware of the testing procedures used during the multi-disciplinary evaluation. Who else at the IEP would be able to interpret the evaluation results?
16. The general education teacher
17. A school psychologist
18. The parents
19. The family’s advocate

**Short Answer**

1. Discuss the evolution of the special education law from inception to implementation at the local level (LEA).
2. Identify some general considerations for placing a student into a general education environment who has been identified as having special needs.
3. Identify some of the legal requirements pertaining to procedural safeguards regarding when parents should receive notice of their rights.
4. List at least five requirements of the Non-discriminatory Evaluation.
5. Mary is due for a re-evaluation to determine if she continues to require special education services. The team is recommending that, upon review of the existing data, that Mary is not in need of further testing. Mary’s mother disagrees and would like additional testing completed, especially with regard to broad academic achievement gains. Explain the next steps of the process.
6. Explain the rationale for why the Severe Discrepancy model is no longer used in identifying students with learning disabilities and what model has replaced it.
7. As outlined in IDEA 2004 regulations, who is mandated to take part in a comprehensive evaluation conducted by an IEP Team if the team has determined that the student needs further evaluation in speech, language, reading, and social/behavioral skills?
8. What information needs to be included on an IEP as stipulated by the IDEA Amendments of 2004?
9. Compare and contrast Section 504 and IDEA.
10. Significant issues remain with providing appropriate services for families and students from culturally and linguistically diverse backgrounds. Identify at least two issues and describe how you would try to eliminate the problem.
11. Discuss the provisions IDEA contains regarding resolving differences.
12. Identify the severe behaviors that would result in an automatic removal from the school setting for 45 days.

Chapter 2 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: In 2004, Congress passed the Individuals with Disabilities Education Improvement Act (IDEA 2004). This is the most recent iteration of the special education law.

1. FALSE.

Explanation: Once a bill, such as IDEA 2004, has been signed by the president and becomes law, each state must implement the law according to federal regulations, while interpreting some components, pass state laws, and write regulations based on such interpretations. The state cannot elect to ignore or not implement federal mandates, though each state determines the specific manner in which the law is implemented in that state.

1. FALSE.

Explanation: An agency that is responsible for making a free appropriate public education available to a child with a disability shall seek to obtain informed consent from the parent of that child before providing special education and related services to the child. However, if a child’s parents cannot be found, the school can complete an initial evaluation without parental consent.

1. TRUE.

Explanation: Informed consent means that the parent has been informed in his or her native language or mode of communication. Parents with visual or hearing impairments must be accommodated.

1. FALSE.

Explanation: Nondiscriminatory assessment is a special education practice that is mandated by federal law to ensure fairness and objectivity in testing. This section of the law requires that the instruments or techniques used in the assessment process are not racially, ethnically, or culturally biased.

1. FALSE.

Explanation: Regulations specify that the IEP team may conduct the review of the existing data without a meeting

1. FALSE.

Explanation: ADD is not a separate category under IDEA, and a student with ADD does not automatically qualify for special education services. Students with attention disorders must go through a multidisciplinary evaluation to determine eligibility, including whether they would be better served by the provisions of IDEA or of Section 504.

1. TRUE.

Explanation: The IDEA Amendments of 1997 and the IDEA Amendments of 2004 stress the importance of parent participation in the special education process.

1. TRUE.

Explanation: Every student receiving special education services must have an individualized education program or plan (IEP) that is written in compliance with the requirements of IDEA.

1. FALSE.

Explanation: Federal law requires that the IEP team review data from a variety of sources when determining continued eligibility for services. In such situations, the student need not be subjected to comprehensive formal testing to complete the review for continued placement unless her or his parents request it.

**Multiple Choice**

1. C.

Explanation: The Education for all Handicapped Children Act was the *original* law that mandated education agencies ensure an appropriate assessment and education for individuals with disabilities.

1. A.

Explanation: After each reauthorization, regulations, which are the legal guidelines for implementing the law, are written.

1. D.

Explanation: The IDEA 2004 requires that this comprehensive evaluation be completed within a specific timeframe of 60 days from the date that the parent signs a consent form for the evaluation.

1. B.

Explanation: Due Process is the legal recourse when parents or schools disagree with evaluation or placement recommendations.

1. B.

Explanation: Sometimes adaptations of the standardized directive are necessary when administering a standardized assessment for the purposes of determining an *estimate* of a student’s ability. Regulations require that the adaptations be explained in the written evaluation report.

1. D.

Explanation: The “significant discrepancy” model was the assessment model used prior to IDEA 2004. Under IDEA 2004, it is no longer necessary to determine that a discrepancy exists between cognitive ability and achievement before a student can receive services.

1. A.

Explanation: If a member of an IEP Team is unable to attend an IEP meeting, they must submit their information to the IEP Team in writing, as long as parent and school consent is given. Such consent must be provided in writing.

1. C.

Explanation: As stipulated in IDEA 2004, updating the previous laws surrounding team member attendance at IEP meetings, attendance is not necessary if the team member is not presenting new information in written form or during discussion.

1. D.

Explanation: Related services are services that are considered necessary for the child to benefit from the instructional goals of the IEP. Examples of such services include psychological services, early identification of children with disabilities, and therapeutic recreation.

1. B.

Explanation: All of the options provided are stipulated by law as procedural safeguards for parents except for the option to consult legal representatives of the LEA.

1. C.

Explanation: It is assumed that students with disabilities will be educated with their nondisabled peers unless the IEP team provides reasons why this is not appropriate. These IEP requirements focus on inclusion of the student with disabilities within the mainstream environment and with general education students for education and other activities outside the educational setting. This part of IDEA is known as the provision of educational services in the least restrictive environment.

1. B.

Explanation: Transition services are services that are designed to assist a student transition between school and adult life. Eligibility for such services typically begin at age 16 and they are designed to support students in their move from school into a work or other postsecondary environment.

1. B.

Explanation: IDEA stresses the importance of transition services to prepare students 16 years old or older for a work or postsecondary environment. When appropriate, younger students may also be eligible for such services.

1. D.

Explanation: Severe behaviors that would result in an automatic removal from the school setting for 45 days include: use of or possession of drugs, use of or possession of weapons, and behaviors that result in extreme bodily injury.

1. C.

Explanation: The Rehabilitation Act of 1973 is a civil rights law, whose purpose is to prevent discrimination against individuals with disabilities in programs receiving federal financial assistance.

1. A.

Explanation: IDEA 2004 requires that a comprehensive nondiscriminatory evaluation be completed prior to a student receiving special education services. This evaluation should reflect consideration of the specific academic, behavioral communicative, cognitive, motor, and sensory areas of concern.

1. D.

Explanation: Parents must give written consent prior to any of the following events happening: comprehensive evaluation, the initiation of special education services, and the release of confidential records.

1. D.

Explanation: Procedural Safeguards are to be in place at all times to ensure that a parent’s rights are not compromised.

1. D.

Explanation: When schools and parents cannot come to a mutual agreement, IDEA 2004 indicates that the parties should engage in mediation.

1. A.

Explanation: Every student who receives special education services must have an IEP that is in compliance with the requirements of IDEA.

1. A.

Explanation: Once a child is determined to be eligible for services, a parent has the right to refuse services on behalf of their child.

1. B.

Explanation: IDEA 2004 specifically requires that a student who is to be determined eligible for services under the label of LD must have received and remained unresponsive to research-based interventions.

1. D.

Explanation: Parents, teachers, or others who know and work with a student in school may initiate a request for an initial evaluation.

1. C.

Explanation: Informed consent requires that a parent be fully informed of all educational activities to be conducted and that information was provided in the native language or mode of communication.

1. B.

Explanation: The IEP Team is required to have an individual who can interpret evaluation results. Typically at an IEP, it is the special education teacher. In this case, since Mrs. Jones is new and unfamiliar with the testing that was completed, the school psychologist should attend the IEP meeting and represent that role.

**Short Answer**

1. Accept answers that include the following chain of events:

* Parents, professionals and civil court systems were advocating for services for students with disabilities.
* Congress passes a law; in this case the Education for All Handicapped Children Act (PL 94-142).
* Regulations are developed, which are the legal guidelines for implementing the law.
* States write regulations to be in compliance with the Federal regulations.
* Local districts (LEAs) need to adjust policy, procedure or paperwork to be in compliance with the state regulations.
* Every few years, Congress reauthorizes or “tweaks” the law and may include amendments or name changes.
* New regulations are developed.
* States and LEAs must come into compliance.

1. Accept answers that include any of the following considerations regarding inclusion:

* Both academic and non-academic needs
* The effect that the student with special needs will have on the teacher in terms of time and attention required
* The effect that the student with special needs may have on her or his peers in the general classroom

1. Accept answers that include any of the following:
   * + Information regarding the procedures and safeguards for obtaining the initial evaluation.
     + Requirement of prior notice before any actions related to their child are taken.
     + Information regarding the rights to parental informed consent.
     + How to obtain student records and who has access to those records.
     + The process to follow when parents have complaints.
     + The procedures for how to resolve complaints.
2. Accept answers that include any of the following:

* Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining
* whether the child is a child with a disability.
* content of the child’s individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities.
* Not to use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.
* Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
* Are selected and administered so as not to be discriminatory on a racial or cultural basis.
* Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer.
* Are used for purposes for which the assessments or measures are valid and reliable.
* Are administered by trained and knowledgeable personnel.
* Are administered in accordance with any instructions provided by the producer of such assessments.
* The child is assessed in all areas of suspected disability.
* Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
* Assessments of children with disabilities who transfer from one school district to another school district in the same academic year are coordinated with such children’s prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

1. Legally, because Mary’s mother requested additional testing, the district must comply and conduct those assessments. Upon completion of the assessments, a meeting must take place to discuss the results. No decisions about Mary’s special education services or placement may be made until the assessments are complete.
2. IDEA 2004 no longer requires the use of the Severe Discrepancy model in identifying students with learning disabilities. This change in the law occurred because students needed to fall significantly behind on assessments conducted for eligibility in order for a severe discrepancy to appear. In essence, it wasted a lot of valuable time and focused on the “wait and fail” philosophy. Research has supported the use of early intervention as a method to remediate problems with student learning and IDEA 2004 reflects this body of research by incorporating the Response to Intervention model. RTI requires teachers to intervene with students early, utilizing research-based methods, and documenting progress.
3. IDEA 2005 regulations mandate that the comprehensive evaluation should be conducted by members of the IEP team. If the team has determined that the student needs further evaluation in speech, language, reading, and social/behavioral skills, then a speech-language clinician, a special education teacher or educational diagnostician, and a school psychologist will be a part of the assessment team. This team may also consult the parents, the classroom teacher, the school nurse, the school counselor, the building principal, and other school personnel, if necessary.
4. Based on the IDEA Amendments of 2004, the IEP must contain the following elements:

* A statement of the student’s current level of functioning needs to be made.
* How the student’s disability affects her or his involvement in the general education program needs to be addressed.
* There must be consideration as to the extent to which the student can participate in state-mandated assessments.
* It should be stated that the student should be educated in the least restrictive environment (LRE).
* The IEP team must consider the specific needs of individual students with disabilities, including those with limited English proficiency.

1. Accept answers that include any of the following comparisons:

* *IDEA* provides federal funding to states to assist in education of students with disabilities and has substantive requirements attached to funding.

*Section 504* is a civil rights law that protects persons with disabilities from discrimination in programs or services that receive federal financial assistance and requires reasonable accommodations to ensure nondiscrimination

* *IDEA* takes a categorical approach to eligibility, including 13 disabilities that most adversely impact educational performance. Protections are only for students who are eligible for special education services.

*Section 504* takes a functional approach to eligibility, including students (a) having a mental or physical impairment that affects a major life activity, (b) with a record of such an impairment, or (c) who are regarded as having such an impairment. Protections extend to students who receive general and special education.

* *IDEA* provides special education and related services at public expense, meet state requirements, and are provided in conformity with the IEP. The substantive standard is considered educational benefit.

*Section 504* provides general or special education and related aids and services, requires a written education plan. The substantive standard is considered equivalency*.*

* *IDEA* Students must be educated with peers without disabilities to the maximum extent appropriate; removal from integrated settings is only permitted when supplementary aids and services are not successful. Districts must have a continuum of placement available.

*Section 504* Schools must ensure that the students are educated with their peers without disabilities.

* *IDEA* Provides protection in evaluation procedures and requires consent prior to initial evaluation and placement. Evaluation and placement decisions have to be made by a multidisciplinary team and requires evaluation of progress toward IEP goals annually and reevaluation at least every 3 years.

*Section 504* Does not require consent; requires notice only. Requires periodic reevaluation and before a significant change in placement.

* *IDEA*  Has comprehensive and detailed notice requirements. Provides for independent evaluations. Has no grievance procedure, but does allow for impartial due process hearings.

*Section 504* Has general notice requirements. Has a grievance procedure and

impartial due process hearings.

* *IDEA* Provides federal funding to assist educating students with disabilities.

*Section 504* No federal funding is available.

* *IDEA* U.S. Office of Special Education Programs (OSEP) (can cut off IDEA funds) and complaints can be filed with state’s department of education.

*Section 504* Compliance monitoring is done by the (SEA) and

complaints can be filed with Office of Civil Rights (OCR) (can cut off all federal funding).

1. Primary issues include the following. Individual interventions may vary. Accept arguments that present valid, responsible and feasible solutions.

* Parental literacy and comprehension of materials
* Culturally, linguistically and environmentally diverse backgrounds
* Procedural Safeguards are often “glossed over” during meetings
* Procedural Safeguards are often ignored in the early stages of referral
* Parents are passive in the process
* Information presented at an appropriate level
* Materials available in a variety of languages
* Confusing student acculturation with parent acculturation
* Family structure dynamics
* Minority overrepresentation
* Discriminatory practices in the nondiscriminatory evaluation process
* Over-interpretation of test results
* Student doesn’t speak English
* Most standardized tests are not diagnostic in nature
* Professionals lack competence in test selection, scoring and interpretations
* Use of IQ testing for the purpose of eligibility
* Inconsistencies in decisions about eligibility

1. Due process considerations:

* Independent educational evaluation
  + - A professional outside of the LEA who conducts testing on a student.
    - Parents may get one if they disagree with the LEAs findings.
* Resolution sessions
  + - Established to avoid a formal hearing.
    - Must be held within 15 days of complaint.
    - May be waived by parents.
* Mediation
  + - LEAs provide mediation at no cost to the parents.
    - Mediation is voluntary on the part of the school and the parents.
    - Mediation cannot be used by a local education agency to delay parental rights to a hearing or to deny any other rights provided in the regulations.
    - Mediation is to be conducted by qualified and impartial trained mediators.
* In the event that parents and LEAs can not come to an agreement, they may file a complaint and request an impartial due process hearing.
* The parents and the school explain their side of the disagreement before an impartial hearing officer, a person qualified to hear the case, who then renders a decision.
* In the event that an impartial due process hearing does not resolve the issue, a state-level hearing or an appeal in civil court may be filed.

1. The severe behaviors that would result in an automatic removal from school include:
   * + Use of or possession of drugs on school grounds
     + Use of or possession of weapons on school grounds
     + Behaviors that result in extreme bodily injury to another

Chapter 3

**Chapter Focus**

This chapter presents the basic statistical concepts that are used in interpreting information from standardized assessment.

Check Your Understanding

**Activity 3.1**

1. Measuring with a thermometer is an example of using numbers on the \_\_\_scale.

Answer: Interval

1. Which scale(s) can be added and subtracted but not multiplied?

Answer: Interval

1. The ribbons awarded in a painting contest illustrate which scale?

Answer: Ordinal

1. Numbers pinned on the shirts of runners in a marathon are numbers used on the \_\_\_ scale.

Answer: Nominal

1. The \_\_\_ scale has a true meaning of absolute zero.

Answer: Ratio

**Apply Your Knowledge**

Which of the numerical scales is used to determine your semester GPA?

Answer: Ratio Scale

Explanation: GPA’s are used for direct comparisons and can be mathematically manipulated. The numbers on the scale are equidistant from each other and there is an absolute zero value (0.0 GPA).

**Activity 3.2**

Place the following set of data in rank order and complete a frequency count.

*Data Set B*

92, 98, 100, 98, 92, 83, 73, 96, 90, 61, 70, 89, 87, 70, 85, 70, 66, 85, 62, 82

Answer:

|  |  |  |
| --- | --- | --- |
| **Score** | **Tally** | **Frequency** |
| 100 | l | 1 |
| 98 | ll | 2 |
| 96 | l | 1 |
| 92 | ll | 2 |
| 90 | l | 1 |
| 89 | l | 1 |
| 87 | l | 1 |
| 85 | ll | 2 |
| 83 | l | 1 |
| 82 | l | 1 |
| 73 | l | 1 |
| 70 | lll | 3 |
| 66 | l | 1 |
| 62 | l | 1 |
| 61 | l | 1 |

**Apply Your Knowledge**

Which of the numerical scales can be rank ordered?

Answer: All but nominal scales.

**Activity 3.3**

Rank order the following set of data, complete a frequency count, and determine the mode.

*Data Set C*

62, 63, 51, 42, 78, 81, 81, 63, 75, 92, 94, 77, 63, 75, 96, 88, 60, 50, 49, 74

Answer:

|  |  |  |
| --- | --- | --- |
| **Score** | **Tally** | **Frequency** |
| 96 | l | 1 |
| 94 | l | 1 |
| 92 | l | 1 |
| 88 | l | 1 |
| 81 | ll | 2 |
| 78 | l | 1 |
| 77 | l | 1 |
| 75 | ll | 2 |
| 74 | l | 1 |
| 63 | lll | 3 |
| 62 | l | 1 |
| 60 | l | 1 |
| 51 | l | 1 |
| 50 | l | 1 |
| 49 | I | 1 |
| 42 | I | 1 |

The mode is: 63

**Apply Your Knowledge**

What would it suggest to the teacher if the data of three sets of exams were distributed so that the mode always occurred at the high end of the scores?

Answer: When more students consistently perform at the high end of the distribution, it may mean that the tests are not challenging the students or that the material presented is too easy for the group of students who repeatedly score high.

**Activity 3.4**

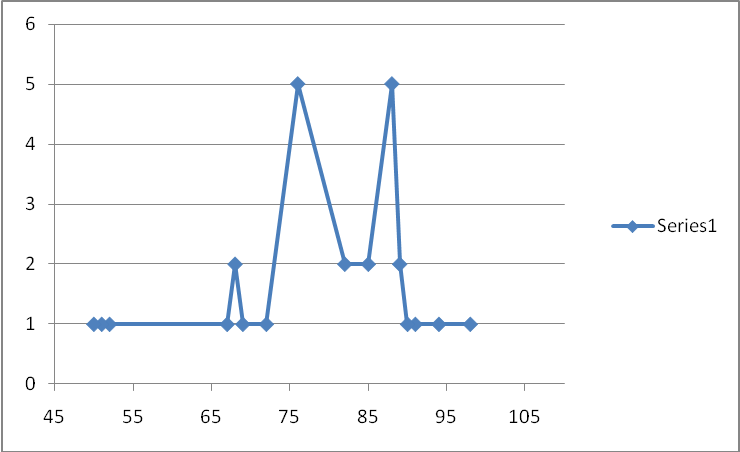
Rank order the data, complete a frequency count, and construct a frequency polygon.

*Data Set D*

50, 52, 68, 67, 51, 89, 88, 76, 76, 88, 88, 68, 90, 91, 98, 69, 89, 88, 76, 76, 82, 85, 72, 85, 88, 76, 94, 82

Answer:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Tally** | **Frequency** |  | **Score** | **Tally** | **Frequency** |
| 98 | l | 1 |  | 76 | lllll | 5 |
| 94 | l | 1 |  | 72 | l | 1 |
| 91 | l | 1 |  | 69 | l | 1 |
| 90 | l | 1 |  | 68 | ll | 2 |
| 89 | ll | 2 |  | 67 | l | 1 |
| 88 | lllll | 5 |  | 52 | l | 1 |
| 85 | ll | 2 |  | 51 | l | 1 |
| 82 | ll | 2 |  | 50 | l | 1 |



**Apply Your Knowledge**

What type of distribution did you plat using Data Set D?

Answer: The distribution is bimodal (78 & 88 occurred 5 times each).

**Activity 3.5**

Find the median for the following sets of data.

Answer:

|  |  |
| --- | --- |
| Data Set E | Data Set F |
| 100 | 88 |
| 99 | 88 |
| 96 | 88 |
| 88 | 86 |
| 84 | 80 |
| 83 | 76 |
| 82 | 75 |
| 79 | 74 |
| 76 | 70 |
| 75 | 68 |
| 70 |  |
| 62 |  |
| 60 |  |

Median of Set E: 82

Median of Set F: 78

**Apply Your Knowledge**

Data Set E has a higher median. Did the students represented by Data Set E perform significantly better than the students represented by Data Set F? Explain your answer.

Answer: No. The medians are not really that different. The scores in Data Set E are more widely spread apart, whereas the scores in Data Set F are more compact. This impacts the median score.

**Activity 3.6**

Find the mean, median, and mode for each set of data.

*Data Set G*

90, 86, 80, 87, 86, 82, 87, 92

Answer:

Mean: 86 (688 ÷ 8 =)

Median: 86.5 (92, 90, 87, 87, 86, 86, 82, 80)

Mode: 86, 87

*Data Set H*

41, 42, 45, 42, 46, 47, 48, 47, 41, 41

Answer:

Mean: 44 (441 ÷ 10 =)

Median: 43.5 (48, 47, 47, 46, 45, 42, 42, 41, 41, 41)

Mode: 41

**Apply Your Knowledge**

Using the mean, median, and mode you obtained for Data Sets G and H, can you determine which group of students performed in a more similar manner as a group? Explain your answer.

Answer: Although the mean, median, and mode are nearly the same for Data Set G, this set of data has a greater range of scores, with 12 points between the highest and lowest scores. The mean, median, and mode do not always provide the needed information when attempting to determine how far apart the data may be dispersed.

**Activity 3.7**

Calculate the variance for Data Set J and compare it with that of Data Set I.

Answer:

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Set J** | **Step 1:**  **Difference** | **Step 2:**  **X by itself** | **Squared** |
| 98 – 77.05 = | 20.95 | 20.95 x 20.95 | 438.9025 |
| 96 – 77.05 = | 18.95 | 18.95 x 18.95 | 359.1025 |
| 87 – 77.05 = | 9.95 | 9.95 x 9.95 | 99.0025 |
| 78 – 77.05 = | .95 | .95 x .95 | .9025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 75 – 77.05 = | -2.05 | -2.05 x -2.05 | 4.2025 |
| 72 – 77.05 = | -5.05 | -5.05 x -5.05 | 25.5025 |
| 72 – 77.05 = | -5.05 | -5.05 x -5.05 | 25.5025 |
| 72 – 77.05 = | -5.05 | -5.05 x -5.05 | 25.5025 |
| 72 – 77.05 = | -5.05 | -5.05 x -5.05 | 25.5025 |
| 72 – 77.05 = | -5.05 | -5.05 x -5.05 | 25.5025 |
| 72 – 77.05 = | -5.05 | -5.05 x -5.05 | 25.5025 |

**Step 3:** Sum of squares: 1092.95

**Step 4:** Divide the sum of squares by the number of scores: 54.6475 (1092.95 ÷ 20 =)

Which set of data, J or I, has the larger variance? Data Set I

**Apply Your Knowledge**

Data Sets I and J have means that are very similar. Why do you think there is such a large difference between the variance of I and the variance of J?

Answer: The variance of data set I is larger because the scores in the data set are more widely dispersed (i.e., they have a wider range).

**Activity 3.8**

Using the following sets of data, complete a frequency count and a frequency polygon. Calculate the mean, median, and mode. Calculate the range, variance, and standard deviation. List the scores that are a significant distance from the mean.

*Ms. Jones’s Class Data*

95, 82, 76, 75, 62, 100, 32, 15, 100, 98, 99, 86, 70, 26, 21, 26, 82

Answer:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Tally** | **Frequency** |  | **Score** | **Tally** | **Frequency** |
| 100 | II | 2 |  | 75 | I | 1 |
| 99 | I | 1 |  | 70 | I | 1 |
| 98 | I | 1 |  | 62 | I | 1 |
| 95 | I | 1 |  | 32 | I | 1 |
| 86 | I | 1 |  | 26 | II | 2 |
| 82 | II | 2 |  | 21 | I | 1 |
| 76 | I | 1 |  | 15 | I | 1 |

Frequency Polygon:



Mean: 67.35

Median: 76

Mode: 100, 82, 26

Range: 85

Variance: 902.46

Standard Deviation: 30.04

Test scores that are a significant distance from the mean are (± 1 SD):

100, 99, 98, 32, 26, 21, 15

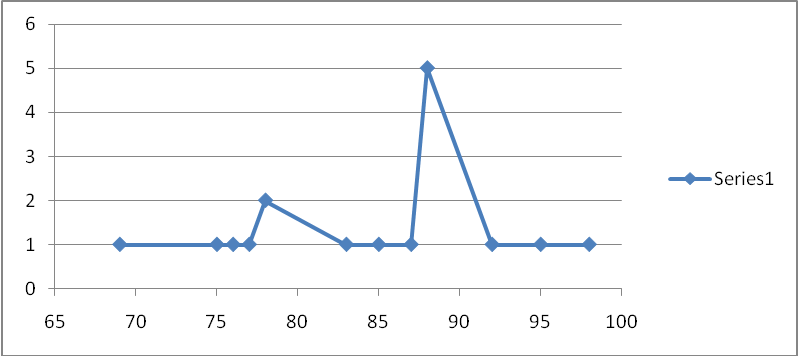
*Mrs. Smith’s Class Data*

76, 75, 83, 92, 85, 69, 88, 87, 88, 88, 88, 88, 77, 78, 78, 95, 98

Answer:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Tally** | **Frequency** |  | **Score** | **Tally** | **Frequency** |
| 98 | I | 1 |  | 83 | I | 1 |
| 95 | I | 1 |  | 78 | II | 2 |
| 92 | I | 1 |  | 77 | I | 1 |
| 88 | IIIII | 5 |  | 76 | I | 1 |
| 87 | I | 1 |  | 75 | I | 1 |
| 85 | I | 1 |  | 69 | I | 1 |

Frequency Polygon



Mean: 84.29

Median: 88

Mode: 88

Range: 29

Variance: 56.56

Standard Deviation: 7.52

Test scores that are a significant distance from the mean are (± 1 SD): 92, 95. 98, 75, 69

**Apply Your Knowledge**

Using the information you obtained through your calculations, what can you say about the performance of the students in Ms. Jones’s class compared with the performance of the students in Mrs. Smith’s class?

Answer: Given the large variance of Mrs. Jones’ class, it would appear that her students were more diverse in their understanding of the content assessed.

Think Ahead Exercises

**Part I**

1. In this set of data, what measures of central tendency are represented by the number 77? 65, 66, 82, 95, 77.

Answer: Q. Median

1. If the heights of all fifth-grade elementary students in one large city were measured, in what manner would the resulting data be displayed?

Answer: D. Frequency Distribution

1. Why is the following set of data interesting? 22, 47, 88, 62, 65, 22, 63, 89, 55, 74, 88, 99, 44, 65, 100.

Answer: G. Multimodal

1. In a university, all students are given a new student identification number upon registration. These numbers are on what scale?

Answer: A. Nominal Scale

1. All fourth-grade students in a Little City School were asked to participate in a reading contest to see which students could read the most books in a three-month period. At the end of the three months, the winners were determined. The ten students who read the most books were awarded prizes. On the final day of the contest, the students anxiously looked at the list where the names were in\_\_\_, from the highest number of books read to the lowest.

Answer: P. Rank Order

1. The mean, median, and mode make up \_\_\_.

Answer: R. Descriptive Statistics

1. A seventh-grade pre-algebra class completed the first test of the new school year. Here are the data resulting from the first test: 100, 99, 95, 90, 89, 85, 84, 82, 81, 80, 79, 78, 77, 76, 70, 68, 65, 62, 60, 59, 55. In this set of data, what does the number 45 represent?

Answer: O. Range

1. The following set of data has what type of distribution? 88, 33, 78, 56, 44, 37, 90, 99, 76, 78, 77, 62, 90?

Answer: J. Negatively Skewed

1. A set of data has a symmetrical distribution of scores with the mean, median, and mode represented by the number 82. This set of data represents a \_\_\_.

Answer: T. Normal Distribution

1. What term describes a set of data in which the mean is less than the most frequently occurring scores?

Answer: B. Positively Skewed

**Part II**

1. Rank order the following data. Complete a frequency distribution and a frequency polygon. Calculate the mean, median, and mode. Find the range, variance, and standard deviation. Identify scores that are significantly above or below the mean.

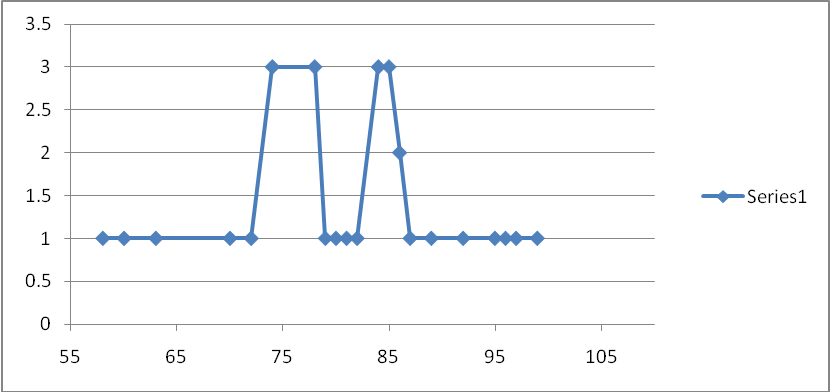
*Data Set:*

85, 85, 99, 63, 60, 97, 96, 95, 58, 70, 72, 92, 89, 87, 74, 74, 74, 85, 84, 78, 84, 78, 84, 78, 86, 82, 79, 81, 80, 86

Answer:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Tally** | **Frequency** |  | **Score** | **Tally** | **Frequency** |
| 99 | I | 1 |  | 81 | I | 1 |
| 97 | I | 1 |  | 80 | I | 1 |
| 96 | I | 1 |  | 79 | I | 1 |
| 95 | I | 1 |  | 78 | III | 3 |
| 92 | I | 1 |  | 74 | III | 3 |
| 89 | I | 1 |  | 72 | I | 1 |
| 87 | I | 1 |  | 70 | I | 1 |
| 86 | II | 2 |  | 63 | I | 1 |
| 85 | III | 3 |  | 60 | I | 1 |
| 84 | III | 3 |  | 58 | I | 1 |
| 82 | I | 1 |  |  |  |  |

Frequency Polygon:



Mean: 81.17

Median: 83

Mode: 85, 84, 78, 74

Range: 41 (99 – 58 =)

Variance: 120.7389 (Sum of squares ÷ 30 =)

Standard Deviation: 10.99 (√ of variance)

Scores that are a significant distance from the mean are (± 1 SD):

95, 96, 97, 99, 70, 63, 60, 58

|  |  |  |  |
| --- | --- | --- | --- |
| **Scores** | **Minus Mean** | **Difference** | **Squared** |
| 99 | 81.17 | 17.83 | 317.9089 |
| 97 | 81.17 | 15.83 | 250.5889 |
| 96 | 81.17 | 14.83 | 219.9289 |
| 95 | 81.17 | 13.83 | 191.2689 |
| 92 | 81.17 | 10.83 | 117.2889 |
| 89 | 81.17 | 7.83 | 61.3089 |
| 87 | 81.17 | 5.83 | 33.9889 |
| 86 | 81.17 | 4.83 | 23.3289 |
| 86 | 81.17 | 4.83 | 23.3289 |
| 85 | 81.17 | 3.83 | 14.6689 |
| 85 | 81.17 | 3.83 | 14.6689 |
| 85 | 81.17 | 3.83 | 14.6689 |
| 84 | 81.17 | 2.83 | 8.0089 |
| 84 | 81.17 | 2.83 | 8.0089 |
| 84 | 81.17 | 2.83 | 8.0089 |
| 82 | 81.17 | .83 | .6889 |
| 81 | 81.17 | -.17 | .0289 |
| 80 | 81.17 | -1.17 | 1.3689 |
| 79 | 81.17 | -2.17 | 4.7089 |
| 78 | 81.17 | -3.17 | 10.0489 |
| 78 | 81.17 | -3.17 | 10.0489 |
| 78 | 81.17 | -3.17 | 10.0489 |
| 74 | 81.17 | -7.17 | 51.4089 |
| 74 | 81.17 | -7.17 | 51.4089 |
| 74 | 81.17 | -7.17 | 51.4089 |
| 72 | 81.17 | -9.17 | 84.0889 |
| 70 | 81.17 | -11.17 | 124.7689 |
| 63 | 81.17 | -18.17 | 330.1489 |
| 60 | 81.17 | -21.17 | 448.1689 |
| 58 | 81.17 | -23.17 | 536.8489 |
| **Sum of Squares** |  |  | **3622.167** |

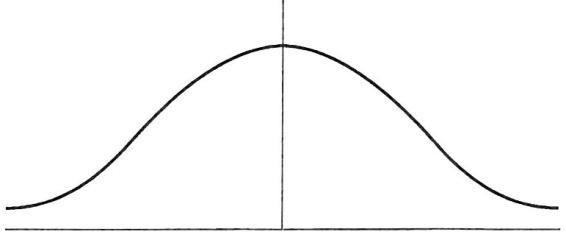
Chapter 3 Test Bank

**True and False**

1. Derived scores allow professionals to compare how a student performed on a task in comparison with a larger group.
2. In a normal distribution, most students’ scores fall at the edges of the bell curve.
3. Large sets of data are organized and understood through methods known as Measures of Central Tendency.
4. A multimodal distribution means that there are three or more modes.
5. Median is another name for simple average.
6. It is possible for the mean score of a data set to become influenced by an extreme score in the data.
7. Variance is described as the degree or amount of dispersion in a data set.
8. In order for a score to be considered *significant* it must be at least two standard deviations from the mean.
9. The number of times a score occurs in a distribution can be determined by completing a frequency count.
10. The square root of the variance is the sum of squares.

**Multiple Choice**

1. When students enroll in school and are provided with an identification number—a combination of letters and numbers—this number is which scale?
   1. Ratio
   2. Interval
   3. Ordinal
   4. Nominal
2. Students who participated in the science fair were ranked by category and received first-, second-, and third-place ribbons. This is an example of what type of scale?
   * 1. Ratio
     2. Interval
     3. Ordinal
     4. Nominal
3. This scale’s numbers are used for identification that ranks greater or lesser quality or amount. The numbers are equidistant on the scale.
   * 1. Ratio
     2. Interval
     3. Ordinal
     4. Nominal
4. This scale is used for direct comparisons and mathematical manipulations. The numbers on the scale are equidistant from each other and have a true meaning of absolute zero.
   * 1. Ratio
     2. Interval
     3. Ordinal
     4. Nominal
5. Which of the following indicates a raw score?
6. Total test items = 25
7. Correct answers = 20
8. Incorrect answers = 5
9. Ratio = 20/25
10. This term is used when a national sample of students of the same age/grade take the same assessment and establish a mean and standard deviation.
11. Norm-referenced
12. Standardized
13. Derived scores
14. Measures of central tendency
15. Organizing data to see how the data cluster is called which of the following?
16. Measures of Dispersion
17. Measures of Central Tendency
18. Frequency
19. Normal Distribution
20. Organizing data to see how the data spread away from the mean is called which of the following?
21. Measures of Dispersion
22. Measures of Central Tendency
23. Frequency
24. Normal Distribution
25. What does the vertical line in the normal distribution represent?

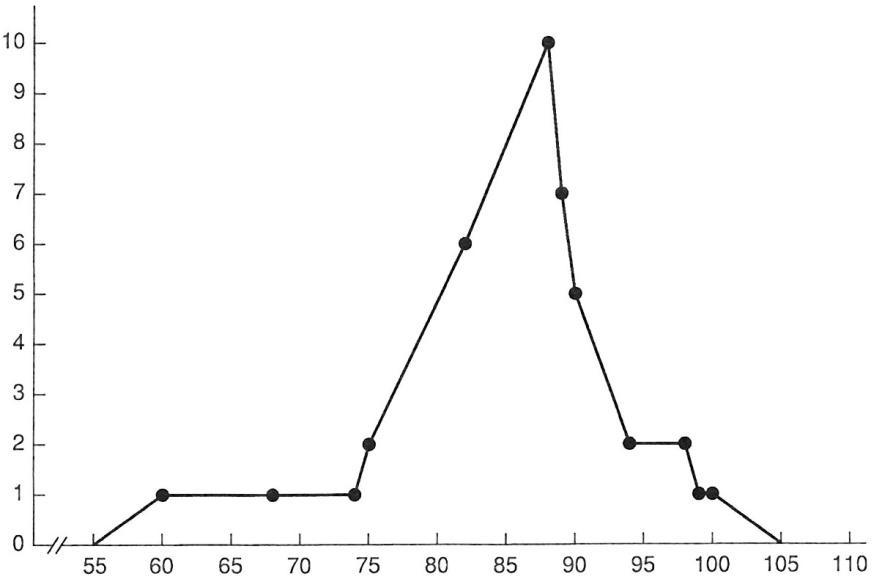


1. Median
2. Mode
3. Mean
4. Central tendency

*Using the information below, answer the questions that follow.*

Miss Bridget teaches in a small learning support class. The follow are the data from a recent math assessment from three of her students: 84, 80, 74.

1. What is the variance?
   1. 4.11
   2. 10
   3. 79.33
   4. 16.8889
2. What is the standard deviation?
   1. 4.11
   2. 10
   3. 79.33
   4. 16.8889
3. A graph of class data is below. What is this type of graph called?

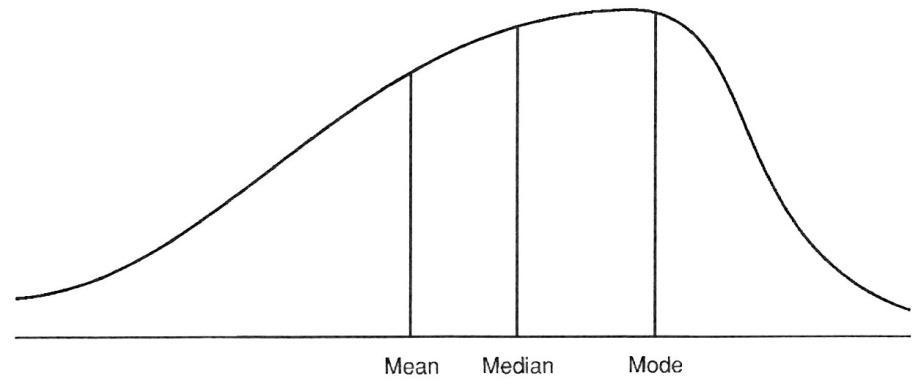


1. Frequency distribution
2. Normal distribution
3. Bell curve
4. Frequency polygon
5. An individual with an IQ of 70 may be classified as which of the following?
6. Learning disability
7. Gifted
8. Mental intellectual disability
9. Autism
10. An individual with an IQ of 130 may be classified as which of the following?
11. Learning disability
12. Gifted
13. Mental retardation
14. Autism

*Using the data set below, answer the questions that follow.*

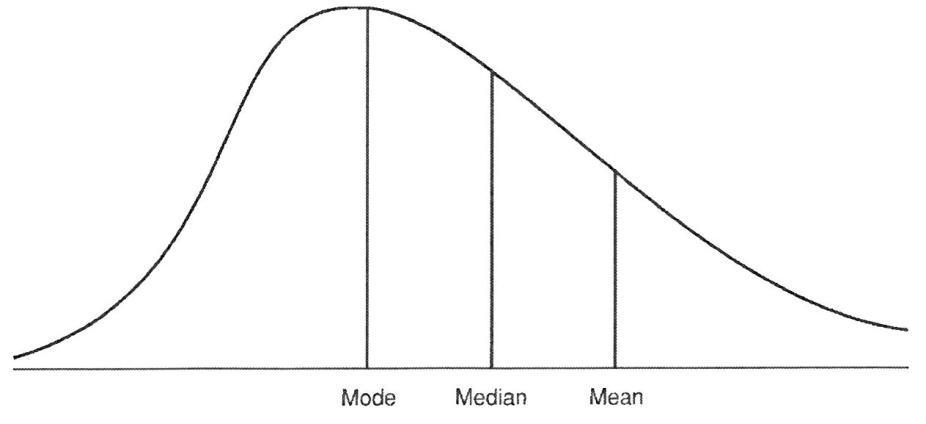
|  |  |  |
| --- | --- | --- |
| **Score** | **Tally** | **Frequency** |
| 76 | lllll | 5 |
| 72 | l | 1 |
| 69 | l | 1 |
| 68 | ll | 2 |
| 67 | l | 1 |
| 52 | l | 1 |
| 51 | l | 1 |
| 50 | l | 1 |

1. What is the approximate mean?
   1. 69
   2. 63
   3. 26
   4. 67
2. What is the mode?
3. 26
4. 76
5. 68
6. 69
7. What is the median?
8. 69
9. 76
10. 26
11. 67
12. What is the range?
13. 50
14. 76
15. 26
16. 63
17. What type of distribution is depicted below?



* 1. Positive skew—Large number of scores occur below the mean.
  2. Positive skew—Large number of scores occur above the mean.
  3. Negative skew—Large number of scores occur below the mean.
  4. Negative skew—Large number of scores occur above the mean.

1. What type of distribution is depicted below?



* 1. Positive skew—Large number of scores occur below the mean.
  2. Positive skew—Large number of scores occur above the mean.
  3. Negative skew—Large number of scores occur below the mean.
  4. Negative skew—Large number of scores occur above the mean.

1. A person who scores at the 85%tile scored as well or better than which of the following groups?
   1. 14% of the students in that age/grade
   2. 84% of the students in that age/grade
   3. 85% of the students in that age/grade
   4. 15% of the students in that age/grade
2. When the mean score is represented as ± 2, what type of score is this?
   1. Decile
   2. T-score
   3. Stanine
   4. *z* score
3. What type of score is derived when scores are divided into 10 groups, and each group represents 10% of the obtained scores?
   1. Decile
   2. T-score
   3. Stanine
   4. *z* score
4. Using a standard deviation of 15 IQ points, a person with an obtained IQ score of 115 would have a *z* score of:
5. +1
6. +2
7. 0
8. −1
9. What is the percentile rank that is equivalent to the mean?
   * + 1. 20
       2. 50
       3. 80
       4. 90

**Short Answer**

1. Discuss at least five different mistakes that are easily made by professionals in the process of identifying students with special needs.
2. Describe what a normal distribution is and why is it important in understanding student performance?
3. Explain how a mean score can be influenced by extremely high or extremely low scores in a data set.
4. What are some possible considerations when interpreting results which contain distributions that are positively or negatively skewed?
5. How are the measures of central tendency different than the measures of dispersion?
6. Why is it necessary to understand the average performance of students in a particular grade or age level?
7. Define and provide an example of the four different numerical scales.
8. What are the four steps required to calculating variance.
9. What is a *mean difference?* Why is it important to know what a mean difference is?.
10. There is great debate in the field regarding the types of scores yielded from assessments. Which scores do you think will be most valuable to you? Why?
11. Draw pictures of a negatively skewed distribution and a positively skewed distribution. Explain each.
12. In your own words, please describe why it is important to graph data.

Chapter 3 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: Derived scores obtain meaning from large sets of data or large samples of scores. By observing how a large sample of students the same age or grade performed on the same task, it becomes possible to compare that student with a larger group.

1. FALSE.

Explanation: In a normal distribution (i.e., bell curve), most students’ scores fall in the middle (i.e., the hump) of the curve.

1. FALSE.

Explanation: Large sets of data are organized and understood through methods known as descriptive statistics.

1. TRUE.

Explanation: A multimodal distribution has three or more modes.

1. FALSE.

Explanation: Median is found by placing scores in rank order and determining what the middle score was.

1. TRUE.

Explanation: The mean can be influenced by an extreme score (high or low) in the data set. It’s best to control this problem by eliminating extreme scores.

1. TRUE.

Explanation: Data are described as having variance. Variance is described as the degree or amount of variability or dispersion in a set of scores.

1. FALSE.

Explanation: Any test score that is 1 standard deviation above or below the mean score is considered significant.

1. TRUE.

Explanation: The number of times a score occurs in a distribution can be determined by simply counting how many times it occurs—a frequency count.

1. FALSE.

Explanation: The square root of the variance is the standard deviation.

**Multiple Choice**

1. D.

Explanation: Nominal scales are used for identification purposes only; the numbers function as a name (e.g., an ID number).

1. C.

Explanation: Ordinal scales are used to rank-order items. The numbers have the quality of identification and indicate greater or lesser quality.

1. B.

Explanation: Interval scales are used for identification that ranks greater or lesser quality or amount, the numbers on the scale are equidistant, and there is no absolute zero.

1. A.

Explanation: Ratio scales are used for direct comparisons and mathematical manipulations. The numbers on the scale are equidistant from each other and have a true meaning of absolute zero.

1. B.

Explanation: Raw score is the total number of items a student has correct on an assessment

1. A.

Explanation: Norm-referenced is the term used to define a national sample of students the same age/grade who attempted the same items.

1. B.

Explanation: Measures of Central Tendency describes a way to organize data to see how the data cluster, or are distributed around a numerical representation of the average score.

1. A.

Explanation: Measures of dispersion are used to calculate how scores are spread from the mean.

1. C.

Explanation: The vertical line in the center of the normal distribution represents the mean, or the average.

1. D.

Explanation:

|  |  |  |  |
| --- | --- | --- | --- |
| **Scores** | **Minus Mean** | **Difference** | **Squared** |
| 84 | 79.33 | 4.67 | 21.8089 |
| 80 | 79.33 | .67 | .4489 |
| 74 | 79.33 | -5.33 | 28.4089 |
| **Sum of Squares** |  |  | 50.6667 |
| **Variance** = 50.6667 ÷ 3 =16.8889 |  |  |  |

1. A.

Explanation: Standard deviation = √ of variance (4.11)

1. D.

Explanation: A frequency polygon is a graph that represents a data set. In a frequency polygon, the graph shows test scores represented in the horizontal axis and the number of occurrences, or frequencies, represented on the vertical axis.

1. C.

Explanation: The IQ of 70 or less may be classified within the range of mental intellectual disability.

1. B.

Explanation: The IQ of 130 or more may be classified as gifted.

1. D.

Explanation: The approximate mean is 67. The actual mean of the set of scores here is 67.46, which is found by calculating simple average.

1. B.

Explanation: The mode is 76, the most frequently occurring score.

1. A.

Explanation: The median is 69, the middle score.

1. C.

Explanation: The range is 26, the difference between the highest and lowest scores.

1. D.

Explanation: This distribution depicts a negative skew. In a negative skew, a large number of scores occur above the mean.

1. A.

Explanation: The distribution depicts a positive skew. In a positive skew, a large number of scores occur below the mean.

1. C.

Explanation: A person who scores at the 85th percentile scored as well or better than 85% of the students in that age/group.

1. D.

Explanation: When the mean is expressed in terms of standard deviation units it is called a *z* score.

1. A.

Explanation: Deciles are scores that are divided into 10 groups, 10 for the lowest group, 100 for the highest. Each group represents 10% of the obtained scores.

1. A.

Explanation: A person with an IQ score of 115 would have a *z* score of +1 because on tests measuring intelligence the mean IQ is 100 and the standard deviation is 15 IQ points. One standard deviation above the mean would be 115, represented by the *z* score of +1.

1. B.

Explanation: 50th percentile is equivalent to the mean score.

**Short Answer**

1. Accept answers that include the following:

* Identified students based upon referral information and not testing
* Data presented played little role in planning
* Misinterpretation of reported data
* Choosing poor-quality instruments
* Using only administration-approved instruments
* Not using tests for the purpose for which they were validated
* Taking the recommendation at face value
* Using quick assessments even if those assessments do not address the areas of concern
* Using current “fad” instruments of assessment
* Failure to establish effective rapport with the examinee
* Failure to document behaviors during the examination that may be of diagnostic value
* Failure to adhere to the administration rules
* Making scoring errors
* Ineffectively interpreting assessment results for educational use

1. A normal distribution represents the way test scores would fall if a test were given to every single student of the same age or grade in the population. As such, the normal distribution has qualities that, when understood, help the interpretation of testing data. When depicted as by the bell curve, the normal distribution is a strong visual aid as well. It is important in understanding student performance because it can be used to show how students, as a group, performed on a measure indicating excellent, average, or poor performance.
2. A mean score can be influenced by an extreme score in the data set because it can pull the average score up or down. If a data set has one score that is significantly lower than the rest of the scores, the mean score will be pulled down. The converse situation arises for a significantly higher score, in which case the mean score will be pulled up.
3. When small samples or very restricted populations are used or when extreme scores change the appearance of a set of scores, test results may not distribute into a normal curve and instead could result in a skewed distribution. Regardless of the cause, data that result in a skewed distribution must be evaluated to determine the cause, which could influence the way the data are described and interpreted. *Negatively Skewed*: Large number of scores occur above the mean. *Positively Skewed*: Large number of scores occur below the mean.
4. *Measures of Central Tendency* provide a way to organize data to see how the data cluster, including how they are distributed around the average score. Caution must be used if the scores in the data set are widely scattered. *Measures of Dispersion* are used to calculate how scores are spread from the mean using variability as a measure.
5. Understanding the average performance of a student at a particular grade or age is important in order to compare one student’s performance to another’s. Such comparisons allow the evaluator to have tools for analysis when determining if a student is performing at an appropriate level. From there, once such an analysis is made, if a difference exists in the student’s behavior or performance, educational decision makers and parents can appropriately plan interventions. In total, understanding the average performance of students in a particular age or grade level gives the evaluators and other stakeholders a frame of reference for the student’s scores.
6. Scales include:

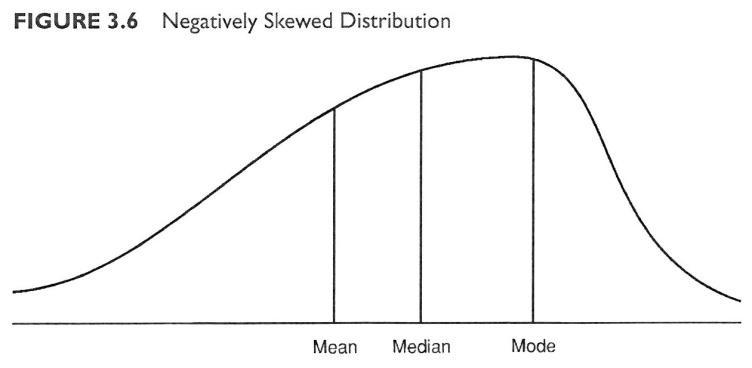
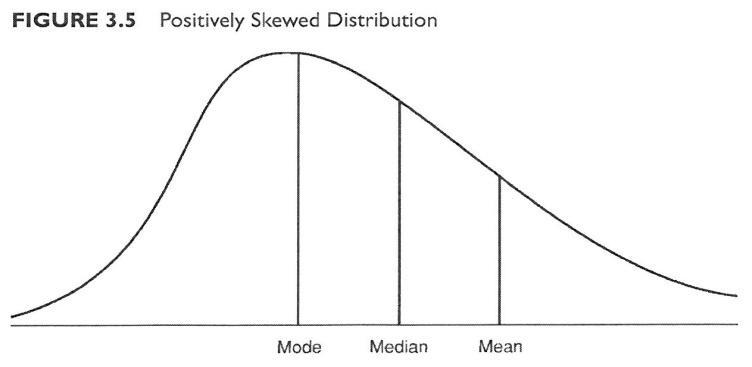
* *Nominal Scales* are used for identification purposes only; the numbers function as a name (e.g. *a school ID number*).
* *Ordinal Scales* are used to rank the order of items; the numbers indicate greater or lesser quality (e.g. *first-place ribbon*, *second-place ribbon*, and so on).
* *Interval Scales* are used for identifications that rank greater or lesser quality or amount; the numbers are equidistant and there is no absolute-zero quality (e.g. *a thermometer*).
* *Ratio Scales* are used for direct comparisons and mathematical manipulations; the numbers are equidistant from each other and have a true meaning of absolute zero (e.g. *time*).

1. The steps include:
   * *Step 1:*To calculate the amount of distance of each score from the mean, subtract the mean for the set of data from each score.
   * *Step 2:*Find the square of each of the difference scores found in Step 1 (multiply each difference score by itself).
   * *Step 3:*Find the total of all of the squared score differences. This is called the *sum of squares.*
   * *Step 4:*Calculate the average of the sum of squares by dividing the total by the number of scores.
2. Many tests that have been used historically to diagnose disabilities such as mental retardation have been shown to exhibit *mean differences*. A specific cultural or linguistic group may have a different mean or average score than that reported for most of the population; this is a mean difference. Accordingly, minority students should not be judged by an acceptable average for a different population.
3. Answers may vary but may include the following scores discussed in this chapter:

* Raw scores—The total number of correct answers
* Percentile rank—Rank each score on the continuum of the normal distribution
* *Z* score—The mean is expressed as being +/− the standard deviation
* T scores—Have an average of 50 and standard deviation of 10
* *Stanines*—Scores are divided into 9 groups, with 5 being the mean and 2 being the standard deviation
* *Deciles*—Scores are divided into 10 groups, 10 for the lowest group, 100 for the highest; each group represents 10% of the obtained scores.

1. *Negatively Skewed*: Large number of scores fall above the mean.

*Positively Skewed*: Large number of scores fall below the mean.

1. Graphing data into frequency distributions or frequency polygons allows an individual to *see* the data in its visual form. Often, seeing what data *looks like* versus just reviewing numbers can provide meaningful insights related to a students performance relative to other scores (among other reasons).

Chapter 4

**Chapter Focus**

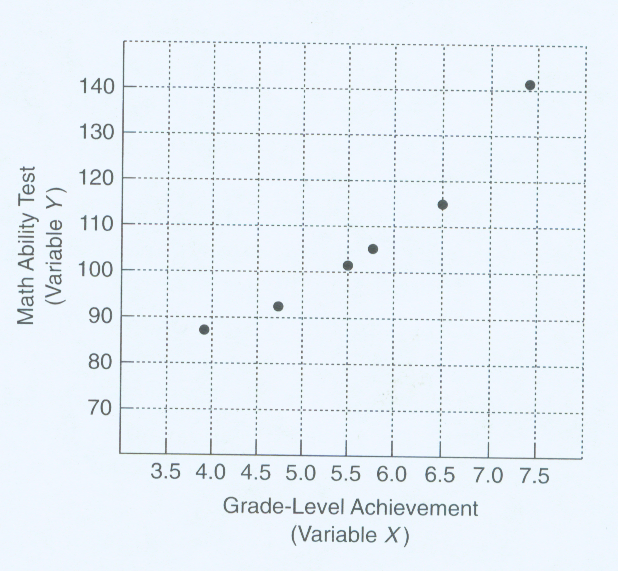
This chapter deals with reliability and validity of test instruments. It explains various methods of researching reliability and validity and recommends methods appropriate to specific types of tests.

Check Your Understanding

**Activity 4.1**

1. The following sets of data are scores on a mathematics ability test and grade level achievement in math for fifth graders. Plot the scores on the scattergram.

Answer:



**Apply Your Knowledge**

Explain why this scattergram represents a positive correlation.

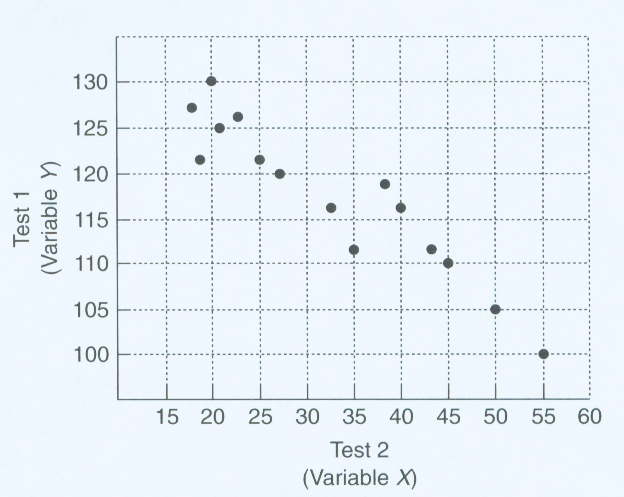
Answer: Students who scored high on one measure also scored high on the second measure.

**Activity 4.2**

1. Here is an example of a negative correlation between two variables. Plot the scores on the scattergram.

|  |  |  |
| --- | --- | --- |
|  | **Test 1**  **(Variable *Y*)** | **Test 2**  **(Variable *X*)** |
| Heather | 116 | 40 |
| Ryan | 118 | 38 |
| Brent | 130 | 20 |
| William | 125 | 21 |
| Kellie | 112 | 35 |
| Stacy | 122 | 19 |
| Myoshi | 126 | 23 |
| Lawrence | 110 | 45 |
| Allen | 127 | 18 |
| Alejandro | 100 | 55 |
| Jeff | 120 | 27 |
| Jawan | 122 | 25 |
| Michael | 112 | 43 |
| James | 105 | 50 |
| Thomas | 117 | 33 |

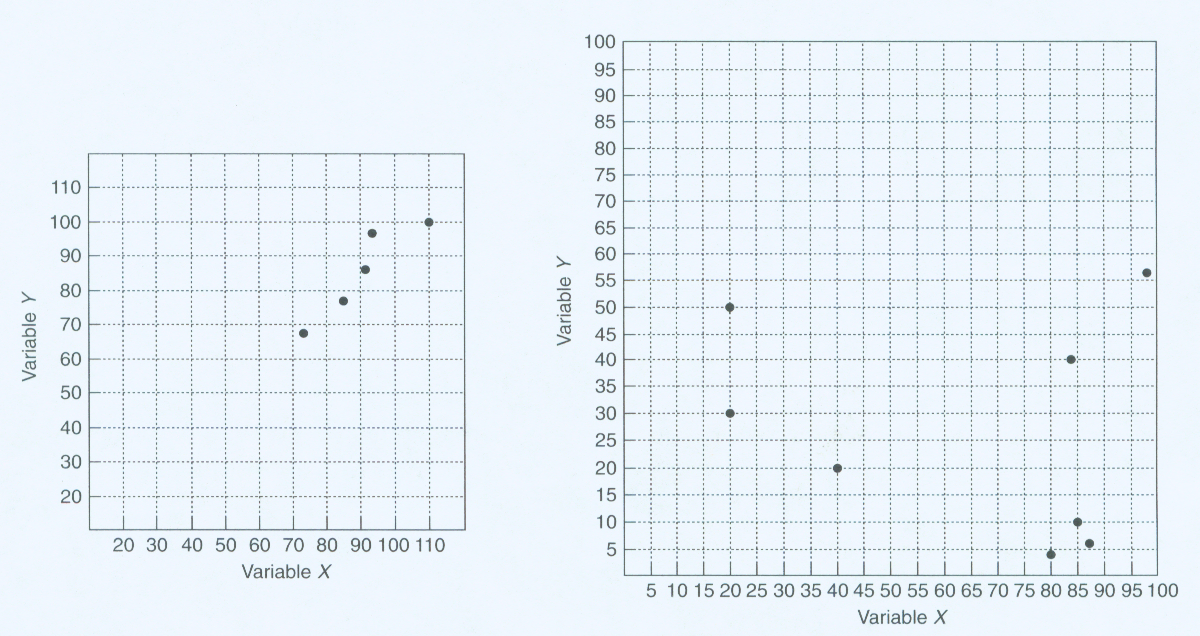
Answer:



**Activity 4.3**

1. Complete the scattergrams using the following sets of data. Determine whether the scattergrams illustrate positive, negative, or no correlation.

Answer:



Correlation appears to be: positive Correlation appears to be: no correlation

**Apply Your Knowledge**

Explain the concepts of positive, negative, and no correlation.

Answer: Correlation attempts to look at the relationship between two variables.

* Positive correlation: Variables move in the same direction; scores on variables increase simultaneously.
* Negative correlation: High scores on one variable are associated with low scores on another variable.
* No correlation: When data from two variables are not associated or have no relationship.

**Activity 4.4**

1. Educator is concerned with item reliability; items are scored as right and wrong.

Answer: C. K-R 20

1. Educator wants to administer the same test twice to measure achievement of objectives.

Answer: G. Equivalent times, same administration

1. Examiner is concerned with consistency of trait over time.

Answer: B. Equivalent forms, separate administration times

1. Educator is concerned with item consistency; items scored with different point values for correct responses.

Answer: F. Test-retest reliability

1. Examiner wants to administer a test that allows for examiner judgment.

Answer: D. Interrater reliability

**Apply Your Knowledge**

Explain the difference between internal reliability and other types of reliability.

Answer: Internal reliability attempts to measure the consistency among the items within a test. Other types of reliability studies attempt to measure the consistency of the test as a whole instrument.

**Activity 4.5**

1. What type of reliability is reported in Table 4.1?

Answer: Split-half Reliability

1. Look at the reliability reported for age 7. Using fall statistics, compare the reliability coefficient obtained on the Numeration subtest with the reliability coefficient obtained on the Estimation subtest. On which subtest did seven-year-olds perform with more consistency?

Answer: Numeration; the correlation is higher (.85 versus .50).

1. Compare the reliability coefficient obtained by nine-year-olds on the Estimation subtests with the reliability coefficient obtained by seven-year-olds on the same subtest. Which age group performed with more consistency or reliability?

Answer: Nine-year-olds; the correlation is higher with nine-year-olds (.86 and .76 versus .50 and .53).

**Apply Your Knowledge**

Explain why the reliability of an instrument may vary across age groups.

Answer: Children vary widely in development and acquisition of skills and knowledge and in life experiences. Younger children may have more variability in their performance of skills due to both variability development and lack of early educational experiences. These variables can contribute to the differences in reliability across ages.

**Activity 4.6**

Use the formula to determine the standard error of measurement with the given

standard deviations and reliability coefficients.

Answer:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | SEM |
| 1. | SD = 5 | *r =* .67 | 2.87 |
| 2. | SD = 15 | *r =* .82 | 6.36 |
| 3. | SD = 7 | *r =* .73 | 3.64 |
| 4. | SD = 7 | *r =* .98 | .99 |
| 5. | SD = 15 | *r =* .98 | 2.12 |

1. What happens to the standard error of measurement as the reliability increases?

Answer: SEM goes down as reliability increases.

1. What happens to the standard error of measurement as the standard deviation increases?

Answer: SEM goes up as the SD increases.

**Apply Your Knowledge**

How might a test with a large SEMresult in an inaccurate evaluation of a student’s abilities?

Answer: A student’s true ability or level of knowledge may not be fairly represented by a score obtained with an instrument that has a large standard error of measurement.

**Activity 4.7**

1. The standard error of measurement for a seven-year-old who was administered theProblem Solving subtest in the fall

Answer: 1.8

1. A twelve-year-old’s standard error of measurement for Problem-Solving if the test was administered in the fall

Answer: .9

1. Using the standard error of measurement found in problems 1 and 2, calculate the ranges for each age level if the obtained scores were both 7. Calculate the ranges for both 68% and 95% confidence intervals.

Answer: Seven-year-old

* 68% confidence is 5.2–8.8
* 95% confidence is 3.4–10.6

Twelve-year-old

* 68% confidence is 6.1–7.9
* 95% confidence is 5.2–8.8

**Apply Your Knowledge**

When comparing the concepts of a normal distribution and the SEM, the SEM units are distributed around the \_\_\_ and the standard deviation units are evenly distributed around the \_\_\_\_.

Answer: Obtained Score

Mean

**Activity 4.8**

1. Based on this information, in which grades would you feel that the test would yield more reliable results? Why?

Answer: 4. Lowest SEM is 80% reliability

1. Would you consider purchasing this instrument?

Answer: Yes but only to use with grades 2–5

1. Explain how the concurrent criterion-related validity would have been determined

Answer: The BATE was correlated with another test that assessed the same skills.

Think Ahead Exercises

**Part I**

1. A new academic achievement test assesses elementary-age students’ math ability. The test developers found, however, that students in the research group who took the test two times had scores that were quite different upon the second test administration, which was conducted two weeks after the initial administration. It was determined that the test did not have acceptable \_\_\_.

Answer: J. Test-retest reliability

1. A new test was designed to measure the self-concept of students of middle school age. The test required students to use essay-type responses to answer three questions regarding their feelings about their own self-concept. Two assessment professionals were comparing the students’ responses and how these responses were scored by the professionals. On this type of instrument, it is important that the \_\_\_ is acceptable.

Answer: I. Interrater reliability

1. In studying the relationship between the scores of the administration of one test administration with the second administration of the test, the number .89 represents the \_\_\_.

Answer: D. Correlation coefficeint

1. One would expect that the number of classes a college student attends in a specific course and the final exam grade in that course would have a \_\_\_.

Answer: O. Positive correlation

1. In order to have a better understanding of a student’s true abilities, the concept of \_\_\_ must be understood and applied to obtained scores.

Answer: U. Standard Error of Measurement

1. The number of times a student moves during elementary school may likely have a \_\_\_ to the student’s achievement scores in elementary school.

Answer: R. Negative correlation

1. A test instrument may have good reliability; however, that does not guarantee that the test has \_\_\_.

Answer: B. Validity

1. On a teacher-made test of math, the following items were included: two single-digit addition problems, one single-digit subtraction problem, four problems of multiplication of fractions, and one problem of converting decimals to fractions. This test does not appear to have good \_\_\_.

Answer: T. Split-half reliability

1. A college student failed the first test of the new semester. The student hoped that the first test did not have strong \_\_\_ about performance on the final exam.

Answer: M. Predictive validity

1. No matter how many times a student may be tested, the student’s \_\_\_ may never be determined.

Answer: L. True score

**Part II**

1. The score obtained during the assessment of a student may not be the true score, because all testing situations are subject to chance \_\_\_.

Answer: error

1. A closer estimation of the student’s best performance can be calculated by using the \_\_\_ score.

Answer: standard error of measurement

1. A range of possible scores can then be determined by using the \_\_\_ for the specific test.

Answer: confidence interval

1. The smaller the standard error of measurement, the more \_\_\_ the test.

Answer: reliable

1. When calculating the range of possible scores, it is best to use the appropriate standard error of measurement for the student’s \_\_\_ provided in the test manual.

Answer: age or grade

1. The larger the standard error of measurement, the less \_\_\_ the test.

Answer: reliable

1. Use the following set of data to determine the mean, median, mode, range, variance, standard deviation, standard error of measurement, and possible range for each score assuming 68% confidence. The reliability coefficient is .85.

Data: 50, 75, 31, 77, 65, 81, 90, 92, 76, 74, 88

Answer: Mean = 72.64 (simple average)

Median = 76 (middle score)

Mode = there is none

Range = 61 (92-31)

Variance = 297.45572364 (Steps 1-4 below)

Standard deviation = 17.24690 (√ of variance)

Standard error of measurement = .3872 (√ (1 - *r*)) *r* = .85

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Set** | **Step 1:**  **Difference** | **Step 2:**  **X by itself** | **Squared** |
| 92 – 72.64 = | 19.36 | 19.36 x 19.36 | 374.8096 |
| 90 – 72.64 = | 17.36 | 17.36 x 17.36 | 301.3696 |
| 88 – 72.64 = | 15.36 | 15.36 x 15.36 | 235.9296 |
| 81 – 72.64 = | 8.36 | 8.36 x 8.36 | 69.8896 |
| 77 – 72.64 = | 4.36 | 4.36 x 4.36 | 19.0096 |
| 76 – 72.64 = | 3.36 | 3.36 x 3.36 | 11.2896 |
| 75 – 72.64 = | 2.36 | 2.36 x 2.36 | 5.5696 |
| 74 – 72.64 = | 1.36 | 1.36 x 1.36 | 1.8496 |
| 65 – 72.64 = | -7.64 | -7.64 x -7.64 | 5.83696 |
| 50 – 72.64 = | -22.64 | -22.64 x -22.64 | 512.5696 |
| 31 – 72.64 = | -41.64 | -41.64 x -41.64 | 1733.8896 |

**Step 3:** Sum of squares: 3272.01296

**Step 4:** Divide the sum of squares by the number of scores: 297.45572364 (3272.01296 ÷ 11 =)

Chapter 4 Test Bank

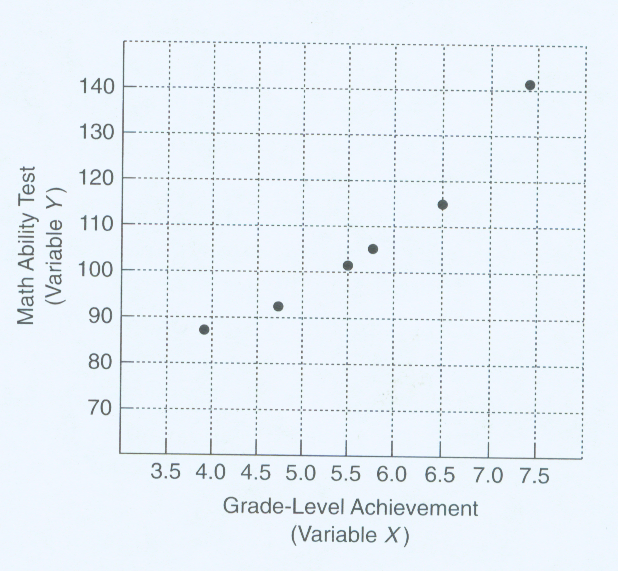
**True and False**

1. When a test measures what it was designed to measure and what it purports to measure, this test is said to be reliable.
2. Estimated true score allows you to calculate the amount of error with reference to the distance of the score from the mean of the group.
3. A perfect positive correlation would be indicated by a straight line between scores on a scattergram.
4. Standard error of measurement is used to determine confidence intervals.
5. The validity of a test should be determined by how consistent the results are over time.
6. As long as a test has good validity, the reliability is not important.
7. A teacher who administers a wide range achievement test in reading (i.e., WRAT) is able to take the score obtained and generalize it across all of the individual domains and skills associated with reading.
8. Some of the variables of content validity that may influence the manner in which results are obtained and which can contribute to bias in testing include *presentation format* and *response mode*.
9. When a preschool test is needed to determine how students will perform in reading, it is important that the test have good predictive validity.
10. Generally, when tests measure constructs that are affected by developmental changes, the reliability may not be as good for very young ages.

**Multiple Choice**

1. When analyzing the correlation illustrated on a scattergram, the closer the approximation of a straight line (indicating a perfect degree of correlation), the nearer the correlation is to which of the following?
2. +1.00
3. 0
4. +.50
5. −.50
6. Which of the following refers to the consistency of scores on a specific instrument across time or across items?
7. Test variability
8. Test validity
9. Test error
10. Test reliability
11. The scores obtained by Dr. Smith on a psychology test were compared and it was determined that students who scored high on the first exam tended to score high on the second exam. Which of the following represents the probable correlation between the two sets of scores?
    1. No correlation
    2. Positive correlation
    3. Negative correlation
    4. Valid correlation
12. Which of the following may be determined by analyzing the relationship between two sets of scores?
    1. Standard error
    2. Reliability
    3. Deviation
    4. Percentiles
13. When a teacher gives a test to students on one occasion, repeats the exam on the same students at a later date, and then correlates the scores, the teacher is demonstrating interest in determining which of the following?
    1. Split-half reliability
    2. Face validity
    3. Construct validity
    4. Test-retest reliability
14. Measures of internal consistency are used to determine which of the following?
    1. The stability of a trait over time
    2. The stability of a trait across different groups
    3. Consistency of items on an instrument to measure a skill, trait or domain
    4. Consistency of scoring by various examiners
15. What is the term used to ensure that a psychological trait, personality trait, psychological concept attribute or theoretical characteristic is measured by an instrument?
    1. Construct validity
    2. Determined by the purpose of the assessment
    3. Determined by the examiner according to the criterion
    4. Test-retest reliability
16. Which of the following statements is true concerning the relationship between reliability and standard error of measurement?
    1. In general, the higher the reliability, the higher the standard error of measurement.
    2. In general, the higher the reliability, the lower the standard error of measurement.
    3. There is no way to determine a consistent relationship between the two, most of the time.
    4. There is a positive correlation between the standard deviation and the standard error of measurement as well as reliability.
17. Which type of reliability study may yield a lower coefficient, before correction, due to the reduced number of items?
    1. Split-half reliability
    2. Interrater reliability
    3. Coefficient alpha
    4. Kuder-Richardson-20
18. Which of the following is not used to measure internal consistency?
    1. Kuder-Richardson-20
    2. Coefficient alpha
    3. Split-half reliability
    4. Interrater reliability
19. A practice effect may be a problem when studying the results of which of the following?
    1. Split-half reliability
    2. Content validity
    3. Test-retest reliability
    4. Internal consistency
20. Comparing the scores of a new assessment instrument with the scores of an older test may help to establish which of the following?
    1. Content validity
    2. Internal reliability
    3. Alternative forms of validity
    4. Coefficient alpha
21. Administering two instruments within a short period of time is necessary in order to establish which of the following?
    1. Interrater reliability
    2. Alternate forms reliability
    3. Predictive validity
    4. Content validity
22. Correlation coefficients are expressed as which of the following?
    1. Between +.5 and −.5
    2. Between + 1 and 0
    3. Between − 1 and 0
    4. Between −1.00 and +1.00
23. Which of the following represents the strongest relationship?
    1. −.59
    2. −.47
    3. +.28
    4. +.57
24. Which of the following options would most likely represent a negative correlation?
    1. The number of hours spent at a party the night before an exam and the exam grade
    2. The number of hours spent studying and test grades
    3. The number of classes attended and test scores
    4. The course section number and the test grade
25. The type of reliability that can look at internal consistency by using odd and even numbered items of the same test to compare performance is called which of the following?
    1. The odd-even comparison method
    2. Split-half reliability
    3. Odd-even halves
    4. Difficult
26. Correlation is represented by what symbol?
27. ∑
28. µ
29. *r*
30. α

Using the graph below, answer the questions that follow.



1. What is the name given to this type of graph?
2. Dot graph
3. Scattergram
4. Unfinished line graph
5. Variable comparison graph
6. Given the general flow of the direction of the data, these variables are likely to be which of the following?
7. Positively correlated
8. Negatively correlated
9. Possess no correlation
10. There is no way to tell correlation from visual interpretation of data.
11. Establishing interrater reliability is especially important when test data are which of the following?
12. Scored by computer
13. Subjective
14. Scored by students
15. Objective
16. Which of the following is considered a good reliability score?
17. .50
18. .60
19. .70
20. .80
21. This type of reliability checks the consistency across items of an instrument where credit varies across responses.
22. Split-half
23. Kuder-Richardson 20
24. Coefficient Alpha
25. Equivalent Forms
26. A test item is considered to have this if it is answered incorrectly a disproportionate number of times by one group compared to another.
27. Item bias
28. Discriminatory features
29. Reliability
30. Validity
31. When an instrument can predict performance on some other variable, it is considered to have which of the following?
32. Content validity
33. Construct validity
34. Predicative validity
35. Criterion-related validity

**Short Answer**

1. How would the use of standard error of measurement help in making educational decisions for students?
2. Discuss the positives and negatives of the implementation of accommodations when assessing a student with special needs.
3. Compare and contrast reliability and validity.
4. Discuss the reasons why interrater reliability is important on assessment devices that have open-ended questions, such as essay exams.
5. Many colleges use the SAT as an entrance requirement for college. Why? What type of validity does the SAT offer?
6. What is error in psychoeducational assessment? Does error play into assessing learners with special needs to a greater or lesser extent than typical learners? Discuss.
7. Determine the standard error of measurement given the following information:

Standard deviation = 3

Reliability coeffiecient = .51

1. Discuss some potential challenges associated with the validity of tests and their use.
2. Describe how the data would appear in a scattergram for a positive, negative and no correlation.
3. What is construct validity and what is used to establish it?
4. Identify and define at least two ways to determine internal consistency.
5. What are the three types of reliability? What are the optimal reliability scores?

Chapter 4 Test Bank Answer Key

**True and False**

1. FALSE.

Explanation: *Validity* is the degree to which an instrument measures what it was designed to measure.

1. TRUE.

Explanation: An estimated true score is a method of calculating the amount of error correlated with the distance of the score from the mean of the group.

1. TRUE.

Explanation: The more closely the dots on a scattergram approximate a straight line, the nearer to perfect the correlation. Hence, a strong relationship will appear more linear, and a perfectly straight line would indicate a perfect positive correlation

1. TRUE.

Explanation: A confidence interval is the range of scores for an obtained score determined by adding and subtracting standard error of measurement units.

1. FALSE.

Explanation: *Reliability* is the dependability or consistency of an instrument across time or items.

1. FALSE.

Explanation: Tests must demonstrate good reliability and validity—not just one or the other.

1. FALSE.

Explanation: Teachers who generalize wide achievement scores are not ensuring content validity. Content validity requires that the items in a test are representative of content purported to be measured. A score can only be generalized to the skills actually covered by the instrument.

1. TRUE.

Explanation: *Presentation format*, the method by which items are presented to the student, and *response mode*, the method for the examinee to answer items, may influence the manner in which results are obtained and can contribute to bias in testing and content validity.

1. TRUE.

Explanation: Predictive Validity measures how well an instrument can predict performance on some other variable, in this case, how well a kindergartner will perform in reading in the future.

1. TRUE.

Explanation: Development is a difficult variable to measure in that young children can develop skills at dramatically different ages depending upon their prior experiences. Reliability looks at consistency over time; as children develop, their consistency is very likely to change, even over short periods of time.

**Multiple Choice**

1. A.

Explanation: The closer the data approximate a straight line, the nearer the correlation is to +1.00 or −1.00.

1. D.

Explanation: Reliability in assessment refers to the confidence that can be placed in an instrument to yield the same score for the same student if the test were administered more than once and to the degree with which a skill or trait is measured consistently across items of a test.

1. B.

Explanation: Variables with a positive relationship move in the same direction. So, as scores on one variable increase the scores on the other variable increase simultaneously.

1. B.

Explanation: Reliability can be determined using two sets of scores provided that the instruments are valid and measure the same variable.

1. D.

Explanation: *Test-retest reliability* is when the same test is given over a period of time to determine if the trait being measured is one that is stable over time.

1. C.

Explanation: Internal consistency is a statistical method that can determine the degree with which individual items appear to be measuring the same constructs in the same manner or direction.

1. A.

Explanation: Construct validity ensures that an instrument measures a psychological trait, personality trait, psychological concept, attribute or theoretical characteristic.

1. B.

Explanation: As the reliability of an instrument increases, the standard error of measurement decreases.

1. A.

Explanation: Split-Half Reliability takes all available items on a test and divides the items in half and establishes reliability of half the test with the other half. It does not establish reliability of the entire test—reliability increases with the number of items.

1. D.

Explanation: Interrater Reliability establishes the consistency of a test across examiners. It is not a measure to determine if the instrument is internally consistent.

1. C.

Explanation: One of the disadvantages of repeated measures (test-retest) design is that students may remember test items (practice effects) and score higher on the assessment the second time.

1. A.

Explanation: One of the ways to establish if a new instrument assesses the same traits as an older version of the assessment is to establish content validity—the consistency of items on an instrument to measure a skill, trait or domain.

1. B.

Explanation: An advantage of equivalent forms reliability is that two tests of the same difficulty level that can be administered within a short time frame without the influence of practice effects.

1. D.

Explanation: Correlation coefficients are expressed between −1.00 and +1.00.

1. A.

Explanation: −.59 is the strongest relationship because it is the number that is closest to the extreme ends (−1, +1).

1. D.

Explanation: The course section number is a variable that would not impact course grade. All other variables could be influential on the course grade.

1. B.

Explanation: Split-half reliability takes all available items on a test and divides the items in half, usually odd and even numbers, and establishes reliability of half the test with the other half.

1. C.

Explanation: Correlation is represented by the symbol *r*.

1. B.

Explanation: The graph is a scattergram.

1. A.

Explanation: The scattergram shows a positive correlation because the data tend to turn up and to the right.

1. B.

Explanation: It is critical to establish interrater reliability when data collected are subjective in nature. This can be done by administering a test and having an objective scorer also score the test results.

1. D.

Explanation: .80 is considered to be a very good correlation coefficient (*r*).

1. C.

Explanation: Coefficient Alpha is used to check consistency across items of an instrument where credit varies across responses.

1. A.

Explanation: *Item bias* is when an item is answered incorrectly a disproportionate number of times by one group compared to another.

1. C.

Explanation: Predictive Validity measures how well an instrument can predict performance on some other variable.

**Short Answer**

1. Standard Error of Measurement (SEM) is founded on the principle that error exists in testing and a student’s obtained score may not be representative of their true score. This error could be related to a variety of variables including hunger or environmental issues, to name a few. Determining the SEM allows the teacher to determine if the student’s scores are a reasonable estimate of their abilities.
2. Accommodations are an important aspect of an IEP for students with special needs. They potentially allow the student to access the testing instrument more directly. This could include, among other things, the ability to demonstrate knowledge without obstacles such as time demands or complex written instructions, potentially placing such students on more level footing with their peers. However, accommodations in such circumstances may call into question the reliability and validity of the administration and the obtained results. Emerging research has found mixed results when applying accommodations for students with and without exceptional learning needs (Finch, Barton, & Meyer, 2009).
3. Student answers may vary, but should minimally include:

* *Reliability*—the dependability or consistency of an instrument across time or items.
* *Validity—*the degree to which an instrument measures what it was designed to measure.

1. Interrater reliability is important on tests that include open-ended responses because there is a great deal of subjectivity in the answer. Raters need to score open-ended responses similarly, which requires specific criteria be addressed in the response.
2. The SAT is a measure of predictive validity. Predictive validity measures how well an instrument can predict performance on another variable. Basically, the SAT is purported to predict how well a student will perform in course work at the collegiate level.
3. Error in psychoeducational assessment is the resulting variance from the set of variables that can affect the assessment process. It is more likely than not that error plays a greater role in assessing learners with special needs than with typical learners. Tests are small samples of behavior observed at a given time, and many variables can affect the assessment process. As a result, it can be easily argued that learners with special needs are likely to present an increased likelihood of variables contributing to their behavior in the assessment process, potentially corresponding to error in their testing. Such variables could include situational factors such as poor testing environment or the health or emotions of a student.
4. The standard error of measurement would be: 2.1
5. Answers may vary, but may include the following:

* Tests may be used inappropriately even though they are valid instruments.
* Results obtained may be used in an invalid manner.
* Tests may be biased and/or discriminate against different groups.
* *Item bias*, when an item is answered incorrectly a disproportionate number of times by one group compared to another.
* Predictive validity may predict accurately for one group and not another.

1. Answers may vary but should include:

* Positive correlation: the data would appear to have an upward, linear trend.
* Negative correlation: the data would appear to have a downward trend.
* No correlation: the data would appear scattered around and have no apparent linear trend.

1. Construct validity is the ability of an instrument to measure psychological constructs. Such constructs are typically abstract concepts such as a psychological trait, personality trait, psychological concept, attribute or theoretical characteristic that has been clearly defined. Measuring such constructs may be more difficult to measure than content because psychological constructs are hypothetical. In establishing construct validity, the study may involve another measure that has been researched previously and has been shown to be a good indicator of the construct or of some degree or component of the construct. The following are types of studies that can establish construct validity:

* Developmental changes
* Correlations with other tests
* Factor analysis
* Internal consistency
* Convergent and discriminate validation
* Experimental interventions

1. The consistency of items on an instrument to measure a skill, trait or domain is called internal consistency. It can be measured in the following ways:

* Test-retest
  + the trait being measured is one that is stable over time.
* Equivalent forms
  + Two forms of the same instrument are used.
  + Items are matched for difficulty on each test.
* Split-half
  + Takes all available items on a test and divides the items in half.
  + Establishes reliability of half the test with the other half.
  + Does not establish reliability of the entire test—reliability increases with the number of items.
* Kuder-Richardson formulas
  + Used to check consistency across items of an instrument with right or wrong answers.

1. The three types of reliability include:

* Three reliability types
  + Consistency over time
  + Consistency of items on a test
  + Consistency of scorers
* Optimal *r* scores
  + .60 indicates adequate reliability
  + .80 is a high degree of reliability (preferred)

Chapter 5

**Chapter Focus**

This chapter presents the basic mechanics of test design and test administration that the examiner needs to know before administering norm-referenced tests. It first describes test construction, and then explains various techniques for completing test protocols and administering instruments. The chapter focuses on both individual norm-referenced testing and statewide high-stakes accountability assessment are discussed.

Norm-referenced assessment is the method that compares a student with the age- or grade-level expectancies of a norm group. It is the standard method used in special education placement and categorical classification decisions when those decisions are appropriate. The degree or amount of deviance from the expected norm is an important factor in determining whether a student meets the eligibility requirements necessary to receive special education services (Shapiro, 1996).

Check Your Understanding

**Activity 5.1**

Refer to the tables in your text and answer the following questions.

1. In Table 5.1, what was the average score of the sample group of students in grade 7?

Answer: 78

1. According to Table 5.1, what was the average number of correct items of the sample group of students who were 16 years of age?

Answer: 130

1. What was the average number of correct items of the sample group of students who were 6 years of age?

Answer: 65

1. What might account for students who were in first grade having an average number of 14 correct responses while students in grade 6 had an average of 65 correct responses?

Answer: Test items are generally ordered from least difficult to most difficult. It makes sense that a first grader would not get as far in the test, consequently scoring lower, because the items became too difficult.

1. According to the information provided in Table 5.2, what was the average number of correct responses for students in the third month of grade 3?

Answer: 27

1. Were students in the sample tested during the third month of the third grade? By what means was the average for each month of the school year determined?

Answer: No, students were not tested during the third month of third grade.

The average for each month was determined by interpolation.

1. According to the information provided in Table 5.3, what was the average number of correct responses for students of the chronological age 11–2?

Answer: 60

1. Write the meaning of the following expressions:

4.1 means

Answer: grade equivalent of fourth grade, one month

4–1 means

Answer: age equivalent of four years, one month

3.3 means

Answer: grade equivalent of third grade, three months

6–7 means

Answer: age equivalent of six years, seven months

10.8 means

Answer: grade equivalent of tenth grade, eighth month

**Apply Your Knowledge**

Write an explanation for a parent that clarifies the difference between a grade equivalent score and the grade level of academic functioning.

Answer: A grade equivalent score represents how a student scored in comparison to same-aged peers. Grade level of academic functioning is how a student is progressing (achieving, scoring) in the academic curriculum.

**Activity 5.2**

Calculate the chronological ages using the following birth dates and test dates.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Year** | **Month** | **Day** |
| 1. | Birth Day | 3-2-1991 | Date of test | 2001 | 5 | 4 |
|  | Test Day | 5-4-2001 | Date of birth | 1991 | 3 | 2 |
| Answer: |  |  | Chronological Age | 10 | 2 | 2 |
|  |  |  |  |  |  |  |
| 2. | Birth Day | 7-5-1996 | Date of test | 2004 | 11 | 22 |
|  | Test Day | 11-22-2004 | Date of birth | 1996 | 7 | 5 |
| Answer: |  |  | Chronological Age | 8 | 4 | 17 |
|  |  |  |  |  |  |  |
| 3. | Birth Day | 10-21-1997 | Date of test | 2000 (1999) | 6 (18) | 20 (50) |
|  | Test Day | 6-20-2000 | Date of birth | 1997 | 10 | 21 |
| Answer: |  |  | Chronological Age | 2 | 8 | 29 |

Round the following chronological ages to years and month.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year** | **Month** | **Day** | Answer: |
| 4. | 7 | 10 | 23 | 7-11 |
| 5. | 11 | 7 | 14 | 11-7 |
| 6. | 14 | 11 | 29 | 15-0 |

**Apply Your Knowledge**

Why is it important to have the exact chronological age of a student before you administer and score a test?

Answer: Having an exact chronological age for a student is important because the normed tables used to determine derived scores are based upon a student’s chronological age. In addition, chronological age is sometimes used to determine a student’s starting point in an assessment.

**Activity 5.3**

Using the following basal rules, identify basals for these students.

Test 1: Basal: 5 consecutive correct

Answer: Basal items are #s 8–12.

Test 2: Basal: 7 consecutive correct

Answer: Basal items are #s 31–37

Example 1

Answer: Drop to item #24

Example 2

Answer: Drop to item #116

**Apply Your Knowledge**

What is the meaning of the term *basal level,* and how does it relate to a student’s ability?

Answer: A basal is the level at which the typical student could correctly answer all easier items. It relates to a student’s ability, as a test is typically started from the basal item. If a student’s ability is knowingly lower than typical student achievement (e.g., a student with a disability), then the test administrator may need to start the assessment prior to the established basal.

**Activity 5.4**

Calculate the raw scores for the following protocol sections. Follow the given basal and ceiling rules.

Protocol 1: Basal: 5 consecutive correct; Ceiling: 5 consecutive incorrect

Answer: 234

Protocol 2: Basal: 3 consecutive correct; Ceiling: 3 consecutive incorrect

Answer: 21

1. Which protocol had more than one basal?

Answer: Protocol 1

1. What were the basal items on protocol 1?

Answer: Items #227–231

1. What were the ceiling items on protocol 1?

Answer: The ceiling was not hit. Student would have needed to get five consecutive answers incorrect and they only got four incorrect before getting one correct again.

1. What were the basal items on protocol 2?

Answer: Items #11–14

1. What were the ceiling items on protocol 2?

Answer: Items #23–25

**Apply Your Knowledge**

What is the meaning of the term *ceiling level,* and how does it relate to the student’s ability?

Answer: Ceilings are thought to represent the level at which more difficult questions would not be passed. It relates to a student’s ability, in that the test questions typically get more difficult as the test progresses. Once a student hits the ceiling, it is accepted that the items after the ceiling would be too difficult for the student to answer. If a student’s ability is not typical (e.g., a student with a disability), then the student may hit a ceiling sooner than expected thereby, reducing his/her overall scores.

**Activity 5.5**

Using the protocol and the responses in Figure 5.6, determine the basal and ceiling items for this student.

1. How many trials are allowed for the training exercises on this subtest?

Answer: 3

1. According to the responses shown, what items are included in the student’s basal level?

Answer: Items #43–37

1. What directions are provided for establishing the basal level?

Answer: Basal is the *highest* consecutive correct responses

1. According to the responses shown, what items are included in the student’s ceiling level?

Answer: Items #53–59

**Apply Your Knowledge**

What information are you able to learn from this page of the protocol?

Answer: Answers may include:

* The name of the subtest test.
* How many practice exercises students are given.
* What the basal and ceiling levels are.
* What item number to start this subtest.
* How the student scored on items #43–60; presumably where the student should have started and ended, since they hit the basal and ceiling in these items.
* Raw score.

**Activity 5.6**

Match these terms to the statements that follow.

a. alternate assessment

b. statewide assessment

c. high-stakes assessment

d. accommodations

1. Juan is receiving special education support in the general classroom setting. Although he reads the same textbooks as other students, he must use a word processor to complete his writing assignments. His IEP team has determined that he will require \_\_ for his standardized statewide assessment.

Answer: accommodations

1. When assessment determines promotion to the next grade in secondary school, the assessment is called \_\_\_.

Answer: high-stakes assessment

1. Allowing students to complete assessment in a small group in a separate room is considered a type of \_\_\_\_.

Answer: accommodation

1. The IEP team must include statements that address \_\_\_.

Answer: statewide assessments and accommodations

1. Lupitina has been receiving her education in a self-contained special education environment since she entered school. Her development is five years below the level of her peers. The IEP team must determine if Lupitina should have accommodations for her assessment or if she will require \_\_\_.

Answer: alternative assessment

Think Ahead Exercises

**Part I**

1. When a test is being developed, the test developer attempts to have this represent the population for whom the test is designed.

Answer: J. norm group

1. This step is completed using the developmental version to determine what changes are needed prior to the completion of the published test.

Answer: O. field test

1. This represents the level of items that the student would most probably answer correctly, although they may not all be administered to the student.

Answer: N. basal

1. When a teacher scores a classroom test including 10 items and determines that a student correctly answered 7, the number 7 represents a\_\_\_\_.

Answer: G. raw score

1. Information regarding how a test was developed is usually contained in the \_\_\_\_.

Answer: D. test manual

1. A student’s standard score that compares the student with age peers is found by using the student’s raw score and the student’s \_\_\_\_ and the norm tables.

Answer: L. chronological age

1. A teacher discovers that although only second, third, and fifth graders were included in the norm sample of a test, scores were presented for fourth grade. The fourth-grade scores were \_\_\_\_.

Answer: K. interpolated

1. A student’s actual skill level is not represented by the \_\_\_\_.

Answer: I. grade equivalent

1. Both individual and group assessments may be \_\_\_\_ that compare students with age or grade expectations.

Answer: B. norm-referenced tests

1. Students with disabilities who have IEPs and students who are served under Section 504 may need \_\_\_\_ for statewide assessments.

Answer: E. accommodations

1. A student score that is reported to be exactly average with a score of 5 is reporting using \_\_\_\_ scores.

Answer: M. stanines

**Part II**

Select the type of accommodation and match with the following statements.

1. Lorenzo, who participates in the general curriculum, requires Braille for all reading material. He will require changes in \_\_\_\_.

Answer: D. assessment format

1. Lorenzo also requires the use of a stylus for writing or answers questions orally. He will also require changes in \_\_\_\_.

Answer: C. response mode

1. When Samira is in the general classroom setting, she often is distracted and requires additional time to complete her assignments. On her Section 504 plan, the team members should include accommodations of \_\_\_\_.

Answer: A & B. setting & scheduling

1. Gregory is a student with a specific reading disability. In his general education classroom, Gregory’s teacher and the classroom aide must read all directions to him and often must read questions and multisyllabic words to him. On his IEP, the team has included a statement of accommodation of \_\_\_\_.

Answer: D. assessment format

**Part III**

Discuss the issues and concerns of the statewide assessment of students with disabilities.

Answer: Answers may include the following:

* Concerns about the inconsistency of definitions, federal law requirements, variability among states and districts, differences in standards of expectations for students with disabilities, lack of participation of students with disabilities in test development and standardization of instruments, and lack of consistency.
* Conceptual understanding of the purpose and nature of the assessment.
* Mandatory statewide assessments have resulted in damaging the American education system for all students and alternate assessments may not be the best way to measure academic progress.
* Some teachers reported that high-stakes assessment helped teachers target and individualize instruction, and that their students who disliked reading or had difficulties with academics felt more in control of their own learning.
* Performance task-based reading alternate tests can be scaled to statewide assessments, although determining their validity and reliability may be difficult.
* Development of alternate assessments is difficult and states require more time to develop appropriate measures.
* Practices on some campuses might result in specific groups of students being encouraged not to attend school on the days of the assessment so that campus data might be more favorable.
* Test items were not comparable across assessments when the modified assessments used for children with various disabilities were analyzed. Moreover, the items varied by disability category.

**Part IV**

Using the portions from the *KeyMath—Revised* (Connolly, 1988) protocol in Figure 5.7, determine the following.

1. Chronological age of examinee

Answer: 6 years, 10 months, 25 days

1. Domain scores

Answer: 5, 1, 1, 0

1. Raw score

Answer: 7

1. Basal item

Answer: #2, 3, 4

1. Ceiling item

Answer: #12, 13, 14

Course Progress Monitoring Assessment

1. The indicator of common variance of two variables.

Answer: P. coefficient

1. This type of curriculum-based instrument does not have diagnostic capability unless an error analysis of the student’s work is completed.

Answer: C. curriculum-based assessment

1. A developmental score that, when interpreted, may not be educationally useful.

Answer: K. age equivalent

1. These measures are often used when assessing very young children.

Answer: E. child behavior checklist

1. This type of validity looks at difficult-to-measure concepts.

Answer: I. construct validity

1. This behavior rating scale includes a classroom observation instrument.

Answer: D. Behavior Rating Profile-2

1. This measure indicates how much error may be on a test based on a score’s distance from the mean.

Answer: F. estimated true score

1. This curriculum-based measure assesses the student’s performance to see if it is aligned with the goal or aim line.

Answer: No answer provided in options.

1. This method of measuring error on a test uses the standard deviation in the computation.

Answer: G. standard error of measurement

1. This measurement of error is usually used to calculate confidence intervals.

Answer: G. standard error of measurement

1. Both \_\_\_\_ and \_\_\_\_require that students be instructed using research-based interventions.

Answer: IDEA and NCLB

1. The \_\_\_\_ is a behavior rating system that includes forms for teachers, parents and the student as well as a developmental interview for the parent.
2. The \_\_\_\_ includes a measure of the student’s attitude toward math.
3. The \_\_\_\_ case resulted in more careful assessment for the determination of mental retardation.
4. The *Stanford–Binet V* categorizes scores within the 120–129 range as \_\_\_\_.

Answer: Higher achiever NOTE: This is not the range provided by the publisher.

1. Regulatory disturbances might be assessed when the assessment involves \_\_\_\_.
2. The blending of isolated sounds into a whole word is known as \_\_\_\_.

Answer: blending

1. For each student served in special education, a(n) \_\_\_\_must be in place to plan the instruction.

Answer: IEP

1. Story starters might be useful in the informal assessment of \_\_\_\_.
2. As part of the process of the testing \_\_\_\_, previous educational experiences should be considered.

NOTE: Answers to questions 11–20 provided above are not available in this portion of the text. It would appear as if these questions were moved (or left behind) from a previous edition as the answers are located significantly later in the text. Students would not be able to answer these questions at this point in the reading.

Chapter 5 Test Bank

**True and False**

1. A norm-referenced assessment allows teachers to compare the performance of one student with the average performance of other students who are of the same age or grade.
2. 6.4 is an example of an age equivalency.
3. Ceilings are thought to represent the level at which more difficult questions would not be passed.
4. When calculating the raw score, all items that appear before the established basal are not counted because they were not administered.
5. Teachers should ensure that tests are logical and serve the purpose for which they are intended and recognize that no test has the capability of answering all achievement questions.
6. Accommodations provided during high-stakes testing may not interfere with the content of the assessment.
7. Accommodations may be used to account for a student’s language differences.
8. Factors such as socioeconomic status, race, culture, linguistic background, emotional state and existing disabilities are variables that do not impact student performance on a norm-referenced assessment because these variables have been filtered out during the norming process.
9. An examiner should tell a student if they are getting the answers correct after each test item is administered.
10. If you administer a test it is best to always administer every subtest in that test.

**Multiple Choice**

1. Which of the following is known as the experimental version of a new test?
2. Item pool
3. Response mode
4. Developmental test
5. Norm-referenced test
6. The norm group should be representative of which of the following students?
7. Those who will take the test later
8. Those who lack diversity
9. Those who perform around the same academic level
10. Those who speak English
11. In order to estimate expected scores for the norm sample, existing data may be divided into smaller units for establishing tables of developmental scores through a process called which of the following?
12. Extrapolation
13. Interpolation
14. Standard scores
15. Stanine
16. The number of items a student scores correctly on a test is referred to as which of the following?
17. Standard score
18. Derived score
19. *z* score
20. Raw score
21. Which of the following defines the level at which the student could correctly answer all easier items.
22. Raw score
23. Basal
24. Ceiling
25. Percentile rank
26. Which of the following is the name given to the form used during the test administration and for scoring?
27. Protocol
28. Interpolation
29. Item response
30. Scoring sheet
31. Which score must be obtained in order to determine derived scores?
32. Standard score
33. Raw score
34. Percentile rank
35. Chronological age
36. Which if the following is likely to be an explanation as to why a student might fail to obtain a basal level on a test?
37. The test is too easy
38. The test is too difficult
39. The test was not normed properly
40. The test is assessing the wrong constructs
41. This score expresses a student’s standing in standard deviation units.
42. Standard score
43. Raw score
44. *T* score
45. *z* score
46. Sandy recently took a test and the chronological age was calculated to be 10 years, 10 months, and 23 days. Which of the following represents the correct rounded chronological age?
47. 10-10
48. 10-11
49. 10.10
50. 10.11
51. If an examinee asks the examiner if he or she answered an item correctly on a standardized test, the examiner should do which of the following?
52. Confirm if the answer was correct or incorrect
53. Do not respond to the student’s inquiry
54. Reinforce the student’s effort and ask the next question
55. Confirm responses at the end of each section
56. Which of the following expresses the difficulty with using percentile ranks to interpret test results?
57. They are based on a ratio scale.
58. Percentiles are based on an interval scale.
59. Their meaning is not easily understood.
60. Percentile ranks do not represent equal intervals.
61. During which of the following phases should the examiner take special care to follow test instructions?
62. Test administration
63. Scoring
64. Interpretation
65. All of the above
66. For which of the following have norm-referenced assessments been developed?
67. To compare a student to a national sample of other students the same age or in the same grade
68. To compare students within a class
69. To determine a student’s performance in the curriculum
70. To compare individual academic domains
71. When test developers create a new test and administer it to a small sample in the population and then make adjustments, this is called which of the following?
72. Standardization
73. Field testing
74. Sampling
75. Interpolation
76. A large collection of test items thought to effectively represent a particular domain or content area.
77. Item pool
78. Domain
79. Field test
80. Development version
81. A test designed to yield average performance scores, which may be used for comparing individual student performances.
82. Field test
83. Developmental version
84. Norm-referenced test
85. Interpolated test
86. Michael’s mother received a copy of the standardized assessment he took in school. The results showed that Michael’s current achievement level is 5-4. What does this mean?
87. Michael is achieving at a fifth grade, fourth month level.
88. Michael’s achievement is somewhere between fourth and fifth grade.
89. Michael’s achievement is at level 54.
90. Michael is achieving at a five year, four month level.
91. In the event that a student does not establish a basal, what should the test administrator do?
92. Administer another test
93. Continue with the current test
94. Prompt the student so they give the correct answers
95. Practice the questions so the students can give the correct answers
96. A student scores one standard deviation below the mean, and when converted to a standard score that student’s score is 85 (SD = 15). What would that student’s score be using a *T* score?
97. 15
98. 35
99. 40
100. 85

Given the data below, answer the following questions:

Student Name: Adam

1. 11. 0

2. 12. 0

3. 13. 1

4. 14. 1

5. 1 15. 0

6. 1 16. 0

7. 1 17. 0

8. 0 18.

9. 1 19.

10. 1 20.

1. What is Adam’s raw score?
2. 7
3. 11
4. 14
5. Not able to determine from the data provided.
6. Why are items 18–20 not scored?
7. The administrator ran out of time so the questions were not asked.
8. The student refused to answer.
9. The student hit the ceiling so the questions did not need to be administered.
10. They are extra questions that do not need to be administered.
11. Why are items 1–4 not scored?
12. The administrator thought Adam could do those questions so did not ask them.
13. Adam wanted to begin the test at number 5.
14. They are sample questions that do not need to be scored.
15. Based on Adam’s age or grade, the guidelines indicated to start at number 5.
16. What items represent the basal in this assessment?
17. 1–4
18. 5–7
19. 15–17
20. 18–20
21. What items represent the ceiling in this assessment?
22. 1–4
23. 5–7
24. 15–17
25. 18–20

**Short Answer**

1. A child whose birthday is on April 25, 2004, was administered on May 3, 2011. What is the chronological age of the child?
2. Identify three ways that test administrators can decrease test bias.
3. Identify the four primary modes by which an assessment may be accommodated and provide an example of each.
4. Define the seven principles of universal design.
5. Discuss two issues currently debated in the literature regarding high-stakes testing.
6. Mrs. Jones plans to administer a standardized test of achievement to Jorge, a student who speaks Spanish and requires ELL services. How can Mrs. Jones determine if the test is appropriate?
7. Explain what a basal and a ceiling are and why they are used during test administration.
8. Identify at least three best practices used in administering standardized assessments to ensure test results are as accurate as possible.
9. Mr. Kiddle administered a standardized assessment to Margot. All of her scores on the questions included in the reading subtest are provided below. What is Margot’s raw score for the reading subtest?

Phonemic awareness 22

Phonics 5

Word knowledge 8

1. Explain the process used in developing a standardized assessment.
2. What does it mean when a standardized assessment interpolated the data?
3. What is a norm group? What are the factors that are considered in establishing the norm group?

Chapter 5 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: Norm-referenced tests allow teachers to compare the performance of one student with the average performance of other students who are of the same age or grade.

1. FALSE.

Explanation: Grade equivalents are reported using a decimal, as school years are typically ten months long. The numerical representation of an age equivalency of six years, four months is 6-4 (not 6.4).

1. TRUE.

Explanation: Ceilings are thought to represent the level at which more difficult questions would not be passed.

1. FALSE.

Explanation: When calculating the raw score, all items that appear before the established basal are counted as correct.

1. TRUE.

Explanation: Considerations teachers should take when using high-stakes tests include ensuring that tests are logical and serve the purpose for which they are intended and that no test has the capability of answering all achievement questions.

1. TRUE.

Explanation: Accommodations may not alter what a test is measuring.

1. TRUE.

Explanation: Accommodations may be included to account for a student’s language differences. This should be taken into consideration to ensure that their academic skills and knowledge are being assessed rather than their language skills.

1. FALSE.

Explanation: There are many variables that may impact student performance on norm-referenced assessments. It is important to review the manual to ensure that the test is appropriate for the student based on the variables that you might be considering.

1. FALSE.

Explanation: Examiners should not provide students with information about their performance on the test. Examiners should simply encourage the student to keep going.

1. FALSE.

Explanation: On very lengthy tests, the manual may provide information about selecting only certain subtests rather than administering the entire test. Others have age- or grade-appropriate subtests, which must be selected according to the student’s level.

**Multiple Choice**

1. C.

Explanation: A developmental test is used to field test a new instrument with a small sample.

1. A.

Explanation: The norm group should be representative of the students who will be later assessed using the instrument.

1. B.

Explanation: Test developers obtain average expected scores for each month by interpolating data, dividing existing data into smaller units to establish developmental scores.

1. D.

Explanation: The raw score is the first score obtained during testing and represents the total number of items a student scored correctly.

1. B.

Explanation: A basal is the level at which the student could correctly answer all easier items.

1. A.

Explanation: The protocol is the form used during the test administration and for scoring.

1. B.

Explanation: Raw scores must be calculated first to obtain all other derived scores.

1. B.

Explanation: If a student fails to obtain a basal level, the test may be considered too difficult, and another instrument should be selected.

1. D.

Explanation: A z-score is used to express a student’s standing in standard deviation units.

1. B.

Explanation: 10 years, 10 months, and 23 days is rounded to 10 years, 11 months and is written with dashes, not decimals (10-11).

1. C.

Explanation: The examiner should reinforce the effort of the student and continue to administer the test.

1. D.

Explanation: Percentile ranks do not represent a numerical scale with equal intervals.

1. D

Explanation: Test administers should take care to follow the procedures in the manual exactly. This includes administration, scoring and interpretation of the data.

1. A.

Explanation: Norm-referenced tests are designed to compare a student to a national sample of other students the same age or in the same grade.

1. B.

Explanation: A developmental version of an assessment is field tested with a small sample of the population. Once the data have been reviewed, adjustments may be made to the assessment.

1. A.

Explanation: A large collection of test items thought to effectively represent a particular domain or content area.

1. C.

Explanation: A norm-referenced test is designed to yield average performance scores, which may be used for comparing individual student performances.

1. D.

Explanation: Michael is achieving at a five year, four month level. Age-

equivalents are provided with a dash.

1. A.

Explanation: In the event a student does not establish a basal, the test administrator should consider giving a different test, as the current test may be too difficult for the student and would not be a reliable or valid indicator of the domain being assessed.

1. C.

Explanation: The standard deviation for a *T* score is 10, and the mean score is a 50. Therefore, one standard deviation below the mean is 40..

1. A.

Explanation: The raw score is 7 and is calculated by adding up all of the correct answers.

1. C.

Explanation: The student hit the ceiling so the questions did not need to be administered.

1. D.

Explanation: Based upon Adam’s age or grade, the test said to start at number 5.

1. B.

Explanation: The basal is represented by the items 5–7.

1. C.

Explanation: The ceiling is represented by the items 15–17.

**Short Answer**

1. 2011 5 3 2011 4 33

2004 4 25 2004 4 25

7 0 8 7 years, 0 months, 8 days

1. Answers may vary but should include the following:

* Ensure that sensory or communicative impairments do not make the test inaccessible or make the test taker unable to or limited in responding to questions
* Ensure the student’s background experiences do not limit the student’s ability to respond
* Ensure that the content of classroom instruction does not limit students from responding
* Be familiar with the student
* Be sure instructions are explained in a familiar fashion
* Be sure the student is familiar with how to record their responses

1. Examples may vary but categories should include:

* *Presentation accommodations.* For example, a student with a significant reading disability might be provided the content through a means other than reading.
* *Response accommodations.* For example, a student who cannot respond in writing might be allowed to respond in another format such as with a communication board or other technology.
* *Setting accommodations.* For example, if the testing location is inaccessible to a student or the test environment is distracting to a student, an alternate testing site can be used.
* *Timing and scheduling accommodations.* For example, students who require extended time or those who require frequent breaks to sustain attention can be allowed these accommodations.

1. Principles include:

* Principle One: *Equitable Use*. The design is useful and marketable to people with diverse abilities.
* Principle Two: *Flexibility in Use*. The design accommodates a wide range of individual preferences and abilities.
* Principle Three: *Simple and Intuitive Use*. Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.
* Principle Four: *Perceptible Information*. The design communicates necessary information effectively to the user, regardless of ambient conditions or the user’s sensory abilities.
* Principle Five: *Tolerance for Error*. The design minimizes hazards and the adverse consequences of accidental or unintended actions.
* Principle Six: *Low Physical Effort*. The design can be used efficiently and comfortably and with a minimum of fatigue.
* Principle Seven: *Size and Space for Approach and Use*. Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user’s body size, posture, or mobility.

1. Answers may vary and may include:

* Concerns about the inconsistency of definitions, federal law requirements, variability among states and districts, differences in standards of expectations for students with disabilities, lack of participation of students with disabilities in test development and standardization of instruments, and lack of consistency.
* Conceptual understanding of the purpose and nature of the assessment.
* Mandatory statewide assessments have resulted in damaging the American education system for all students and alternate assessments may not be the best way to measure academic progress.
* Some teachers reported that high-stakes assessment helped teachers target and individualize instruction, and that their students who disliked reading or had difficulties with academics felt more in control of their own learning.
* Performance task-based reading alternate tests can be scaled to statewide assessments, although determining their validity and reliability may be difficult.
* Development of alternate assessments is difficult and states require more time to develop appropriate measures.
* Practices on some campuses might result in specific groups of students being encouraged not to attend school on the days of the assessment so that campus data might be more favorable.
* Test items were not comparable across assessments when the modified assessments used for children with various disabilities were analyzed. Moreover, the items varied by disability category.

1. Answers may vary but may include the following:

* Review the manual to determine if Spanish speakers were included in the norm sample
* See if the author of the test allows for accommodations for Spanish speakers
* Determine if Jorge’s age and grade were included in the norm sample and if the correlations for his age and grade are high (.80 or above)

1. The *basal* is the level at which the student could correctly answer all easier items.

* Students typically begin a test at a pre-determined item at which point it is assumed that students would get all previous items correct. This is necessary in order to establish the best developmental range for the student in the assessment. A basal is established when a student answers a certain number of questions correctly (this number is provided by the publisher). If a student does not get the prescribed number of items correct, the test administrator needs to work backwards through the questions until a basal is reached. All items prior to the basal are considered correct and are calculated as correct answers when determining the raw score.

*The ceiling* is thought to represent the level at which more difficult questions would not be passed.

* Typically a manual will state that a student must get a certain number of items in a row incorrect in order to establish a ceiling. Once students hit this number of incorrect items, the testing stops.

1. Responses may vary but may include:

* Students tend to respond more and perform better in testing situations with examiners who are familiar to them. Students should not meet you for the first time on testing day.
* It may also be helpful for the student to visit the testing site to become familiar with the environment. Classroom observations and visits may aid the examiner in determining which tests to administer.
* Students should not be overtested.
* Make the student feel at ease.
* Convey the importance of the testing without making the student feel anxious.
* Reinforce the student’s attempts and efforts, not her or his correct responses. Young students may enjoy a tangible reinforcer upon the completion of the testing session. Nonetheless, this is not recommended *during* the assessment.
* Follow all directions in the manual.

1. Margot’s total raw score for the reading subtest is 35. It is calculated by simply adding up the total number of items Margot scored correctly.
2. Responses should at least include the following steps:

* An *item pool* is created.
* Items are arranged in sequence according to difficulty.
* A *developmental version* is *field tested* with a small *sample.*
* Professionals critique the assessment.
* Revisions are made.
* Field test with a larger representative sample.

1. When data has been interpolated, researchers have taken the raw data obtained by the norm sample and extrapolated what they believe would be the expected scores for students at a particular grade or age. For example, if students in the sample were six- and seven-years-old, the scores for 6-1, 6-2, 6-3, etc. would be interpolated, because no one in the sample was those exact ages.
2. The norm group is a large number of people who are administered a test to establish comparative data of average performances. Factors considered in establishing a norm group include:

* The representative nature of the sample of individuals included
* The number of students included (usually a few thousand)
* The diversity of the group
* Diversity should be considered along a number of different lines, including:
* Geographical diversity
* Cultural diversity
* Linguistic diversity
* Individuals with disabilities should be included, as well

Chapter 6

**Chapter Focus**

Student academic performance is best measured using the curriculum materials that the student works with in the school setting on a day-today basis. Assessment that uses these materials and that measures learning outcomes supported by these materials is called curriculum-based assessment. This chapter introduces the various methods used in the classroom to assess student performance. These methods, also generally known as informal methods of assessment, provide valuable information to assist teachers and other IEP team members in planning instruction and implementing effective interventions.

Check Your Understanding

**Activity 6.1**

1. A classroom teacher administers a quiz following the introduction of each new concept in geometry.

Answer: formative

1. The special education teacher requires her students to read oral passages twice a week to determine their rate of fluency and accuracy of reading.

Answer: formative

1. In science, the teacher administers a unit test and uses the score as part of the end-of-term grade.

Answer: summative

1. A third-grade language arts teacher uses curriculum-based measurement twice each week to determine if students are correctly sequencing the letters in the spelling words.

Answer: formative

1. Your assessment instructor administers a final exam to determine your mastery of assessment skills.

Answer: summative

1. In this text, the pre-test and Part I, II, III, and IV tests are examples.

Answer: formative

**Activity 6.2**

1. A first-grade teacher asked each student to read three passages aloud. Matt’s scores were 10, 15, and 13.

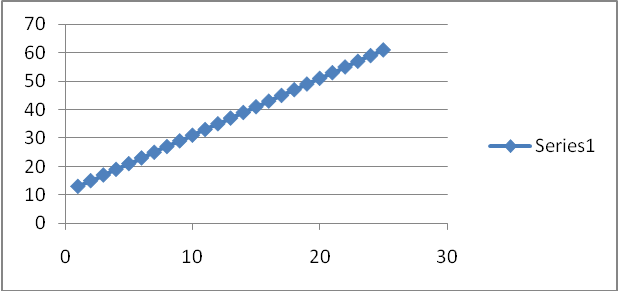
What is Matt’s baseline score?

Answer: 13 (it is the median, middle, score).

1. Following the determination of the baseline score, the aimline should be determined.

Refer to Table 6.3 in your text to determine the number of words a first-grade student is expected to increase by each week. If there are 27 weeks remaining in the academic year, what is the goal?

Aimline:



Answer:

Baseline: 13 (from #1 above)

1st grade realistic expectation: 2 words (from Table 6.3)

27 weeks X 2 words = 54 words is the goal

1. What should teachers remember when establishing goals in reading using expected growth rates?

Answer: Data provided in tables represent recommended growth and may need to be adjusted for individual students. There are a variety of ways to determine growth rates. Teachers should be sure to explore options that make the most sense for their students.

**Activity 6.3**

1. Look at the student’s spelling performance on the following CBM. Determine the correct letter sequence score. If you convert this to the percentage of letter sequences correct, what is the percent? What is the spelling score on the test based simply on the number of words spelled correctly?

Answer:

**Word Student’s CLS**

**Spelling**

bat bat 4

cat cat 4

sat sat 4

fat fat 4

look lok 4 (possible 5)

book book 5

took took 5

cook cook 5

seek seek 5

meek mek 4 (possible 5)

48 (possible 50)

Percentage score: 48/50 = 96%

Score based on words correct = 8/10 = 80

1. The other two scores obtained to determine the baseline were 40 and 44. What is the baseline score?

Answer: 44 (it is the median score of 40, 44 and 48)

1. Refer to Table 6.4 in your text. For a realistic growth rate, how many correct letter sequences is the student expected to increase by each week in the second grade?

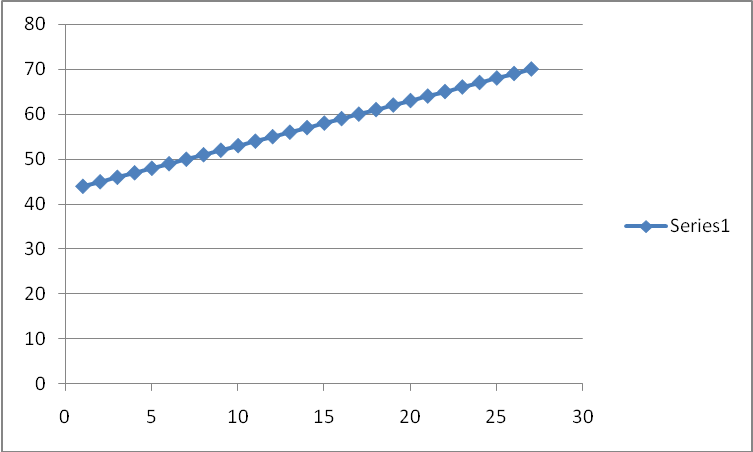
Answer: 1 letter sequence

1. There are 25 weeks remaining in the school year. What is the goal for this student?

Answer: 25 (weeks) X 1 letter sequence = 25 letter sequences

44 (baseline) + 25 letter sequences = 69 letter sequences

1. Construct the aimline.



**Activity 6.4**

1. A first-grade student was administered three math probes to determine her baseline score. Her scores on the probes were 17, 14, and 16. What is the student’s baseline score?

Answer: 16 (it is the median score)

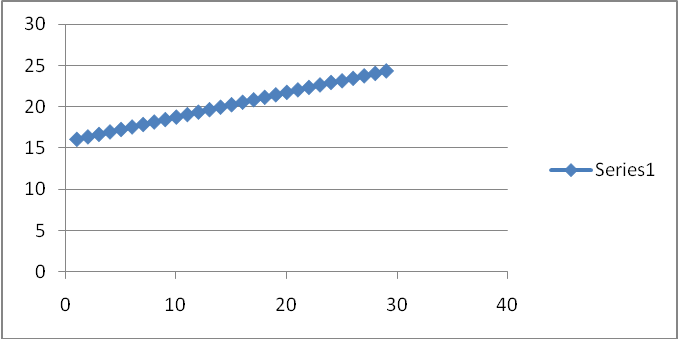
1. Refer to Table 6.5 to determine the realistic expected growth rate for a first-grade student. There are 28 weeks remaining in the academic year. Determine the goal for this student.

Answer: .3 digits is reasonable for a 1st-grade student.

28 weeks X .3 = 8.4 digits correct

16 + 8.4 = 24.4 digits correct (new goal)

1. Construct the aimline.



**Activity 6.5**

1. What did students report about using CBMs in classroom instruction according to Fuchs, Butterworth, and Fuchs?

Answer: Students reported that they received more feedback when CBMs were used.

1. One study reported the decrease in off-task behaviors when CBMs were employed. Why would the use of CBMs impact students’ behavior?

Answer: Most students want to do what is expected of them. If students are able to complete the work required, then they are less likely to be off-task.

1. One study by Marston, Mirkin, and Deno found that the use of CBMs was an effective measure to be used in the special education eligibility process. Why?

Answer: This study’s results found that teacher influence was a variable that could be controlled. The CBM data spoke directly to a student’s ability to make progress provided the teacher modified his/her instruction to meet the needs of the student. By removing teacher bias, the eligibility process becomes less tainted.

1. What did Baker and Good find in their research using CBMs with bilingual students?

Answer: CBM was reliable and valid with bilinguals just as it is with English speakers. CBM was also a sensitive measurement of the reading progress made by bilingual students.

**Activity 6.6**

1. Look at the student responses on the following teacher-made criterion-referenced test. Determine if the student met the criterion stated as the objective.

***OBJECTIVE***

John will correctly answer 9 out of 10 addition problems with sums of 10 or less.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | 3 | 8 | 9 | 4 | 6 | 7 | 2 | 4 | 1 |
| +2 | +2 | +2 | +1 | +5 | +2 | +3 | +4 | +3 | +6 |
| 7 | 5 | 10 | 10 | 8 | 4 | 10 | 6 | 7 | 7 |

Answer: No. John did not make the objective as he scored 8/10.

1. Describe the types of errors John made.

Answer: John made simple errors.

4 + 5 = 8 Simple calculation error.

6 + 2 = 4 John subtracted instead of added.

**Apply Your Knowledge**

Using the suggested mastery level, instructional level, difficulty level, and failure level provided in your text, where does this student fall in this particular skill according to this criterion-referenced test?

Answer: This skill would be at the *difficult level*.

**Activity 6.7**

1. Select one P1 skill and write a behaviorally stated objective that includes the criterion acceptable for passing the objective.

Answer: Answers may vary. Objectives should be stated in observable and measurable terms. For example:

John will independently sequence a story with 95% accuracy as assessed by a story-sequencing checklist.

1. Design a short criterion-referenced test to measure the first skill objective listed in the P1-level.

Answer: Answers may vary.

**Apply Your Knowledge**

Write a behaviorally stated objective for students reading this chapter.

Answer: Students will independently answer the chapter-end questions with 90% accuracy.

**Activity 6.8**

1. Examine the following task analysis. Identify smaller steps, or subskills, that you believe need to be mastered as part of learning the more complex skill. Write the additional steps in the spaces provided.

Skill: Adding numbers greater than 10

Adds numbers 0–10 with sums greater than 10.

Adds number facts 1–9 with sums greater than 10.

Adds number facts 1–9 with sums less than 10.

Adds number facts 1–8 with sums less than 10.

Identifies numbers 1–10.

Can count objects 1–10.

Additional subskills:

Answer: Answers may vary

1. Write a task analysis for the following skill.

Skill: Recognizes initial consonant sounds and their association with the consonant letters of the alphabet.

Necessary subskills:

Answer: Answers may vary

**Apply Your Knowledge**

Develop a strategy for teaching one of the subskills you listed above.

Answer: Answers may vary

**Activity 6.9**

Look carefully at the student’s responses in the following work sample from a language class. Analyze the errors the student made. Write your analysis in the space provided.

*Items missed*—On a spelling test, the following words were missed by the student: *break* (spelled *brak*), *dream* (spelled *dreem*), and *waist* (spelled *wast*).

1. What is the deficit skill?

Answer: The student is using the long vowel letter that is heard to spell the vowel digraph.

1. What words might be included in a probe written by the teacher to address this deficit skill?

Answer: Ensure that words included in the probe contain vowel digraphs for the Ā and Ē sounds. Words on the probe may include: treat, beach, peach, seal, teach, leaf, read, tea, team; brain, mail, rain, tail, chain, pail, sail, and train.

*Probe*—Decoding words orally to teacher

*Criterion*—Decode 10/10 words for mastery; decode 9/10 words for instructional level; 8/10 words or fewer decoded indicates failure level

**Apply Your Knowledge**

Design a criterion-referenced probe for this skill and select the criterion necessary for mastery of the skill.

Answer: Answers will vary.

**Activity 6.10**

1. Using material from the curriculum content in test items is called \_\_.

Answer: curriculum-based assessment

1. Using informal assessment composed of actual class work curriculum materials is called \_\_.

Answer: direct measurement

1. A teacher who adds behavioral objectives following the analysis of test items on a standardized norm-referenced test has adapted the instrument to reflect \_\_ testing.

Answer: criterion-referenced assessment

1. When a student has not mastered a specific skill, the teacher may wish to test the student more thoroughly on the one skill with a self-developed \_\_.

Answer: probe

1. When a teacher assesses daily from curriculum content, the assessment is called \_\_.

Answer: direct daily measurement

1. Breaking a complex task down into subskills, or substeps, is referred to as \_\_.

Answer: task analysis

1. Analyzing the types of errors made on a test or on student work samples is called \_\_.

Answer: error analysis

1. Teacher-made quizzes, curriculum-based assessment, criterion-referenced assessment, class assignments, and tests are all types of \_\_ assessment.

Answer: informal

**Apply Your Knowledge**

Why might teachers prefer informal tests for measuring their students’ progress rather than commercially published tests?

Answer: Informal tests are typically more aligned to the actual curriculum and are more sensitive to small growth/progress than commercially published tests.

**Activity 6.11**

**True and False Items**

1. It is not true that curriculum-based assessment can be developed by the classroom teacher.

Answer: Negative statement used in the question.

1. Compared to norm-referenced assessment and other types of assessment used in general and special education to assess the classroom performance of students, curriculum-based assessment may be more sensitive to assessing the current classroom performance of students.

Answer: Statement is too long—contains unnecessary information.

**Multiple Choice Items**

1. In the assessment of students to determine the individual needs of learners, what types of assessment may be used?
   1. norm-referenced tests, curriculum-based assessment, teacher-made instruments
   2. norm-referenced instruments, curriculum-based assessment, teacher-made tests, classroom observations, probes
   3. any of the above
   4. only a and b
   5. only a and d
   6. none of the above

Answer: Too many options; “All or none of above” not appropriately used; Needless repetitions of alternatives.

1. The results of assessment may assist the team in developing a(n)

a. goal

b. IEP

c. objectives

d. decision

Answer: Presence of specific determiners in stem [i.e., a(n)]

**Apply Your Knowledge**

Use the information in Figure 6.9 to write matching test items for the terms

*curriculum-based assessment, direct assessment,* and *teacher-made tests.*

Answer: Answers may vary.

**Activity 6.12**

Use the following passage to design brief informal assessment instruments in the

spaces provided.

Elaine sat on the balcony overlooking the mountains. The mountains were very high and appeared blue in color. The trees swayed in the breeze. The valley below was covered by a patch of fog. It was a cool, beautiful fall day.

* + 1. Construct an informal test using the cloze method. Remember to leave the first and last sentences intact.

Answer: Answers may vary depending upon the *n*thword students choose to leave out. The following is an example of every 5th word removed.

Elaine sat on the balcony overlooking the mountains. The mountains were very \_\_\_ and appeared blue in \_\_\_\_\_. The trees swayed in \_\_\_ breeze. The valley below \_\_\_ covered by a patch \_\_\_ fog. It was a cool, beautiful fall day.

* + 1. Construct an informal test using the maze method. Remember to provide three word choices beneath each blank.

Answer: Answers may vary depending upon the *n*thword students choose to leave out. The following is an example of every 5th word removed.

Elaine sat on the balcony overlooking the mountains. The mountains were very \_\_\_ (high, low, puffy) and appeared blue in \_\_\_\_\_ (shape, size, color). The trees swayed in \_\_\_ (a, the, that) breeze. The valley below \_\_\_ (has, was, can) covered by a patch \_\_\_ (the, can, of) fog. It was a cool, beautiful fall day.

* + 1. Select a sentence from the passage and construct an informal test using the sentence verification method. Write three sentences, one of which has the same meaning as the original sentence.

Answer: Answers will vary.

**Apply Your Knowledge**

Which of these informal reading comprehension assessment instruments was easiest

for you to write? Why?

Answer: Answers will vary.

Think Ahead Exercises

**Part I**

1. A teacher reviews the information provided in a student’s norm-referenced achievement scores. She determines that the student has a weakness in the area of multiplication with regrouping, but she is not certain exactly where the student is breaking down. In order to determine this, the teacher decides to use \_\_\_.

Answer: D. Error analysis

1. A teacher who works with students with mild intellectual disabilities would like to assess the students’ ability to return the correct amount of change when given a $10.00 bill to pay for an item that costs $2.85. How might the teacher decide to assess this skill?

Answer: M. Authentic assessment

1. To determine the specific skills applied in completing double-digit addition problems, the teacher can complete a(n) \_\_\_.

Answer: C. Task analysis

1. In a daily living skills class, a teacher can assess the student’s ability to make a complete meal by using \_\_\_.

Answer: N. Performance assessment

1. A teacher assesses students’ knowledge of the science unit by each student’s book report, test grade, written classroom assignments, lab experiences, and journal. This group of science products demonstrates one example of \_\_\_.

Answer: K. Portfolio

1. Error analysis, checklists, direct measurement, authentic assessment, portfolio assessment, probes, and curriculum-based assessment are examples of \_\_\_.

Answer: E. Informal assessment

1. A teacher sets a standard of reaching 90% mastery on the test assessing basic reading decoding skills of second-grade-level words. This test is an example of \_\_\_.

Answer: A. Criterion-referenced assessment

1. Asking the parent of a child to complete a survey about the specific behaviors she observes during homework time is an example of using \_\_\_ as part of assessment.

Answer: F. Questionnaire

1. A teacher decides to evaluate the progress of her students following the conclusion of a science unit. This type of assessment is known as \_\_\_.

Answer: B. Curriculum-based measurement

1. By adding the number of correct letter sequences found in the baseline to the number of weekly expected CLSs for the year, the teacher can plot the \_\_\_.

Answer: L. Aimline

**Part II**

Answers may vary for each question. An example assessment and rationale are provided for each item.

1. Standardized test results you received on a new student indicate that she is performing two grade levels below expectancy. You want to determine which reading book to place her in.

Method of assessment \_\_\_

Reason \_\_\_

Answer: One option would be curriculum-based assessment (CBA)

* Since you are looking for a placement within a reading program to be used in the classroom, it makes sense to evaluate the student using those materials to determine an appropriate level.

1. A student who understands division problems when they are presented in class failed a teacher-made test. You want to determine the reason for the failure.

Method of assessment \_\_\_

Reason \_\_\_

Answer: One option would be a task analysis

* A task analysis would provide a check list of individual steps to complete the division problem. You would check off each step of the problem as the student completed it in order to find out where the student is going wrong.

1. Following a screening test of fifth-grade level spelling, you determine that a student performs inconsistently when spelling words with short vowel sounds.

Method of assessment \_\_\_

Reason \_\_\_

Answer: One option would be curriculum-based assessment (CBA)

* Because an error analysis has already been completed (knowing that the problem is with short vowel sounds), CBAs would allow me to assess specific short vowel sound patterns.

1. A student seems to be performing at a different level than indicated by norm referenced math test data. You think you should meet with his parents and discuss his actual progress in the classroom.

Method of assessment \_\_\_

Reason \_\_\_

Answer: One option would be curriculum-based measurement (CBM)

* CBMs would provide me with brief standardized assessments that are norm-referenced. It would allow me to determine the student’s performance across a wide variety of skills within the curriculum.

1. You want to monitor the progress of students who are acquiring basic addition computation skills to determine whether they are progressing toward end-of-the year goals.

Method of assessment \_\_\_

Reason \_\_\_

Answer: One option would be criterion-referenced assessment

* Criterion-referenced assessments provide a final goal that a student needs to master. Since basic addition skills are required for this class, measuring students against the criterion goal would allow the teacher to know if they are making progress.

Chapter 6 Test Bank

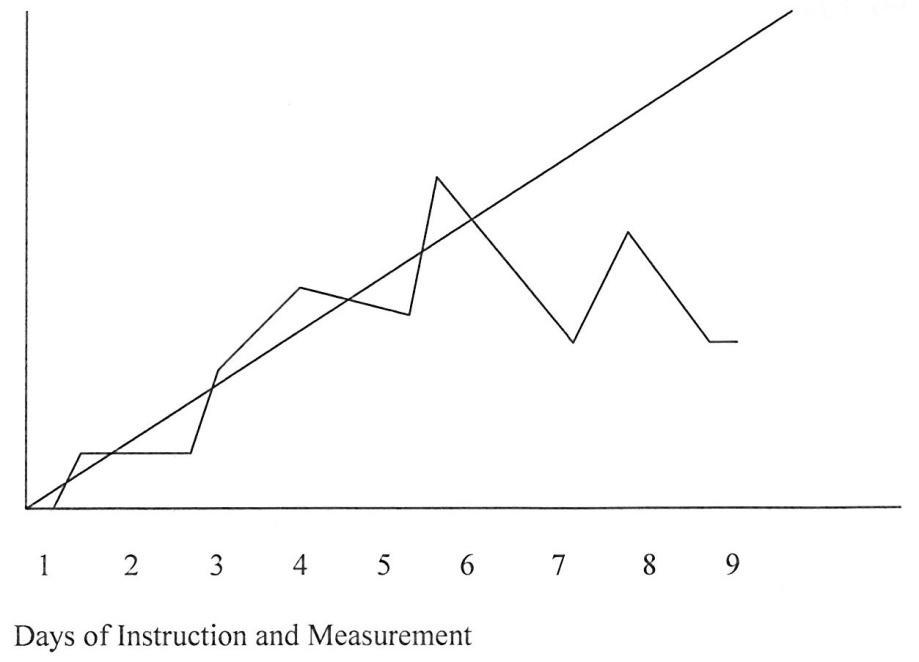
**True and False**

1. Portfolio assessments are a good standardized measure to be used as the sole criterion for eligibility in specialized programs.
2. Both norm-referenced assessment and informal methods of assessment could have problems with cultural bias.
3. A deficient score on a norm-reference reading test could represent the selection of a test with inadequate content validity for the current reading curriculum.
4. When teachers use the content of a classroom social studies text to design a test for their students, the teacher is using a formalized assessment measure.
5. A task analysis of a chapter quiz is performed as a method of standardized assessment.
6. A teacher analyzes the classroom assignments of her students to determine what type of mistakes the students are making. This is an example of error analysis.
7. Norm-referenced testing includes items that always represent the content accurately for all school systems.
8. Portfolio assessment is a method of comparing a student with the performance of students in a national sample.
9. Writing educational objectives for skills to be tested would be part of the criterion-referenced assessment process.
10. To determine a baseline, a teacher should administer three grade/instructional level probes and use the median score.

# Multiple Choice

1. When measuring student progress against an objective, which of the following is the teacher using?
2. Checklists
3. Worksamples
4. Criterion-referenced assessment
5. Norm-referenced assessment
6. In order to determine the exact point where a student begins to perform a math operation incorrectly, the teacher may choose to use which of the following?
7. Error analysis
8. Portfolio assessment
9. Task analysis
10. All of the above
11. A writing sample from a fifth-grade student is an example of which of the following?
12. Permanent product
13. Work sample
14. Direct measure
15. All of the above
16. Which of the following is an example of a reading comprehension assessment device?
17. Task analysis
18. Cloze
19. Miscue analysis
20. Subtask
21. With which of the following should the teacher become familiar in order to aid the completion of task analyses of students' work?
22. Scope and sequence
23. Grade criterion
24. Interpolation process
25. Norming data
26. Conducting a task analysis allows the teacher to do which of the following?
27. Establish baseline data
28. Determine prerequisite skills the student may not know
29. Compare the learner against established norms
30. Take direct measurement
31. The goal against which progress is measured in curriculum-based measurement is known as which of the following?
32. Aimline
33. Trendline
34. Error line
35. CBM line
36. When a teacher monitors progress several times each week to determine the level of skill acquisition, the teacher is using which of the following?
37. Summative evaluation
38. Norm-referenced evaluation
39. Formative assessment
40. Standardized assessment
41. Non-standardized methods of assessment are called which of the following?
42. Formal assessments
43. Informal assessments
44. CBAs
45. CBMs
46. A student who is reading with 95% accuracy is at what level?
47. Mastery
48. Instructional
49. Difficult
50. Failure
51. When a teacher evaluates her students' ability to read a map of bus routes while the class is in the bus terminal, the teacher is using what type of assessment to evaluate these skills?
52. Portfolio assessment
53. Norm-referenced assessment
54. Authentic assessment
55. All of the above
56. What type of data gathering tool would a teacher use if they wanted to find out what types of books their students like to read?
57. CBA
58. CBM
59. Questionnaire
60. All of the Above
61. What type of data is typically acquired from a fluency probe?
62. Words correct per minute
63. Accuracy
64. Prosody
65. All of the above.
66. The Contemporary Model of Assessment is focused on which of the following?
67. Prevention and early intervention
68. Prevention of students falling behind.
69. Closely monitoring student performance
70. All of the above.
71. Curriculum-based measurement evaluates student performance against
72. An achievement goal for the year
73. The criterion established for the test
74. The curricular content taught prior to the test
75. None of the above
76. This line shows average performance on a graph and changes every time data are entered.
77. Aimline
78. Trend line
79. Error line
80. CBM line
81. Informal reading assessments take place in which domains of reading?
82. Decoding
83. Fluency
84. Comprehension
85. All of the above
86. Which of the following is an invalid way to assess decoding?
    1. Retelling a story.
    2. Reading isolated words.
    3. Reading nonsense words.
    4. All of the above
87. Which of the following is an invalid way to assess reading comprehension?
88. Paraphrase a story.
89. Answer questions about a story.
90. Conduct a miscue analysis.
91. All of the above
92. Which of the following is something you might find in a portfolio assessment?
93. Artwork
94. Journal entries
95. Reading response log
96. All of the above
97. Which of the following is a problem related to norm-referenced testing?
98. They are culturally and linguistically biased.
99. There are problems with the administration and interpretation of results.
100. They are not sensitive to small gains in academic growth.
101. All of the above
102. When are summative assessments given?
103. At the end of an instructional period
104. In the middle of the instructional period
105. Each week during the instructional period
106. All of the above
107. Which of the following represents ways that spelling errors may be evaluated?
108. Phonetic ability
109. Visualization
110. Linguistic performance
111. All of the above

Use the graph below to answer the following questions:



1. According to the graph, it could be said that on days 1–6:
2. The student was not responding to the instruction.
3. The student was maintaining progress toward the goal.
4. The student was achieving above the level expected.
5. The student was achieving below the level expected.
6. If you were the teacher of this student, your next action should most likely be:
7. Refer the student for an evaluation
8. Call the parents
9. Analyze the instructional methods, perform error analyses and adapt the instructional techniques that are being used
10. Continue for several more days and see if the student begins to make progress again

**Short Answer**

1. Discuss the most important aspects of CBA and CBM? Highlight any differences between the two.
2. In your own words, describe the four design criteria that should be inherent in effective CBMs?
3. Describe how an aimline would be constructed for a progress monitoring graph.
4. Create a cloze for the following passage:

The dog and cat lived at the farm. The dog lived inside and the cat lived in the barn. One day, the dog was left outside and it started raining. The dog decided to go into the barn. The cat was not happy.

1. Create a maze for the following passage:

The dog and cat lived at the farm. The dog lived inside and the cat lived in the barn. One day, the dog was left outside and it started raining. The dog decided to go into the barn. The cat was not happy.

1. Given the following information, what is the expected *weekly* *rate of increase* in reading for this student?

2nd grade

Baseline = 55

25 weeks of school left

Aimline = 93

1. Explain how a teacher knows when they should adjust instruction for a student.
2. A teacher gave a student the following spelling test. Answer the questions that follow.

|  |  |  |
| --- | --- | --- |
| **Word** | **Student** | **Correct letter sequence** |
| clock | clok |  |
| storm | storm |  |
| lamp | lamp |  |
| sheet | shet |  |
| frame | fram |  |

A. Determine the total correct letter sequences

B. If the criterion was set at 80%, did the student make it?

C. What types of errors do you notice the student making?

1. Given the following problem:

45

+ 35

70

A. Determine the digits correct.

B. Explain the student’s error.

1. Discuss the criterion that teachers should consider when developing criterion-referenced tests and what the established levels of proficiency indicate.
2. Describe the function of the trendline.
3. What criterion are often used when developing criterion-referenced assessments?

Chapter 6 Test Bank Answer Key

**True and False**

1. FALSE.

Explanation: Portfolio assessments are not standardized measures. They should be evaluated as one set of data for eligibility in specialized programs, but not as the sole criterion.

1. TRUE.

Explanation: Many assessments have issues with cultural fairness.

1. TRUE.

Explanation: Good and Salvia (1988) studied the representation of reading curricula in norm-referenced tests and concluded that a deficient score on a norm-references reading test could actually represent the selection of a test with inadequate content validity for the current curriculum.

1. FALSE.

Explanation: Teacher-made assessments are informal measures.

1. FALSE.

Explanation: A task analysis involves breaking down a task into the smallest steps necessary to complete the task. The steps actually reflect subskills, or subtasks, which the student must complete before finishing a task.

1. TRUE.

Explanation: An error analysis is a method that a teacher can use with formal, informal, and direct measures to discover patterns of errors in student work.

1. FALSE.

Explanation: Norm-referenced testing does not always accurately represent the content taught in all school systems.

1. FALSE.

Explanation: Norm-referenced testing is a method of comparing a student with the performance of students in a national sample. Conversely, portfolio assessment is the process of evaluating student progress, strengths, and weaknesses using a collection of different measurements and work samples.

1. TRUE.

Explanation: Criterion-referenced assessment is designed to accompany and measure a set of criteria or skill mastery criteria.

1. TRUE.

Explanation: Baseline is determined by administering three grade/instructional level probes and using the median score.

**Multiple Choice**

1. C.

Explanation: Criterion-referenced assessment compares the performance of a student to a given criterion.

1. A.

Explanation: Error analysis is an assessment method that a teacher can use with formal, informal, and direct measures to discover patterns of errors.

1. D.

Explanation: By definition, a writing sample is a permanent product, work sample, and direct measure.

1. B.

Explanation: A cloze task is a fill-in-the-blank assessment task designed to informally assess reading comprehension.

1. A.

Explanation: Teachers should become familiar with the scope and sequence of their curriculum in order to develop task analyses to ensure that the task analyses are relevant.

1. B.

Explanation: Completing a task analysis allows the teacher to learn which pre-requisite skills the student is lacking.

1. A.

Explanation: The goal line is also referred to as an aimline.

1. C.

Explanation: Progress monitoring is a type of formative assessment and is used by the teacher to guide instruction.

1. B.

Explanation: Non-standardized methods of assessment are called informal assessments.

1. B.

Explanation: According to the chart given, 95% proficiency would be considered the instructional level.

1. C.

Explanation: Authentic assessment is when students must apply knowledge in a manner consistent with generalizing into a “real-world” setting.

1. C.

Explanation: The teacher would use a questionnaire to inquire about the student’s reading preferences.

1. D.

Explanation: Fluency probes would provide all three types of data—words correct per minute, accuracy and prosody.

1. D.

Explanation: The Contemporary Model of Assessment focused on: (1) Prevention and early intervention strategies, (2) Preventing students from falling behind their peers, and (3) Closely monitoring student performance and implementing alternative strategies to meet student needs.

1. A.

Explanation: CBM monitors student progress frequently by comparing a student’s progress with an expected rate of progress and achievement goal for the year.

1. B.

Explanation: The trendline provides the average performance.

1. D.

Explanation: Informal reading assessments can take place across any of the major reading skills categories—decoding, fluency, and comprehension.

1. A.

Explanation: Retelling is a reading comprehension assessment, not a decoding assessment.

1. C.

Explanation: Miscue analysis is a strategy used for fluency assessment, not reading comprehension assessment.

1. D.

Explanation: All of the options may be potentially found in a portfolio assessment.

1. D.

Explanation: All of the supplied answers represent problems related to norm-referenced assessment.

1. A.

Explanation: Summative assessment is a measure that is taken at the end of an instructional period.

1. D.

Explanation: All three are valid ways to analyze spelling errors.

1. B.

Explanation: The student’s data line was trending closely to the aimline; therefore, the student was progressing as expected.

1. C.

Explanation: Research supports that if a student falls below the aimline on 3–4 consecutive measures, the instruction should be adjusted.

**Short Answer**

1. Answers may vary but should include the following:

Curriculum-based assessment:

* CBA uses content from the curriculum to assess student progress within a given topic in the curriculum.

Curriculum-based measurement:

* CBM monitors student progress frequently by comparing a student’s progress with an expected rate of progress.
* Based upon the achievement goal for the *year*.
* This monitoring of progress lets the teacher know if they child is making adequate progress under the current educational conditions so that they can make adjustments if necessary.
* CBM is considered a *formative* type of evaluation.

1. The four design criteria that should be inherent in effective CBMs include:

* The measures have sufficient reliability and validity so that they can be used confidently by classroom teachers to make educational decisions.
* The measures are easy to use and understand so that teachers can employ them easily and teach others how to use them.
* The results yielded by the measures are easy to explain to others, such as parents and other school personnel.
* Because the measures are used frequently throughout the school year, they have to be inexpensive.

1. To establish an aimline
   * Use a table or the predetermined value of what constitutes a reasonable increase per week.
   * Multiply the weekly growth by the number of weeks of instruction to follow.
   * Add this number to the baseline.
   * To draw the aimline on a graph, begin at the baseline measure and draw a line to the goal measure.
2. Answers may vary depending upon the word(s) that students leave out, but the first and last sentence should ideally remain intact, so as to preserve meaning. For example, if the 7th word was to be left out, the passage would look like this:

The dog and cat lived at the farm. The dog lived inside and the \_\_\_\_\_ lived in the barn. One day, \_\_\_\_\_ dog was left outside and it \_\_\_\_\_ raining. The dog decided to go \_\_\_\_\_the barn. The cat was not happy.

1. Similar to cloze tasks, answers may vary depending upon the word(s) that students leave out, but the first and last sentence should ideally remain intact, so as to preserve meaning. For example, if the 7th word was to be left out, the passage would look like this:

The dog and cat lived at the farm. The dog lived inside and the \_\_\_\_\_ (rabbit, cat, horse) lived in the barn. One day, \_\_\_\_\_ (the, a, which) dog was left outside and it \_\_\_\_\_ (started, stopped, poured) raining. The dog decided to go \_\_\_\_\_ (out, into, case) the barn. The cat was not happy.

1. This question requires students to an equation in order to determine the aimline. Students are asked to find the weekly increase number by subtracting the baseline (55) from the aimline goal (93) and dividing the difference (38) by the number of weeks of instruction (25). The answer is 1.5 (rounded to the nearest tenth).

7. Teachers should adjust instruction for a student after reviewing the progress monitoring data. If a student falls below the aimline on three to four consecutive probes/measures, it is time to change the teaching strategies used. Alternatively, if the student achieves higher than the aimline for three to four consecutive measures, provide more challenging reading tasks.

|  |  |  |
| --- | --- | --- |
| **Word** | **Student** | **Correct letter sequence** |
| clock | clok | c, cl, lo, k = 4 |
| storm | storm | s, st, to, or, rm, m = 6 |
| lamp | lamp | l, la, am, mp, p =5 |
| sheet | shet | s, sh, he, et, t = 5 |
| frame | fram | f, fr, ra, am, = 4 |

A. Correct letter sequences = 24

B. No, the student did not meet the criterion. (2/5 words correct = 40%)

C. Answers may vary, and the mistakes vary by word. In “clok”, the student fails to express /k/ as a digraph “ck”, instead using only “k”. In “shet”, the vowel “e” is used incorrectly as the long /ē/ sound in “ee”. Finally, in “fram” the student fails to use a vowel-consonant-e syllable structure, missing the word-final “e”.

1. A. The digits correct = 1

B. The student made an error while adding the first column; they did not carry the one to the tens column (from 5 + 5 = 10).

1. Considerations for developing criterion-referenced assessments include:
   * + Does passing the test mean that the student is proficient and will maintain the skills?
     + Is the student ready to progress to the next level in the curriculum?
     + Will the student be able to generalize and apply the skills outside the classroom?
     + Would the student pass the mastery test if it were given at a later date?

The criterion levels are as follows:

* + - More than 95% indicates mastery of objective
    - 90 to 95% indicates instructional level
    - 76 to 89% indicates difficult level
    - Less than 76% indicates failure level

1. The function of a trend line is to show the average performance of the student. Based on the representation of the data, if a student is progressing toward their aimline.
2. Criterion referenced assessments compare the performance of a student to a given criterion. The criterion may be developed from any objective provided in the curriculum, whether formal or informal. The objective may also be provided in an IEP.

Chapter 7

**Chapter Focus**

Student academic progress in school can be detected early through the examination of classroom performance. When students are not responding as expected, classroom teachers implement specific interventions and monitor progress frequently to determine if the student responds to the changes in instruction. This chapter focuses on the techniques that teachers use to measure progress in a response to intervention (or RTI) framework. This chapter addresses the use of RTI to make educational decisions and provides context for how data from RTI can be used to determine if a referral might be needed for an evaluation for special education consideration.

Check Your Understanding

**Activity 7.1**

1. Tier I is a tier that includes universal strategies and is thought to be effective for academic instruction and behavioral expectations for \_\_\_ of students.

Answer: 80–85%

1. For interventions that are included in Tier II, the interventions must be different from Tier I interventions in \_\_\_ or \_\_\_.

Answer: intensity and depth

1. One study indicated that along with school psychologists, special education teachers should be involved in the \_\_\_ of the students they teach.

Answer: This study is not addressed in the chapter. I would assume the answer would be assessment and interventions.

1. School district personnel should be aware of the requirements of \_\_\_ rather than relying on state policy manuals alone for the implementation of RTI.

Answer: federal and state regulations

1. The following scenarios include students who are receiving 504 accommodations, Tier I instruction, Tier II instruction, and Tier III instruction. Determine which students are most likely receiving which type of instruction.
2. Leonard has his oral reading fluency instruction in a group including two other students. The instruction is provided three times per week in addition to the regular reading instruction. Leonard is receiving \_\_\_.

Answer: Tier III

1. Mary receives her reading and language arts instruction in a 2nd-grade classroom. She participates in oral reading to increase her fluency in one of three groups of students. The teacher rotates between the three groups to assist with the oral reading. Mary is most likely receiving \_\_\_.

Answer: Tier I

1. José has asthma that occasionally requires that he miss school for breathing treatments. When he returns to school, he is provided with extended time to complete assignments. He is receiving \_\_\_.

Answer: 504 accommodations

1. Marcus has experienced behavioral challenges in the classroom and has been on a behavior plan that includes visits regularly to the counselor, although he receives his core academic instruction with his age peers. Marcus is receiving \_\_\_.

Answer: Tier II

1. Maria is an English Language Learner whose primary language is Spanish. She receives support for her language instruction through bilingual services. Her language skills are approaching fluency for academics. In addition, she receives all instruction for her core classes in a general education setting with her age peers. Maria is \_\_\_.

Answer: Tier II

Check Your Understanding

**Activity 7.2**

1. Measurement of change by examining the appearance of data charts to determine the trend of the data is called \_\_\_.

Answer: Visual Inspection

1. One method to determine whether change has occurred is to set a cut-off point that must be met by the student. One problem with this method is \_\_\_.

Answer: Cut-off points may not be as sensitive to change that occurs below the cut-off point; needs to be compared across settings or skills.

1. A measure that uses the standard error of the difference in the calculation is called the \_\_\_.

Answer: Reliable Change Index (RCI)

1. A calculation that uses only the data points above the highest baseline point is called

\_\_\_.

Answer: Percent of nonoverlapping data points (PNDs)

1. Calculate the percent change for the following data. Baseline mean = 5, intervention mean = 18. Percent change = \_\_\_\_. If the committee wanted the student to reach a percent change of 80%, did this student reach that criterion?

Answer: 5 – 18 = 13 13/5 = 2.6 2.6 X 100 = 260% increase

Yes. The student reached the 80% criterion.

1. Read the following scenarios and indicate which students have made progress and which students may require a change in intervention:
2. Jackie’s RTI committee determined that Jackie would need to demonstrate an increase in reading comprehension by responding correctly to 9 of 10 probe questions following her reading passages for a period of at least 6 weeks to indicate that she was responding to the intervention. Jackie’s results for the past 8 weeks are:

Week 1– 6/10

Week 2 – 5/10

Week 3 – 6/10

Week 4 – 7/10

Week 5 – 8/10

Week 6 – 8/10

Week 7 – 8/10

Week 8 – 9/10

Has Jackie met the requirement? \_\_\_\_

Would Jackie’s intervention need to change? \_\_\_\_\_

Answer: No. Jackie did not meet the requirement.

No. Jackie’s intervention would not need to change.

Explanation: The criterion established was 9/10 on 6 weeks worth of passages. These data represent 8 weeks of passages of which only the 8th week hit the 9/10. The overall trend of the data is going up, indicating that the intervention is working. However, the intervention should continue to be implemented ensuring the 9/10 is reached during weeks 9–13 to achieve 6 weeks of 9/10 scores (week 8 + weeks 9–13 =6 weeks total).

1. Kent’s teacher and the other members of the RTI committee designed an intervention for math. The committee included a percent change criterion of 90% for a period of 4 weeks. At the end of the first 4-week period, Kent had an 80% change. At the end of the second 4-week period, Kent had a 78% change. Has Kent met the requirement set by the committee? \_\_\_\_\_\_\_\_\_\_\_ Would Kent’s intervention need to change? \_\_\_\_\_\_\_\_

Answer: No. Kent has not met the requirement.

Yes. Kent’s intervention would need to change.

Explanation: The criterion established was 90% for a period of 4 weeks. Kent did not make the 90% criterion threshold. At the end of the first 4 weeks, Kent showed reasonable improvement (80% change); therefore, the intervention continued. During the second 4-week period, however, Kent’s change went down to 78%. This downward trend in the data would have been easily identified via visual inspection of the data on a chart (the trend line would have decreased or plateaued). The decrease in scores warrants a change in interventions.

1. John participates in a behavioral intervention plan to increase positive social interactions with his peers. The committee examined his PNDs and noted that his PNDs for the last intervention period reached 95%. At what level of effectiveness is the response to intervention? Would John’s intervention need to change?

Answer: A PNDs of 95% indicates a “very effective intervention” (Scruggs & Mastropieri, 1998).

Explanation: No. The intervention would not need to be changed, as it has been

determined to be a very effective intervention.

1. Lupita is a kindergarten student who has been participating in a program to decrease tantrum behavior when she is asked to comply with teacher directions. Lupita’s RTI committee set the requirement that response to intervention would be indicated when Lupita had a percent change of 95% across a period of 8 weeks. At the end of the 8-week period, Lupita reached the 95% mark; however, school staff noted that the behavior improvements were realized only when Lupita was in the classroom setting and only when her teacher was present. They noted that Lupita’s tantrum behavior continued when she was asked to comply with instructions from the librarian, the cafeteria staff, and during recess when other teachers provided instructions.

Has Lupita met the requirement set by the committee? \_\_\_\_\_\_\_\_

Would Lupita’s intervention need to change? \_\_\_\_\_\_\_\_\_

Answer: Yes.

Explanation: Quantitatively speaking, Lupita has met the percent change criterion of 95%. However, considering the lack of noticeable progress in application to a generalized setting (i.e., areas outside of the classroom), a decision needs to be made based upon her ability to generalize the skills she’s learned. In this case, the intervention needs to continue, possibly teaching the intervention in generalized settings.

Think Ahead Exercises

**Part I**

1. A simple method to compare a student’s performance based on examining the baseline score and the score after the intervention period to determine absolute change.

Answer: A. absolute change*—*The answer was given in the question.

1. This method uses content from the actual curriculum for the assessment.

Answer: K. curriculum-based measurement

1. This method of examining change uses the standard error of the difference to calculate student progress.

Answer: O. reliable change index (RCI)

1. This general term is a type of measurement that uses the content of the curriculum.

Answer: N. curriculum-based assessment

1. In this model, all students who are in Tier II for reading would receive similar interventions and would likely have progress monitored using a computer-based commercial program.

Answer: J. standard model

1. Measuring change with this method subtracts the mean intervention score from the mean baseline score and divides this by the mean baseline score.

Answer: C. percent change

1. This method considers the data points that are not included in the baseline data.

Answer: F. percentage of nonoverlapping points

1. When a teacher or the RTI team determines that a specific score or level of performance must be met to determine progress.

Answer: E. cut-off points

1. Students who continue to have difficulty in Tier II would be considered for this.

Answer: H. Tier III

1. A student who is not making progress in Tier I in math would be discussed by the RTI and an individually designed intervention would be used in this model.

Answer: D. Tier II

**Part II**

1. An RTI team decided to use absolute change by examining the performance scores of a student who was receiving Tier II interventions for math. The scores used are:

Baseline = 18

Post-Intervention = 35

Total Math Digits in Probes = 40

Using the absolute change, what is the absolute change score? \_\_\_

If the team determined that effectiveness of intervention would be determined by the percentage correct and that percentage of digits correct must be 90%, did the student make enough progress to change the instruction back to Tier I? \_\_\_

a. Absolute Change = 17

Explanation: Post Intervention – Baseline = Absolute Change

35 – 18 = 17

b. Percentage correct = 87.5%; No, the student did not make enough progress to

go back to Tier I.

Explanation: Baseline is 18 or 45% (18/40 = 45% digits on probe)

Post intervention is 35 or 87.5% (35/40 digits on probe)

Criterion was set at 90%.

Student only hit 87.5%. Not high enough.

2. A team is using the PNDs to determine if enough progress has been made in a behavioral intervention that was implemented for Jorge. Jorge’s highest baseline data point was 3 for positive behaviors and there were 12 data points above the baseline point of 3 during his Tier II intervention. There were a total of 15 data points during the intervention period.

The PND calculation would be: \_\_\_\_\_\_\_\_

Using the guidelines provided in this chapter, has Jorge made enough progress in the behavior intervention program to return to Tier I? \_\_\_\_\_\_

1. 80%.

Explanation: Baseline, highest data point was 3

Post intervention, 12 points above the baseline point

15 data points during the intervention

12/15 = .80 X 100 = 80%

1. Treatment is considered effective and Jorge could return to Tier I.

Explanation: Looking 80% up on the Scruggs & Mastropieri (1998) table, the intervention was considered effective.

3. A teacher is monitoring her Tier II interventions by using percent change. She has two students who are receiving reading interventions. Calculate the percent change of these two students and determine if either student, or both students, have made progress according to percent change.

Marie John

Mean Baseline = 22 Mean Baseline = 8

Mean of Intervention = 43 Mean of Intervention = 46

Percent Change = \_\_\_\_\_\_\_\_ Percent Change = \_\_\_\_\_\_\_

Which student, if any, made enough progress according to the percent change calculation? \_\_\_

a. Marie’s percent change = 95.4%. Yes, Marie has made progress.

Explanation: Mean Baseline = 22

Mean of Intervention = 43

Percent Change = Mean of Baseline – Mean of Intervention X 100

Mean of Baseline

22−43 = 21 21/22 = .954 X100 = 95.4%

Marie’s data indicate that she has made significant progress with

the current reading intervention, as her percent change indicates

almost a 100% increase in her score.

b. John’s percent change = 475%. Yes, John has made progress.

Explanation: Mean Baseline = 8

Mean of Intervention = 46

Percent Change = Mean of Baseline – Mean ofIntervention X 100

Mean of Baseline

8−46 = 38 38/8 = 4.75 X100 = 475%

John’s data indicate that he has made significant progress with

the current reading intervention, as his percent change indicates

almost a 500% increase in his score.

Chapter 7 Test Bank

**True and False**

1. The term “universal methods” is often used synonymously with interventions provided at the Tier I level of the RTI model.
2. Only a specialist, including the special education teacher, may provide interventions for a student under the Tier II RTI model.
3. All students who do not respond to Tier III interventions in the RTI model automatically receive special education services.
4. Detailed progress monitoring and trend analysis is required of students who are receiving RTI services under Tiers II and III.
5. The use of research-based interventions is required of all teachers, not just special education teachers.
6. Following the process of differentiated instruction, one of the conceptual foundations that is needed for an RTI classroom, requires teachers to change content, instruction or assessments in order to meet individual student needs.
7. Commercially available progress monitoring programs always include everything you might need for assessing students in order to ensure progress in the general education curriculum.
8. When using visual inspection in order to evaluate the effectiveness of an intervention represented in a trend line, progress is indicated only when the trend line is going in an upward direction.
9. IDEA 2004 requires the use of RTI when evaluating every child referred for special education services.
10. The RTI process provides substantial information to the special education evaluation process in the event a student continues to be unsuccessful in the general education classroom.

**Multiple Choice**

1. Which of the following is an example of a measure that would provide detailed information regarding a student’s response to instruction?
2. Universal screening
3. Standardized assessment
4. Curriculum-based measurement
5. Student journal entry
6. Tier III interventions in the RTI model are typically delivered by what type of school personnel?
7. General education teacher
8. Paraeducators
9. Parent volunteer
10. Specialists
11. This process was used to identify students with disabilities by comparing a student’s cognitive ability with his or her academic achievement to determine if a significant difference between the two exists.
12. Discrepancy analysis
13. Response to intervention
14. Universal screening
15. Progress monitoring
16. Which of the following measurement methods compares a baseline performance with performance at the end of an intervention period?
17. Percent change
18. Absolute change
19. Reliable change index
20. Percent of nonoverlapping data points
21. By subtracting a student’s pretest score from the posttestscore and dividing by the standard error of the difference score, you achieve this score.
22. Cut-off point
23. Absolute change
24. Reliable change index
25. Percent of nonoverlapping data points
26. This measure considers data points that are above the highest baseline data point as demonstrating intervention effectiveness.
27. Percent of nonoverlapping data points
28. Absolute change
29. Reliable change index
30. Percent change
31. A score or number that the student must reach in order for the determination to be made that progress is occurring as a result of intervention.
32. Absolute change
33. Cut-off point
34. Percent of nonoverlapping data points
35. Percent change
36. This measure uses the mean (i.e., average) of the baseline and compares it with the mean of the intervention.
37. Cut-off point
38. Absolute change
39. Reliable change index
40. Percent change
41. These instructional methods are used in the Tier I RTI model and meet the needs of the majority of students.
42. Universal methods
43. Universal screenings
44. Interventions
45. Progress monitoring
46. This provides information about all students in the general education classroom to determine if any are at risk or are below the level of expected performance for their grade.
47. Progress monitoring
48. Curriculum-based assessment
49. Universal screening
50. Curriculum-based measures
51. Within the RTI framework, this allows decisions to be made about when a student’s current educational program needs to be changed through ongoing data collection.
52. Universal screening
53. Progress monitoring
54. Curriculum-based assessment
55. Curriculum-based measure
56. Margot is experiencing difficulty with decoding using the general education curriculum so the reading specialist began to provide services for her in a small group in the classroom to provide more intensive practice. At what level of the RTI model is Margot being served?
57. General education classroom
58. Tier I
59. Tier II
60. Tier III
61. Billy is a third-grade student who is receiving services at the Tier III level of the RTI model. He has reached the criterion score of 85% for four consecutive weeks on his math progress monitoring probes. What should happen next?
62. Billy continues to receive services at Tier III.
63. Billy moves to Tier II and continues to receive less intense services.
64. Billy returns to the general education classroom (i.e., Tier I).
65. He should be referred for a special education evaluation.
66. When teachers adapt or modify the content of the curriculum, the instructional methods they use, or the assessment used with a student, it is called which of the following?
67. Progress monitoring
68. Response to intervention
69. Special education
70. Differentiated instruction
71. Mr. Kiddle believes that each child who is experiencing difficulty in school should be individually evaluated to determine what interventions might address their unique needs. Mr. Kiddle’s philosophy is most closely aligned with which RTI model?
72. Problem-solving model
73. Standard model
74. Special education model
75. Standard protocol model
76. Which of the following progress monitoring tools is *not* commercially available and provided with norm-referenced data?
77. DIBELS
78. AIMSweb
79. Read Naturally
80. Curriculum-based assessments
81. Utilizing the percent of nonoverlapping data points as a measurement of progress, which of the following is considered the range for an effective intervention?
82. 90%-100%
83. 80%-100%
84. 70%-90%
85. 50%-70%
86. Mrs. Morgan is using visual inspection to determine if Mary has made progress on her behavior goals. Mary’s goal was to reduce out-of-seat behavior to no more than 2 occurrences each day. Which of the following graphs ideally represents Mary’s trend line?

A.

B.

C.

D.

1. Which of the following is *not* a requirement under IDEA 2004?
2. The use of RTI for all students
3. That a child’s disability impact educational performance
4. That a child’s difficulties do not stem from a lack of instruction
5. That classroom performance be considered in the evaluation process
6. General education instruction is designed to meet the needs of approximately what percentage of the school population?
7. 100%
8. 90–95%
9. 80–85%
10. 70–75%
11. Which instructional environment are you likely to see at Tier III in the RTI model?
12. Whole group
13. Cooperative learning groups
14. One-on-one
15. All of the above
16. Who might deliver and monitor Tier II interventions in the RTI model?
17. Specialists
18. General education teacher
19. Paraeducator
20. All of the above
21. Michael receives additional support for noncompliant behavior. Prior to intervention his average number of incidents of noncompliant behavior was 18. Following the intervention, the number had decreased to 11. What is the percent change following intervention?
22. 19%
23. 29%
24. 39%
25. 49%
26. Mr. Jean, the principal at Mountain Top School, wants to streamline the RTI process in his building. He’s requiring all students with similar reading challenges to be grouped together and receive interventions through a commercial curriculum the district has purchased. All students will be progress-monitored using the materials that come with the curriculum. Mr. Jean’s philosophy is most closely aligned with which RTI model?
27. Problem solving model
28. Progress monitoring model
29. Special education model
30. Standard protocol model
31. Which of the following is a characteristic of what constitutes a research-based intervention?
32. Interventions that meet effectiveness standards
33. Meets requirements set by the Institute of Education Sciences
34. Random selection of subjects
35. All of the above

**Short Answer**

1. Provide an example of an intervention that could typically occur under each Tier of the RTI model.
2. Identify two primary reasons why RTI was developed as a pre-special education methodology to identify students with mild disabilities and behavioral challenges.
3. Identify the criteria of what constitutes a teaching methodology being a research-based intervention.
4. Which measurement of progress would you choose to use in your classroom? Why?
5. Your school is adopting RTI and you have been tasked with educating the faculty on the two predominate models (Standard Model or Problem-Solving Model). Provide an explanation of each model and present an argument for the model you would personally like selected.
6. Discuss the importance of using a quantitative measure of progress in addition to using informal observation as a method of assessment.
7. Why is the use of RTI especially important for the evaluation process of identifying children with learning disabilities and emotional disturbance?
8. As RTI continues to develop and be implemented in schools, teachers are finding themselves taking on new roles and responsibilities. Discuss at least three of these roles and/or responsibilities.
9. The data collected through the RTI methodology can provide the special education team with important information that was not necessarily provided in older models of special education. What are some important questions about students that can now be easily answered by the RTI model (please provide at least two)?
10. Given the fact that general education methods are designed to meet the needs of 80-85% of the school population, present an argument supporting RTI as a pre-special education process.
11. Mrs. Rodriguez is using the PNDs to determine whether her students have made progress while receiving intensive instruction in identifying story grammar elements. Christina’s highest baseline point was 5 questions correct. There were a total of 15 data points taken, 8 of which were above the baseline point. Determine the PND calculation and if the intervention was effective.
12. Explain the difference between a CBM and a CBA. What is the value of each for progress monitoring purposes?

Chapter 7 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: Because these methods meet the needs of most students, these methods are called universal methods.

1. FALSE.

Explanation: Tier II interventions can be delivered and monitored by teachers, paraeducators, reading or math specialists, or other school staff.

1. FALSE.

Explanation: Students who do not respond to Tier III interventions may be referred for a special education evaluation. A student in Tier III may or may not be eligible for special education.

1. TRUE.

Explanation: Students in Tiers II and III are assessed by careful progress monitoring and trend analysis to determine their progress.

1. TRUE.

Explanation: Addressing the needs of students through the use of research-based interventions is included in federal regulations for both IDEA and ESEA.

1. TRUE.

Explanation: Following the process of differentiated instruction requires that teachers vary instruction according to student needs. When differentiating, instruction may be varied by adapting or changing the content of the instruction, the process of instruction, or the product expected.

1. FALSE.

Explanation: All academic skills are not necessarily included in commercial programs.

1. FALSE.

Explanation: Positive trend lines may be represented as going up or down depending upon the behavior or skill being assessed.

1. FALSE.

Explanation: IDEA 2004 did not specifically require that RTI be included in the assessment of all students who are referred for special education evaluation.

1. TRUE.

Explanation: RTI provides significant data to the special education evaluation process.

**Multiple Choice**

1. C.

Explanation: Curriculum-based measurement is an example of a sensitive measurement of how students respond to instruction. These are a frequently administered measure that compares a student’s progress with an expected rate of progress.

1. D.

Explanation: Tier III interventions may be delivered by specialists, including the special education teacher.

1. A.

Explanation: Discrepancy analysis compares the student’s cognitive ability with the student’s academic achievement to determine if a significant difference between ability and achievement exists.

1. B.

Explanation: Absolute change is measured by comparing the baseline performance with the intervention performance at the end of the intervention period.

1. C.

Explanation: Reliable change index is calculated by subtracting a student’s *pretest* score from the *posttest* score and dividing by the standard error of the difference score.

1. A.

Explanation: Percent of nonoverlapping data points (PNDs) is based on the idea that the data points that are plotted after the intervention begins that are not represented during the baseline or preintervention days are the points that indicate if the intervention is effective.

1. B.

Explanation: A cut-off point is a score or number that the student must reach in order for the determination to be made that progress is occurring as a result of intervention, as determined by the RTI committee or classroom teacher.

1. D.

Explanation: Percent change uses the mean (i.e., average) of the baseline and compares it with the average of the intervention.

1. A.

Explanation: Universal methods are used in the RTI Tier I model, as these methods are believed to work for 80-85% of the students in the general education classroom.

1. C.

Explanation: In order to make certain that instructional and behavior management practices are working schools typically use universal screening measures to provide information about student achievement. Such measures involve assessment of all students in the general education classroom to determine if any are at risk or are below the level of expected performance for their grade.

1. B.

Explanation: Progress monitoring involves monitoring students to determine that they are making progress through the curriculum as expected.

1. C.

Explanation: Margot is being serviced at the Tier II level of the RTI model, as she is being provided with alternative or more intensive strategies for decoding.

1. B.

Explanation: Once students reach (or do not reach) the pre-determined criterion level, students should be moved to the next RTI tier, whether it be up or down. In this case, Billy met the criterion, so he should be moved down to Tier II.

1. D.

Explanation: Differentiated instruction is the term used when referring to adapting or modifying content (i.e., curriculum), instructional methods, and/or assessment procedures.

1. A.

Explanation: Problem-solving model is based upon the belief that each child who is experiencing difficulty in school should be individually evaluated to determine what interventions might address their needs.

1. D.

Explanation: All of the items could be commercially available, but CBA’s are not norm-referenced.

1. C.

Explanation: According to guidelines for PNDs provided by Scruggs & Mastropieri (1998), the range between 70%-90% indicate effective interventions.

1. B.

Explanation: Because Mary’s behavior is a behavior Mrs. Morgan wishes to reduce, the trend line of the data should show a decrease, indicated by a downward sloping trend line.

1. A.

Explanation: IDEA 2004 does not specifically require that RTI be included in the assessment of all students who are referred for special education evaluations.

1. C.

Explanation: General education methods are designed to meet the needs of approximately 80–85% of the school population.

1. C.

Explanation: Tier III interventions are intensive. Services are often delivered in a one-on-one setting.

1. D.

Explanation: Tier II interventions can be delivered and monitored by teachers, paraeducators, reading or math specialists, or other school staff.

1. C.

Explanation: The formula to determine the percent change is: mean of baseline – mean of intervention / mean of baseline. In this scenario, the equation is: 18-11/ 11 = 39%.

1. D.

Explanation: Mr. Jean is supporting the standard protocol model. This RTI model includes:

* All students with similar academic and/or behavioral challenges receive similar interventions.
* Such students are often placed into groups with readily available interventions through a commercially produces curriculum or published interventions.
* These students are typically monitored using the progress monitoring program that corresponds to the curriculum or intervention.

1. B.

Explanation: Research-based methods are those that meet rigorous requirements established by the What Works Clearinghouse of the U.S. Department of Education Institute of Education Sciences. These standards include such components as randomly selected students for participation in the research study and meeting effectiveness standards.

**Short Answer**

1. Accept answers that include discussion of students participating in the general education curriculum adopted by the education agent.

Tier I examples:

* Engaging in a typical general education reading program where students read from a reader, orally and silently read, complete corresponding workbooks.
* Participating in the classroom management program established by the teacher, possibly a token economy where students earn chips that can be traded for prizes.
* Engaging in content area curriculum by completing typical science labs.

Tier II examples:

* Small group instruction for reading to focus on decoding skills.
* Additional instruction provided to reinforce multiplication facts.
* Providing additional time to complete a science lab.
* A student is placed on a points system to monitor behavior.

Tier III examples:

* A reading specialist providing reading comprehension support in a one-on-one setting.
* A special education teacher providing social skills training for two students in a small group setting.
* A behavior specialist is assigned to work with a student one-on-one as wrap around support.

1. RTI was developed as a pre-special education methodology in order to assist with the problems associated with assessing students with mild learning disabilities and behavior challenges. It was also created in order to address the fact that a disproportionate number of students from minority groups were being identified with these disabilities. The goal of RTI is to prevent a child from lagging behind peers in academic and behavioral expectations in the general education setting. As a result, one of the main objectives of RTI is to prevent special education referrals unless the student does not respond to intensive interventions as expected.
2. The What Works Clearinghouse of the U.S. Department of Education’s Institute of Education Sciences established the following criteria to determine if a teaching methodology is research-based:

* Interventions studied with large samples
* Random selection of subjects
* Results provided evidence of effective change or progress
* Often, studies are repeated

1. Accept answers that include a discussion of the chosen measurement along with reasoning associated with the student’s choice. Some components of each possibility are as follows:

Absolute Change

* Examines change in an individual student
* Compare the student’s performance pre- and post-intervention (i.e., baseline with end of intervention performance)
* Easy to calculate but may be difficult to determine generalization to other settings or skills
* Calculated by determining the raw score or a criterion score

Reliable Change Index

* Subtract a student’s posttest score from the pretest score and divide by the standard error of the difference score.
* May detect change more accurately but difficult to calculate quickly
* Need to compare with change across settings or skills

Percent of Nonoverlapping Data Points (PNDs)

* Data points that are plotted after the intervention begins that are not represented during the baseline or pre-intervention days are the points that indicate if the intervention is effective.
* Easy to calculate but may overestimate change
* Need to compare with change across settings or skills

Percent Change

* Uses the mean (i.e., average) of the baseline and compares it with the average of the intervention
* Easy to calculate
* Need to establish guidelines for noticeable change
* Need to compare with change across settings or skills

Visual Inspection

* Graphs may be visually inspected to note if the data are moving in the right direction and to determine if the movement is consistent.
* Very easy to use, but not as accurate and is often subjective
* Need to compare with change across settings or skills
* Need to consider the trend line of the data.
* Positive data trends may be up or down

Informal Observation

* Teacher notices student improvement with a task or behavior that was once interfering with learning
* Very subjective

1. Answers should include the defining features of the selected model and the student’s opinion of the model’s strengths and weaknesses.

Defining Features of the Standard Model include:

* All students with similar academic and/or behavioral challenges receive a similar intervention.
* Students are often placed into groups with readily available interventions.
* Often use commercially produced curricula
* Typically monitored using the same progress monitoring program

Defining Features of the Problem-Solving Model include:

* Each child who experiences difficulty is individually analyzed to determine what possible interventions might address their unique needs.

1. Utilizing a quantitative measure of progress is important in order to provide teachers with firm data regarding intervention effectiveness. These data also provide teachers with information regarding a student’s readiness to move between RTI tiers. Using these data in conjunction with informal observation is important given that the application of a skill indicates a certain level of generalization.
2. The use of RTI is especially important during the evaluation process because IDEA 2004 stipulates that students who are evaluated for special education services are not eligible for services due to the lack of instruction. RTI provides data to the existing evaluation process and provides a more detailed picture of a student’s performance within a general education classroom. RTI provides proof that, even with research-based interventions, a student is not making progress (academically and/or behaviorally) and special education may be warranted. Essentially, RTI provides the IEP team with proof.
3. Accept all answers that provide legitimate new roles and responsibilities, including:

* Collaboration and consultation
* Inclusion process
* Collecting and interpreting screening data
* Differentiation of instruction
* Ensuring high quality general education
* Collecting and interpreting progress monitoring data
* Designing interventions beyond the general education curriculum
* Reporting to the special education evaluation team
* Implementing strategies and instruction with fidelity

1. Accept answers that provide legitimate questions, including:

* Has the student received consistent instruction that included research-based methods?
* Has the student had frequent absences or other interference with consistent instruction?
* Are there specific patterns of performance that can be noted by looking at the progress monitoring data and/or classroom performance?
* Does the student have specific difficulties in one area of academic achievement and classroom performance or is the student struggling across multiple areas or skills?

1. Accept answers that provide a legitimate rationale to support the RTI methodology. Answers may include:

* Students in the remaining 15–20% may not be disabled but simply need an alternative teaching strategy.
* IDEA does not permit students to receive special education services on the basis of lack of instruction, which is improved by RTI.
* IDEA requires documentation of unsuccessful progress with remedial practices in the general education classroom prior to evaluation and placement in special education.

1. To determine PND, determine the highest data point achieved during the baseline period. Count the data points that are above the highest baseline point. Divide the highest baseline total by the number of data points during the intervention, and multiply by 100.

8 / 15 = .53 .53 x 100 = 53%

According to Scruggs & Mastropieri (1998), the treatment should be determined as effective, however this finding is open to question.

1. A CBA is a test designed from the content of the current curriculum to assess student progress (e.g., an end of unit test). A CBM is a frequent measure that compares a student’s progress with an expected rate of progress, usually provided by norm-referenced data or tables.

A CBA is useful for progress monitoring because it provides data about a student relative to what the child knows and continues to have difficulty with in the local curriculum. A CBM is useful for progress monitoring because it allows a child to be compared against children their own age and grade to determine if the child is making expected progress.

Chapter 8

**Chapter Focus**

Professionals working with students who require special education services are concerned with how those students perform on educational measures. The norm-referenced achievement test is one such measure. Of all standardized tests, individually administered achievement tests are the most numerous (Anastasi & Urbina, 1998).

This chapter dicusses several commonly used norm-referenced individual achievement tests. The information presented will enable you to apply your knowledge about reliability and validity to these instruments. You will learn some basic scoring methods that can be generalized to other instruments.

Check Your Understanding

**Activity 8.1**

1. How many parallel forms are included in the *Woodcock–Johnson III Tests of Achievement?* What is the advantage of having different forms of the same instrument?

Answer: Two. The student can take the test again within a short period of time with few practice effects.

1. For what age range is the *WJ III* intended?

Answer: 2–90 years old

1. What populations were included in the norming process of the third edition?

Answer: Clinical groups included in the normative update were individuals with anxiety disorders, ADHD, autism spectrum disorders, and depressive disorders; those with language disorders, mathematics disorders, reading disorders, and written expression disorders; those with head injury; and those considered intellectually or creatively gifted.

1. What new school level is included in the *WJ III?* Why has it been included?

Answer: Students at the college/university level through graduate school. The use of extended age scores provides a more comprehensive analysis of children and adults who are not functioning at a school-grade level.

**Apply Your Knowledge**

Refer to the *WJ III* subtest descriptions in your text. Which subtests would not be appropriate for a student to complete in the standard fashion if the student had a severe fine-motor disability and could not use a pencil or keyboard? What adaptations would be appropriate? Explain the ethical considerations that should be addressed in making such adaptations.

Answer: Understanding Directions

Adaptations: Student may need to describe the picture instead of pointing to the picture.

Calculation

Adaptations: Student may need larger paper to write on or provide answers orally.

Math Fluency

Adaptations: Student may need larger paper to write on or may need to provide answers orally.

Spelling

Adaptations: Student may need the protocol enlarged, may need larger paper to write on or may need to provide answers orally.

Writing Fluency

Adaptations: Student may need to provide answers orally.

Writing Samples

Adaptations: Student may need larger paper to write on or may need to provide answers orally. Student would need to indicate (orally) exactly how to write sentences including when to capitalize, punctuate, etc.

Editing

Adaptations: Student would need to indicate (orally) exactly how to edit the sentences.

Spelling of Sounds

Adaptations: Student may need the protocol enlarged, may need larger paper to write on or may need to provide answers orally.

Punctuation and Capitalization

Adaptations: Student may need larger paper to write on or may need to provide answers orally.

* Ethical considerations include ensuring that the validity and reliability of the test remain intact. The test administrator should consult the manual to determine what types of adaptations are permitted. If the test does not allow for adaptations, maybe another test should be administered.

**Activity 8.2**

1. How is the starting point for the Reading Recognition subtest determined?

Answer: The starting point is the item number that corresponds to the subject’s raw score on General Information. This information is given on the *PIAT-R* protocol in Figure 8.1

1. How is the Reading Comprehension start point determined?

Answer: This subtest is administered to students who earn a raw score of 19 or better on the Reading Recognition subtest.

1. What response mode is used on many of the items in this test?

Answer: Selecting the correct answer from those provided (forced choice).

1. How does this response mode impact scores?

Answer: By providing choices from which students may select, students may guess at answers and consequently inflate their scores.

1. Using the information provided on the portion of the *PIAT–R* protocol (Figure 8.1), determine the Total Reading raw score. Add the Reading Recognition and the Reading Comprehension raw scores. To determine the Total Test raw score, add all subtest raw scores. Write the sums in the appropriate spaces.

Answer: The raw score is 10. NOTE: The remaining parts of this question cannot be answered. The information is not provided in the text.

1. Using the raw score data, look up the standard scores on the following table and write the scores in the appropriate spaces on the protocol sheet.

Answer: NOTE: This question cannot be answered. The information is not provided in the text.

**Apply Your Knowledge**

Make a general statement regarding the student’s academic functioning based on the standard scores you determined on the *PIAT–R.* According to these scores, does the student have any academic strengths or weaknesses?

Answer: NOTE: This question cannot be answered. The information is not provided in the text.

**Activity 8.3**

1. You are concerned about a student who is having difficulty answering questions about reading passages. In addition to assessing the student’s ability with curriculum materials, you decide to assess the student’s skills using a norm-referenced test. Which subtest of the *K–TEA–II* assesses a student’s ability to answer literal and inferential comprehension questions?

Answer: Reading Comprehension and Listening Comprehension

1. Most of your kindergarten students have been making adequate progress in their ability to match sounds, blend sounds, segment sounds, and delete sounds. The data you have collected using CBMs indicate that one student has not made adequate progress. You decide to assess this student using the *K–TEA–II.* Which subtests will you use?

Answer: Letter and Word Recognition and Phonological Awareness

NOTE: Nonsense Word Decoding would not be used, as it is not appropriate for kindergarten students.

1. What is the difference between an item-level error analysis and a within-item error analysis?

Answer: An item-level error analysis determines a pattern of the types of items missed and the within-item error analysis determines the type of process errors made by the student as the item is solved or answered.

**Activity 8.4**

A third-grade boy, age 8 years, 7 months, answered the items on a math calculation subtest in the following manner.

1. 11. 21. 1 31. 1

2. 12. 22. 1 32. 0

3. 13. 23. 1 33. 0

4. 14. 24. 0 34. 0

5. 15. 1 25. 1 35. 0

6. 16. 1 26. 1 36. 0

7. 17. 1 27. 0 37.

8. 18. 1 28. 0 38.

9. 19. 1 29. 0 39.

10. 20. 0 30. 0 40.

1. The basal for this subtest is 5 consecutive items correct and the ceiling is 5 consecutive items incorrect. What is this student’s raw score?

Answer: 25 (Remember: #1-14 count as correct responses).

1. The Daily Math Skills subtest has already been scored. The obtained raw score for the Daily Math Skills subtest was 38. Write the appropriate scores in the spaces provided on the sample protocol.
2. Add the raw scores and place the sum in the raw score box for the math composite score. Look at the norm table below. Locate the standard scores and percentile ranks for this student. Write the scores in the appropriate spaces.

Answers for Questions 2 & 3:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Raw Score | Standard Score | Percentile Rank |
| Math Calculation | 25 | 80 | 10 |
| Daily Math Skills | 38 | 102 | 55 |
| Math Composite | 63 | 92 | 30 |

**Apply Your Knowledge**

With the average standard score of 100 and the median percentile rank of 50, in what area(s) does this third-grade student appear to need intervention?

Answer: Math calculation requires significant intervention.

On the test presented in Activity 8.4, an examiner can determine if there are any significant differences between composite scores. Look at the composite scores listed below. Subtract the scores to determine the amount of difference between the composite scores.

Math Composite 92

Written Language Composite 87

Reading Composite 72

On the following table, write the differences in the appropriate spaces. Examine the table and determine if any of the differences between composite scores are significant.

Answer: The difference between the Math-Reading composite scores is significant at the .01 level.

|  |  |  |  |
| --- | --- | --- | --- |
| **Composite** | **Difference** | **Significant at .05** | **Significant at .01** |
| Math-Written Language | 5 | 17 | 20 |
| Written Language-Reading | 15 | 18 | 22 |
| Math-Reading | 20 | 16 | 19 |

**Apply Your Knowledge**

How would you explain the significant difference concept to the parents of this child? How might this significant difference impact educational interventions?

Answer: The idea of significant difference between subtests indicates that a difference of this size (.01) between a set of scores is unlikely to be by chance, meaning that it is reasonable to conclude (with little room for error) that there is a discrepancy between this child’s math and reading abilities.

Educational intervention may include additional time and more intensive instruction in the area of reading. It would be helpful to conduct additional assessments in the area of reading to determine what specific skills are deficient. For example, is it due to reading decoding, reading comprehension, reading fluency, etc.?

**Activity 8.6**

1. The portion of this error analysis includes the student’s performance on items 35–50. Based on this section of the error analysis, which short vowel sounds seem to be problematic?

Answer: /y/ and /e/

1. In which categories did the student have no errors?

Answer: Medial and Final Blends and Consonant Diagraphs

1. How many errors were made that were considered entire-word mistakes?

Answer: 4

1. How many types of vowel errors were made by this student?

Answer: 5/6 depending upon whether silent letters were pronounced.

1. What is meant by the term misordered sounds?

Answer: The sequence of the sounds were read in the wrong order.

**Apply Your Knowledge**

Give examples of words with insertion and omission errors.

Answer: Answers will vary but should include words where sounds are inserted and omitted. For example:

INSERTION: the word is *water* student says /waters/

OMITTED: the word is *smile* student says /mile/

**Activity 8.7**

1. Which subtest includes items that assess phonemic awareness?

Answer: Early Reading Skills

1. Which subtest includes vocabulary and sentence comprehension?

Answer: Listening Comprehension

1. A student who scores significantly below the levels expected on the subtests of word reading, reading comprehension, spelling, and pseudoword decoding but was within the range expected on other subtests might be referred for additional assessment. What will assessment help to determine?

Answer: Since all of the difficulties are in domains of reading and written language, the additional assessments may help determine what specific problems the student is having with each of these skills and/or the presence of a learning disability.

1. A student in your class seems to take longer to respond in writing on tasks he is asked to do during class time. He also writes much briefer responses and often uses very short, simple words. His reading level is at the range expected. With what skill might this student be struggling?

Answer: Writing fluency.

**Apply Your Knowledge**

Which subtests of the *WIAT–III* would you analyze closely for a student in your class who is struggling in math?

Answer: Math Problem Solving, Numerical Operations, Math Fluency

**Activity 8.8**

1. One student’s responses for the Addition and Subtraction subtest are shown on the *KeyMath–3 DA* protocol in Figure 8.6A below. Calculate the raw score and then write your answer on the protocol.

Answer: Raw Score = 6

1. This student’s other raw scores for the Operations subtests have been entered in Figure 8.6B. Write the raw score calculated in problem 1 in the appropriate space in Figure 8.6B.

Answer: The number 6 should be written on the Addition and Subtraction line, between the numbers 8 and 1 already on the protocol.

1. Add the subtest raw scores to determine the area raw score and then write this score in the figure. Use the portions of the tables (Figures 8.6C and 8.6D) to locate scale scores and standard scores. Write these in the appropriate spaces.

Answer:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Basic Concepts | Raw Score | Scaled Score | Confidence Interval | Age/Grade Equivalent | %tile Rank |
| Mental Computation & Estimation | 8 | 5 |  |  |  |
| Addition & Subtraction | 6 | 2 |  |  |  |
| Multiplication & Division | 1 | 3 |  |  |  |
|  |  |  |  |  |  |
| Area Raw Score | 15 |  |  |  |  |
| Standard Score | 65 |  |  |  |  |

**Apply Your Knowledge**

How would you interpret this student’s standard scores for his parents? Write your explanation.

Answer: The standard score is the student’s score once compared to the norm group (whose average is 100). So, if the average on the test is 100, this student scored 65, meaning (s)he is not achieving at grade/age level on this specific subtest (Operations).

**Activity 8.9**

1. A third-grade student obtained the *KeyMath–3DA* area standard scores shown at the bottom of Figure 8.7B. Write the standard scores in the appropriate spaces in Figure 8.7A. Indicate whether the comparisons are >, <, or = and determine the differences.
2. Using the information provided in Figures 8.7B and 8.7C, determine whether the differences found in problem 1 are significant. Write the significance level and the frequency of occurrence in Figure 8.7A.

Answer for Questions 1 & 2:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area** | **<, >, =** | **Area** | **Standard Score Difference** | **Significance Level** | **Frequency of Occurrence** |
| 75 | > | 65 | 10 | <.05 | >10% |
| 75 | < | 82 | 7 | NS | >10% |
| 65 | < | 82 | 17 | <.01 | >10% |

**Apply Your Knowledge**

Identify this student’s strengths and weaknesses based on your understanding of significant differences. How would you explain this information to the student’s parents?

Answer: This student has significant weakness in the operations area when compared with the other areas. This indicates that (s)he seems to be able to use math in an applied manner but has difficulties when required to solve math problems (calculations).

**Activity 8.10**

1. This student’s scaled scores and confidence intervals have been entered below on the score profile sheet. Complete the sheet by shading in the profile in Figure 8.8. Complete the profile of the area scores at the bottom of the profile. How would you interpret these scores for parents?

Answer: NOTE: Faculty will need to check student responses on Figure 8.8.

1. What are the areas and skills of concern?

Answer: Algebra seems to be the weakest skill. Multiplication & Division and Foundations of Problem Solving are also scoring below the average.

**Activity 8.11**

1. On the *WJ III DRB,* which subtests assess decoding skills?

Answer: Letter-Word Identification, Reading Fluency, Word Attack

1. A student who has difficulty with decoding skills may have underlying weaknesses in what areas?

Answer: Phonemic awareness, Phonics, Sight words

1. What factors contribute to reading comprehension?

Answer: All pre-reading skills need to be in place in order to foster comprehension. Once a student is able to decode, they build fluency, which impacts reading comprehension rate (students who read too slow often do not comprehend well). Having a robust vocabulary is also important in reading comprehension.

**Apply Your Knowledge**

Even though the *WJ III DRB* and other diagnostic tests measure academic skills, what other factors may influence academics that are not measured on academic achievement tests?

Answer: Answers may vary but could include: personal factors such as hunger, tiredness or just having a bad day. Disabilities could also influence academic skills.

**Activity 8.12**

1. One of the subtests of the *PAL* tests the student’s ability to repeat sequences with their fingers. What is the name of this subtest?

Answer: Finger Sense.

1. Which subtest assesses a student’s ability to select the correct spellings of words?

Answer: Word Choice.

1. On which subtests are phonemic awareness and early prereading skills assessed?

Answer: Alphabetic Writing, Receptive Coding, Expressive Coding, Rapid Automatic Naming, Rhyming, Syllables, Phonemes, Rimes, Pseudoword Decoding.

1. Which complex subtest requires the student to be able to understand concepts such as position placement in a sequence of letters in order to respond to the task?

Answer: Receptive Coding.

Think Ahead Exercises

**Part I**

1. Indicates the amount of chance occurrence of the difference between two scores.

Answer: N. Level of significance

1. Statewide assessment instruments are one form of \_\_.

Answer: C. Group achievement test

1. Reading passages from the basal text are used to assess students’ reading levels at the end of each chapter. This is a form of \_\_\_.

Answer: L. Curriculum-based assessment

1. When one student is compared with a national sample of students of the same age, it is called \_\_\_.

Answer: J. Norm-referenced tests

1. Reading decoding and reading comprehension scores on a test will yield an overall reading score. In this example, reading decoding and reading comprehension are \_\_\_.

Answer: E. Composite scores

1. The *K–TEA–II* and the *PIAT–R* are individually administered \_\_\_.

Answer: F. Achievement tests

1. A broad-based instrument that samples a few items across the domains of a curriculum is called a(n) \_\_\_.

Answer: B. Screening test

1. A student’s classroom performance in reading is inconsistent. Her teacher is not certain that he has identified where her performance is breaking down. In order to obtain more specific and in-depth information about this student’s reading skills, he might use a different \_\_\_.

Answer: D. Diagnostic test

1. When informal methods and classroom interventions do not seem to have effective results, a teacher may need additional assessment information. This information can be provided by using \_\_\_\_\_ to compare the student to national average performance.

Answer: A. Individualized achievement test

1. Are designed to measure strength, talent, or ability in a particular domain or area.

Answer: G. Aptitude test

**Part II**

1. This diagnostic mathematics test is normed for students through the grade skill levels of twelfth grade.

Answer: *KeyMath–3*

1. This test, which provides a model of performance in reading, offers a diagnostic look at reading without necessitating the administration of an entire achievement battery.

Answer: *Woodcock–Johnson III Diagnostic Reading Battery*

1. This test has standard and supplemental batteries.

Answer: *Woodcock–Johnson Tests of Achievement–III*

1. This diagnostic test may be used in the very early grades to assess the cognitive abilities and functions required for reading.

Answer: *Process Assessment of the Learner: Test Battery for Reading and Writing*

1. This diagnostic test would not be used to assess complex calculus skills or other college- level math.

Answer: *Test of Mathematical Ability*

1. This test provides cluster scores and individual subtest scores.

Answer: *Woodcock–Johnson Tests of Achievement–III*

1. These academic achievement instruments were co-normed with their cognitive assessment instruments.

Answer: *WJ III Tests of Achievement Form C/Brief Battery*

*Woodcock–Johnson III Diagnostic Reading Battery*

*Kaufman Test of Educational Achievement–II*

*Wechsler Individual Achievement Test–III*

1. This achievement test includes a Language Composite that measures both expressive language and receptive listening skills.

Answer: *Process Assessment of the Learner: Test Battery for Reading and Writing*

1. This academic achievement test includes many multiple-choice items that may encourage guessing.

Answer: *Peabody Individual Achievement Test–R*

1. This test includes measures for rapid naming.

Answer: *Kaufman Test of Educational Achievement–II*

1. This vocabulary assessment asks the student to name pictures or provide synonyms.

Answer: *Expressive Vocabulary Test–2*

1. This vocabulary test was co-normed with the *PPVT–4.*

Answer: *Expressive Vocabulary Test–2*

Chapter 8 Test Bank

**True and False**

1. Screening tests are appropriate for determining placement and eligibility in special education services.
2. Norm-referenced tests do not assess for skills related to non-core content areas, like social studies, because the instrument may not match the curriculum to which the student has been exposed.
3. Expressive language skills are used in speaking and writing.
4. In order to determine a student’s level of academic functioning, one of the following tests might be used: achievement, aptitude, diagnostic, cognitive, or adaptive behavior.
5. Aptitude tests are designed specifically to measure what a student has learned.
6. When administering a norm-referenced test, all subtests must be administered.
7. The Peabody Picture Vocabulary Test-4 is a measure of expressive language.
8. The Wechsler Individual Achievement Test-III provides two ways of determining disabilities: (1) the traditional ability-achievement discrepancy method, and (2) by evaluating patterns of strengths and weaknesses.
9. Many assessments have multiple versions (e.g., version A and version B) in order to allow students to be assessed multiple times in a fairly short amount of time.
10. Composite scores are the scores that are used to compare a student against grade or age norms.

**Multiple Choice**

1. These tests are used to measure a specific ability, for example, fine-motor ability.
2. Diagnostic test
3. Achievement test
4. Aptitude test
5. Screening test
6. These tests are designed specifically to measure what the student has learned.
7. Diagnostic test
8. Achievement test
9. Aptitude test
10. Screening test
11. This type of assessment is a brief test containing items that survey a range of skill levels, domains, or content areas. They are typically used to determine weak areas.
12. Diagnostic test
13. Achievement test
14. Aptitude test
15. Screening test
16. When carefully administered, these tests are specifically designed to yield reliable and valid information by comparing a student with their peer group.
17. Aptitude test
18. Diagnostic tests
19. Norm-referenced tests
20. Adaptive behavior scales
21. Once the raw score has been determined, this is often completed on a separate form allowing the team to determine the educational needs of the student.
22. Item-level error analysis
23. Within-item error analysis
24. Diagnostic analysis
25. Screening analysis
26. What term refers to a student using inner language concepts and applying them to what is heard?
27. Receptive language
28. Expressive language
29. Written language
30. Spoken language
31. What term defines utilizing language skills in speaking or writing?
32. Receptive language
33. Expressive language
34. Reflective language
35. Language assessment
36. These tests measure how well students adapt to different environments.
37. Adaptive behavior scales
38. Achievement tests
39. Aptitude tests
40. Diagnostic tests
41. This derived score is used specifically to determine ongoing progress.
42. Grade equivalent
43. Age equivalent
44. Growth scale value
45. Significant level
46. This is used to determine current areas of strength as well as future potential.
47. Domain
48. Subtest
49. Achievement test
50. Aptitude test
51. Which of the following tools is aligned to the NCTM standards?
    1. Test of Mathematical Abilities-2
    2. KeyMath Diagnostic Assessment-3
    3. Peabody Individual Achievement Test-4
    4. Kaufman Test of Educational Achievement-3
52. Information regarding a student’s functional range within an assessment based on the subtest raw scores can be found in which of the following?
53. Tables
54. Index
55. Domains
56. Basal
57. In determining significant difference between scores, a significant difference at the .05 level indicates which of the following?
58. There is a 5% chance that the difference is significant.
59. There is a 95% chance that the difference is due to error.
60. There is a 5% chance that the difference is due to error.
61. There is a difference of 5% between the scores.
62. The following is totaled in order to determine the scaled scores for a given subtest.
63. Percentile ranks
64. Age and grade equivalents
65. Raw score
66. All of the above
67. Which of the following indicates when diagnostic instruments may be used?
68. Once every three years
69. Before each annual review
70. To determine if exit criteria are met
71. When additional information is needed to make decisions about interventions

1. The percentile ranking of a student on a standardized diagnostic test indicates which of the following?
2. The student has been ranked according to the performance of other students in the norm group.
3. The student is above the percentile stated.
4. The student is below the percentile stated.
5. The student has performed in the expected range.
6. The most important step for teachers learning new diagnostic instruments is which of the following?
7. Meeting with the parents before the testing
8. Becoming familiar with the correct responses
9. Becoming familiar with the test manual and test
10. All of the above
11. This is the first score to be calculated and is used to determine the standard score.
12. Raw score
13. Percentile rank
14. Scaled score
15. Composite score
16. On this instrument, the student reads stories aloud to the teacher, who scores rate, accuracy, fluency, comprehension, and overall reading ability.
17. Gray Oral Reading Test-5
18. Test of Reading Comprehension-4
19. Test of Written Language-4
20. Test of Written Spelling-5
21. This assesses areas of math functioning that might not be addressed by other instruments.
    1. Test of Mathematical Abilities-2
    2. KeyMath-3
    3. Peabody Individual Achievement Test-Revised
    4. Kaufmann Test of Educational Achievement-III
22. This instrument is consistent with Cattell-Horn-Carroll (CHC) theory of cognitive abilities and comes with extended tests to further test specific skills and abilities.
23. Woodcock-Johnson IV Tests of Achievement
24. Process Assessment of the Learner-II
25. Gray Oral Reading Test-5
26. Test of Reading Comprehension-4
27. This instrument measures a student’s verbal comprehension skills by presenting the student with a series of stimuli and asking the student to discriminate a given stimulus that best represents an orally stated word.
28. Peabody Picture Vocabulary Test-4
29. Expressive Vocabulary Test-2
30. Test of Language Development-4
31. Test of Written Language-4
32. This test assesses the processes used in initial emerging reading and writing skills as well as other skills needed for the intermediate grades.
33. Woodcock-Johnson IV
34. Process Assessment of the Learner-II: Test Battery for Reading and Writing
35. Peabody Individual Achievement Test-Revised
36. Kaufman Test of Educational Achievement-III
37. This following is an individually administered achievement battery.
38. Woodcock-Johnson IV Tests of Achievement
39. Kaufman Test of Educational Achievement-III
40. Wechsler Individual Achievement Test-III
41. All of the above
42. This test assesses overall writing, contrived writing and spontaneous writing.
43. Gray Oral Reading Test-5
44. Test of Reading Comprehension-4
45. Test of Written Language-4
46. Test of Written Spelling-5

**Short Answer**

1. Discuss why practice and mastery of a standardized instrument are necessary before actual administration of that instrument.
2. What are the reasons for using basal and ceiling levels in the administration of a comprehensive standardized instrument?
3. Describe some similarities and differences between norm-referenced assessments and curriculum-based assessments.
4. Describe some circumstances under which a teacher might make the decision to use a specific diagnostic instrument.
5. Describe the criteria you would consider when selecting a diagnostic instrument to use with a particular student.
6. Discuss the sample of individuals included in the norming process of the Woodcock-Johnson IV Test of Achievement. Provide an explanation as to why the details of the sample are important in determining the validity of the test.
7. Explain the importance of error analysis in your own words.
8. Explain when a teacher might use a screening test.
9. The WIAT-III provides two ways for determining learning disabilities. Discuss each.
10. Identify some domains that are evaluated through achievement testing. What specific skills would be evaluated in each domain?
11. Identify the subtests included in the standard and extended batteries in the Woodcock-Johnson IV Test of Achievement.
12. Identify the subtests in the Peabody Individual Achievement Test-Revised (PIAT-R NU).

Chapter 8 Test Bank Answer Key

**True and False**

1. FALSE.

Explanation: Screening measures are not appropriate or specific enough for determining eligibility or placement for special education services. These measures are designed to provide a brief overview of a student’s general skills.

1. FALSE.

Explanation: While content areas are difficult to assess using norm-referenced assessments because the content of the curriculum varies from school to school, such subjects are assessed in norm-referenced tests, such as the Woodcock-Johnson IV Tests of Achievement (WJ IV).

1. TRUE.

Explanation: Expressive language skills represent an individual’s language output, which can be delivered through speaking and writing.

1. FALSE.

Explanation: In comprehensive assessment, achievement tests are used along with aptitude, diagnostic, cognitive and, often, adaptive behavior scales. Together, these will provide educators with a comprehensive view of a student’s academic functioning.

1. FALSE.

Explanation: Achievement tests are designed to measure what a student has learned. Aptitude tests are thought to indicate current areas of strength as well as that student’s future potential.

1. FALSE.

Explanation: Depending upon the test or the student’s abilities, specific subtests may not be administered according to the administration guidelines.

1. FALSE.

Explanation: The Peabody Picture Vocabulary Test is a measure of receptive language in the form of verbal comprehension skills.

1. TRUE.

Explanation: The WIAT-III provides these two distinct ways to determine eligibility: (1) the traditional ability–achievement discrepancy method, and (2) the analysis and determination of processing strengths and processing weaknesses and how these relate to achievement.

1. TRUE.

Explanation: Many assessments provide equivalent forms (A and B) so that students can be assessed more than once in a short period of time.

1. FALSE.

Explanation: Composite scores are the total of subtest raw scores. Raw scores are used to determine standard scores, which compare a student to the normed sample.

**Multiple Choice**

1. A.

Explanation: Diagnostic assessments are used to obtain further information about a specific skill or area of academic achievement. In so doing, they are geared towards measuring the specific ability, an example of which would be fine-motor ability.

1. B.

Explanation: Achievement tests are designed to measure what the student has learned.

1. D.

Explanation: Screening tests are brief tests containing items that survey a range of skill levels, domains, or content areas. They are typically used to determine weak areas.

1. C.

Explanation: Norm-referenced tests, when administered carefully, yield reliable and valid information by comparing a student’s performance with that of a peer group evaluated in the standardization process.

1. B.

Explanation: Within-item error analysis evaluates the types of errors made by the student. This is completed after the raw score has been determined, and allows the team to make a determination of the educational needs of the student.

1. A.

Explanation: Receptive language is when inner language concepts are applied to what is heard.

1. B.

Explanation: Expressive language is when language skills are used in speaking or

writing.

1. A.

Explanation: Adaptive behavior scales measure how well students adapt to different environments.

1. C.

Explanation: Growth scale values are derived scores used as another measure to determine ongoing progress.

1. D.

Explanation: Aptitude tests are designed to measure strength, talent, or ability in a particular area or domain.

1. B.

Explanation: KeyMath-3 was developed to be in alignment with the NCTM standards, and the details of the alignment are outlined in the test manual.

1. A.

Explanation: Often in the supplementary materials found with and assessment, there are tables provided with information regarding a student’s functional range according to the subtest raw scores.

1. C.

Explanation: In determining significant differences between scores, a significant difference at the .05 level indicates that there is a 5% chance that the difference is due to error. In other words, this means that the chances are 95 out of 100 that a true difference exists and that there are only 5 chances out of 100 that the difference is by error or chance.

1. C.

Explanation: Raw scores are used to determine scaled scores for a given subtest.

1. D.

Explanation: Diagnostic instruments are used when teachers need additional information to make the correct decisions for educational interventions.

1. A.

Explanation: Percentile ranking of a student on a standardized diagnostic test indicates the student has been ranked according to the performance of other students in the norm group of the assessment.

1. C.

Explanation: In order to learn a new diagnostic instrument, teachers should become familiar with the test and the test manual prior to administering the assessment.

1. A.

Explanation: The raw score is the first score to be calculated and is used to determine the standard score.

1. A.

Explanation: The Gray Oral Reading Test-5 (GORT-5) provides the teacher with a method of analyzing oral reading skills. This instrument is a norm-referenced test where the student reads stories aloud to the teacher, who scores rate, accuracy, fluency, comprehension, and overall reading ability.

1. A.

Explanation: The Test of Mathematical Abilities-2 was designed to assess areas of math functioning that might not be addressed by other instruments.

1. A.

Explanation: The Woodcock-Johnson IV Tests of Achievement is consistent with the Cattell-Horn-Carroll (CHC) theory of cognitive ability and comes with an extended test containing additional subtests to tap the variety of specific skills and abilities.

1. A.

Explanation: The Peabody Picture Vocabulary Test-4 (PPVT-4) measures a student’s verbal comprehension skills by presenting a series of four visual stimuli and requesting the student to discriminate the stimulus that best represents the orally stated word. This test, along with other material provided in the examiner’s manual, can assist with planning interventions for promoting language development.

1. B.

Explanation: The Process Assessment of the Learner-II: Diagnostic Assessment for Reading and Writing is designed to assess the processes used in initial and emerging reading and writing skills as well as other skills expected during the intermediate grades in school. Subtests include alphabet writing, copying, coding, compositional fluency and others.

1. D.

Explanation: The Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ IV); Kaufman Test of Educational Achievement, Third Edition (K-TEA-3); and Wechsler Individual Achievement Test, Third Edition (WIAT-III) are all individually administered achievement batteries.

1. C.

Explanation: The Test of Written Language-4 assesses overall writing, contrived writing and spontaneous writing.

**Short Answer**

1. Answers may vary but could include:

* It is necessary for teachers to practice and master a standardized instrument before they administer it so that the teacher is familiar with the test, protocol, basal, ceilings, scoring requirements, and so on.
* In essence, thorough understanding of the instrument allows its administrator to maintain the reliability and validity of the assessment, allowing the data obtained during the assessment to be considered a reasonable demonstration of the student’s ability.

1. Answers may vary but could include:

* The basal and ceiling system is used in an effort to eliminate asking students questions that are reasonably expected for them to know.
* Questions that would be considered too easy are usually accounted for by the basal measure.
* Once a student hits the ceiling, the test is discontinued in an effort not to frustrate the student.

1. Answers may vary but could include:

* Norm-referenced assessments are standardized assessments that are designed to compare a student’s performance against a national sample of students who are the same age or in the same grade.
* Curriculum-based assessments are typically teacher created and assess content that was taught in the classroom curriculum.

1. Answers may vary but could include:

* A teacher may choose to use a diagnostic assessment to learn more about a child’s specific strengths and weaknesses.
* A teacher may also use a diagnostic assessment if a more general test of achievement was administered and there was a deficit area.
* Administering a diagnostic assessment would allow the teacher to dig deeper into a problem area in an effort to determine where the child was experiencing difficulty.
* Such efforts could, in turn, provide the teacher information on which to base decisions about interventions for the student.

1. Answers may vary but could include:

* Diagnostic tests should test the skill set the teacher suspects represents a specific problem area.
* Diagnostic tests should be age and/ or grade appropriate for the student.

1. Answers may vary but could include:

* Information on the standardization and norm sample provided by the authors indicates the national sample included 7,416 participants for the development of the battery.
* There were 46 states represented in the sample, with a diverse set of ages represented.
* Clinical validity studies included samples of individuals with learning disabilities in reading, math, and writing, individuals with traumatic brain injury, individuals with language delay, autism spectrum disorders, ADHD, and cognitive disabilities.
* A sample of gifted individuals was also included.
* This sample size and make up would improve the validity of the test by virtue of its size and diversity, increasing the likelihood of a more representative sample.
* The inclusion of individuals with disabilities is particularly important for validity in the use of the test for special education purposes.

1. Answers will vary but could include:

* Error analysis allows for the comparison of the types of items answered correctly against those answered incorrectly (called item-level error analysis).
* Error analysis also allows for the evaluation of the types of errors students made while attempting to complete a task (called within-item error analysis).
* By completing the various types of error analysis the evaluator can achieve deeper levels of understanding of the types of items that present difficulty, and aspects of individual tasks that are difficult; this deeper understanding allows for the development of more detailed and sophisticated educational objectives.
* Through doing so, the evaluator can also determine the best way to continue to monitor progress of these skills through classroom assessment.

1. Answers may vary but could include:

* Screening tests are brief tests that sample a few items across skills or domains.
* Screening tests may help determining a student’s weak areas, or those that need additional assessment in order to determine specific skill mastery or weakness.
* A screening instrument could be used as a benchmarking tool to determine if a student is making progress.
* A screening instrument can assist in a situation where a teacher is concerned that a student may need additional interventions or may need to be referred for an evaluation.

1. Answers may vary but could include:

* The first method is the ability-achievement discrepancy model, which is the traditional model for identifying learning disabilities. In essence, students must demonstrate a severe discrepancy between the scores they achieve on norm-referenced ability and achievement assessments.
* The second method is the determination of a pattern of strengths and weaknesses with the parallel determination of processing strengths and processing weaknesses and how these relate to achievement. This is a more progressive way to identify learning disabilities and is more in line with the RTI model. Here, students strengths and needs are identified and needs are addressed through various instructional pedagogy. In the event the student does not make progress, they receive more intensive instruction.

1. Answers may vary and should include the subtests and domain areas discussed in class and/or presented in the text.
2. The WJ-IV consists of the following subtests contained in each battery:

|  |  |
| --- | --- |
| **Standard Battery** | **Extended Achievement Test** |
| *Letter-Word Identification* | *Reading Recall* |
| *Applied Problems* | *Number Matrices* |
| *Spelling* | *Editing* |
| *Passage Comprehension* | *Word reading Fluency* |
| *Calculation* | *Spelling of Sounds* |
| *Writing Samples* | *Reading Vocabulary* |
| *Word Attack* | *Science* |
| *Oral Reading* | *Social Studies* |
| *Sentence Reading Fluency* | *Humanities* |
| *Math Facts Fluency* |  |
| *Sentence Writing Fluency* |  |

1. The PIAT-R NU includes the following subtests:

|  |
| --- |
| **Subtests** |
| *General Information* |
| *Reading Recognition* |
| *Reading Comprehension* |
| *Mathematics* |
| *Spelling* |
| *Written Expression* |

Chapter 9

**Chapter Focus**

This chapter addresses the assessment of behaviors that decrease academic engaged time and interfere with learning, such as externalizing (acting out) behaviors (including those attributed to attention deficit disorders), and the assessment of emotional and social difficulties of students. The 1997 IDEA amendments included new mandates for the assessment of behaviors that may impede student academic success. These regulations remained in the 2004 IDEA. A discussion of tier-one behavioral management is presented briefly at the beginning of this chapter. Methods used for functional behavioral assessment as well as published instruments used to measure behavioral and emotional difficulties are discussed. Specific requirements for determining emotional disturbance are presented at the end of the chapter.

Check Your Understanding

**Activity 9.1**

1. Analyze the observations of Jessica’s behavior for antecedent, behavior, and consequence.

Answer:

|  |  |  |
| --- | --- | --- |
| **A** | **B** | **C** |
| Monday, October 10 |  |  |
| Teacher instructs class to get ready for math. | Jessica asks irrelevant question regarding the field trip on Thursday. | Teacher responds that they are going on the trip on Thursday. |
| Jessica is told to look in her desk for her math book. | Jessica throws pencil on the floor and then picks it up. | Teacher tells Jessica to get to work. |
| Teacher tells Jessica to get to work. | Jessica crumples up paper and throws it and her book on the floor. | Teacher tells Jessica to go to the office. |
| Teacher tells Jessica to go to the office. | Jessica smiles and leaves. | Escape?  Attention? |
| Tuesday, October 11 |  |  |
| Teacher instructions the class to get their math books out. | Jessica gets up to sharpen her pencil. | Teacher asks Jessica a question regarding classroom procedure. |
| Teacher asks Jessica a question regarding classroom procedure. | Jessica does not respond. | Teacher informs Jessica of the procedure. Tells her to get her math book out and check her homework. |
| Teacher tells Jessica to get her math book out and check her homework. | Jessica slams book on desk and groans. | Teacher ignores Jessica. |
| Teacher tells Jessica to open her book. | Jessica throws her book on the floor. | Teacher tells Jessica to go to the office |
| Teacher tells Jessica to go to the office. | Jessica smiles and leaves. | Escape?  Attention? |

1. What additional important information was obtained in the functional interview?

Answer: The functional interview revealed that:

* Jessica is responsible for younger siblings when she comes home from school and she is often too tired to do homework when she gets home from school.
* Jessica indicated that the work in class has gotten too hard and she is unable to keep up.
* There is a childcare problem in the home in the morning and the children need to be up at 4:30 to go to their aunt’s home.
* Jessica is not comfortable talking about these issues in front of other people.

**Apply Your Knowledge**

Based on your analysis of the antecedents, behaviors, and consequences displayed in the above scenario, what purpose is her behavior serving for Jessica? What would you recommend for an intervention plan?

Answer: In class, Jessica is trying to avoid participating in math class because she does not understand what is going on and usually does not have her homework done. She successfully escapes the situation because the teacher sends her to the office.

Intervention Plan: Jessica needs time in school for two things. First, she needs time for remediation of the content with which she is not comfortable. Second, Jessica needs a time set aside in school to do her homework before she leaves school.

**Activity 9.2**

1. Analyze the anecdotal recording. What are the antecedents, behaviors, and consequences?

Answer:

|  |  |  |
| --- | --- | --- |
| **A** | **B** | **C** |
| Amber is presented with a math worksheet. | Looked through desk. | Delayed starting assignment. |
|  | Dropped worksheet on floor. | Delayed starting assignment. |
|  | Sharpened her pencil. | Delayed starting assignment. |
|  | Looked around room. Watched other students. | Escape/avoid assignment. |
| Noises in hall or outside. | Looked in the hallway or out the window. | Escape/avoid assignment. |

1. Analyze the latency recording information.

Answer: It took Amber 5 minutes to begin working after she received the worksheet. She worked for 2 minutes and then was off-task for 2 minutes. She then worked for 1 minute.

1. Analyze the interval recording data. How often is the student on task?

Answer: Overall, Amber spent a total of 3 minutes on-task (30% of the time). Seven of the 10 minutes were spent off-task (70% of the time).

**Apply Your Knowledge**

Based on the information provided, why do you think Amber is having difficulty with this task? What interventions would you suggest for Amber?

Answer:

* Amber seems to be trying to delay/avoid/escape completing the math worksheets. Amber could be highly distractible and/or not understand the math content. More in-depth assessment regarding distractibility and content understanding would be needed to determine systemic problems.
* Interventions should include decreasing the latency issue and remaining on-task for longer periods of time. In addition, Amber needs to develop proficient skills with the math content.

**Activity 9.3**

1a. Does Matt’s misbehavior warrant a manifestation determination?

Answer: No. It appears as if Matt’s behavior has not been an issue at all this year. The student who shoved Matt essentially “started” the situation. Because Matt has not been in trouble all year, it is assumed he has no suspended days. Matt may be suspended from school provided that is what the school’s code of conduct requires for fighting, provided it is not for more than 10 days.

1b. From the information provided, does it seem that his IEP and BIP are appropriate? Why or why not?

Answer: It would appear that Matt’s IEP/BIP are appropriate, as he has not had any disciplinary problems this year. However, Matt was unable to implement one of his anger control or conflict resolution skills. It would appear as if the IEP/BIP should be adjusted to engage Matt in learning to generalize his new skills.

2a. Does Liz’s misbehavior warrant a manifestation determination?

Answer: Yes. It would appear as if Liz is experiencing some sort of underlying problem. Although she has not had any problems in the past, something is currently bothering her. She is having difficulty with her peers. Because Liz inflicted bodily injury on another student, she could face a 45-day change of placement. A manifestation determination should be held in order to determine if Liz’s behaviors are stemming from her disability and/or determine if there is a new problem previously unidentified.

2b. From the information provided, does it seem that her IEP is appropriate? Why or why not?

Answer: No. It would appear that given the systemic changes in Liz’s behavior and her inability to be friends with her peers, she may be in need of social skills training. Something else may be bothering Liz that requires some sort of intervention, as she seems to not be able to work through it by herself.

**Activity 9.4**

1. Which students have made mutual choices?

Answer: Sue & Mary (Movies)

Jason & Jake (Best Work)

Jason & Jake (Leader)

Jake & Kristie (Best Work)

John & George (Movies)

Sam & George (Movies)

Jennifer & Emily (Movies)

Emily & Kristie (Movies)

Kristie & Jennifer (Leader)

Kristie & Jennifer (Best Work)

Sam & John (Movies)

1. Which students seem to be isolated from their peers?

Answer: Although all students were chosen, Sue was only selected once by one peer. Sam, Emily and Mary were only selected twice. Mary was selected twice by the same peer (Sue).

1. Which students appear to be in cliques or groups?

Answer: Jennifer & Kristy

Jason & Jake

1. Which students seem to be the most socially popular?

Answer: Kristy, Jennifer, Jason

1. Who are the academic “stars”?

Answer: Kristy, Jason, Jake

**Apply Your Knowledge**

List other questions that you believe are useful in developing a sociogram.

Answer: Answers will vary.

Think Ahead Exercises

**Part I**

1. Ms. Lancaster wants to determine the exact number of times Lindsay inappropriately leaves her seat. Ms. Lancaster needs this information before she can begin an intervention. Her initial data collection is referred to as the \_\_\_.

Answer: O. Event recording

1. Information about a student’s behavior can be obtained by questioning persons who work with that student. However, in order to determine what behavior occurs in a specific environment, the method of \_\_\_ will need to be used over multiple sessions.

Answer: B. Direct observation

1. Mr. Malapati writes down information about a student’s behavior that he will later analyze for antecedent, behavior, and consequence. He has used \_\_\_ as part of a functional behavioral assessment.

Answer: E. Anecdotal recording

1. Mrs. Elliott notices that Bryan has not been able to complete class work in the amount of time allotted. All other students in the class usually finish within the time frame expected. Bryan also seems to take more time preparing to begin assignments than his classmates. To establish a baseline about this specific behavior, Mrs. Elliott will need to record the \_\_ time between the time she issues the assignment and the time Bryan begins to work.

Answer: P. Latency

1. Mr. Dodd and other school personnel have observed Cal’s off-task behavior in several settings. In assessing Cal’s overall school performance with a particular focus on behavior, the school psychologist might administer a(n)\_\_\_ to measure Cal’s distractibility and sustained focused attention.

Answer: M. Continuous performance test

1. A test that requires the psychologist to analyze story responses a student gives when shown specific picture cards is called a(n) \_\_\_.

Answer: K. Apperception test

1. Although much information can be obtained from norm-referenced standardized assessments, in order to analyze a student’s progress and productivity in a curriculum, \_\_\_\_ should be collected and evaluated.

Answer: L. Work samples

1. The evaluation of the information collected in question 7 is called \_\_\_.

Answer: C. Permanent product recording

1. Mrs. O’Connor questions Martin, one of her third-grade students, after she breaks up a playground fight he initiated. Martin is quite upset and tells Mrs. O’Connor that his parents were fighting that morning before school and he witnessed his father shoving his mother. This incident may be referred to as the \_\_\_ of Martin’s behavior on the playground.

Answer: Antecedent. NOTE: This term is not an option in the list.

1. Assessment techniques such as completing sentence stems and drawing pictures of a house or person are called \_\_\_.

Answer: R. Drawing tests

1. Assessment reveals that a student’s continued calling out during class time is a strategy used by the student to gain the teacher’s attention. Assessment that identifies the reason(s) for a particular behavior is known as \_\_\_.

Answer: G. Functional behavior assessment

1. Students display many varieties of behaviors during a school day. When a specific behavior is identified as problematic requires intervention, it is referred to as \_\_\_.

Answer: J. Target behavior

**Part II**

Read the following scenario. Complete an analysis of the scenario and identify the highlighted phrases or words behaviorally.

A middle-school student has begun **arguing** and **getting into fights** during **unstructured times** during the school day. You observe that nobody seems to provoke the student, but rather the student becomes argumentative **whenever another student jokingly touches** or **comes near** the target student. The result of the student’s problematic behaviors is that the student who was jokingly touching or coming near the target student **backs away** and **leaves the target student alone**. The target student seems to be happier during structured times with adult supervision. Upon questioning the target student, you learn that his older brother **has been hitting the target** student when **the parents are not at home**.

Present your analysis here:

Answer:

* Answers may vary but may include the following:
  + Arguing—verbally disagreeing with another student
  + Getting into fights—physically pushing another student
  + Unstructured times—a time of day when students choose what they wish to do.
  + When another student jokingly touches—when a student bumps, shoves, pushes, etc. the target student; student is usually smiling when the touch occurs.
  + Comes near—when a student comes within 12 inches of the target student.
  + Backs away—when the student takes at least one step backwards from the target student.
  + Leaves the target student alone—student leaves the area where the target student is.
  + Has been hitting the target—brother physically touches the target student in an aggressive manner (hitting, punching, kicking, etc.)
  + Parents are not at home—parents are not in the house.

Chapter 9 Test Bank

**True and False**

1. Latency recording measures the amount of time elapsed between the specific stimulus and the actual response.
2. Projective techniques are used to assess the student's feelings when shown various stimuli.
3. Roberts-2, like its predecessor Roberts Apperception Test for Children, is an example of a test that requires students to express their feelings based on a picture card provided.
4. Checklists, questionnaires, and parent interviews are techniques that require assessment personnel to conduct direct observation of student behavior.
5. When a child has been sent from the classroom for misbehavior and the child feels a sense of relief, the function of the target behavior is escape.
6. When the total learning environment is analyzed to determine if there are factors that contribute to a specific behavior, it is called ecological assessment.
7. Drawing tests assess a student’s feelings about what they perceive is happening in a picture.
8. Academic engaged time is a technical term that simply means how long a student is required to be in class during the school day.
9. Research has shown that punitive types of disciplinary procedures are effective in long-term changes in negative behaviors.
10. When the school has not followed either the IEP or the FBA, the student cannot be suspended.

**Multiple Choice**

1. Which of the following must be conducted to determine if misbehaviors are related to a child's disability?
2. An individualized education program
3. A transition plan
4. A behavior intervention plan
5. A manifestation determination
6. Which of the following is designed to increase positive behaviors and decrease negative behaviors?
7. A functional behavioral assessment
8. Replacement behaviors
9. A behavioral intervention plan
10. All of the above
11. Which of the following is an assessment that utilizes multiple components to determine the specific purpose of targeted behaviors?
12. A functional behavioral assessment
13. A replacement behavioral assessment
14. A behavioral intervention assessment
15. A behavior intervention plan
16. Prior to beginning a behavioral observation, which of the following must be determined?
    1. Replacement behaviors
    2. Positive rewards for appropriate behavior
    3. Target behavior
    4. Antecedents
17. Direct observation enables the observer to note how often a behavior occurs and to establish which of the following?
    1. Consequences
    2. A baseline
    3. Target analysis
    4. Rapport for follow-up interview
18. An event that occurs prior to the target behavior that increases the likelihood of the target behavior occurring is known as which of the following?
    1. Antecedent
    2. Baseline
    3. Target behavior
    4. Consequence
19. An event that occurs prior to a target behavior but not in the same environment is known as which of the following?
    1. Setting event
    2. Consequence event
    3. Negative event
    4. Related event
20. Every five minutes during math class, the teacher notes when Helen is on or off task. Helen's behavior is being observed and recorded using which of the following methods?
    1. Anecdotal
    2. Latency
    3. Interval recording
    4. None of the above
21. Linda has difficulty with talking out in class at inappropriate times. In order to determine if this behavior occurs more during a specific time of day, the teacher decides to note each occurrence. Linda's behavior is being observed and recorded using which of the following methods?
22. Establishing operation
23. Latency recording
24. Duration recording
25. Time sampling
26. Which of the following methods of data collection would be most useful in determining an antecedent event?
    1. Latency recording
    2. Anecdotal recording
    3. Duration recording
    4. Frequency counting
27. Which of the following is a graphic representation of the social dynamics of a classroom?
    1. A graphic distribution
    2. A sociogram
    3. A social distribution graphic
    4. An ecological assessment
28. Judy, a young preschooler, has temper tantrums. With interventions, the tantrums continue but do not seem to be as intense or as long. In order to determine if Judy's tantrums are truly decreasing in length, the teacher should use which of the following?
29. Latency recording
30. Duration recording
31. Anecdotal recording
32. Magnitude recording
33. This principle is founded in the theory that behaviors are maintained or increased by the reinforcing events that follow the event or behavior.
34. FBA theory
35. Academic engagement theory
36. Observational principle
37. Behavioristic principle
38. IDEA allows for students with behavioral issues to be suspended for a maximum of
39. 10 days
40. 15 days
41. 20 days
42. 25 days
43. Mrs. Tilger notices that Michael is very often getting out of his seat to wander around the room. What data recording method should she use to determine how many times Michael gets out of his seat?
44. Duration recording
45. Latency recording
46. Event recording
47. Interval recording

1. The school psychologist completes an observation of Jean and determines that she engages in an off-task behavior, on average, every six minutes. This is recorded as which of the following?
2. Duration
3. Interval
4. Interresponse time
5. Anecdotal
6. The school guidance counselor comes into your room to observe a student, Susan. The counselor notices that Susan spent 15 minutes of the 43-minute class time walking around the room. The counselor obtained these data by performing what type of method?
7. Latency recording
8. Duration recording
9. Anecdotal observation
10. Interval recording
11. Lists of academic or behavioral skills that the respondent completes by checking the appropriate responses.
12. Rating scale
13. Checklist
14. Interview
15. Questionnaire
16. What type of observation is conducted when an evaluator orally asks the respondent the questions and encourages objective, detailed information?
17. Rating scale
18. Checklist
19. Interview
20. Questionnaire
21. Which of the following is not a projective assessment?
22. Draw a person test
23. Sentence completion test
24. Apperception test
25. Behavior rating profile test
26. Janet entered the classroom and wandered around the room. Once the teacher redirected Janet to her seat, she sat down and began looking for her materials for class. The teacher began instruction and Janet continued to look through her things. As the teacher continued, Janet looked around the room and waved to her friend. The teacher is concerned with what aspect of Janet’s behavior in this case?
27. Academic achievement
28. Vision
29. Duration
30. Latency
31. These assessments are used to analyze a student’s feelings by what the student projects into the story card or other stimulus.
32. Projective techniques
33. Ecological assessments
34. Assessments of attention disorders
35. Rating scale assessments
36. These events make a consequence more attractive.
37. Establishing operations
38. Setting events
39. Antecedents
40. Observations
41. This assessment method is similar in content to a checklist, but the respondent indicates their response along a continuum allowing for interpretation of extreme behavior.
42. Functional behavior analysis
43. Rating questionnaire
44. Interview
45. Questionnaire
46. This assessment gathers data by encouraging the respondent to describe behaviors or situations where the behavior occurs with objective, narrative statements.
47. Rating scale
48. Checklist
49. Projective techniques
50. Questionnaire

**Short Answer**

1. Historically speaking, discuss why federal legislation was passed to address students with behavioral problems.
2. What are the manifestation determination requirements that must be met prior to a student being disciplined?
3. What is the difference between a functional behavioral assessment and a functional behavior analysis?
4. Define the term *tantrum* in behavioral terms.
5. Discuss three issues that teachers should consider when administering questionnaires.
6. How is a sociogram developed and what purpose does it serve?
7. What are the characteristics that students may demonstrate in order to be found eligible under the category of emotional disturbance?
8. Mark and Joey are in the same math class. Mark was looking through his materials in his desk while not attending to the work assigned by the teacher. Joey was working on his math class assignment and Mark began talking to Joey. Joey was distracted and was not able to redirect himself back to the task. The teacher reprimanded Joey. Mark laughed. Identify the ABCs of Joey and Mark’s behavior.
9. Using the anecdotal format for observation provides a basis for analyzing the ABCs of behavior. What are the ABCs (and define each)?
10. List and define the direct observation techniques that can be used by school personnel.
11. What are the three levels at which a schoolwide positive behavioral support system should be provided?
12. What is a manifestation determination and why would a student need one?

Chapter 9 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: Latency recording is a method that involves time. Using this method, the evaluator measures the amount of time that elapses from the presentation of a stimulus until the response occurs.

1. TRUE.

Explanation: Projective techniques are used to analyze a student’s feelings by what the student projects into the story card or other stimulus.

1. TRUE.

Explanation: *Roberts-2* is an apperception test where a student indicates their feelings about what they perceive to be happening in a picture or other stimulus. This test gives information about adaptive indicators, clinical problems such as aggression or anxiety, and measures such as social-cognitive functioning..

1. FALSE.

Explanation: Checklists, questionnaires, and parent interviews are all indirect observational techniques, not direct observational techniques.

1. TRUE.

Explanation: When a child misbehaves to get out of a particular situation or task, they are trying to escape, which will likely come with a sense of relief for the child.

1. TRUE.

Explanation: Ecological assessment analyzes the student’s learning environment.

1. FALSE.

Explanation: Drawing tests require a student to draw figures that are then evaluated to determine a student’s feelings toward self, home and family. They are scored developmentally and projectively.

1. FALSE.

Explanation: Academic engaged time is the term that describes when the student is actively involved in the learning process.

1. FALSE.

Explanation: Kubick, Bard, & Perry (2000) showed that punitive types of disciplinary procedures such as suspension and expulsion from school often resulted in more harm to the student or caused the student’s negative behaviors to escalate.

1. TRUE.

Explanation: When the school has not followed either the IEP or the FBA, the student cannot be suspended.

**Multiple Choice**

1. D.

Explanation: A manifestation determination must be conducted to determine if serious misbehaviors are related to a child's disability.

1. C.

Explanation: A behavior intervention plan (BIP) is specifically designed to decrease negative behaviors and increase positive behaviors.

1. A.

Explanation: A functional behavioral assessment (FBA) is a multi-component assessment to determine the purpose (function) of target behaviors.

1. C.

Explanation: A target behavior must be identified and defined prior to observations being completed.

1. B.

Explanation: Baseline data can be determined from direct observation.

1. A.

Explanation: An antecedent is an event that occurs prior to the target behavior and increases the likelihood that it will occur.

1. A.

Explanation: A setting event occurs prior to a target behavior but not in the same exact environment as the target behavior.

1. C.

Explanation: Interval recording is the sampling of a behavior intermittently for very brief periods of time, and is used to observe frequently occurring behaviors.

1. D.

Explanation: Time sampling is a method where the behavioral observation samples behavior through the day or class period, and uses frequency counting to determine how often behaviors are occurring.

1. B.

Explanation: Anecdotal recordings are a sound method for determining antecedent events.

1. B.

Explanation: A sociogram is a graphic representation of the social dynamics of a classroom.

1. B.

Explanation: Duration recording is used when the length of the behavior is the target variable of the behavior.

1. D.

Explanation: Behavioristic principle is founded on the theory that behaviors are maintained or increased by the reinforcing events that follow the event or behavior.

1. A.

Explanation: IDEA allows students with behavioral problems to be suspended for a maximum of 10 days.

1. C.

Explanation: Event recording records the frequency of a target behavior*.*

1. C.

Explanation: The amount of time between target behaviors is called the interresponse time.

1. B.

Explanation: Duration data were collected to determine Susan was walking around the room for 15 minutes.

1. B.

Explanation: A checklist lists academic or behavioral skills that the respondent completes by checking the appropriate responses.

1. C.

Explanation: An interview is conducted when an evaluator orally asks the respondent the questions and encourages objective, detailed information.

1. D.

Explanation: The behavior rating profile test is not a projective assessment. It is a rating scale.

1. D.

Explanation: The latency of Janet’s behavior is of concern here. Latency recording, or recording the amount of time that elapses before the target behavior occurs is the way to approach this situation.

1. A.

Explanation: Projective techniques are used to analyze a student’s feelings by what the student projects into the story card or other stimulus.

1. A.

Explanation: Establishing operations (EO) are events that make a consequence more attractive. An EO is an event that occurs just before the target behavior that alters the receptivity of the consequence and increases or decreases the probability of occurrence of the target behavior.

1. B.

Explanation: Rating questionnaires are similar in content to a checklist, but the respondent indicates their response along a continuum allowing for interpretation of extreme behavior.

1. D.

Explanation: Questionnaires gather data by encouraging the respondent to describe behaviors or situations where the behavior occurs with objective, narrative statements. These will include questions about a student’s behavior or academic concerns that may be answered by the student or by the parent or teacher.

**Short Answer**

1. Historically speaking, IDEA includes provisions for students with behavioral problems because of the following:

* Students were repeatedly suspended or expelled from school (i.e. FAPE issues).
* Discipline often resulted in more harm to the student or caused behaviors to escalate.
* IDEA amendments addressed these issues to ensure that students requiring special education support were assisted with their behavioral needs rather than merely punished for behaviors.

1. The manifestation determination requires that

* A student’s IEP was appropriately written and followed.
* The IEP must include the present levels of educational performance and behavioral functioning.
* A Behavior Intervention Plan (BIP)must be in place and must be based upon an FBA.

1. Functional Behavioral Assessment

* A multi-component assessment to determine the purpose (function) of target behaviors
* Seeks to answer the question of why inappropriate behavior is occurring
* Defines the target behavior
* Determines when the behavior occurs and does not occur
* Generates hypotheses about possible functions

Functional Behavioral Analysis

* During the indirect assessment and the direct observation phases of the assessment, hypotheses are generated regarding the purpose or function of the behavior.
* The variables believed to be triggering the behavior and the possible consequences following the behavior are manipulated.
* By this manipulation, it can be determined exactly why the student is using the behavior.

1. Answers may vary, but the word *tantrum* may be defined to include these behaviors:

* Screaming
* Kicking feet
* Hitting
* Throwing
* Stomping feet

1. Put forth in Elliot, Busse, and Gresham (1993), some issues to consider when using rating scales are as follows:

* Ratings are summaries of observations of the relative frequency of specific behaviors.
* Ratings of social behavior are judgments affected by one’s environment and the individual rater’s standards for behavior.
* The social validity of the behaviors one assesses and eventually treats should be understood.
* Multiple assessors of the same child’s behavior may agree only moderately.
* Many characteristics of a student may influence social behavior; however, the student’s sex is a particularly salient variable.

1. A sociogram is developed by the teacher creating questions that everyone in the class answers. The teacher then creates a class diagram or map, which depicts who chose whom when answering the questions. The teacher can use the data to determine which students are liked, disliked, seen as leaders, isolated, and so on. The teacher may also develop a cooperative learning group, social skills group, and the like, in order to encourage students to expand their circle of peers.
2. In order to be qualify as a student with emotional disturbance, the student must display one or more of the following characteristics:
   * + An inability to learn that cannot be explained by other factors (such as a sensory or learning disorder)
     + Difficulty in establishing and maintaining relationships with peers and adults
     + Behaviors that are inappropriate for the circumstances
     + A persistent mood of unhappiness or depression
     + Physical symptoms manifested as the result of fears or concerns about school or other problems

8. Joey’s behavior

* Antecedent—Mark talking to Joey
* Behavior—Joey talking, socializing during class (staying off task)
* Consequence—Teacher reprimand

Mark’s behavior

* Antecedent—Looking through desk
* Behavior—Mark talked to Joey
* Consequence—Mark continued with impunity (behavior was reinforced)

1. The ABCs of behavior are as follows:
   * + Antecedent—triggers the behavior
     + Behavior—the individual displays
     + Consequence—thought to maintain or reinforce the behavior
2. Direct observation techniques often used by school personnel include:

* Event (frequency) recording - Recording the frequency of a target behavior
* Time sampling – Method using frequency counting to determine how often behaviors are occurring.
* Interval recording - Sampling a behavior intermittently for very brief periods of time
* Duration recording - Observations that involve the length of time a behavior occurs
* Latency recording - Observations involving the amount of time that elapses from the presentation of a stimulus until the response occurs
* Interresponse time - The amount of time between target behaviors
* Anecdotal recording - observations of behavior in which the teacher notes all behaviors and interactions that occur during a given period of time.

1. A schoolwide positive behavioral support system should be in place for students at the school-wide, class-wide and individual levels.
2. A manifestation determination is a procedure to determine if a student’s behavior is the result of or manifested by the student’s existing disability. Must occur immediately and before a student receiving special education services can be suspended for more than 10 school days.

Chapter 10

**Chapter Focus**

Chapter 10 presents common assessment measures of cognitive ability and adaptive behavior. Classroom teachers may be asked to conduct adaptive behavior assessments, and they should also understand intelligence tests and how and why they are used.

Check Your Understanding

**Activity 10.1** NOTE: Many of the terms used in Activity 10.1 are not discussed in the chapter.

1. Case involving administering tests in a language other than the child’s native language.

Answer: B. *Diana v. Board of Education*

1. Case concerning students who were placed in a school for students with emotional disturbance without the benefit of nondiscriminatory assessment.

Answer: G. *Lora v. New York City Board of Education*

1. Standardized norm-referenced assessment of cognitive abilities; the indirect measurement of the construct of intelligence.

Answer: L. Measurement of different constructs

1. When, as the result of discriminatory assessment, minority students are placed in dead-end educational or vocational tracts.

Answer: D. Inequitable social consequence

1. When a test measures different constructs for people of different groups.

Answer: J. Measurement of different constructs

1. A test may accurately predict for one group of students but not as accurately for another group, which results in this.

Answer: F. Differential predictive validity

1. A numerical representation of intellectual ability.

Answer: K. IQ Score

1. When the examiner does not possess skill in communicating in the student’s native language, it may result in this.

Answer: I. Examiner language bias

1. Case finding that the use of IQ tests to place black students in classes for persons with mental retardation was a discriminatory practice.

Answer: H. *Larry P. v. Riles*

1. Case finding the same IQ tests to be nondiscriminatory even though a few items were found to be biased.

Answer: A. *PASE v. Hannon*

**Apply Your Knowledge**

Summarize how court cases have influenced the use of intelligence tests.

Answer: Answers may vary but should include a discussion regarding the fact that litigation has taken place for a variety of reasons, including the improper use of IQ scores, bias in IQ testing, native language bias and administration problems, and availability of funds and services. Because of the discontentment in the use of IQ tests in the past, they continue to be a source of debate. In essence, the court cases brought about have changed the way the discipline evaluates intelligence and in some cases, have established precedents for the policies and procedures that are mandated in federal legislation.

**Activity 10.2**

1. This instrument has four index scores that measure perceptual reasoning, verbal comprehension, working memory, and processing speed.

Answer: C. WISC-IV

2. This Wechsler test is designed to be used through adulthood.

Answer: A. WAIS-IV

3. This subtest presents math story problems, and performance can be influenced by attention span and concentration or working memory.

Answer: N. Working memory index

4. On this subtest, the examiner asks the student how two things are alike.

Answer: J. Similarities

5. This index score represents the student’s ability to attend and process information in completing tasks.

Answer: P or R. Processing speed index

6. On this subtest, the examiner provides clues that the student uses to respond with a specific word.

Answer: Q. Word reasoning

7. The subtests on this index represent the student’s ability to quickly respond on fine-motor tasks.

Answer: P or R. Processing speed index

8. This instrument includes subtests that assess tasks believed to measure one’s simultaneous and successive processing ability on cognitive tasks.

Answer: K. K-ABC-II

9. This subtest assesses an individual’s perceptual reasoning without requiring the use of fine-motor skills.

Answer: U. Figure weights

10. Performance on this verbal comprehension subtest can be influenced by the student’s conscience or moral sense.

Answer: S. Comprehension

11. This subtest is divided into two parts, forward and backward, and measures auditory short-term memory and freedom from distractibility.

Answer: G. Digit span

12. This IQ score reflects the performance of the student on all four indices.

Answer: F. Full-scale IQ

13. This Wechsler test was designed to be used with children from the ages of 2 years and 6 months to 7 years and 3 months.

Answer: B. WIPPSI-R

14. Which of the cognitive assessment instruments can be administered to school age students ages 6–16?

Answer: C. WISC-IV

**Apply Your Knowledge**

Which of the subtests described for the Wechsler scales can be influenced by weakness in the visual-motor areas?

Answer: The processing speed subtests of Coding, Symbol search and Cancellation require visual-motor processing and fine-motor skills.

1. This term means that a student processes information one bit at a time, with each new piece of information linked to the previous bit of information

Answer: Sequential processing

1. What two broad cognitive abilities are included in the CHC theory of intelligence?

Answer: Broad fluid and Crystallization

1. Which index might be particularly useful when assessing a student whose primary language is Spanish?

Answer: Nonverbal Index

1. For very young students, what types of scores are available?

Answer: General Cognitive Scores: Fluid Crystallized Index, Mental Processing Index

**Apply Your Knowledge**

What type of information is represented on a test that assesses crystallized intelligence?

Answer: Crystallized intelligence assesses general information learned from the environment or previous experiences.

**Activity 10-4**

1. What areas appear to represent strengths in cognitive processing?

Answer: Nonverbal and Visual-Spatial Reasoning

1. What areas represent the areas of concern?

Answer: Working Memory

1. What areas would be of concern to you as a teacher planning instruction?

Answer: Instruction should focus on helping the student with paying attention, remembering information and processing information that is presented verbally.

1. Look at the domain scores. In what way is this student best able to process math?

Answer: This student is best able to process math in nonverbal ways (Nonverbal domain score of 12).

**Apply Your Knowledge**

What recommendations would you make to this student’s parents about assignments that need to be completed at home?

Answer: It may be best to present information in a visual, nonverbal format. They will need assistance with understanding written directions, possibly by providing an example of a completed problem or question.

**Activity 10-5**

1. \_\_\_ has a strong theoretical base that includes different ways to interpret the test based on those theories.

Answer: Kaufman Assessment Battery for Children–2nd edition

1. \_\_\_ is the Wechsler scale that assesses adults.

Answer: Wechsler Adult Intelligence Scale–4th edition

1. The \_\_\_includes both verbal and nonverbal domains.

Answer: Stanford-Binet Intelligence Scales–5th edition

1. This test includes an attentional domain.

Answer: There is no assessment presented that meets this criterion.

**Apply Your Knowledge**

When would a school psychologist give more than one measure of cognitive evaluation for an initial evaluation?

Answer: When the first test administered was not a valid administration or if the school psychologist needed additional data from another instrument to determine the child's ability or processing on specific types of tasks (such as cross battery assessment).

**Activity 10-6**

1. Adaptive behavior is the ability to \_\_\_.

Answer: Adapt to and function in various environments.

1. Assessments of adaptive behavior may be used to \_\_\_.

Answer: Determine if students are eligible for special education services under the label of mental retardation.

1. According to Reschly (1982), what are the four concepts of the assessment of adaptive behavior?

Answer: Developmental appropriateness, Cultural context, Situational or generalized behaviors, and Domains.

**Apply Your Knowledge**

What research findings about adaptive behavior were summarized by Harrison (1987)?

Answer: Answers should include the following:

* There is a moderate relationship between adaptive behavior and intelligence.
* Correlational studies indicate that adaptive behavior has a weak relationship with school achievement, but the effect of adaptive behavior on achievement may be greater than the correlations indicate, and adaptive behavior in school may have a greater relationship with achievement than adaptive behavior outside school.
* There is typically a moderate to a moderately high relationship between different measures of adaptive behavior.
* Adaptive behavior is predictive of certain aspects of future vocational performance.
* There is a possibility that the use of adaptive behavior scales could result in the declassification of mentally retarded individuals, but no evidence was located to indicate that this is actually happening.
* There are few race and ethnic group differences on adaptive behavior scales.
* There are differences between parents’ and teachers’ ratings on adaptive behavior scales.
* Adaptive behavior scales differentiate among different classification groups such as normal, mentally retarded, slow learner, learning disabled, and emotionally disturbed.
* Adaptive behavior scales differentiate among mentally retarded people in different residential and vocational settings.
* Adaptive behavior is multidimensional.
* Adaptive behavior can be increased through placement in settings that focus on training in adaptive behavior skills.
* Adaptive behavior scales exhibit adequate stability and interrater reliability.

Think Ahead Exercises

NOTE: Some of the terms used in this exercise are not used within the chapter.

1. Because many of the instruments used to assess intelligence and achievement include numerous items of a verbal nature, the assessment of students whose primary language is not English should be given a(n) \_\_\_ measure in addition to other measures.

Answer: G. Nonverbal

1. IDEA includes statements of determining eligibility that require the team to exclude \_\_\_ as the primary reason for a disability before determining a student eligible for special education services.

Answer: J. Environmental influence

1. Minority students who may appear to be within the range of mental retardation on measures developed for use with students from the majority culture may not be within the range of mental retardation on \_\_\_ measures.

Answer: B. Adaptive behavior

1. Students who have a dominant language other than English are often referred to as being bilingual, and students whose primary language is English and nonstandard English are referred to as \_\_\_.

Answer: E. bidialectal

1. Bilingual students may have difficulty with both the language items on standardized assessments and the level of \_\_\_ required to perform well on the items.

Answer: H. Acculturation

1. Once the standardized assessment has been completed, an examiner may use the method of \_\_, incorporating teaching, to determine the student’s potential to learn failed items.

Answer: K. Dynamic assessment

1. The measure of \_\_\_ is actually a ratio comparing a student’s mental age and chronological age.

Answer: C. IQ

Chapter 10 Test Bank

**True and False**

1. In special education, it is clearly understood how to determine intelligence through assessment.
2. When assessing students from culturally different backgrounds, the use of adaptive behavior scores is one possible method of reducing bias.
3. The Vineland Adaptive Behavior Scale measures overall cognitive ability.
4. IDEA requires that adaptive behavior be assessed when evaluating students to determine the presence of learning disabilities.
5. The Stanford-Binet Intelligence Scales is a nonverbal measure of intellectual ability.
6. When assessing students who have linguistic differences, a fair assessment of cognitive abilities may include administering a nonverbal measure.
7. IQ scores are measurements of innate potential in a person.
8. Although IQ testing is controversial, it remains a valid indicator of student performance in academic tasks.
9. Care should be taken when choosing an adaptive behavior scale, as some scales may have norms that better represent the demographics of the student currently being assessed.
10. The theories upon which IQ tests are based influence their use and interpretation.

**Multiple Choice**

1. Which of the following statements about intellectual assessment is true?
   1. Experts in the field of intellectual assessment have different definitions of intelligence.
   2. Experts in the field of intellectual assessment believe that intelligence is the most important factor in assessment.
   3. Experts in the field of intellectual assessment have targeted specific tests that completely eliminate bias.
   4. Experts in the field of intellectual assessment do not think intellectual assessment is predictive of anything of significance.
2. The influence of one culture on another culture is known as which of the following?
   1. Acculturation
   2. Environmental influence
   3. Adaptive behavior
   4. Innate potential
3. Which of the following individuals developed the theory of multiple intelligences?
   1. B.F. Skinner
   2. Sigmund Freud
   3. David Wechsler
   4. Howard Gardner
4. Which of the following batteries was designed to assess nonverbal intelligence?
   1. UNIT
   2. CTONI 2
   3. TONI-3
   4. All of the above
5. Which of the following instruments is designed to assess intellectual functioning using a theory of simultaneous and successive processing?
   1. Stanford-Binet IV
   2. WISC-IV
   3. K-ABC-II
   4. All of the above
6. Which of the following types of intellectual assessment instruments are more commonly used with children who are bilingual?
   1. Acculturation
   2. Nonverbal instruments
   3. English verbal instrument
   4. All of the above
7. On the Stanford-Binet V, the factors assessed include:
8. Verbal and nonverbal
9. Verbal only
10. Nonverbal only
11. None of the above
12. Using the WISC-V, which of the following contributes to strength in the area of verbal comprehension?
13. Similarities
14. Picture concepts
15. Letter-number sequencing
16. All of the above
17. In the Cattell-Horn-Carol theory of intelligence, which of the following constitutes its foundation of intellectual ability?
18. General intellectual functioning
19. Broad cognitive abilities
20. Narrow abilities of cognitive functioning
21. All of the above
22. When using the AAMR Adaptive Behavior Scale-School, Second Edition (ABS-S2), the process of determining whether persons meet the criteria for the diagnosis of mental retardation is divided into which of the following two parts:
23. Academic achievement and social behavior
24. Academic achievement and independent living skills
25. Independent living skills and social behavior
26. None of the above
27. When a child obtains a significantly low score on an IQ test and this is determined to be a valid estimate of the student's ability, it usually means:
28. The student will likely have difficulty in school without interventions.
29. This will not have an impact on educational achievement.
30. This child will always require self-contained special education support.
31. The student should probably not be permitted to attend school.
32. Assessing one’s ability to function in various environments requires measuring which of the following?
33. Achievement
34. Intelligence
35. Adaptive behavior
36. Cognitive ability
37. Historically, the formula used to calculate IQ is
38. MA / CA x 100
39. CA – MA x 100
40. 100 – CA x MA
41. 100 – MA x CA
42. This type of assessment views the ceiling as an area of functioning that warrants further investigation.
43. Intelligence testing
44. Achievement testing
45. Adaptive behavior assessment
46. Dynamic assessment
47. Administering subtests from two or more tests to determine if a weakness exists in a particular skill or ability is a practice consistent with which of the following?
48. Dynamic assessment
49. Adaptive behavior assessment
50. Cross battery assessment
51. None of the above
52. The mean score and standard deviation for the WISC-V are which of the following, respectively?
53. 80, 15
54. 90, 10
55. 100, 10
56. 100, 15
57. Which of the following people may fill out an adaptive behavior assessment?
58. Teacher
59. Parent
60. Job coach
61. All of the above
62. The use of intelligence tests remains controversial in part because of inappropriate use in the past. Which of the following represents a major court case that has involved the assessment of intellectual ability?
63. Larry P. v. Riles
64. PASE v. Hannon
65. Both A and B
66. Neither A nor B
67. Intelligence testing is likely to remain a substantial part of the assessment process because of which of the following?
68. Our objective knowledge of what constitutes intelligence
69. A known correlation between scores on IQ tests and school achievement
70. The proven validity of IQ tests for all students
71. All of the above
72. Adaptive behavior is considered to be which of the following?
73. Multidimensional.
74. Having few ethnic group differences
75. Having few race group differences
76. All of the above.
77. It has been recommended that the KBIT be used for which of the following purposes?
78. Comprehensive assessment of intellectual functioning
79. Screening of intellectual functioning
80. Adaptive behavior assessment
81. Achievement and vocational assessment
82. The Woodcock-Johnson IV Tests of Cognitive Ability includes which of the following?
83. Standard and extended batteries
84. Measures of cognitive ability
85. Measure of academic skills
86. All of the above
87. The test measures reasoning and memory skills through the nonverbal presentation of the subtests.
88. UNIT
89. CTONI 2
90. TONI-3
91. Wechsler Nonverbal Scale of Ability
92. Which of the following should be considered as a key factor in deciding upon a measure of intelligence?
93. The use of multiple measures to account for a variety of abilities
94. The research based methods of the instrument
95. Selecting measures that will provide useful information
96. All of the above
97. The Vineland Adaptive Behavior Scales, Second Edition is a comprehensive evaluation that includes which of the following?
98. Maladaptive behavior scale
99. Transportation navigation scale
100. Communication with peers scale
101. Requests assistance scale

**Short Answer**

1. Guidelines have been provided for the appropriate use of IQ tests. Discuss at least three of these guidelines in your own words.
2. Explain what is meant by the term “adaptive behavior” and provide specific examples.
3. Discuss the possible ways in which IQ testing may be biased.
4. Discuss three considerations that should be addressed when determining which adaptive behavior scale to use with a student.
5. Several issues regarding IQ testing have been debated in the literature. Discuss at least three of these issues.
6. Identify the four primary index clusters (or index *scales*) measured by the WISC-V. What subtests are included in each measure?
7. Litigation has played an important part into how we use intelligence testing to identify students with special education needs. Choose one court case and discuss its significance in changing how we use IQ tests.
8. Discuss the concept of cross-battery assessment and why evaluators would participate in this type of assessment.
9. Why would an evaluator choose to administer a test of nonverbal intelligence?
10. Explain why all intelligence tests do not claim to assess the same constructs.
11. Calculate the IQ score given the following information:

Mental Age = 4

Chronological Age = 10

1. Explain why intelligence continues to be assessed if the very notion of intelligence is a controversial one.

Chapter 10 Test Bank Answer Key

**True and False**

1. FALSE.

The measurement of intelligence has been a controversial issue in the educational and psychological assessment for the pas several years. While many agree that it exists and its definition is possible, the way in which it is tested is not clear-cut.

1. TRUE.

Explanation: Adaptive behavior measurement is viewed as a method of promoting nonbiased assessment of culturally different students (Mercer, 1979; Reschly, 1982).

1. FALSE.

Explanation: The Vineland Adaptive Behavior Scale assesses adaptive behavior, such as daily living skills and socialization, not cognitive ability.

1. FALSE.

Explanation: IDEA requires the use of adaptive behavior scales when a student is being evaluated as being mentally retarded.

1. FALSE.

Explanation: The Stanford-Binet is not a nonverbal test of intellectual ability. Significant portions of the test are verbal.

1. TRUE.

Explanation: Nonverbal tests of intellectual ability are designed to measure the intellectual ability of children and adolescents for whom it might be difficult to obtain an accurate estimate of ability using tests that are heavily weighted with verbal content (for example, children and adolescents who have hearing impairments, who are from culturally or linguistically diverse environments, or who have not mastered the English language).

1. FALSE.

Explanation: IQ scores are measures of behaviors an individual has already learned. These scores are then used in an attempt to predict future learning. IQ scores being innate is a long-standing myth.

1. TRUE.

Explanation: IQ testing, although controversial, is likely to remain a part of the assessment process because what is assessed by the IQ test is correlated to school performance.

1. TRUE.

Explanation: Examiners should be cautious in selecting the scale appropriate for the student’s needs, as some scales have been normed using very specific populations.

1. TRUE.

Explanation: The theories upon which IQ tests are based influence their use and interpretation because there are several theories of intelligence currently being discussed in the literature.

**Multiple Choice**

1. A.

Explanation: Each test of intellect is designed to measure intelligence as each developer has defined the construct. The theory upon which the assessment is based influences its use and interpretation. Often, experts pose different definitions of intelligence.

1. A.

Explanation: Acculturation is the influence of one culture on another.

1. D.

Explanation: Howard Gardner developed the theory of multiple intelligences.

1. D.

Explanation: All of the assessments listed, UNIT, CTONI 2 and the TONI-3 are all tests of nonverbal intelligence.

1. C.

Explanation: The K-ABC-II was designed to assess intellectual functioning using the idea of simultaneous and successive processing as one of its theoretical bases.

1. B.

Explanation: Students who do not speak English fluently may be better tested using a nonverbal instrument.

1. A.

Explanation: The factors assessed using the Stanford-Binet V include verbal and nonverbal intelligence.

1. A.

Explanation: In the WISC-V the Similarities subtest supports the score for Verbal Comprehension. In other words, a student who scores high on this subtest, along with the other subtests within the Verbal Comprehension cluster, is likely to have strength in the area of verbal comprehension.

1. D.

Explanation: The Cattell-Horn-Carol (CHC) theory of intelligence is founded on three levels, or stratums, of intellectual ability. The first level is general intellectual functioning, commonly called the *g* factor. The next level is composed of broad cognitive abilities, and the final level is made up of narrow abilities of cognitive functioning.

1. C.

Explanation: Test developers constructed ABS-S2 as one method to determine whether persons meet the criteria for the diagnosis of mental retardation (Lambert, Nihira, & Leland, 1993). The ABS-S2 is divided into two parts (a) independent living skills and (b) social behavior.

1. A.

Explanation: The student will likely have difficulty in school without interventions due to the student’s sub-average intelligence and lack of adaptive behavior skills.

1. C.

Explanation: Adaptive behavior is the measuring of one’s ability to function in various environments.

1. A.

Explanation: Historically, IQ is calculated by dividing the mental age by the chronological age and multiplying by 100 (MA / CA x 100). Therefore, a child with a mental age of 9 and a chronological age of 11 would have an IQ of around 82.

1. D.

Explanation: Dynamic assessment views the ceiling as an area of functioning that warrants assessment.

1. C.

Explanation: Cross battery assessment requires administering subtests from two or more tests to determine if a weakness exists in a particular skill or ability.

1. D.

Explanation: The mean score of the WISC-V is 100 with a standard deviation of 15.

1. D.

Explanation: Adaptive behavior scales are designed to be answered by anyone familiar with the student’s functioning in the everyday world.

1. C.

Explanation: Both of these cases have involved the assessment of intellectual abilities.

1. B.

Explanation: Intelligence testing is likely to remain a substantial part of the assessment process because of the known correlation between performance on IQ tests and school achievement (Reschly, Grimes, 1995).

1. D.

Explanation: There are few race and ethnic group differences on adaptive behavior scales. Additionally, adaptive behavior is considered multidimensional.

1. B.

Explanation: The KBIT should not be used as part of a comprehensive evaluation to determine eligibility or placement. According to the manual, the test serves to screen students who may be at risk for developing educational problems and who then should receive a comprehensive evaluation.

1. D.

Explanation: The WJ-IV provides a comprehensive assessment of cognitive abilities and academic skills. The cognitive tests, like the achievement measures, are divided into the standard battery and the extended battery.

1. A.

Explanation: The UNIT, The Universal Nonverbal Intelligence Test measures reasoning and memory skills through the nonverbal presentation of the subtests.

1. D.

Explanation: All three of these factors should play a role in selecting measures of intelligence. The use of multiple measures through cross battery assessment of cognitive abilities can better account for the variety of abilities that must be measured (Flanagan & Ortiz, 2001). It is also suggested that professionals rely on research-based methods, including traditional standardized instruments (Brown, Reynolds, & Whitaker, 1999). Moreover, it is important to select measures that will provide useful information and assist in making appropriate educational and behavioral interventions.

1. A.

Explanation: The Vineland Adaptive Behavior Scale assessment areas include communication, daily living skills, socialization, motor skills, and an optional maladaptive behavior scale.

**Short Answer**

1. Answers will vary but should include the following:

* Appropriate use requires a context that emphasizes prevention and early intervention rather than eligibility determination as the initial phase in services to students with learning and behavior problems.
* Intellectual assessment should be used when the results are directly relevant to well-defined referral questions and other available information does not address those questions.
* Mandatory use of intellectual measures for all referrals, multifactored evaluations, or reevaluations is not consistent with best practices.
* Intellectual assessment must be part of a multifactored approach, individualized to a child’s characteristics and the referral problems.
* Intellectual assessment procedures must be carefully matched to characteristics of children and youth.
* Score reporting and interpretation must reflect known limitations of tests, including technical adequacy, inherent error in measurement, and general categories of performance.
* Interpretation of performance and decisions concerning classification must reflect consideration of overall strengths and weaknesses in intellectual performance, performance on other relevant dimensions of behavior, age, family characteristics, and cultural background.
* Users should implement assertive procedures to protect students from misconceptions and misuses of intellectual test results.

1. Adaptive behavior is a term used to describe how well a student adapts to the environment. Adaptive behavior assessments measure a student’s ability to perform everyday life skills such as hygiene, navigating transportation systems, understanding basic medical needs, communicating properly, knowing who to contact in an emergency, and so on (answers may vary but may include these points).

3. Answers may vary but should include several of the following:

* Inappropriate content
* Inappropriate standardization sample
* Examiner language bias
* Inequitable social consequences
* Measurement of different constructs
* Differential predictive validity
* Qualitatively distinct minority and majority aptitude and personality

1. Answers may vary but should include several of the following:

* Scales selected must be standardized using the type of informant participating in the assessment.
* If valid information is to be obtained, the response format of the scale must be readily understood by the informant.
* In some cases it is helpful to select a scale with normative data on both a noncognitively impaired and a cognitively impaired group.
* Only the some scales assess maladaptive behavior.
* The number of items on subtests of interest should be considered in interpretation to ensure that an adequate sample of behavior has been obtained.
* For eligibility decisions, total test results rather than subtest scores should be used. Total test results are based on a larger sample of behavior and are much more reliable and valid.
* If different scales are used for the same student, quite different results may be obtained as a result of many factors, including different response formats, content, and technical adequacy.
* Different informants (teacher vs. parent) may perceive a student’s performance differently because of personal biases and the different demands of the settings.
* Validity of results must be evaluated in each case based on problems inherent to rating scales (e.g., informant bias, avoidance of extreme choices).

1. Answers may vary but should include several of the following:
   * Using IQ as an indicator for special education
   * Innate potential - thought to be one’s ability from birth
   * Environmental influences - the impact of the environment on the student’s learning ability
   * Acculturation - the influence of one culture on another culture
   * The validity of the IQ tests
   * Legal issues
   * Bias within the test
2. Answers should include the following:

* **Verbal Comprehension Subtests.** These subtests support the construct of verbal comprehension, and are heavily weighted in the ability to understand language concepts.
* *Similarities.* On this subtest students are required to compare two words read by the examiner to determine how the two words are alike.
* *Vocabulary.* The student is asked to define common words.
* *Information.* These items assess information that may also be obtained from experiences or education.
* *Comprehension.* The items on this subtest assess the student’s knowledge of common concepts learned incidentally or from experiences or the environment.
* **Visual Spatial Index.** This index includes subtests that assess the ability to use visual stimuli, such as patterns or shapes, to solve novel problems.
* *Block Design.* On this subtest, students are required to manipulate and copy a pattern of red and white blocks.
* *Visual Puzzles.* Here, the examiner presents a completed visual image and a variety of choices of other visual images of which the student is asked to select the three pieces that would form the completed image.**Fluid Reasoning.** These subtests assess the ability of students to use new stimuli, both visual and auditory, to solve novel tasks.
* *Matrix Reasoning.* This subtest presents visual stimuli that represent incomplete matrices.
* *Figure Weights.* On this subtest, students are asked to examine a scale with objects on one side of the scale and select the items that would be the same weight on the other side of the scale.
* *Picture Concepts.* The student is presented with one picture and several rows of pictures, and must select pictures from the rows of pictures to form a common concept.
* *Arithmetic.* On this subtest, the student is presented with math problems that must be solved mentally.
* **Working Memory Subtests.** When an item is presented that requires the student to hold on to the stimuli for a period of time in order to solve the task, it is referred to as a *working memory item.* These items may require visual or auditory working memory.
* *Digit Span.* On this subtest, the examiner says a series of numbers to the student that the student must repeat as a series. The series of numbers become increasingly long, and are presented forward and backward.
* *Picture Span.* The student examines pictures on one page for a specific period of time and then must point to the pictures in order on the next page.
* *Letter–Number Sequencing.* The student hears a series of letters with numbers and is required to recall the numbers in ascending order and also the letters in alphabetical order.
* **Processing Speed Subtests.** The subtests included in this index score assess how quickly a person can complete a task. The subtests included in the index require visual–motor processing and fine-motor skills required to respond to the items.
* *Coding.* On this subtest, the student is required to copy visual symbols that correspond to visually presented numbers.
* *Symbol Search.* The student is presented with an initial symbol or with two symbols at the beginning of each row of symbols.
* *Cancellation.* The student is presented with a page of small pictures and asked to mark all animals.

1. Answers may vary but could include the following cases:

* *Larry P. v. Riles (1984).* This case resulted in the court’s finding that schools could no longer use standardized but unvalidated IQ tests for the purpose of identifying and placing black children into segregated special education classes for children designated as educable mentally retarded
* *PASE v. Hannon (1980).* Although PASE (Parents in Action on Special Education) found that some of the items in the tests were discriminatory, the court upheld that the tests were generally nondiscriminatory. More important, it found that the tests were not the sole basis for classification and that the school district therefore was complying with the Education of the Handicapped Act.
* *Diana v. State Board of Education (1970).* In this case, the state board of education of California agreed to test students in their native language, to omit unfair test items of a verbal nature, to construct tests that would reflect the culture of Mexican-American students, and to provide tests that would be standardized for Mexican-Americans.
* *Lora v. New York City Board of Education (1984).*This case required that the school system use objective and improved referral and assessment methods and multidisciplinary evaluations to reach decisions for diagnosis of students with emotional disturbance. The court found that the method previously in use was racially discriminatory and ruled that the school system could no longer consider school monetary problems or availability of services as reasons to place or not to place students in special education.

1. Cross-battery assessment is when subtests from two or more tests are administered to a student to determine if a weakness exists in a particular skill or ability. It is useful to conduct cross-battery assessments in the event that one assessment does not address all of the domains in which data are desired. By engaging in cross-battery assessments, examiners may get a greater understanding of a student’s strengths and needs.
2. An evaluator may choose to administer a test of nonverbal intelligence for a variety of reasons including:

* The student is very low functioning and a typical intelligence test may not indicate the student’s true ability.
* The student is an English language learner and does not have a handle on enough English to take an intelligence test with validity.
* The student may be nonverbal, in which case a typical verbal intelligence test would offer no data.

1. Simply put, intelligence is defined differently by individual test developers, as they subscribe to different theories of intelligence. Tests are then created to assess different domains based upon those theories.
2. IQ = MA / CA x 100

IQ = 4 / 10 x 100

IQ = .40 x 100

IQ = 40

1. While intelligence is a controversial topic, which makes it also difficult to assess easily, traditional methods are still used to test for intelligence today. This is due to several factors. First, it has been shown that academic achievement is often linked to performance on intelligence tests, despite controversy regarding the theory behind intelligence itself. Also, the assessment of intellectual ability is mandated by IDEA for the diagnosis of many disabilities. Relatedly, despite limitations, especially when instruments are considered based on the extent to which they are backed by current research, many tests offer valuable perspective on students’ cognitive ability and the educational decisions we make on their behalf.

Chapter 11

**Chapter Focus**

The assessment process discussed thus far in this text concerns primarily the assessment of students of school age. This chapter explains the procedures used in assessing very young children and explores issues related to that process. The assessment of infants and young children involves different procedures and methods from assessment of school-aged children. Federal regulations require that much of the assessment process include extensive interviews with parents and that family needs be considered.

Check Your Understanding

**Activity 11.1**

1. Family assessment includes determining the \_\_\_ priorities and concerns related to enhancing the development of the child.

Answer: family’s

1. \_\_\_ may be measured with the appropriate instruments and found in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development, and adaptive development.

Answer: Developmental delay

1. \_\_\_\_ must incorporate the family’s description of its resources, priorities, and concerns related to the development of the child.

Answer: IFSP

1. The time set for a review of the IFSP of infants and young children \_\_\_\_.

Answer: 6 months

**Apply Your Knowledge**

Explain why the involvement of the family is emphasized in both assessing the young child and in developing and implementing the IFSP.

Answer: First, parent involvement is mandated by federal law. Second, family priorities must be considered in the making of the IFSP. Third, children ages 0–5 spend a great deal of time in the home. It is important to keep parents in the process of assessing, developing and implementing an IFSP because the parents will be providing a great deal of data to the team.

**Activity 11.2**

1. What five areas of child development must the IFSP address?

Answer: A statement of the infant’s or toddler’s present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development, based on objective criteria

1. The IFSP must include the expected \_\_\_ of interventions and the degree to which \_\_\_ toward achieving them is being made.

Answer: outcomes, progress

1. In which of the program paradigms does the parent play a more active role in the assessment and planning processes?

Answer: family-centered program

1. According to Minke and Scott (1993), parents may need better \_\_\_ from professionals.

Answer: explanations

1. Katz (1989) stated that in some instances, parents and professionals must \_\_\_ on goals for the child.

Answer: negotiate

1. According to Goodman and Hover (1992), when assessment is directed by the parents, what problems may occur?

Answer: An assessment process directed by a child’s parents may not be in the child’s best interest because parents retain the right to restrict inquiry.

1. What are the assessment recommendations of the Division of Early Childhood?

Answer: the Council for Exceptional Children (CEC) recommends that all assessment be developmentally appropriate, include familiar environments and people, and be functional.

**Apply Your Knowledge**

Discuss how the IFSP must balance the needs of the parents with those of the child.

Answer: IFSPs must be developed with parents and reflect the needs of the child. This includes an evaluation of the family’s strengths and needs as they relate to the child (not an evaluation of the parents or family itself). At times, it is necessary for the family and the school to negotiate goals for the student.

**Activity 11.3**

1. This infant assessment tool is used to determine the possible risk of developmental disabilities in infants from birth to 1 month of age.

Answer: C. Neonatal Behavioral Assessment Scale

1. These include physical, neurological, and emotional factors that influence the child’s development.

Answer: E. infant variables

1. This instrument is based on Piagetian developmental theory and is used for infants through 2 years of age.

Answer: A. Uzgiris–Hunt Ordinal Scales of Psychological Development

1. These include sleep disturbances, irritability, and unusual movements.

Answer: D. regulatory disturbances

1. This revised instrument includes research on several clinical samples and is used for children aged 1 to 42 months.

Answer: B. Bayley Scales of Infant Development–II

**Apply Your Knowledge**

How might regulatory disturbances influence a child’s ability to learn?

Answer:Regulatory disturbances are defined as sleep disturbances, excessive crying or irritability, eating difficulties, low frustration tolerance, self-stimulatory or unusual movements. A child who demonstrates regulatory disturbances may demonstrate problems with resiliency and experience low tolerance to the frustrations that may arise when learning new content. These students may often give up easily. In addition, many regulatory disturbances are at the heart of Maslow’s hierarchy of needs; students who experience problems with sleeping, eating, etc. may experience fatigue in school, which promotes lack of interest and/or failure in school.

**Activity 11.4**

1. Which instrument for younger ages includes many of the same subtests as the WISC–IV?

Answer: Weschsler Preschool & Primary Scale of Intelligence

1. Which instrument was standardized at the same time as the AGS Early Screening Profiles?

Answer: Kaufman Survey of Early Academic and Language Skills

1. What instrument provides scores for expressive and receptive language skills as well as early academic skills for children aged 5 and 6 years?

Answer: Mullen Scales of Early Learning

1. Which instrument includes an articulation survey but does not have the expanded error analysis included in the K–SEALS?

Answer: AGS Early Screening Profiles

1. Which instrument includes both direct assessment and questionnaires/ratings to be completed by caretakers?

Answer: AGS Early Screening

**Apply Your Knowledge**

Language development is consistently a focus of preschool evaluations. What other areas of development does language development influence?

Answer: Language is a critical component of child development and influences several other areas of development including cognitive development (receptive and expressive language), communication development (the ability to physically speak and create sounds properly), social and emotional development (the ability to get along with peers and adults and use the proper language, tone, etc.) and adaptive development (the ability to get along in daily life skills and communicate wants and needs).

**Activity 11.5**

Use these to construct a test measuring phonemic awareness. For example, the first letter sound to assess is */a/.* In order to make a rhyming item, provide an example of a rhyming word that uses the sounds */a/* and */t/*, or *at.* Words that can be formed using *at* with the consonants provided are *sat, fat, mat,* and *rat.*

*Model:* “Listen to this word: *at*. I know some words that rhyme with *at*: *mat* and *fat.*”

Sound to be assessed is */i/.*

*Directions:* “Now listen to this word: *zip.* Tell me a word that rhymes with *zip.*”

(Acceptable responses: *lip, rip, ship)*.

Continue constructing the test for the blending/segmenting of sounds in the words *am, an, if,* and *at.* To blend, direct the student to say sounds together that you first say in isolation. When the sounds are said together, they form a word (*/a/ /m*/ together is *am*). For segmenting items, provide an example of how a word sounds when spoken as one unit, then how it sounds when each sound is articulated individually (*am* followed by */a/ /m/*).

1. Model (blending):

2. Directions:

3. Model (segmenting):

4. Directions:

Now construct test items measuring sound substitution skills. These items

make new words when one sound is replaced with another sound. For example,

when the */f/* sound is substituted with the */r/* sound, *fat* becomes *rat.* Use any of

the words presented in Figure 11.4 for the items.

5. Model (substitution):

6. Directions:

Answer: This activity will vary significant for each student. An example is provided below:

1. Model (Blending): “Listen to these sounds /a//m/. When I say them together, they make the word am.”
2. Directions: “Now you tell me this word: /a//n/” (student’s response an)
3. Model (Segmenting): “Now listen to this word *if*. It has these sounds: /i//f/.”
4. Directions: “Now you tell me the sounds in the word *at*.” (student’s response /a//t/)
5. Modeling (Substitution): “Listen to this word kick. Now I will make a new word with the sound /p/ pick.”
6. Directions: “Listen to this word game. Tell me a new word with the sound /s/.” (student’s response same)

**Apply Your Knowledge**

Use the information provided in Figures 11.4 and 11.5 to complete an additional phonemic awareness item. This time, construct an item (model and directions) for the task of phoneme categorization. For this task, the student must tell you which word does not belong in a list of words.

Model:

Directions:

Answer: Answers may vary but should include simple modeling and direction components using the sounds presented in Figure 11.4.

**Activity 11.6**

1. The \_\_\_\_ is an instrument that a parent, teacher, or other professional uses in observing behaviors of children referred for autism spectrum disorders.

Answer: G. GARS-2

1. The \_\_\_\_ should be administered by a professional with training in clinical interviewing techniques.

Answer: E. ADI-R

1. A child who does not have oral language but may be average in other skills may have a(n) \_\_\_.

Answer: B. expressive language disorder

1. \_\_\_\_\_ is considered the standard for direct assessment of autism spectrum disorders.

Answer: D. ADOS

**Apply Your Knowledge**

What is the difference between direct assessment methods and indirect assessment methods for assessing children referred for autism spectrum disorders?

Answer: Direct assessment methods require structured testing of a student, usually using commercially prepared tests that assess for specific autistic-spectrum characteristics. Indirect assessments are less formal and usually take place in the natural environments in which the child is expected to function.

Think Ahead Exercises

**Part I**

1. Used with infants and toddlers, the technique of \_\_\_ may decrease the time spent in assessment.

Answer: I. arena assessment

1. Once the family’s and the young child’s needs are determined, the information is used to complete a(n) \_\_\_.

Answer: F. IFSP

1. When a child is asked to articulate each isolated sound in a whole word, the teacher is requiring the child to use \_\_\_.

Answer: N. phonemic analysis

1. Among the possible reasons for \_\_\_ are physical development behind that of age peers and cognitive functioning below the levels expected.

Answer: B. developmental delays

1. The transition needs of students age 16 years and older must be included in the IEP, according to the 1997 IDEA amendments; \_\_\_ mandates services for children aged 3 to 5 with disabilities.

Answer: A. PL 99-457

1. When a child appears to behave and function differently in specific situations, a(n) \_\_\_ may be used to assess these behaviors or abilities.

Answer: L. ecobehavioral interview

1. When a child is able to hear and say isolated sounds, recognize that sounds make up words, discriminate between sounds, provide rhyming words to target words, substitute sounds upon request, and identify words with specific sounds, the child is demonstrating evidence of \_\_\_.

Answer: J. phoneme awareness

**Part II**

1. Identify and explain two or three issues related to family involvement as specified in legal guidelines and mandates governing early-childhood assessment.

Answer: Answers may vary but could include the following:

* Families are to be included as much as possible in the assessment and planning process.
* Regulations require voluntary participation by the parents, NOT mandatory assessment of family members.
* The family’s strengths and needs as they relate to the child, not the parents, are the objects of assessment.
* Parents and professionals having equal standing
  + Does not support respect and cooperation.
  + An assessment process directed by his or her parents may not be in a child’s best interest because parents retain the right to restrict professional inquiry.

1. According to Mayes (1991), what are the clinical indications that an infant may need a full evaluation?

Answer: Mayes (1991) clinical indications are:

* Regulatory disturbances. Sleep disturbances, excessive crying or irritability, eating difficulties, low frustration tolerance, self-stimulatory or unusual movements.
  + Social/environmental disturbances. Failure to discriminate mother, apathetic, withdrawn, no expression of affect or interest in social interaction, excessive negativism, no interest in objects or play, abuse, neglect, or multiple placements, repeated or prolonged separations.
  + Psychophysiological disturbances. Nonorganic failure to thrive, recurrent vomiting or chronic diarrhea, recurrent dermatitis, recurrent wheezing.
  + Developmental delays. Specific delays (gross motor, speech delays); general delays or arrested development.

1. What areas are assessed when infants are evaluated? Describe these areas in your answer.

Answer: Prenatal, birth and early neonatal health history is required.

* Prenatal: Mother’s care during pregnancy
* Birth: Perinatal events that may impact child development milestones (e.g., baby stopped breathing, baby was dropped, baby was in distress)
* Neonatal health history: Care of the child in the first few months of life. Note any atypical events, illnesses, etc. that could impact child development milestones.

1. What are some general considerations to bear in mind when assessing infants, toddlers, and young children?

Answer: Answers may vary and may include the following:

* Assessments must be valid and reliable
* A variety of assessments must be used
* Direct and indirect assessments are appropriate and needed
* Parents must be involved in all processes
* The focus on the IFSP should be the student
* Procedural safeguards must be in place

Chapter 11 Test Bank

**True and False**

1. When an examiner interviews parents and teachers in order to assess behavior in a variety of different settings, the examiner is conducting ecobehavioral interviews.
2. In using a play evaluation, the examiner notes the child's characteristics of play.
3. The IDEA requires services for children ages 3–5, while providing provisions for states who wish to serve children from birth through 3.
4. Special education law requires that the family must participate in developing an IFSP.
5. The family’s strengths and needs as they relate to the parents are the objects of assessment.
6. An assessment process directed by a child’s parents is in the child’s best interest.
7. A holistic view of a child’s developmental progress can be gained by conducting formal assessments.
8. The ability to differentiate the separate sounds in spoken words is phonemic awareness.
9. Autism diagnoses are decreasing.
10. A student’s physical ability is the primary consideration during an assistive technology (AT) evaluation.

**Multiple Choice**

1. Children who experience low birth weight, prolonged respiratory difficulties, or central nervous system involvement are said to have which of the following?
2. Need for special education resource services
3. Biological risk factors
4. Environmental risk factors
5. Learning risk factors
6. IDEA provides for developmental intervention for children beginning at which of the following ages?
   1. Birth
   2. One year
   3. Two years
   4. Three years
7. Young maternal age, disorganization or dysfunction of the family, and few family support networks are examples of which of the following?
   1. Biological risk factors
   2. Environmental risk factors
   3. Developmental delays
   4. All of the above
8. Special education law requires that a plan be developed for each infant or toddler and his or her family. What is the name of this plan?
   1. IEP
   2. IAP
   3. IFSP
   4. IFFP
9. At a minimum, which of the following indicates how often IDEA mandates the plans for infants and toddlers be reviewed?
   1. 3 months
   2. 4 months
   3. 6 months
   4. 12 months
10. At a minimum, which of the following indicates how often IDEA mandates the plans for infants and toddlers be evaluated?
    1. 3 months
    2. 4 months
    3. 6 months
    4. 12 months
11. Which of the following is the term for the program in which the assessment and goals for the child are driven by the family's needs and priorities?
    1. Family-centered program
    2. Family-focused program
    3. Family assessment program
    4. Family needs-based program
12. Disturbances of sleeping, eating and irritability are referred to as which of the following?
    1. Temperament orientation
    2. Routine disturbances
    3. Regulatory disturbances
    4. Common disturbances
13. Which of the following is not required to be evaluated for infants and toddlers according to federal regulations?
    1. Family interaction development
    2. Physical development
    3. Cognitive development
    4. Communication development
14. A technique that places the child and the examiner in the center of the multidisciplinary team during the assessment is known as which of the following?
    1. Play evaluations
    2. Early childhood assessment
    3. Arena assessment
    4. None of the above
15. Which of the following is not an eligibility criterion for early childhood under IDEA?
16. Developmental delay
17. Diagnosed physical or mental condition
18. Diagnosed with a qualifying disability
19. None of the above
20. Which of the following is evaluated to determine developmental delay?
21. Cognitive and physical development
22. Communication and adaptive development
23. Social and emotional development
24. All of the above
25. Data collected on children should be used for which of the following purposes?
26. To determine the effectiveness of interventions and instruction and make changes as necessary
27. To assist in educational planning and decision making
28. To implement universal behavioral and academic interventions and assessment
29. All of the above
30. Nonorganic failure to thrive, recurrent vomiting or chronic diarrhea, recurrent dermatitis, recurrent wheezing are all examples of which of the following?
31. Regulatory disturbances
32. Social/emotional disturbances
33. Psychophysiological disturbances
34. None of the above
35. When the examiner uses strategies to encourage the child to use communication to solve problems, it is known as which of the following?
    1. Observations
    2. Interactive strategies
    3. Situational play
    4. None of the above
36. Which of the following represent valid concerns regarding early childhood assessment?
37. Disorders can be difficult to determine in young children
38. Scores obtained during assessments are unstable
39. Variability between the educational and home environments is a real factor
40. All of the above
41. Which of the following categories is considered when evaluating a child with a pervasive developmental disorder?
42. Problems with phonemic awareness
43. Difficulties with social reciprocity or interactions with people
44. Physical disability
45. All of the above
46. This screening tool is used to identify young children who may be in need of further diagnostic assessment.
47. Developmental Indicators for the Assessment of Learning, 4th Edition
48. Mullen Scales of Early Learning: AGS edition
49. Brigance Early Childhood Screen III
50. The Wechsler Preschool and Primary Scale of Intelligence, 4th edition
51. Which of the following instruments is used in the assessment of infants and toddlers ages 1 to 42 months in the areas of memory, problem-solving, verbal abilities, motor functioning, and a rating of behavior?
52. Bayley Scales of Infant Development - II
53. Uzgiris-Hunt Ordinal Scales of Psychological Development - II
54. Neonatal Behavioral Assessment Scale
55. Developmental Infant Rating System - III
56. Which of the following represents the best practice in assessing infants and toddlers as well as preschool age children?
    1. Interviewing parents
    2. Direct observations and surveys
    3. Cognitive assessment, speech evaluation, and behavioral assessment
    4. Multiple measures, multiple examiners and multiple situations
57. The Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition was developed for use with children of what ages?
    1. Birth to 3 years of age
    2. 2 years, 6 months to 7 years, 7 months
    3. 2 years to 6 years and 6 months
    4. 1 year of age to 6 years of age
58. Which of the following is an example of phoneme segmentation?
59. /s/ /i/ /p/
60. /sip/
61. “sip”
62. All of the above
63. Which of the following is an example of phoneme identity?
64. Say smile without the /s/. *mile*
65. The sound /b/ is the same in *bike, boy* and *bell*.
66. Which word does not belong—*bus, bun, rug*? *Rug*
67. /p/
68. Which of the following is an example of a phonemic isolation task?
69. Tell me the first letter in the word *phony*
70. Tell me how many sounds are in the word *phony*.
71. Tell me the first sound in the word *phony*.
72. All of the above
73. Which of the following is an example of a phoneme deletion task?
74. Which word does not belong - *bus, bun, ru*g?
75. What is *phony* without the /f/?
76. Is the sound /b/ the same in *bike*, *boy* and *bell*?
77. None of the above

**Short Answer**

1. Describe what you see as the most important specific components of an IFSP (include at least three).
2. Discuss what you see to be the most salient issues surrounding the IFSP regarding family involvement.
3. Discuss the differences between family-centered programs and family-focused programs, including what you see to be some possible implications of these differences.
4. Discuss the role of RTI in early childhood. What should assessments look like? How should the data be used?
5. Infants may be suspected of having developmental delays or of being at risk for developmental delays if there are clinical indications of concern. What has the research defined as areas of concern? Identify and discuss each.
6. Discuss the three primary areas of potential impairment when assessing a student suspected of being autistic.
7. Describe the major differences in the requirements necessary for eligibility for infant and toddler services and early-childhood services.
8. Identify and discuss at least three alternative assessments that may be used to identify young children as requiring special education services.
9. Explain how often an IFSP must be reviewed. Why isn’t the timeline the same as for children who are of school age?
10. Discuss the evaluation considerations when a student is being assessed for the use of assistive technology devices.
11. Identify and provide an example for the six specific tasks used to assess phonemic awareness skills that are identified in the text.
12. Identify the five areas in which a child may qualify for services under the *developmentally delayed* category in IDEA.

Chapter 11 Test Bank Answer Key

True and False

1. TRUE.

Explanation: Interviews of parents and teachers that assess behavior in different settings and routines is called an ecobehavioral interview.

1. TRUE.

Explanation: Observational informal assessment in a natural play environment is called a play evaluation. During this evaluation, the characteristics of the child’s play are observed.

1. TRUE.

Explanation: The IDEA mandates services for children with disabilities or developmental delay ages 3–5, though states have the option to provide services for children 0–3.

1. TRUE.

Explanation: The law clearly states that the IFSP be developed with parent participation. This provision must be upheld whether or not the family participates in the assessment process.

1. FALSE.

Explanation: The family’s strengths and needs as they relate to the child, not the parents, are the objects of assessment.

1. FALSE.

Explanation: An assessment process directed by a child’s parents may not be in a child’s best interest because parents have the right to restrict professional inquiry.

1. FALSE.

Explanation: A holistic view of the child’s developmental progress can be gained from observing the child in many different settings, gathering information from parent questionnaires, and using formal assessment measures.

1. TRUE.

Explanation: Phonemic awareness is the ability to differentiate the separate sounds (phonemes) in spoken words.

1. FALSE.

Explanation: Autism diagnoses are on the rise

1. FALSE.

Explanation: The student’s general cognitive ability should be considered so that developmentally appropriate techniques and AT devices are employed.

**Multiple Choice**

1. B.

Explanation: Biological risk factors are health factors, such as birth trauma, that place a child at risk for developmental disabilities.

1. A.

Explanation: IDEA provides services for children starting at birth.

1. B.

Explanation: Environmental risk factors are considered to be environmental influences that place a child at risk for developmental disabilities, such as the mother’s young age.

1. C.

Explanation: An IFSP, Individual Family Service Plan, must be put in place for every child who qualifies for services under IDEA from age 0–3.

1. C.

Explanation: Every 6 months an IFSP must be reviewed to determine if progress is being made.

1. D.

Explanation: Every 12 months IDEA requires that a child on an IFSP be reevaluated.

1. A.

Explanation: In the family-centered program, family concerns and needs drive assessment. Anything written on the IFSP must have the family’s permission. The family’s needs determine the actual roles played by case managers.

1. C.

Explanation: Regulatory disturbances include sleep disturbances, excessive crying or irritability, eating difficulties, low frustration tolerance, and self-stimulatory or unusual movements.

1. A.

Explanation: Family interaction development is not required to be evaluated for infants and toddlers under federal regulations.

1. C.

Explanation: A technique that places the child and examiner in the center of the multidisciplinary team members during the evaluation is called arena assessment.

1. D.

Explanation: All of the items listed are valid reasons for qualifying a child for special education services under IDEA.

1. D.

Explanation: All of the items listed are valid areas of evaluation for determining a developmental delay.

1. D.

Explanation: Data should be used to determine the effectiveness of interventions and instruction, assist educational planning and decisions, implement universal behavioral and academic interventions and assessment, and make changes in instruction and interventions quickly.

1. C.

Explanation: Psychophysiological disturbances include nonorganic failure to thrive, recurrent vomiting or chronic diarrhea, recurrent dermatitis, and recurrent wheezing.

1. B.

Explanation: Interactive strategies are strategies used by the examiner that encourage the child to use communication to solve problems.

1. D.

Explanation: All of the items listed are valid concerns regarding the assessment of children during the early childhood years.

1. B.

Explanation: Of the items listed, only “difficulties with social reciprocity or interactions with people” represents a primary area of consideration in determining pervasive developmental disorder. The other two potential areas of impairment are communication delays or abnormalities, and patterns of unusual or repetitive behaviors.

1. A.

Explanation: The DIAL-4 is a screening tool used to identify young children who may be in need of further diagnostic assessment.

1. A.

Explanation: The Bayley Scales of Infant Development-II is used in the assessment of infants and toddlers ages 1 to 42 months in the areas of memory, problem-solving, verbal abilities, motor functioning, and a rating of behavior.

1. D.

Explanation: Multiple measures, multiple examiners and multiple situations represent the best practice in assessing infants and toddlers as well as preschool age children.

1. B.

Explanation: The WPPSI-VI was developed for use with children 2-6 to 7-7.

1. A.

Explanation: Phoneme segmentation requires breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound. An example of such a task is: “How many phonemes are in <emphasis>*sip?*</emphasis>” (3: <emphasis>*/s//i//p/*</emphasis>).

1. B.

Explanation: Phoneme identity: Requires recognizing the common sound in different words; for example, “Tell me the sound that is the same in *bike, boy, and bell.” (/b/)*

1. C.

Explanation: Phonemic isolation requires recognizing individual sounds in words; for example, “Tell me the first sound in *paste.” (/p/)*

1. B.

Explanation: Phoneme deletion requires recognizing what word remains when a specified phoneme is removed; for example, “What is *smile* without */s/?” (mile).*

**Short Answer**

1. Answers may vary but should include some of the following:

* A statement of the infant’s or toddler’s present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development, based on objective criteria.
  + The IFSP for children ages 3 to 5 must include statements about the child’s natural environment as well as educational statements that address the child’s school readiness, preliteracy skills, language, and numeracy skills.
* A statement of the family’s resources, priorities, and concerns relating to enhancing the development of the infant or toddler with a disability
* A statement of the major outcomes expected to be achieved for the infant or toddler and the family, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary
  + A statement detailing how services will be provided in the child’s natural environment and to what extent any services will not be provided in the child’s natural environment
* The IFSP must be reviewed every 6 months (or more frequently as appropriate) and the family given the review of the plan. The IFSP must be evaluated at least once a year.
* A statement of specific early intervention services necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services
  + Anticipated dates for services to begin and a statement about the expected duration of those services
* The coordinator of the services must be named, and the steps that will be taken to transition the child to preschool or other services must be outlined
* The assessment of infants and young children must also follow IDEA’s regulations concerning nondiscriminatory assessment, parental consent, confidentiality, and due process procedural safeguards.
  + Regulations require that qualified personnel assess children (e.g., medical doctor, speech and language therapist, ophthalmologist, etc.)

1. Answers may vary but should include the following:

* Families are to be included as much as possible in the assessment and planning process.
* Regulations require voluntary participation by the parents, not mandatory assessment of family members.
* The family’s strengths and needs as they relate to the child, not the parents, are the objects of assessment.
* Parents and professionals having equal standing.
* An assessment process directed by his or her parents may not be in a child’s best interest because parents retain the right to restrict professional inquiry.

1. Answers may vary but should include the following:

* *Family-centered program*
  + Family concerns and needs drive assessment.
  + Anything written on the IFSP must have the family’s permission.
  + The family’s needs determine the actual roles played by case managers.
* *Family-focused program* 
  + Restricts assessment to the family’s needs only as they relate to the child’s development.
  + Goals are agreed on mutually by professionals and parents.
  + The case manager’s role is to encourage and promote the family’s use of professional services.

1. Answers may vary but could include some of the following:

* RTI can actually prevent students from being classified by focusing on emerging skills.
* Ongoing assessment is necessary so children who lack specific skills get interventions quickly.
  + Work collaboratively
  + Obtain data from multiple sources using multiple methods
  + Use of authentic assessments is valuable
* Data should be used to:
  + Determine the effectiveness of interventions and instruction
  + Assist educational planning and decisions
  + Implementation of universal behavioral and academic interventions and assessment
  + Make changes in instruction and interventions quickly

1. Concerns discussed should include:
   * *Regulatory disturbances*. Sleep disturbances, excessive crying or irritability, eating difficulties, low frustration tolerance, self-stimulatory or unusual movements.
   * *Social/environmental disturbances*. Failure to discriminate mother, apathetic, withdrawn, no expression of affect or interest in social interaction, excessive negativism, no interest in objects or play, abuse, neglect, or multiple placements, repeated or prolonged separations.
   * *Psychophysiological disturbances*. Nonorganic failure to thrive, recurrent vomiting or chronic diarrhea, recurrent dermatitis, recurrent wheezing.
   * *Developmental delays*. Specific delays (gross motor, speech delays); general delays or arrested development.
2. Disorders categorized as *pervasive developmental disorders* include three primary areas of potential impairment:

* Communication delays or abnormalities
* Difficulties with social reciprocity or interactions with people
* Patterns of unusual or repetitive behaviors

1. The major difference between providing services for infants and toddlers and those children of early childhood age is that services for children aged 3 - 5 (early childhood) are required to receive services under IDEA. Providing services for infants and toddlers is a decision that is made at the state level. If the state chooses to provide services for children aged 0 - 3, IDEA provides guidelines that must be followed in determining eligibility and receiving services.
2. Answers may vary but should include several of the following assessments:

* Play evaluations – An observational, informal assessment in a natural play environment
* Arena assessments – A technique that places the child and facilitator in the center of multidisciplinary team members during evaluation
* Interactive strategies - Strategies used by the examiner that encourage the child to use communication to solve problems.
* Observations - An informal assessment method of activities, language, and interactions in various settings
* Situational questionnaires - Questionnaires that assess the child’s behavior in various situations
* Ecobehavioral interviews - Interviews of parents and teachers that assess behavior in different settings and routines

1. IFSPs must be reviewed every six months and evaluated at least once per year. The reason the timeline is different (school-aged IEPs are due once per year) is because during the early childhood years, children’s development is rapidly changing. More frequent progress monitoring and evaluation is necessary due to the pace of development in these early years.
2. Answers may vary but should include several of the following considerations:
   * Method of mobility
   * Fine- and gross-motor needs
   * Visual and auditory perceptual needs
   * Accessibility needs to function within the environment
   * Computer technology needs
   * Communication needs
   * Any other area in which the child may require assistive devices
3. Skills used to assess phonemic awareness include:

* Phonemic isolation - This requires recognizing individual sounds in words; for example, “Tell me the first sound in *paste.” (/p/)*
* Phoneme identity - This requires recognizing the common sound in different words; for example, “Tell me the sound that is the same in *bike, boy, and bell.” (/b/)*
* Phoneme categorization - This requires recognizing the word with the odd sound in a sequence of three or four words; for example, “Which word does not belong: *bus, bun, rug?” (rug)*
* Phoneme blending - This requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word; for example, “What word is */s//k//u//l/?” (school)*
* Phoneme segmentation - This requires breaking the word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound; for example, “How many phonemes in *sip?”* (3: /s//i//p/)
* Phoneme deletion – This requires recognizing what word remains when a specified phoneme is removed; for example, “What is *smile without /s/?” (mile).*

1. Children who qualify for the category *developmental delay* may demonstrate delays in any of the following areas:

* Cognitive development
* Physical development
* Communication development
* Social or emotional development
* Adaptive development

Chapter 12

**Chapter Focus**

This chapter discusses the procedures used in assessing older students with transition needs. It also explores some of the issues related to assessment procedures. Federal regulations require education professionals to assist students with special needs who are transitioning from school to adulthood. Guidelines also govern the services offered to parents and families at this critical juncture in their child’s life.

Check Your Understanding

**Activity 12.1**

Use the student profile from the Transition Planning Inventory to determine Eric’s transition needs.

1. Employment needs:

2. Further education/training:

3. Daily living:

4. Leisure activities:

5. Community participation:

6. Health:

7. Self-determination:

8. Communication:

9. Interpersonal relationships:

**Apply Your Knowledge**

Use the information obtained from the TPI to write a behavioral objective for Eric’s self-determination needs.

Think Ahead Exercises

**Part I**

1. The student’s behaviors, aptitudes, academic skills, and independent living skills are measured in \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: A. Transition assessment

1. A student who makes his or her own decisions in IEP meetings and educational planning sessions has likely attained the \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: D. Self-determination

1. Students who are able to work with continued coaching and support are participating in \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: C. Supported employment

1. IDEA requires that students who are 16 years of age and older must have \_\_\_included in their IEP.

Answer: B. Transition planning

1. IDEA requires that \_\_\_\_\_\_\_\_\_\_\_\_\_ are measurable and that the student’s IEP be designed to reasonably enable the student to meet them.

Answer: G. Postsecondary goals

**Part II**

Using this chapter and all previous chapters in this text, design a transition assessment plan for the student described here. Include in your plan the areas you believe require assessment and the specific instruments—both formal and informal—that you would employ in your assessment.

*Dianna is a 15 ½-year-old student in the ninth grade who receives services in the general education classroom for her nonacademic classes. Dianna has mild cognitive impairments and has been receiving special education support services since kindergarten. She reads at the third-grade level and can complete third grade-level math application problems with some assistance from her teacher. Dianna has difficulty joining in group activities and her teachers describe her as “shy.” She is not certain about her career goals, and she recently completed a class in career awareness, where she appeared to be interested in childcare or basic clerical work.*

Answer: Answers will vary.

**Part III**

List and discuss some of the issues related to transition assessment and planning.

Answer: Answers will vary

Progress Monitoring Exercises

1. The indicator of common variance of two variables.

Answer: C. reliability coefficient

1. A developmental score that may not be very useful to interpret.

Answer: B. age equivalent

1. The visual representation when more scores are located above the mean.

Answer: D. negatively skewed

1. An extensive clinical developmental interview that is used to make a determination of an autism spectrum disorder.

Answer: H. ADI-R

1. One component of this legislation was to improve teacher quality.

Answer: I. IDEA 2004

1. This test includes a working memory index, perceptual reasoning index, and a processing speed index as well as verbal measures.

Answer: F. WISC-IV

1. This measure indicates how much error may be on a test based on the score’s distance from the mean.

Answer: J. estimated true score

1. When students from a specific group are overrepresented or underrepresented in specific eligibility categories.

Answer: K. disproportionality

1. These instruments are structured to ensure that all students are administered the items in the same manner so that comparisons can be made more reliably.

Answer: A. standardized tests

1. This will assist teachers in determining the function of problematic behaviors.

Answer: G. FBA

**Part II**

1. Both \_\_\_ and \_\_\_ require that students be instructed using research-based interventions.

Answer: NCLB and IDEA

1. The \_\_\_ includes a measure of the student’s attitude toward math.

Answer: Test of Mathematical Abilities-2

1. The square root of 1 – .r is one variable used to determine the \_\_\_.

Answer: standard deviation

1. On the *UNIT,* the \_\_\_ subtest uses a pencil and paper to measure reasoning and planful behavior.

Answer: Mazes

1. \_\_\_ is noted by a vertical line on the student data graph.

Answer: Phase change; Intervention change

1. The blending of isolated sounds into a whole word is called \_\_\_.

Answer: Phoneme blending

1. The \_\_\_ is a measure of preschool students’ language development that is based on a two-dimensional language model.

Answer: Kaufman Survey of Early Academic and Language Skills (K–SEALS)

1. In order to determine if a student is within the range of mental retardation, cognitive ability and \_\_\_ are assessed.

Answer: Adaptive behavior

1. IDEA requires that \_\_\_ is obtained prior to assessment.

Answer: Written permission

1. \_\_\_ are a group of disorders that are characterized by abnormalities in communication, social interactions, and repetitive patterns of behavior.

Answer: Autism Spectrum Disorders

Chapter 12 Test Bank

**True and False**

1. The number of students with disabilities graduating from high school with a standard diploma is steadily decreasing.
2. Research indicates that students with disabilities are more likely to graduate if they are required to pass a high school exit examination.
3. Students must be invited to meetings when transition services are being discussed.
4. Transition services are to be based on the student’s needs as related to assessed strengths, preferences, and interests.
5. Transition planning relies solely on the data provided by the student.
6. A student’s IEP must include transition goals.
7. Districts are required to ensure interagency collaboration for transition planning.
8. Transition planning is the assessment of skills, academic and otherwise, applied in everyday living.
9. Transition assessments should not only be culturally and linguistically fair, but also culture/language enhanced.
10. Employing a person with a disability with persons without disabilities is called job coaching.

**Multiple Choice**

1. At what age does a student reach the “age of majority” in most states?
2. 14
3. 16
4. 18
5. 21
6. Federally speaking, at what age must transition planning begin?
   * 1. 14
     2. 16
     3. 18
     4. 21
7. Meetings that evaluate and determine a student’s needs following high school are called what?
8. Transition planning
9. Transition assessment
10. IEP meetings
11. None of the above
12. Age-appropriate measures of academics, functional skills, and independent living that determine a student’s needs following high school are called what?
13. Transition planning
14. Norm-references assessments
15. Curriculum-based assessments
16. Transition assessment
17. Students with disabilities who are least likely to receive a high school diploma are students with which of the following?
18. Emotional disturbance
19. Mental retardation
20. Autism
21. All of the above
22. Districts must report on which of the following regarding their success with transition planning?
23. Post-secondary outcomes
24. Employment and/or educational status
25. Employment duration
26. All of the above
27. How often must a transition plan be updated and re-evaluated?
28. Every 6 months
29. Every year
30. Every two years
31. On a continuous basis
32. The ability to make one’s needs known and to advocate for oneself is known as which of the following?
33. Self-management
34. Self-determination
35. Transition planning
36. Transition assessment
37. Which of the following items is not likely to provide effective transition programs?
38. Programs that actively involve students
39. Career programs that promote awareness and teach skills
40. Programs based on a standardized approach
41. Engage students in meaningful learning
42. Employing a person with a disability with persons without disabilities for (at least) minimum wage is called which of the following?
43. Supported employment
44. Self-determination
45. Transition planning
46. Job coaching
47. Often a job coach may be used in which of the following?
    1. Independent employment strategies
    2. Vocational assessment
    3. Supported employment
    4. Post-secondary interventions
48. This test assesses the student’s beliefs about his or her ability to make his or her needs known, to make decisions, to establish his or her own goals, and to understand his or her feelings in different situations.
49. Self-Determination Battery
50. Kaufman Functional Assessment Skills Test
51. Brigance Transition Inventory
52. Transitional Planning Inventory, Second Edition
53. This instrument assesses the examinee’s skill in performing math- and reading-related tasks carried out in everyday life.
54. Self-Determination Battery
55. Kaufman Functional Assessment Skills Test
56. Brigance Transition Inventory
57. Transitional Planning Inventory, Second Edition
58. Offered in multiple languages, this instrument requires informants to rate the student’s current functioning in areas such as employment, communication, money management, and interpersonal relationships.
59. Self-Determination Battery
60. Kaufman Functional Assessment Skills Test
61. Brigance Transition Inventory
62. Transitional Planning Inventory, Second Edition
63. A comprehensive criterion-reference assessment covering a range of skills needed for transition, each page provides a specific, measureable objective that can be included among or adapted for the student’s transition IEP objectives.
64. Self-Determination Battery
65. Kaufman Functional Assessment Skills Test
66. Brigance Transition Inventory
67. Transitional Planning Inventory, Second Edition

**Short Answer**

1. What are the reporting requirements of the transition plan to be included in the IEP, as set by the Office of Special Education Programs?
2. What is the difference between transition planning and transition assessment?
3. Discuss two evidenced-based practices that, when employed, have positive effects for successful transition planning.
4. Identify the five criteria offered in Kohler’s (1996) taxonomy of transition planning.
5. Discuss three of Clark’s (1996) suggestions for assessment in transition planning.
6. Identify the informants who typically provide data into the transition process.
7. Identify at least three different types of assessments that can be used in the transition process.
8. What types of assessments does the National Secondary Transition Technical Assistance Center suggest take place for transition purposes?
9. Discuss two negative outcomes that are often associated with poor transition planning.
10. Explain the procedures that must take place when a student reaches the age of majority.

Chapter 12 Test Bank Answer Key

**True and False**

1. FALSE.

Explanation: Based on information provided by the U.S. Department of Education, the number of students with disabilities graduating from high school with a standard diploma has increased over the past several years to 54.5%.

1. FALSE.

Explanation: Research indicates that students with disabilities are less likely to graduate if they are required to pass a high school exit examination.

1. TRUE.

Explanation: Districts must provide evidence that the student was invited to the IEP Team meeting where transition services are to be discussed.

1. TRUE.

Explanation: Transition services are to be based on the student’s needs as related to assessed strengths, preferences, and interests.

1. FALSE.

Explanation: Transition planning data may come from a variety of sources including parents, teachers, students, or other relevant members of the team.

1. TRUE.

Explanation: A student’s IEP requires annual goals related to the student’s

transition services. Additionally, IEP goals and objectives must include those that will allow the student to enter the adult world as independently as possible.

1. TRUE.

Explanation: Interagency collaboration is a required area of transition planning.

1. FALSE.

Explanation: Functional assessment is the assessment of the skills, academic and otherwise, applied in everyday living.

1. TRUE.

Explanation: Transition assessments should be culturally and linguistically fair. Questions should be posed in culturally appropriate ways rather than reflecting only majority culture/language values.

1. FALSE.

Explanation: Employing a person with a disability with persons without disabilities is called supported employment; the arrangement is for at least minimum wage and may include a job coach or other supports.

**Multiple Choice**

1. C.

Explanation: The age of majority in most states is 18. This is the age at which individuals retain the right of consent to the presence of an outside agent at the planning meeting.

1. B.

Explanation: IDEA states that transition planning must begin no later than the age of 16. It may occur earlier if deemed necessary or required by state regulation or if determined necessary for the transition goals set out by the IEP team.

1. A.

Explanation: Transition planning is the planning process of meeting the student’s needs following high school.

1. D.

Explanation: Age-appropriate assessments of academics, functional skills, and independent living are called transition assessments.

1. D.

Explanation: Students with disabilities who are least likely to receive a high school diploma are students with emotional disturbance, mental retardation, multiple disabilities, autism, and deaf/blindness.

1. D.

Explanation: Districts must account for the success and the results of their transition planning in the areas of: post-secondary outcomes, employment and/or educational status and employment duration.

1. B.

Explanation: Transition plans need to be updated at least once per year.

1. B.

Explanation: Self-determination isthe ability to make one’s needs known and to advocate for oneself.

1. C.

Explanation: Evidence-based effective programs that engage students in meaningful learning such that they can connect with their future ability to succeed as an adult have had a positive impact on dropout prevention. Some programs that are likely to be effective include active involvement of students in transition planning, the IEP process, and career programs that promote awareness and teach skill development. Some additional successful program components include functional academics, specific coursework for vocational success, and functional behavior strategies.

1. A.

Explanation: Supported Employment is employing a person with a disability with persons without disabilities; the arrangement is for at least minimum wage and may include a job coach or other supports.

1. C.

Explanation: Job coaches are often utilized when providing an individual with supported employment.

1. A.

Explanation: The Self-determination Battery assesses the student’s beliefs about his or her ability to make his or her needs known, to make decisions, to establish his or her own goals, and to understand his or her feelings in different situations.

1. B.

Explanation: The Kaufman Functional Assessment Skills Test assesses the examinee’s skill in performing math- and reading-related tasks carried out in everyday life.

1. D.

Explanation: The Transition Planning Inventory, Second Edition, requires the informant to rate the student’s current functioning in certain areas: employment, the need for further education and training, communication, self-determination, independent living, money management, community participation, leisure activities, health, and interpersonal relationships. The home form of the inventory is available in English, Spanish, Chinese, and Korean.

1. C.

Explanation: This assessment system is a comprehensive criterion-referenced assessment that covers a range of skills needed for transition to work and independent living. The following areas are included in the inventory: career awareness, functional writing, listening and speaking, reading, math, independent living, postsecondary communication and technology skills, community participation, and self-rating instruments that cover skills and behavior. Each page of the Brigance Transition Inventory provides a specific, measurable objective that can be included among or adapted for the student’s transition IEP objectives.

**Short Answer**

1. Transition requirements include the following:

* Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment
* Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals
* Annual IEP goals related to the student’s transition services needs
* Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed
* Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority (usually 18)

1. Answers may vary but should include details similar to the following:

* Transition planning is the plan for meeting the student’s needs following high school.
* Transition assessment includes age-appropriate assessment of academics, functional skills, and independent living.

1. Answers may vary but should include the following elements:

* Engaging students in meaningful learning
* Engaging students in activities such that they can connect with their future ability to succeed as an adult
* Actively involving students in transition planning and the IEP process
* Involving students in career programs that promote awareness and teach skill development, and functional academics
* Involving students in specific coursework for vocational success and functional behavior strategies

1. Kohler’s (1996) taxonomy for transition planning includes the following criteria:
   * Student-focused planning
   * Family involvement

* Student development
* Program structure
* Interagency collaboration

1. Discussion may vary but should include the following elements:
   * Select assessment instruments and procedures on the basis of how to answer key questions in a student’s individual transition planning. Examples provided include the following: *Who am I? What do I want in life, now and in the future? What are some of life’s demands that I can meet now?*
   * Make assessment ongoing starting as early as possible, but no later than age 14, and continuing through life.
   * Use multiple types and levels of assessment.
   * Make 3-year reevaluations for all secondary students useful for their next placement or environment.
   * Ensure that assessment procedures are efficient and effective.
   * Organize assessment data for easy access during IEP and instructional planning.
   * Arrange for one person to be responsible for coordinating the assessment process.
   * Develop a transition assessment approach that is not only culturally and linguistically fair, but also culture/language enhanced. Questions should be posed in culturally appropriate ways rather than reflecting only majority culture/language values.
2. The primary informants during transition planning include parents, students and teachers.
3. Answers may vary and could include some of the following:
   * Curriculum-based assessments
   * Observations
   * Authentic assessments
   * Interviews
   * Surveys
   * Formal assessments
4. The National Secondary Transition Technical Assistance Center suggests that the following types of assessment be administered for transition purposes when appropriate:

* Work-related temperament scales
* Behavioral assessment
* Aptitude assessment
* Achievement assessment
* Intellectual assessment
* Career readiness assessments
* Self-determination assessments
* Preference tests
* Personality tests
* Career inventories

1. Answers may vary, but could include the following:

* The number of students with disabilities graduating from high school with a standard diploma is 54.5%.
* The remaining 45.5% of students with disabilities who leave high school receive a certificate of completion, reach the maximum age for services, or simply drop out of school.
* Students with disabilities who are least likely to receive a high school diploma are students with emotional disturbance, mental retardation, multiple disabilities, autism, and deafness/blindness.
* Research indicates that students with disabilities are less likely to graduate if they are required to pass a high school exit examination.

1. When a student reaches the age of majority (18), they are required to attend the IEP meeting to discuss transition planning. In addition, it becomes the student’s responsibility to invite their parents to the IEP and/or community organizations.

Chapter 13

**Chapter Focus**

When a student does not respond to interventions by teachers and other professionals, she or he may be referred for a more comprehensive assessment as part of the problem-solving process. Following assessment, the team meets to determine if the student requires special education support. If the student is determined to be eligible for services, the team uses test data to design educational goals and objectives.

This chapter provides suggestions for interpreting test results and designing educational goals for appropriate interventions. You will be presented with a complete case that includes test scores, interpretations, goals, and objectives. Test results help educators make decisions about educational interventions, planning, and possible eligibility for special education services. After the professional interprets a student’s test results from norm-referenced tests, classroom observations, informal assessment, and parental input, team members use the results as part of the data to make a decision concerning eligibility, interventions, and if age appropriate, long-term transition plans. The teacher then uses curriculum-based assessment, teacher-made tests, and direct measurement techniques to monitor progress and adapt instruction.

Check Your Understanding

**Activity 13.1**

1. What general criteria are used to determine if a student is functioning within the range of mental retardation?

Answer: Subaverage intellectual, academic, and adaptive behavior (two or more standard deviations below expectancy for age and according to generally accepted guidelines)

1. Which term listed in Table 13.1 is used when the student has communication problems affecting developmental progress?

Answer: Speech/language impairment

1. Which term listed in Table 13.1 indicates that a student has discrepancies between ability and academic performance?

Answer: Learning disability

1. Behavioral observations, clinical interviews, information from multiple informants, and projective tests are used in determining what disability?

Answer: Emotional disturbance

1. Which tests are typically administered to assess for the possibility of learning disabilities?

Answer: Standardized IQ tests, academic achievement and diagnostic tests, classroom observations, permanent products, informal measures, parent interviews, perceptual–motor tests, curriculum-based measurement

1. For what categories of disabilities are classroom observations recommended as part the assessment process?

Answer: All disabilities require observations

1. What are the key components of assessment for autism spectrum disorders?

Answer: Indirect assessment using rating scales, observations in natural environment, direct assessment of child (*ADOS,* for example) developmental clinical interview with caregivers

**Apply Your Knowledge**

How are the characteristics of students with attention disorders with hyperactivity and the characteristics of students with attention disorders, inattentive type, similar? How are they different?

Answer: Similarities between hyperactivity and inattentive attention disorders include:

* Poor schoolwork
* Incomplete assignments
* Missing assignments

Differences between hyperactivity and inattentive attention disorders include:

|  |  |
| --- | --- |
| **Hyperactivity** | **Inattentive** |
| Externalizing behaviors | Daydreaming |
| Talking out; talking too much |  |
| Impulsive actions; activity level beyond what is appropriate | Self-distracting behavior |
|  | Confusion |
|  | Difficulty following directions |

**Activity 13.2**

1. Before a decision is made that involves educational or intellectual ability, screening for \_\_\_ should be completed.

Answer: sensory impairments or physical problems

1. If there appears to be a conflict in the home or emotional or behavioral problems are suspected, the student should be referred for \_\_\_.

Answer: behavioral assessments

1. If a student has average or above intellectual functioning, average emotional/behavioral functioning, and average adaptive behavior skills, but has significant difficulty in academic areas and specific fine-motor ability, she or he may be determined to have \_\_\_.

Answer: a learning disability

1. A student who is below expectancy in all academic areas, is subaverage in intellectual functioning, and has below-average adaptive behavior may be found to be functioning within the range of \_\_\_.

Answer: mental retardation

1. A student who has a communication problem that is affecting her or his relationships with peers and her or his ability to progress in school may have a \_\_\_.

Answer: Speech/language impairment

1. A student who has impulsive behavior, acts out, has difficulty completing schoolwork, exhibits too much activity when observed, and whose parents and teachers rate as having these types of behavioral problems may be found to have \_\_\_.

Answer: Attention deficit disorder with hyperactivity (ADHD)

**Apply Your Knowledge**

The initial stage of the assessment process should be concerned with

Answer: Ensuring that there are no sensory or physical problems impairing the student’s ability to achieve academically.

**Activity 13.3**

1. Why was Rosalinda provided with Tier II interventions?

Answer: Rosalinda was provided with Tier II interventions because she was not making progress expected of a beginning second grader. She was demonstrating problems with decoding and in reading words and sentences fluently.

1. When the RTI committee met to review Rosalinda’s progress during the month of November, what did they decide to do? Why?

Answer: The committee decided that Rosalinda needed additional time each week for the Earobics© intervention and recommended that instruction in the current curriculum occur for 45 minutes two times per week.

1. Examine the graph in Figure 13.1. What can you determine about the effectiveness of the interventions in December?

Answer: From the raw data provided in Figure 13.1, it would appear as if Rosalinda began to make gains with phonics and rhyming skills. Her scores were almost double the baseline scores obtained in early November.

NOTE: Trendline and aimline data would need to be evaluated to determine if Rosalinda was truly making progress. Time is a variable that cannot be overlooked when evaluating if a student is making meaningful progress.

1. If you were on the RTI committee for Rosalinda, what would you recommend after examining the December data?

Answer: The data presented are raw data. These data would need to be evaluated in light of the norms provided by the Earobics© program to determine if Rosalinda is acquiring skills equivalent to that of her same-grade/-age peers.

As noted above, trendline and aimline data would need to be evaluated as well.

Recommendation: Evaluate the raw data in a norm-context and determine if Rosalinda is actually making meaningful progress. The data presented are not sufficient to make a determination if a phase change should occur in Rosalinda’s plan.

**Activity 13.4**

1. Why was Susie referred for testing?

Answer: Susie’s parents referred her for a special education evaluation. Susie had been receiving interventions in reading but did not make the progress expected.

1. How is Susie functioning intellectually?

Answer: Intellectually, Susie is functioning in the low-average/borderline range.

1. What are the discrepancies in Susie’s functioning according to test results?

Answer: Discrepancies exist between her higher-end scores of verbal comprehension and perceptual reasoning skills and her lower scores of working memory and processing speed.

1. What are Susie’s strengths as indicated by assessment?

Answer:

* Susie performed with relative strength on tasks requiring verbal skills and concepts and on tasks requiring abstract visual–perceptual reasoning skills.
* Susie performed as expected for her age on items requiring math calculation and math reasoning. Susie’s general academic knowledge was in the range expected for her age when she completed tasks of science, social studies, and humanities. Susie also demonstrated age-appropriate skills in the ability to comprehend orally and in handwriting ability.
* Work sample analysis indicated that Susie has a relative strength in the ability to compute simple math operations and to understand math concepts and math reasoning.

1. What are Susie’s weaknesses? How do these weaknesses appear to influence her academic functioning?

Answer:

* Susie seems to have more difficulty with tasks requiring her to sustain attention to encode and sequence information using auditory memory skills. She worked at a somewhat slow and deliberate pace on some tasks, which may have influenced her processing speed score.
* Susie performed in the low-average to slightly below- average range in areas of oral expression, oral language, and listening comprehension.
* Susie’s difficulties in academics were demonstrated through formal assessment in the areas of written language, including reading, spelling, sound awareness, and phoneme/grapheme knowledge. These weaknesses result in the inability to decode new words, spell sounds, and comprehend content that is read. An error analysis of word attack skills revealed weaknesses in decoding single consonants, digraphs, consonant blends, vowels, and multisyllabic words.
* Susie seems to have relative weaknesses on subtests that measure memory for isolated words and numbers. She appears to have slightly higher ability to remember meaningful auditory stimuli, such as sentences or directions. However, she had difficulty on similar items of the *WJ III,* indicating inconsistent skill mastery or inconsistent abilities.
* On items requiring oral language responses, Susie was somewhat shy and tended to limit her responses to one-word answers. This may have affected some of her scores on tests assessing the language areas. These scores may underestimate her true ability.
* Susie is unable to complete most of her schoolwork as expected of students her age. The teacher endorsed items that indicate Susie may be having some emerging problems with anxiety. Items were also endorsed that are consistent with difficulties with concentration and attention. These may be related to her current performance in school.
* Work samples for spelling, writing, and reading comprehension were in the failure range. Work samples indicated weakness in her ability to associate written letters with sounds, which is consistent with her performance on standardized achievement measures.

1. What additional assessment is recommended for Susie?

Answer: There is no additional assessment recommendation made.

1. According to assessment results, what are Susie’s academic skill deficits?

Answer: Susie demonstrates weaknesses in phoneme/grapheme awareness and short-term auditory memory. These weaknesses influence her ability to decode words, spell, and comprehend new material. They may also decrease the efficiency with which Susie can obtain new information through a standard teaching (lecture) format.

1. What types of educational interventions and strategies are recommended?

Answer:

* Additional support in the language arts
* Present material in visual and auditory formats
* Direct instruction with active response
* Phonemic awareness training
* Advanced organizers of content
* Outlines of class lectures
* Instruction in note taking

**Apply Your Knowledge**

Indicate any additional concerns you have about Susie after reading this report.

Answer: Answers may vary and may include the following:

* There is little information provided regarding curriculum-driven assessments (CBA, CBM, etc.).
* Observation data are not detailed (summary only provided).
* Given that Susie is demonstrating early signs of anxiety, it may be beneficial for her to have counseling available to learn de-stressing techniques and self-determination skills in order to learn to ask for help.

**Activity 13.5**

1. When presented with \_\_\_, Susie will be able to \_\_\_ with \_\_\_% accuracy by \_\_\_.

Answer: (Reading) When presented with the letter sounds /cr/, /pl/, /dr/, /st/, /sh/, and /ch/, Susie will be able to decode words with each of these sounds with 100% accuracy by the end of the school year.

NOTE: Each sound may be written as an individual objective.

(Spelling) The information provided for the spelling errors does not allow for an objective to be written. The words presented are all spelled correctly so there is no way to error analyze the errors to determine what spelling issues are at hand.

**Apply Your Knowledge**

Using the information provided for this case, write a long-term annual goal for Susie’s written expression.

Answer: Answers may vary.

* Example: Susie will master the spelling skills required for the second-grade curriculum by the end of the school year.

Think Ahead Exercises

1. This level of test interpretation compares the student with the age or grade expectations according to the norm-group statistics.

Answer: inter-individual interpretation

1. These are based on specific criteria included in state and federal regulations.

Answer: eligibility decisions

1. Interventions and strategies used to promote educational success.

Answer: educational planning

1. This is a method of analyzing a student’s strengths in relation to her or his weaknesses to determine a pattern of functioning that may be influencing the student’s educational performance.

Answer: intra-individual interpretation

1. The 1997 and 2004 IDEA amendments changed this process so that less testing may be necessary for some students.

Answer: re-evaluation

Progress Monitoring Assessment

**Matching**

1. The core features of an autism spectrum disorder are abnormalities in communication, repetitive patterns of behavior, and \_\_\_.

Answer: B. abnormalities in social reciprocity

1. The use of a cognitive processing cross-battery analysis may be part of an evaluation for \_\_\_.

Answer: L. TBI This is the answer, but TBI is not presented in this chapter as needing cross-battery analysis.

1. The \_\_\_ may conduct cross-battery assessments.

Answer: C. school neuropsychologist

1. The \_\_\_ is the initial administration of an instrument to a sample population.

Answer: N. developmental version

1. \_\_\_ may provide additional information used for specific academic or other weaknesses.

Answer: A. diagnostic tests

1. \_\_\_ are designed to accompany a set of skills.

Answer: K. criterion-referenced tests

1. \_\_\_ is assessing the learning environment.

Answer: M. ecological assessment

1. \_\_\_ provide performance comparisons with students the same age as the examinee across the United States.

Answer: G. norm-referenced tests

1. \_\_\_ is usually used to calculate confidence intervals.

Answer: H. standard error of measurement

1. The measure of time between the presentation of a stimulus and a response is referred to as the \_\_\_.

Answer: I. interresponse time

**Fill in the Blanks**

1. Analysis of comprehensive testing results is included in the \_\_\_\_\_\_\_\_\_\_\_\_\_ section of the test report.

Answer: Summary

1. The purpose of assessment is to \_\_\_.

Answer: determine a student’s strengths and needs and, in some cases, determine eligibility for special education services.

1. \_\_\_ indicates that an assessment instrument has items that are representative across the possible items in the domain.

Answer: content validity

1. \_\_\_ validity and \_\_\_ validity are differentiated by time.

Answer: concurrent; predictive

1. A \_\_\_ is a behavioral measure that indicates how students in a class view each other.

Answer: sociogram

1. \_\_\_ is a computerized assessment of a student’s ability to sustain attention across time.

Answer: continuous performance test

1. Regulatory disturbances might be assessed when the assessment involves \_\_\_.

Answer: infants and toddlers

1. Story starters might be useful in the informal assessment of \_\_\_.

Answer: written language

1. Any device that is necessary for a student to function within the educational environment is known as\_\_\_.

Answer: assistive technology

1. The final result of a comprehensive evaluation is to provide \_\_\_.

Answer: recommendations for educational interventions

Chapter 13 Test Bank

**True and False**

1. Eligibility for special education services is determined by using a set of criteria stated in IDEA. Specific criteria vary from state to state for the different types of disabilities.
2. If a student does not meet eligibility criteria for special education services, they may be considered to receive accommodations under Section 504.
3. Educational setting or placement is determined previous to eligibility in the IEP process.
4. Eligibility is determined by a group of people rather than one person.
5. Students who would be found eligible to receive special education services according to the federal law may be excluded by state criteria.
6. Administration of assessments is the most critical aspect of the evaluation process.
7. Sensory problems should be considered prior to full assessment of a student.
8. A student’s prior academic career has no impact on their current level of performance in school.
9. Developing an IEP is not required as long as the psychoeducational report is comprehensive in nature.
10. IDEA requires that an eligibility reevaluation occur every five years, and it is required to be comprehensive.

**Multiple Choice**

1. Test results help educators make decisions about which of the following?
2. Educational planning and interventions
3. Possible eligibility for special education services
4. Needed transition services
5. All of the above
6. IDEA regulations require that assessment data be interpreted and used to develop educational and behavioral interventions that are characterized as which of the following?
7. Utilized as part of the school code of conduct
8. Beneficial to the student
9. Published for public record
10. None of the above
11. Which of the following terms refers to interventions and strategies used to promote educational success?
    1. Measurement criteria
    2. High school exit evaluation
    3. Educational planning
    4. IEP team meetings
12. Which of the following terms refers to the determination of whether a student will receive special education services?
    1. Pre-referral meeting
    2. Eligibility decisions
    3. Placement decisions
    4. Needs assessment
13. Which of the following refers to observable and measurable objectives that provide evidence of a student's progress toward annual goals in the IEP?
    1. Behaviorally stated short-term objectives
    2. Behaviorally stated long-term objectives
    3. Estimated short-term objectives
    4. Estimated long-term objectives
14. Which of the following refers to markers that provide evidence of a student's progress toward annual goals set forth in the IEP?
    1. Promotion to the next grade
    2. Norm-referenced assessment scores
    3. Semester grades
    4. Benchmarks
15. Which of the following refers to statements of anticipated progress that a student will make in one year, upon which the short-term objectives and benchmarks are based?
16. Yearly grades
17. Annual grades
18. Promotion criteria
19. Long-term goals
20. Students with the sole disabling condition of ADHD may qualify to receive special education services under which of the following IDEA categories?
    1. Specific learning disability
    2. Other Health Impaired
    3. Emotionally disturbed
    4. Section 504
21. Interpreting assessment results by comparing a student's levels of performance on a particular instrument to those of his/her peer norm group is known as which of the following?
22. Interindividual interpretations
23. Intra-individual interpretations
24. Comparison interpretations
25. Performance interpretations
26. Which of the following refers to interpreting assessment results by comparing a student's levels of performance with his or her own performance?
    1. Intra-individual interpretations
    2. Comparison interpretations
    3. Performance interpretations
    4. None of the above
27. Before referring a student for special education testing which of the following must professionals secure?
    1. A complete medical history
    2. Procedural safeguards
    3. Parental permission
    4. All of the above
28. Cognitive and intellectual measures are generally administered by which of the following?
    1. School psychologist
    2. Clinical psychologist
    3. Educational diagnosticians
    4. All of the above
29. Which of the following sections is typically presented first in psychoeducational reports?
    1. Background and referral information
    2. Identifying data
    3. Test results
    4. Test interpretations
30. Since the 1997 amendments of IDEA regarding reevaluation have been implemented, which of the following has been true?
    1. The same areas initially assessed were required to be reassessed
    2. Each area was required to be reassessed regardless of whether it was initially assessed
    3. Assessment only in the areas necessary to make a decision regarding continued eligibility were required to be assessed
    4. Reevaluations were mandated to take place every 2 years
31. Which of the following should be considered in interpreting test results?
    1. Language factors that impact achievement
    2. The possibility of an emotional and/or behavioral problem
    3. Environmental factors
    4. All of the above
32. Which of the following refers to the process of interpreting a student’s skills and abilities across several assessment instruments?
33. Cross-battery assessment
34. Patterns of functioning
35. Psychoeducational report
36. Summary statement
37. Interpretations of cognitive measures that reveal similarities and differences between specific areas of functioning are known as which of the following?
38. Cross-battery assessment
39. Psychoeducational report
40. Patterns of functioning
41. Summary statement

**Short Answer**

1. Describe the major purposes of assessment.
2. Compare and contrast interindividual interpretations and intra-individual interpretations.
3. Compare and contrast behaviorally stated short-term objectives and long-term goals, providing examples of each.
4. Describe the general procedures for evaluating a student and interpreting test results.
5. Provide an outline of the recommended format for a psychoeducational report.
6. Discuss the difference between the IDEA regulations of 1997 and those of 2004 with regard to the re-evaluation process.
7. Identify the five suggestions Bagnato (1980) provides for organizing testing write-ups.
8. Identify at least three considerations when assessing a student holistically.
9. Discuss how cross-battery assessment may provide insight into a student’s pattern of functioning.
10. Discuss the guidelines that IDEA provides for how assessment data are to be presented and used in the psychoeducational process.

Chapter 13 Test Bank Answer Key

**True and False**

1. TRUE.

Explanation: Eligibility is determined by using set criteria stated in IDEA. However, the criteria may vary from state to state.

1. TRUE.

Explanation: If a student does not meet the eligibility criteria to receive special education services, accommodations may be considered under Section 504.

1. FALSE.

Explanation: A student must be determined to be eligible for special education services before a placement decision is made.

1. TRUE.

Explanation: Eligibility is determined by an entire multi-disciplinary team (not just one person).

1. FALSE.

Explanation: State criteria must not exclude students who would qualify for services under IDEA.

1. FALSE.

Explanation: Administering assessments, formal and informal, is only one part of the equation; interpreting test results is critical too.

1. TRUE.

Explanation: Ruling out any sensory acuity problems is one of the first steps when assessing a student for special education programming. It is important to do so and refer to or consult with medical personnel if physical problems are suspected prior to embarking on a full psychoeducational evaluation.

1. FALSE.

Explanation: A student’s previous academic experiences may influence the student’s achievement.

1. FALSE.

Explanation: An IEP must be developed for any child who is determined to be eligible for special education services.

1. FALSE.

Explanation: IDEA requires reevaluations to be completed every three years. 2004 regulations indicate that such reevaluations do not need to be comprehensive.

**Multiple Choice**

1. D.

Explanation: Test results help educators make decisions about educational planning and interventions, possible eligibility for special education services, and transition services.

1. B.

Explanation: IDEA regulations require that assessment data be interpreted and used to develop educational and behavioral interventions that will be of benefit to the student.

1. C.

Explanation: Educational planning is defined as strategiesused to promote educational success.

1. B.

Explanation: Eligibility decisions are the determination of whether a student will receive special education services.

1. A.

Explanation: Behaviorally stated short-term objectives are observable and measurable objectives that provide evidence of a student’s progress toward annual goals.

1. D.

Explanation: Benchmarks are the major markers that provide evidence of a student’s progress toward annual goals.

1. D.

Explanation: Long-term goals--Statements of anticipated progress that a student will make in one year upon which short-term objectives and benchmarks are based.

1. B.

Explanation: Students who are identified with ADHD as a primary disabling condition may qualify for IDEA services under “Other Health Impaired”.

1. A.

Explanation: Interindividual interpretation compares the student’s scores to a peer norm group.

1. A.

Explanation: Intra-individual interpretation identifies specific strengths and weaknesses based on the student’s own performance.

1. C.

Explanation: Parental permission must be obtained prior to the start of any formal evaluation for special education services.

1. D.

Explanation: Cognitive and intellectual measures are generally administered by school psychologists, clinical psychologists, and/or educational diagnosticians.

1. B.

Explanation: Identifying information is typically the first information presented in a psychoeducational evaluation report.

1. C.

Explanation: The 1997 IDEA amendments changed the focus of the reevaluation process. In the past, students were assessed in the same areas they were assessed for their initial evaluations (cognitive, academic, speech/language, adaptive functioning, and so on). The regulations now state that data should be collected only in those areas that team members believe they need additional information in order to make a decision regarding continued eligibility and interventions.

1. D.

Explanation: In interpreting test results, language factors that might impact achievement should be considered. Additionally, it should be determined if the student is experiencing any emotional or behavioral problems. Environmental factors should be investigated as well. For example, the team should determine whether learning or school problems are exhibited in a particular school environment.

1. A.

Explanation: A Cross-battery assessment requires interpreting a student’s skills and abilities across several assessment instruments.

1. C.

Explanation: Patterns of functioning are interpretations of cognitive measures where patterns of similarities and differences between specific areas of functioning (e.g. *verbal* and *nonverbal* performance) become apparent.

**Short Answer**

1. Answers will vary but should be centrally concerned with the following:
   * Determining a student’s eligibility for special education services
   * Determining a student’s strengths and weaknesses
2. Interindividual interpretation compares the student’s scores with age/grade expectations. Intra-individual interpretation identifies specific strengths and weaknesses.
3. Long-term goals are statements of anticipated progress that a student will make in one year upon which short-term objectives and benchmarks are based.

* Example: *The student will be able to read and comprehend sixth grade level passages by the end of the school year*.
* Student examples will vary.

Behaviorally stated short-term objectives are observable and measurable objectives that provide evidence of a student’s progress toward annual goals.

* Example: *When provided with 5th grade level reading passages, the student will be able to read the passages and correctly answer 90% of the comprehension questions by October 15<superscript><inst></inst>th*<inst></inst></superscript>.
* Student examples will vary.

1. Suggested procedures include:

* Secure parental permission
* Screening for sensory impairments or physical problems
* Parent interview
* Intellectual and academic assessment
* Behavioral assessment
* For test interpretation, you should consider the following:
  + Rule out any sensory acuity problems and refer to or consult with medical personnel if physical problems are suspected
  + Determine whether any home conflicts are present and enlist the services of the school psychologist or school counselor if such conflicts are suspected or indicated
  + Consider the student’s previous educational experiences and how these experiences might have influenced the student’s achievement
  + Consider and assess any language factors that impact achievement
  + Determine whether learning or school problems are exhibited in a particular school environment or are associated with one subject area or a particular teacher, peer, or adult
  + Compare ability on intellectual, academic, or adaptive behavior measures
  + Determine whether emotional/behavioral problems exist
  + Determine whether speech/language problems are present

1. The recommended format outline is as follows:

* I. Identifying Data
* II. Background and Referral Information

A. Background

B. Referral

C. Classroom Observation

D. Parent Information

* III. Test Results
* IV. Test Interpretations
* V. Summary and Conclusions

A. Summary

B. Recommendations for Educational Interventions

C. Recommendations for Further Assessment

1. IDEA 1997 required that a student receive a comprehensive evaluation report, which meant that a child needed to be evaluated in all areas of suspected disability. When a student came up for a re-evaluation, all of the assessments that were initially completed to determine eligibility needed to be redone. IDEA 2004 still requires that an evaluation be completed in all areas of suspected disability, but the re-evaluation process does not require a complete reassessment. The team must decide if more data are needed to determine eligibility. If it is determined that more data are needed, additional assessments should be conducted in those areas. If no more data are needed, the team may determine eligibility based upon the previous data.
2. Bagnato’s (1980) suggestions for the organization of testing write-ups are as follows:

* Organize test results by developmental or functional domains rather than by tests given
* Describe specific areas of strength and skill deficits in clear, behavioral terms
* Emphasize process variables and qualitative features regarding the child’s learning strategies
* Highlight lists of developmental ceilings, functional levels, skill sequences, and instructional needs upon which assessment/curriculum linkages can be constructed to form the IEP
* Detail efficient suggestions regarding behavioral and instructional management strategies

1. Answers may vary but should include the following:
   * A child is dependent on the environment to fulfill basic physiological and psychological needs.
   * A child’s family is the most active shaper of her or his environment.
   * A child is also an active participant in shaping her or his environment.
   * A child’s functioning is multiply and transactionally determined.
   * A child strives to adapt to her or his environment regardless of the health of the environment.
   * A child’s motivations for her or his behavior may not be conscious.
   * A child’s attachment, separations, and losses are very significant factors in her or his psychological development.
   * A child’s current functioning must be evaluated in light of her or his past functioning.
   * A child’s behavior can only be understood in relation to current context and the influence of past contexts.
   * As a child develops, conflicts, tensions, and problems are inevitable and necessary. The important factor for assessment is how the child and significant others respond to these conflicts.
   * If the child’s thoughts, behaviors, or feelings appear atypical, it is important to consider where, under what circumstances, and at what developmental level this thought pattern, behavior, or emotional expression would make sense.
   * Both the child and her or his significant environments (i.e., school and home) need to be assessed.
2. Cross-battery assessment requires interpreting a student’s skills and abilities across several assessment instruments. Patterns of similarities and differences between specific areas of functioning emerge, allowing the evaluator to determine specific areas of cognitive strength and weakness.
3. Answers will vary but could include some of the following points:

* Test results are most useful when interpreted and presented in a clear format with specific information relating to educational and behavioral strategies.
* Regulations require that assessment data be interpreted and used to develop educational and behavioral interventions that will be of benefit to the student.
* Test reports often lack the characteristics necessary for ease of educational planning, which should not be the case.
* Eligibility is determined by using set criteria stated in IDEA.

**KEY TO PROGRESS MONITORING EXAMS**

**Course Pre-Test Answer Key-Page 30 of text**

1. i

2. d

3. g

4. k

5. d

6. b

7. c

8. e

9. c

10. p

11. setting event

12. K-ABC-II

13. summary

14. Mazes

15. make educational decisions

16. Norm-referenced academic achievement tests

17. change in intervention

18. estimated true score

19. The distribution of true scores

20. error analysis

**End of Part I**

**Course Progress Monitoring Answer Key-Page 76 of text**

1. f

2. p

3. m

4. l

5. e

6. n

7. f

8. c

9. d

10. c

11. IDEA 1997

12. content validity

13. concurrent; predictive

14. standard error of measurement

15. sociogram

16. continuous performance test

17. TOLD-P:3

18. Brigance Diagnostic Inventory of Early Development

19. Informed consent

20. Recommendations

**End of Part II**

**Course Progress Monitoring Answer Key-Page 160 of text**

1. p
2. c
3. k
4. n
5. i
6. e
7. f
8. b
9. g
10. g
11. IDEA and NCLB
12. BASC
13. TOMA-2
14. Larry P v Riles
15. Superior
16. Infants and toddlers
17. Phonemic synthesis
18. Individualized Educational Program
19. Written language
20. Children from culturally or linguistically diverse backgrounds

**End of Part III**

**Course Progress Monitoring Answer Key-Page 400 of text**

1. c
2. b
3. d
4. h
5. i, n
6. f
7. j
8. k
9. a
10. g
11. NCLB, IDEA 2004
12. TOMA-2
13. Standard error of measurement
14. Maze
15. Change in interventions
16. Phonemic synthesis
17. TOLD-P:3
18. Adaptive behavior
19. Informed consent
20. Autism spectrum disorders

**Final**

**Course Progress Monitoring Quiz-Page 436 of text**

1. b
2. l
3. c
4. n
5. a
6. k
7. m
8. g
9. h
10. i
11. summary
12. make educational decisions
13. content validity
14. concurrent; predictive
15. sociogram
16. continuous performance test
17. infants and toddlers
18. written language
19. assistive technology
20. educational interventions