Review Questions for Understanding Assessment in Special Education

1. Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions.
   a. True
   b. False

2. The process of tracing and gathering information from the many sources of background information on a child such as school records, observation, parent intakes, and teacher reports is called:
   a. Collection
   b. Analysis
   c. Evaluation
   d. Determination
   e. Recommendation

3. The processing and understanding of patterns in the child's educational, social, developmental, environmental, medical, and emotional history is called:
   a. Collection
   b. Analysis
   c. Evaluation
   d. Determination
   e. Recommendation

4. The assessment of a child's academic, intellectual, psychological, emotional, perceptual, language, cognitive, and medical development in order to determine areas of strength and weakness is called:
   a. Collection
   b. Analysis
   c. Evaluation
   d. Determination
   e. Recommendation

5. The measurement of the presence of a suspected disability and the knowledge of the criteria that constitute each category is called:
   a. Collection
   b. Analysis
   c. Evaluation
   d. Determination
   e. Recommendation
6. The final thoughts and ideas concerning educational placement and program that need to be made to the school, teachers and parents is called:
   a. Collection
   b. Analysis
   c. Evaluation
   d. Determination
   e. Recommendation

7. Valuable information about the student's skills and needs can come from:
   a. Parents
   b. Teachers
   c. Specialists
   d. All of the above can give valuable information about a student’s skills and needs

8. Which of the following is the primary purpose of assessment
   a. Screening and identification
   b. Evaluation
   c. Eligibility and diagnosis
   d. IEP development and instructional planning.
   e. All of the above serve as primary purposes of assessment

9. IDEA is Public Law Number:
   a. 101-543
   b. 108-446
   c. 112-43
   d. 154-76

10. The federal law that protects those in special education is:
    a. ADIE
    b. CPDE
    c. IDEA
    d. HERS

11. A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 years is called
    a. Autism
    b. Learning disability
    c. Emotional disturbance
    d. Speech and language disorder
    e. Intellectual disability

12. Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior is called:
    a. Autism
    b. Learning disability
    c. Emotional disturbance
    d. Speech and language disorder
    e. Intellectual disability
13. A disability where a child of typical intelligence has difficulty, over time and to a marked degree, building satisfactory interpersonal relationships; responds inappropriately behaviorally or emotionally under normal circumstances; demonstrates a pervasive mood of unhappiness; or has a tendency to develop physical symptoms or fears is called:
   a. Autism
   b. Learning disability
   c. Emotional disturbance
   d. Speech and language disorder
   e. Intellectual disability

14. A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations is called:
   a. Autism
   b. Learning disability
   c. Emotional disturbance
   d. Speech and language disorder
   e. Intellectual disability

15. A communication disorder such as stuttering, impaired articulation, a language impairment or a voice impairment is called:
   a. Autism
   b. Learning disability
   c. Emotional disturbance
   d. Speech and language disorder
   e. Intellectual disability

16. Asthma, epilepsy, lead poisoning and diabetes are examples of disorders which would most likely receive a classification of:
   a. Autism
   b. Learning disability
   c. Emotional disturbance
   d. Speech and language disorder
   e. Other Health Impaired

17. An acquired injury to the brain caused by an external physical force, resulting in total or partial functioning disability or psychosocial impairment or both is called:
   a. Autism
   b. Traumatic Brain Injury
   c. Emotional disturbance
   d. Speech and language disorder
   e. Intellectual disability
18. ________ is any child who is experiencing social, academic, emotional, medical, language, perceptual, or environmental turmoil that prevent him/her from performing up to his/her ability in school.
   a. A high risk child
   b. An autistic
   c. A learning disabled child
   d. none of the above

19. A high risk student may exhibit which of the following:
   a. A history of adequate or high first quarter grades followed by a downward trend leading to failures in the final quarter.
   b. A history of excessive absences.
   c. A history of excessive lateness
   d. All of the above

20. In order to determine the seriousness of a problem you should look at the ____________ of the symptoms:
   a. frequency, intensity and type
   b. frequency, duration, and intensity
   c. frequency, verbal outbursts or behavior
   d. All of the above

21. Selective forgetting, Forgetting to write down assignments day after day and taking hours to do homework are examples of:
   a. avoidance symptoms
   b. forgetfulness
   c. aphasia
   d. none of the above

22. Spotlight "behaviors are any behaviors that:
   a. result from the teacher calling on the child too often
   b. bring the focus of attention to the child
   c. problems resulting from visual disorders
   d. all of the above

23. The role of the CST is to:
   a. Work as a single unit in determining the possible cause, contributing behavioral factors, educational status, prognosis, and recommendations for a student.
   b. Bring together many disciplines and professional perspectives to help work on a case is the major objective of the CST so that a single person is not required to determine and assimilate all of the factors impacting a particular child.
   c. Gather all the necessary information on a child in order to determine the most effective and practical direction for him or her.
   d. All of the above
24. Which of the following is normally a member of the CST?
   a. Administrator-Normally the School Principal
   b. School Psychologist
   c. School Nurse
   d. All of the above

25. Which of the following is normally a member of the CST?
   a. Special Education Teacher
   b. Guidance Counselor
   c. Speech and Language Teacher
   d. All of the above

26. The members of the CST usually meet:
   a. On a regular basis, once or twice a week depending upon the caseload
   b. Once a month
   c. Every year
   d. Every 3 years

27. The Child Study Team does not and is not legally required to have a parent member.
   a. True
   b. False

28. School records are important for the CST to review because:
   a. They can be a rich source of information about the student and his or her background.
   b. The number of times the student has changed schools may be of interest
   c. Frequent school changes can be disruptive emotionally as well as academically
   d. All of the above

29. In many cases, examining a child’s attendance records is an important area for the CST to assess
   a. True
   b. False

30. When examining a student’s attendance records the CST should look at:
   a. The number of days absent in the student’s profile
   b. The patterns of days absent
   c. Both a and b
   d. Neither a nor b

31. Single day absences may indicate the presence of possible:
   a. School avoidance
   b. Phobia
   c. Dysfunctional or chaotic home environment
   d. All of the above
33. Comments written on report cards or in permanent record folders can provide:
   a. A different perspective on the child under a different style of teaching.
   b. A clue to the child's learning style and the conditions under which the child responds best.
   c. Information important to understanding the child's patterns and history.
   d. All of the above

34. A decreasing grade pattern is exhibited by:
   a. Higher first quarter grades followed by a decent into very poor grades by the last marking period
   b. Lower first quarter grades followed by an ascent into very high grades by the last marking period.
   c. Higher first quarter grades followed by even higher grades by the last marking period.
   d. Low first quarter grades followed by a decent into even lower grades by the last marking period.

35. Which of the following should the CST examine?
   a. Number of Schools Attended by a student
   b. Prior Teacher Referrals
   c. Medical History in the School Nurse’s Office
   d. All of the above

36. Even if a teacher or any other professional who works with a child feels that there is any possibility of a medical condition and the need for a complete medical work-up is evident, a recommendation for a medical examination should never be made as a pre-referral procedure.
   a. True
   b. False

37. Which symptom might indicate that an updated vision examination may be necessary for a child?
   a. Child turns head when looking at board or objects
   b. Child squints excessively
   c. Child rubs eyes frequently
   d. Child holds books and materials close to the face or at unusual angles
   e. All of the above might indicate that an updated vision examination may be necessary for a child

38. Help classes are classes that provide a student with “extra help” in a given subject outside of the normal school day.
   a. True
   b. False

39. Remedial math and/or reading services are academic programs within a school are designed to:
   a. Help the student with math or reading by going slower in the curriculum
   b. Help the student by placing him or her with a smaller number of students in the classroom for extra attention.
   c. Help students when reading or math is the specific area of concern.
   d. All of the above
40. Which of the following professionals would most likely NOT do serious in-school counseling for a student?
   a. School psychologist  
   b. School social worker  
   c. The student’s classroom teacher  
   d. All of the above would do serious in school counseling for a student

41. A referral to Child Protective Services (CPS) is mandated for all educators if there is a suspicion of
   a. Abuse  
   b. Neglect  
   c. Both a and b  
   d. Neither a nor b

42. There are many times when the school district must notify a parent in writing of its proposed action and ask for written consent (permission) to carry out this action. One of those times is when:
   a. a school administers a group achievement test to all its students  
   b. the initial evaluation for a suspected disability and eligibility for special education is requested  
   c. when a teacher performs a written spelling test for the first time  
   d. all of the above

43. What is true about parent’s rights in the assessment process:
   a. They do not have any right to stop the process once the school has decided to test  
   b. They have the option of signing a release for testing  
   c. Parents have the right not to give their consent. They also have the right to revoke their consent at any time  
   d. all of the above

44. Parental Consent is not required:
   a. before reviewing existing data (information) as part of an initial evaluation or a reevaluation.  
   b. administering (giving) a test or other evaluation that is given to all students (unless parents of all students must give consent before the test is given).  
   c. to conduct a reevaluation if the school district can show that it has taken reasonable measures to get a parent’s consent, and the parent did not respond  
   d. all of the above

45. If a parent refuses written consent for any proposed activity for which written consent is required, the child’s current educational placement:
   a. will not change unless the parent and the school district reach agreement on a different course of action or until due process procedures have been completed  
   b. can change while the process takes place  
   c. will be automatically placed on instruction at home until the issue is decided  
   d. none of the above
46. Which of the following is true of a comprehensive evaluation for a suspected disability:
   a. Evaluation of a child who may have limited English proficiency should assess the child's proficiency in English as well as the child's native language to distinguish language proficiency from disability needs.
   b. Evaluation materials and procedures used to assess a child with limited English proficiency must be selected and administered to ensure they measure a potential disability and need for special education, rather than English language skills.
   c. Evaluation materials and procedures must be provided in the language that most likely will yield accurate information on what the child knows and can do academically and functionally.
   d. All of the above

47. Evaluation materials and procedures must be:
   a. administered in adherence with the developer's instructions
   b. administered by appropriately trained personnel.
   c. any variation from the standards set forth by the publisher must be noted in the report.
   d. all of the above

48. Many schools are moving towards a more global approach to the identification of potential high-risk students through the development of a school based team that, depending on the state in which the student resides, may be referred to as:
   a. The Multidisciplinary Team (MDT)
   b. School Based Support Team (SBST)
   c. Multifactor Team (MFT)
   d. All of the above

49. The MDT is responsible for gathering all the necessary information on a child in order to determine the most effective and practical direction for him or her in education:
   a. True
   b. False

50. The MDT should always use only one single procedure as criteria for determining an appropriate educational program for an individual with special needs:
   a. True
   b. False

51. The professional most often responsible for doing a comprehensive achievement battery to determine where the child’s strengths and weaknesses are with respect to academics when compared to national norms, doing classroom observations, making recommendations for the child’s future educational program (IEP) and monitoring the student’s progress over time is the
   a. Physical therapist
   b. Special education evaluator
   c. Speech and language pathologist
   d. Occupational therapist
52. The regular education teacher will normally be the professional to:
   a. Inform other professionals within the school that a problem appears to be arising with a given child.
   b. Explain what the presenting concerns are and when she sees them occurring most often.
   c. Implement any pre-referral recommendations or implement the goals which are set forth by the Committee on Special Education for a child.
   d. All of the above could be responsibilities of the regular education teacher.

53. The professional most often responsible for diagnosing intelligence, visual motor coordination, and emotional behavior of children is the
   a. School psychologist
   b. Guidance counselor
   c. Physical therapist
   d. Regular education teacher

54. A person under the age of 18 years of age who has been given certain adult rights by the court is an emancipated minor:
   a. True
   b. False

55. All of the following symptoms might suggest the recommendation for an academic evaluation EXCEPT:
   a. Consistently low test scores on group achievement tests
   b. Indications of delayed processing when faced with academic skills
   c. Labored handwriting after grade 3
   d. Excellent word recall

56. All of the following symptoms might suggest the recommendation for a speech and language evaluation EXCEPT:
   a. Difficulty pronouncing words through grade 3
   b. Immature or delayed speech patterns
   c. Difficulty labeling thoughts or objects
   d. Difficulty putting thoughts into words
   e. All of the above would warrant a recommendation for a speech and language evaluation

57. All of the following symptoms might suggest the recommendation for a psychological evaluation EXCEPT:
   a. High levels of tension and anxiety exhibited in behavior
   b. Aggressive behavior
   c. High motivation
   d. Patterns of denial

58. Parents have the ability to play a very important role in the assessment process.
   a. True
   b. False
59. Reassuring parents of confidentiality in assessment is very important part of the parent intake.
   a. True
   b. False

60. Which of the following is NOT TRUE?
   a. Parents may initiate the evaluation process by requesting that the school system evaluate their child for the presence of a disability and the need for special education.
   b. Parents must be notified by the school, and give their consent, before any initial evaluation of the child may be conducted.
   c. Parents may wish to talk with the person responsible for conducting the evaluation to find out what the evaluation will involve.
   d. All of the above are true

61. Which of the following is NOT TRUE?
   a. Parents may find it very useful to become informed about assessment issues in general and any specific issues relevant to their child (e.g., assessment of minority children, use of specific tests or assessment techniques with a specific disability).
   b. Parents should advocate for a comprehensive evaluation of their child
   c. Parents may not suggest specific questions they would like to see addressed through the evaluation.
   d. Parents should inform the school of any accommodations the child will need

62. Of the following rights guaranteed to parents during the evaluation phase of the assessment process, which one is NOT true?
   a. The parent should receive a notice regarding the evaluation and their due process rights.
   b. The parent does not have to consent to the evaluation
   c. The parent may give consent for evaluation or withhold consent, or request a conference regarding an initial evaluation.
   d. It is the parents’ guarantee that more than one evaluation should be involved in assessing their child’s suspected disability.

63. Of the following rights guaranteed to parents during the evaluation phase of the assessment process, which one is NOT true?
   a. Evaluations should be administered in the child's dominant language.
   b. The child will undergo a complete evaluation and a recommendation will be made within 120 school days from the time of the parent’s consent
   c. The parent will be provided a list of resources where independent evaluations can be obtained.
   d. If the parents’ dominant language is other than English, all information provided to the parent must be in the dominant language.

64. Of the following rights guaranteed to parents during the evaluation phase of the assessment process, which one is NOT true?
   a. The child must be observed in his or her classroom by only the classroom teacher
   b. The parent should be given a description of the proposed evaluation and its intended purpose prior to testing.
   c. The parents are entitled to receive information on their child’s areas of educational need.
65. ______ compare(s) a person’s score against the scores of a group of people who have already taken the same exam:
   a. Norm-referenced tests
   b. Curriculum based tests
   c. Task analysis
   d. Dynamic assessment

66. Standardized achievement tests generally rely heavily on:
   a. True false items
   b. Multiple choice
   c. Essays
   d. Fill in the Blanks

67. Which of the following is NOT a criticism of standardized tests?
   a. It puts too much value on recall and rote learning
   b. It turns students into passive learners
   c. It trivializes content and skills development
   d. All of the above are criticisms of standardized tests

68. The phrase “acceptable level of mastery” normally applies to:
   a. Norm-referenced tests
   b. Criterion-referenced tests
   c. Both a and b
   d. Neither a nor b

69. ______ involves directly observing and assessing a child in the many environments in which he or she operates
   a. Ecological assessment
   b. Dynamic assessment
   c. Task analysis
   d. Learning styles assessment

70. A thorough ecological assessment should include:
   a. Interaction between students, teachers and others in the classroom
   b. Presentation of materials and ideas
   c. Selection and use of materials for instruction
   d. All of the above

71. Curriculum Based Measurement is most concerned with
   a. Fluency
   b. Norms
   c. Neither a nor b
   d. Both a and b
72. Which of the following involves a test-train-retest approach?
   a. Ecological assessment
   b. Dynamic assessment
   c. Task analysis
   d. Learning styles assessment

73. Which type of portfolio involves the student, teacher, and parents contributing to it?
   a. Working portfolio
   b. Showcase portfolio
   c. Teacher portfolio
   d. None of the above

74. Which type of portfolio houses only the student’s best work and generally does not include works in progress?
   a. Working portfolio
   b. Showcase portfolio
   c. Teacher portfolio
   d. None of the above

75. Breaking down a particular task into the basic sequential steps, component parts or skills necessary to accomplish the task is called:
   a. Ecological assessment
   b. Dynamic assessment
   c. Task analysis
   d. Learning styles assessment

76. The _______ is the mathematical average of the distribution of numbers.
   a. Mean
   b. Median
   c. Mode
   d. Range

77. The _______ is greatly affected by extreme scores.
   a. Mean
   b. Median
   c. Mode
   d. All of the above are greatly affected by extreme scores

78. The _______ is the middle score in a distribution.
   a. Mean
   b. Median
   c. Mode
   d. Range
79. The ______ is less affected by extreme scores than the ______.
   a. Mean/median
   b. Median/mean
   c. Mean/mode
   d. Median/mode

80. The ______ is the number in the distribution that occurs most frequently.
   a. Mean
   b. Median
   c. Mode
   d. Range

81. The ______ of a distribution is the difference between the high score and the low score in
   the distribution.
   a. Mean
   b. Median
   c. Mode
   d. Range

82. Correlations ______ indicate a cause and effect.
   a. Always
   b. Sometimes
   c. Almost never
   d. Never

83. ______ refers to the extent to which a test measures what it is supposed to measure.
   a. Validity
   b. Reliability
   c. Both validity and reliability
   d. None of the above

84. ______ is a method for assessing the validity of an instrument by comparing its scores
   with another criteria known to already be a measure of the same trait or skill.
   a. Criterion related validity
   b. Construct validity
   c. Content validity
   d. Reliability

85. Criterion related validity is usually expressed as a ______ between the test in question and
   the criterion measure.
   a. Mean
   b. Standard deviation
   c. Correlation
   d. Median
86. _______ is/are an example(s) of a type of criterion related validity:
   a. Concurrent validity
   b. Predictive validity.
   c. Concurrent and predictive validity
   d. Neither concurrent nor predictive validity

87. _______ refers to how precisely a person’s present performance (for example, a test score) estimates that person’s performance on the criterion measure at approximately the same time.
   a. Concurrent validity
   b. Construct validity
   c. Content validity
   d. Predictive validity

88. Many colleges believe that the SAT has _______ with respect to how well a student will do in college.
   a. Concurrent validity
   b. Construct validity
   c. Content validity
   d. Predictive validity

89. If the reliability of a test is ______ then the validity will also be _____.
   a. Low/low
   b. Low/high
   c. High/low
   d. High/high

90. _______ refers to the consistency of measurements.
   a. Criterion related validity
   b. Construct validity
   c. Content validity
   d. Reliability

91. If a test lacks reliability, it is not:
   a. Stable
   b. Reproducible
   c. Predictable
   d. Dependable
   e. All of the above

92. _______ is a procedure for determining accuracy that involves correlating two halves of the same test.
   a. Test-retest reliability
   b. Alternate forms reliability
   c. Inter-rater reliability
   d. Split-half reliability
93. All of the following are practical guidelines to follow when writing an educational report EXCEPT:
   a. Write the report in the third person
   b. Single space the report to condense the length
   c. Write reports using complete sentences
   d. Write all reports in the future tense

94. Which phrase should NOT be used when writing an educational report?
   a. According to the examiner...
   b. It was felt that...
   c. There seems to be....
   d. I believe that....
   e. It is the professional opinion of this evaluator that...

95. Reports should be written in the:
   a. Past tense
   b. Present tense
   c. Future tense

96. The first section is called ________ and contains all the necessary basic information about the child.
   a. Identifying Data
   b. Reason for Referral
   c. Background History
   d. Observations
   e. Tests Administered

97. Which section of the report explains to the reader the specific reasons why this evaluation is taking place?
   a. Identifying Data
   b. Reason for Referral
   c. Background History
   d. Observations
   e. Tests Administered

98. Which section of a report contains a very thorough description of the child's Family History, Developmental History, Academic History and Social History?
   a. Identifying Data
   b. Reason for Referral
   c. Background History
   d. Observations
   e. Tests Administered
99. According to IDEA, every public school district is required to have a Committee on Special Education.
   a. True  
   b. False

100. The CSE is usually made up of mandated members and assigned members whom the board of education deems necessary. Most states require that certain professionals and individuals be core members. These usually include all of the following EXCEPT:
   a. An administrator or director of pupil personnel services or director of special education  
   b. School psychologist  
   c. Medical doctor (does not need to be in attendance at every meeting but should be present anytime medical issues are involved i.e. health related classifications, issues involving medication etc.)  
   d. The siblings of the student  
   e. Parent of a child with a disability residing within the district