

## 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 been intended 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. All students 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.

1. 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?
  - A. Disproportionality
  - B. Overrepresentation
  - C. Overidentification
  - D. Accountability
2. Looking for patterns of errors to provide insight into learning how a student completes a task is called which of the following?
  - A. Informal assessment
  - B. Alternative assessment
  - C. Error analysis
  - D. Dynamic assessment
3. IDEA 2004 indicated that these services should be employed to address a student's needs within the general education classroom and prevent additional assessment.
  - A. Pre-referral interventions
  - B. Early intervention services
  - C. Response to Intervention
  - D. Problem-solving model
4. All of the following statements about high-stakes testing are true, except
  - A. It is state-driven.
  - B. Students with severe disabilities do not have to take it.
  - C. It provides the AYP score for the school.
  - D. It is mandated by IDEA and NCLB
5. This type of assessment requires that students create a product that demonstrates their skills or competency.
  - A. Dynamic assessment
  - B. Portfolio assessment
  - C. Informal assessment
  - D. Performance assessment
6. 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?
  - A. Dynamic assessment
  - B. Portfolio assessment
  - C. Informal assessment
  - D. Performance assessment
7. 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?

- A. Dynamic assessment
  - B. Performance assessment
  - C. Criterion-related assessment
  - D. Criterion-referenced assessment
8. 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?
- A. Curriculum-based measurement
  - B. Curriculum-based assessment
  - C. Criterion-related assessment
  - D. Criterion-referenced assessment
9. 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?
- A. Criterion-related assessment
  - B. Criterion-referenced assessment
  - C. Curriculum-based assessment
  - D. Curriculum-based measurement
10. 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?
- A. Historical Model
  - B. Contemporary Model
  - C. Problem-solving Model
  - D. Response to Intervention Model
11. The process of evaluating an environment to determine if there are any influences on the learning process is called which of the following?
- A. An observation
  - B. A dynamic assessment
  - C. An ecological evaluation
  - D. A performance assessment
12. 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?
- A. Standardized test
  - B. Performance assessment
  - C. Norm-referenced test
  - D. Criterion-referenced assessment

13. Susan was 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?
- A. 504 accommodation plan
  - B. Individualized education program
  - C. Alternative instructional plan
  - D. No document is needed
14. 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?
- A. 504 Accommodation Plan
  - B. Individualized Education Program
  - C. Alternative Instructional Plan
  - D. Individualized Family Service Plan
15. 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?
- A. Physical Disabilities
  - B. Learning Disabilities
  - C. Mental Retardation
  - D. Emotional Disturbance
16. This process should result in only 3-5% of students requiring a full evaluation for exceptional learning needs or special education.
- A. Response to Intervention
  - B. Individualized Education Program
  - C. Individualized Family Support Plan
  - D. Eligibility Meeting
17. 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?
- A. Historical Model
  - B. Contemporary Model
  - C. Traditional Model
  - D. Prereferral Intervention Model
18. The following are key considerations when developing an individualized assessment plan, except which of the following?
- A. Ethical standards must be upheld.
  - B. Assessments must be valid for their intended purpose.
  - C. Previous screenings for the child can be disregarded.
  - D. Assessments must assess areas of concern.

19. One main outcome of the Historical Model of Assessment was which of the following?
- A. An increase in the number of students identified for special education services.
  - B. A decrease in the number of students identified for special education services.
  - C. A shift in the way ELLs were evaluated for special education services.
  - D. An increase in the number of Caucasian students receiving special education services.
20. Unnecessary evaluation and misdiagnosis are contributing factors to which of the following?
- A. Error analysis
  - B. High-stakes testing
  - C. Response to intervention
  - D. Overidentification
21. At which tier of the RTI model does the eligibility meeting happen?
- A. Tier 1
  - B. Tier 2
  - C. Tier 3
  - D. None of the above
22. Students whose performance on standardized instruments of measurement is markedly discrepant from that of their peers should receive which of the following?
- A. Tier 1 interventions
  - B. Tier 2 interventions
  - C. Tier 3 interventions
  - D. None of the above
23. During an eligibility meeting, who determines that the student is eligible for special education services based on the information collected through the evaluation process?
- A. The referring teacher.
  - B. The school psychologist.
  - C. The IEP team.
  - D. The parents.
24. Students with disabilities who are unable to participate in statewide assessments are tested using which of the following?
- A. A dynamic assessment
  - B. A norm-referenced test
  - C. A criterion-related test
  - D. An alternative assessment

25. 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?
- A. Checklists
  - B. Rating scales
  - C. Observations
  - D. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. FALSE.

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

7. 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.

8. FALSE.

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



9. 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).

10. 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.

2. C.

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

3. 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.

4. 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.

5. D.

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

6. B.

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

7. D.

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

8. A.

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

9. C.

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

10. 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.

11. 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.
12. C.  
Explanation: Norm-referenced tests compare a student's performance of a task to students of the same age or grade level.
13. 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.
14. 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.
15. 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.
16. 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.
17. B.  
Explanation: The contemporary model (or *problem-solving model*) emphasizes finding a solution rather than determining eligibility or finding an alternative placement.
18. 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).

19. 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.
20. 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.
21. 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.
22. 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.
23. C.  
Explanation: The team decides eligibility based on the information collected through the evaluation process.
24. C.  
Explanation: Students with disabilities who are unable to participate in statewide assessments are tested using an alternative assessment.
25. 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.
4. 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.

5. 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.
  
6. 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.
  
7. 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?
  
8. 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.

9. 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.
10. 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.
11. Prereferral interventions are intended to address bias in the referral process and prevent unnecessary assessments.