Chapter 6

1. The Reading First program specifies five essential components of reading. Which of the following is not one of these components?
   a. listening comprehension
   b. phonemic awareness
   c. phonics
   d. comprehension strategies

2. Which is not an element of emergent literacy?
   a. awareness of print
   b. decoding skills
   c. awareness of the alphabet
   d. oral language

3. Michael is struggling with beginning reading skills. He has not developed the ability to notice, think about, or work with the individual sounds in spoken words. Thus he has not developed
   a. receptive language
   b. phonemic awareness
   c. metacognitive skills
   d. articulation skills

4. What is considered to be an effective way to assess students’ oral language development?
   a. examining work samples
   b. norm-referenced testing
   c. curriculum-based measurement
   d. observing the students interactions with peers and adults

5. Manuel has an overall understanding of book handling skills, how print is arranged on a page, text features and an overall understanding of how to approach the reading act. Therefore, he seems to have developed:
   a. knowledge of the alphabet
   b. phonemic awareness
   c. print awareness
   d. morpheme knowledge

6. When you ask a child what sound the word “rock” starts with, what are you trying to assess?
   a. phoneme blending
   b. phoneme isolation
   c. phonemic segmentation
   d. all of the above

7. When conducting a miscue analysis, the teacher focuses on determining whether the error is:
   a. semantically incorrect which is a meaning-related error
   b. syntactically incorrect which is a grammatically related error
   c. both of the above
   d. none of the above
8. Katie is having difficulty with her oral reading skills. Her teacher begins tracking her errors and is using miscue analysis. An example of a recent error was that instead of reading, I went to the window and saw a beautiful scene, Katie read, “I went to the wonder and saw a beautiful sound”. What kind of miscue error did she make?
   a. semantic
   b. implicit
   c. syntactic
   d. explicit

9. The teacher is doing an error analysis of Jose’s oral reading. Jose reads, “The read car is on the heart” rather than correctly reading, “The red cap is on the boy’s head.” The types of errors he has made are:
   a. substitutions and omissions
   b. reversals and substitutions
   c. insertions and substitutions
   d. omissions and insertions

10. Juan’s poor reading comprehension skills are primarily characteristics of learning disabilities in all but which of the following ways:
    a. his failure to use metacognitive skills
    b. his poor language skills
    c. his limited working memory
    d. his poor visual acuity

11. Factors that are most likely to specifically and directly impact comprehension include:
    a. auditory acuity, visual acuity
    b. memory, prior knowledge, interest
    c. socioeconomic level, parental support
    d. age, interest, parental support

12. An interest inventory could be used to gain information about the student’s:
    a. word attack skills
    b. reading habits and motivation
    c. understanding of word meaning
    d. prior knowledge

13. Ms. O’Brien’s new student, Benny has a good sight vocabulary and decoding skills; however, she needs an informal reading text to assess his ability to comprehend what he reads. You inform her that all of the test below are used to assess comprehension, except:
    a. think aloud procedure
    b. retell procedure
    c. phonemic awareness procedure
    d. cloze procedure

14. When developing comprehension questions, Mrs. Kong wants to assess her students’ ability to interpret information, draw conclusions, generalize, predict, summarize, compare and contrast information. The type of question she needs to ask would to assess these skills is:
    a. explicit
    b. implicit
    c. critical
    d. cognitive
15. When assessing Sarah’s reading comprehension, her teacher needs to determine Sarah’s grasp of reading matter at a literal or factual level, which is referred to as:
   a. implicit comprehension
   b. critical comprehension
   c. explicit comprehension
   d. analytical comprehension

16. Pete tends to read words accurately but he does not seem to adjust his reading to match the purpose or readability of a passage nor does he monitor his reading to check for understanding. He is not using:
   a. metalinguistic awareness
   b. fluency techniques
   c. metacognitive strategies
   d. error pattern analysis

17. Mr. Miller is considering a selection of trade books to add to his classroom library. He needs to determine the reading level of these books to be sure they are within the independent to instructional level of his class so he uses a:
   a. curriculum-based measurement
   b. running record
   c. readability graph
   d. retell procedure

Chapter 7

18. Tonya has difficulty thinking of a topic, organizing her thoughts and writing with a purpose, and focusing on the audience. She seems to be experiencing problems with:
   a. mechanics
   b. structure
   c. ideas and content
   d. fluency

19. The components of the writing process consist of:
   a. preplanning, writing, revising/editing, proofreading, publishing
   b. writing, conferencing, rewriting, composing
   c. ideation, mechanics, structure, fluency, vocabulary
   d. spelling, punctuation, capitalization, penmanship

20. The assessment process which is a systematic approach for determining mistakes in written products and is used by both teachers and students is the:
   a. writing sample
   b. proofreading process
   c. error analysis
   d. a and b

21. Juan is using the writing process but has difficulty identifying a purpose, audience and topic when required to write. Which step in the writing process is he having difficulty with?
   a. prewriting
   b. writing/drafting
   c. revising/editing
   d. proofreading
22. The main purposes for using a scoring chart are all but which of the following?
   a. to determine eligibility for classification
   b. to make decisions about teaching strategies
   c. to monitor progress in specific skill areas
   d. to diagnose spelling errors

23. When evaluating students’ spelling ability, the teacher should consider all but which one of the following:
   a. have knowledge of typical development and how disabilities can affect written language.
   b. assess spelling skill on authentic writing experiences rather than isolated spelling words
   c. evaluate spelling as correct or incorrect rather than analyze the type and pattern of errors.
   d. analyze spelling skills by determining the strategies used in the context of writing

24. Which of the following statements about using performance-based assessment is not accurate?
   a. allows evaluation and instruction to be closely integrated
   b. helps students see direct connections between what, why, and how much they are learning
   c. should have a scoring and recording system for assessment results
   d. should be norm-referenced with standardized administration and scoring

25. Frances has poor visual-motor coordination and her visual-kinesthetic memory is very limited. She is most likely to be diagnosed as having:
   a. dysarthria
   b. dysmotor
   c. eye-hand coordination
   d. dysgraphia

26. An example of the type of spelling error that Myra makes is “daite” for date and “soffa” for sofa: This type of error is:
   a. addition of a consonant blend
   b. addition of a vowel or consonant
   c. substitution of a phonetic vowel
   d. addition of a consonant digraph

27. Phonetic misspellings occur when:
   a. students attempt to use phonetic rules to spell a word but apply the rules incorrectly
   b. the word does not adhere to the rules.
   c. the spelling is not based on phonetic rules
   d. a and b.

28. The 100 most frequently misspelled words, often referred to as spelling demons, comprise what percent of all the words used in early writing:
   a. 60%
   b. 25%
   c. 40%
   d. 75%
29. Jose’s spelling is evaluated by a form of spelling assessment in which he is required to fill in the missing letter in a word in a sentence. This is referred to as a:
   a. cloze technique  
   b. maze technique  
   c. task analysis  
   d. structural analysis

30. Ms. Dominico wants to assess the correct use of phonemes of several of the primary level children in her class using an informal spelling assessment. She would most likely use:
   a. performance spelling assessment  
   b. spelling curriculum-based measurement assessment  
   c. phonemic awareness spelling assessment  
   d. informal spelling inventory

31. It is important to determine whether students have developed basic prerequisites needed to begin the handwriting process, by assessing:
   a. visual discrimination – determine if students can distinguish between shapes, sizes, etc.  
   b. muscle coordination – assessed by copying basic shapes and geometric designs  
   c. eye-hand coordination – cutting, pasting, folding, tracing, using a pincer grasp to pick up small objects  
   d. all of the above

32. Monica is unable to recall the spelling pattern in a word, she has difficulty representing the unique array of letters that define a printed word. She seems to have a problem with:
   a. orthographic memory  
   b. graphic visualization  
   c. spelling legibility  
   d. visual closure

33. Joshua’s writing fluency was assessed by observing his:
   a. accuracy of letter formation  
   b. letter spacing and alignment  
   c. speed of letter formation  
   d. recall of letter sequences

34. When scoring language work holistically, the evaluator directly compares the student’s written product to the writing pieces of others by using:
   a. rubrics  
   b. anchors or benchmarks  
   c. rating scales  
   d. a. and c.

35. The anchor paper scoring method:
   a. provides qualitative indices across specific dimensions of students’ work  
   b. focuses on quantifying specific error types  
   c. is associated with a holistic scoring rubric  
   d. b and c.
36. The National Council of Teachers of Mathematics is promoting the use of assessment practices that:
   a. are norm referenced rather than criterion referenced
   b. provide direct feedback
   c. are summative rather than formative
   d. a. and c.

37. ____________ is a severe disability in learning mathematical concepts and computation associated with central nervous system dysfunction.
   a. Dyscomputation
   b. Dyscalculia
   c. Dysgraphia
   d. Dysmathematic

38. Ms. Johnson, the new third grade inclusion class teacher, needs to match her students’ IEP goals and objectives to grade-level curriculum. In order to determine whether the students are mastering grade-level curriculum and in the order specified in the curriculum, she uses a:
   a. math portfolio
   b. math task analysis
   c. math scope and sequence chart
   d. oral math interview

39. Mary Jane is having difficulty understanding mathematical relationships, the multiple meanings of math words and the differentiation between symbolic aspects of math. This is most likely due to:
   a. cognitive factors
   b. effective instruction
   c. oral language problems
   d. poor word problem solving skills

40. Students with learning problems who have culturally and linguistically diverse backgrounds tend to experience difficulty with mathematics, specifically with regard to:
   a. basic math processes
   b. semantics, linguistics, symbols
   c. math calculation
   d. acquisition, proficiency, application, generalization

41. Jessie has a long history of poor math grades. Based on repeated failures, she is unwilling to attempt a math assignment that is challenging. She depends on the assistance of the teacher or classroom aide to work one-on-one with her when solving math problems. The common term for this is:
   a. learned helplessness
   b. test anxiety
   c. math anxiety
   d. failure to use common sense
42. Julie Ann has considerable difficulty understanding more complex mathematical processes. She has moved from school to school and lacks basic prerequisite skills needed for acquisition of grade level mathematics although when provided with clear examples and direct instruction, she is able to grasp new skills and concepts. Her problems with math are most likely due to a history of:
   a. emotional factors
   b. cognitive factors
   c. ineffective instruction
   d. poor reading skills

43. Michael demonstrates proficiency calculating mathematical equations but when required to solve word problems, he seems to have difficulty with reasoning skills. For example, his response to the problem, "You invited ten children to your party and plan to give each child five pieces of candy. How many pieces do you need to buy?" Michael's response was "2." His difficulty is most likely due to:
   a. cultural and language differences
   b. emotional factors
   c. oral language problems
   d. failure to use common sense

44. Maya’s difficulty recalling and retaining numerals, facts, and math rules is likely the result of:
   a. poor reading skills
   b. problems with information processing
   c. cultural and language differences
   d. poor abstract or symbolic skills

45. Tamica has been demonstrating information processing problems in math. An analysis of the answers on her math calculation worksheet indicates that when given a page of written equations that start with addition and move to subtraction, multiplication and division, she uses addition to solve the whole page. She seems to have difficulty with:
   a. making the mental shift between mathematical processes
   b. spatial orientation
   c. mathematical judgment and reasoning problems
   d. memory problems

46. A quick and effective way to measure and monitor skill progress in accuracy and fluency based on material directly from the student’s curriculum is referred to as a:
   a. math probe
   b. task analysis
   c. dynamic math assessment
   d. math inventory

47. Which of the following is not an accurate statement about math error analysis?
   a. it is intended to identify the type or problems being made
   b. it is meant to determine why the student is making the error
   c. it is intended to analyze whether a pattern of errors is evident
   d. it will always identify a serious or consistent pattern of errors

48. An error analysis revealed that Shanice consistently fails to carry digits into the correct number column. This type of error is due to:
   a. using the incorrect operation
   b. regrouping mistakes
   c. a basic fact error
   d. insufficient attention to mathematical process signs
49. Khayyam seems to know his basic math facts but consistently makes mistakes when trying to solve multi-digit multiplication equations as he misaligns numbers in the multiplication process. This type of mistake is referred to as:
   a. an incorrect algorithm
   b. a placement error
   c. inattention to sign
   d. a number omission error

50. The fourth-grade teacher has tried to determine why Helen is unable to solve certain types of math problems. The teacher decides to use a technique that will help her gain insight by having Helen verbally explain the math problem and identify the processes she uses to solve the problem. This is a technique known as a(n):
   a. math curriculum scope and sequence analysis
   b. math portfolio
   c. oral math interview
   d. mathematical journal writing

51. When assessing students’ skill on performance based assessment using a scoring rubric, each task is assigned a score that is referred to as a:
   a. problem solving checklist
   b. specific performance criteria
   c. holistic scoring
   d. analytic scoring chart

52. Jose will be graduating from high school next year. He has a moderate learning and a mild physical disability. He plans to live semi-independently in an apartment. As a pre-transition meeting assessment, his teacher administers a comprehensive life math skills assessment which should include which of the following survival skills:
   a. community living/home care skills
   b. health care skills
   c. transportation skills
   d. all of the above

Chapter 9

53. When content area subject instruction is textbook oriented, assessment should focus primarily on:
   a. the ability to work in groups, complete projects, debate, do experiments
   b. background knowledge, vocabulary, comprehension, retention of material, interpretation of graphs
   c. ability to question, discover, problem solve, research, and discover
   d. a. and c

54. When using a ___________________, or classification of skills, test questions can be designed to elicit specific levels of knowledge or thinking skills.
   a. taxonomy
   b. multiple choice
   c. task analysis
   d. matching series
55. When the focus of teachers’ assessment is on evaluating students’ ability to work independently and in groups, complete projects, perform experiments, debate, and write and speak persuasively for a variety of audiences, their instructional approach should be
   a. textbook oriented
   b. activities oriented
   c. inquiry oriented
   d. lecture oriented

56. Although recognizing and comprehending the meaning of vocabulary words is a critical content area skill, many students with disabilities have particular difficulty with vocabulary due to:
   a. the multiple meanings of words
   b. the number of new words to be learned
   c. the varied contextual usage of the words
   d. all of the above

57. The hierarchy of educational objectives or level of skill complexity for Bloom’s Cognitive Taxonomy is:
   a. recall, comprehension, synthesis, analysis, application, evaluation
   b. analysis, synthesis, recall, application, comprehension, evaluation
   c. comprehension, recall, application, synthesis, analysis, evaluation
   d. recall, comprehension, application, analysis, synthesis, evaluation

58. What is a diagnostic tool used to probe the depth of students’ understanding by examining the sketching they produce of their mental pictures of scientific concepts.
   a. learning log
   b. drawing mental maps
   c. mental dialoguing test
   d. performance assessment

59. The least critical purpose of concept mapping is to:
   a. ascertain students’ prior knowledge and understanding of concepts.
   b. determine the changes in learning following instruction
   c. determine the students’ ability to draw a map of a location studied
   d. stimulate a discussion about the relationship of ideas regarding a concept studied and researched.

60. Which of the following is not a factual statement about concept mapping?
   a. It is effective for identifying students’ preinstructional understanding of a concept
   b. It can be used as the focus of class discussion about relationships among ideas
   c. It can be used to probe students’ interpretation of research findings
   d. It is not an effective tool for planning and evaluating instruction

61. Mrs. MacDonald is very concerned about her school district’s choice of content area textbooks. She insists on previewing the textbooks to be used in her inclusion class to make sure that they are:
   a. written at a very advanced readability level
   b. designed with the needs of the diverse learner in mind
   c. written in a style that students are unfamiliar with so they are challenged
   d. very complex and use technical terms
62. What assessment techniques used in the arts have other content areas borrowed in the past?
   a. Task Analysis
   b. Dynamic Assessment
   c. Criterion Referenced Assessment
   d. Portfolio Assessment

63. Sensory Integration is assessed by a:
   a. Psychologist
   b. Psychiatrist
   c. Occupational Therapist
   d. School Physician

64. ________ allows students to become part of the process, take some of responsibility, become aware of what they have already learned and informed about remaining expectations
   a. Peer/Self Assessment
   b. Portfolio Assessment
   c. Dynamic Assessment
   d. Performance Assessment

65. What type of assessment involves having students create a demonstration of their knowledge, rather than respond to, or recognize, information provided by the teacher as in traditional testing formats:
   a. performance
   b. curriculum-based
   c. dynamic
   d. portfolio

66. A __________ is a means of reporting on the frequency and context of activity.
   a. Performance Assessment
   b. Activity Log
   c. Journal
   d. Both b and c

67. Motor skill screenings are generally
   a. pass/fail
   b. graded numerically
   c. yes/no teacher-made checklists
   d. a and c

Chapter 11

68. Executive functioning skills include all but which of the following:
   a. organization and planning
   b. keeping track of assignments
   c. socially appropriate behavior
   d. reasoning and problem solving

69. As students with disabilities are included in regular education classrooms they are expected to:
   a. be more dependent on the teacher for assistance
   b. have more curricular demands placed on them
   c. have less responsibility for their learning
   d. have less competency with work-study skills than their classmates
70. Factors that can affect memory recall include all but which of the following?
   a. the type of memory task
   b. the way that the recalled information needs to be organized.
   c. the person who is presenting the information
   d. the amount of time passed since the information was first presented.

71. The type of memory that demonstrates previous general exposure to the information presented rather than memory of a specific series of information in a fixed order is:
   a. recall memory
   b. serial recall
   c. recognition memory
   d. free recall

72. Roger is constantly submitting assignments late, he is having trouble starting assignments, and he is consistently tardy. Roger probably has a problem with:
   a. time management
   b. memory recall
   c. attention
   d. his teacher

73. In order for Sydney to be aware of her attitude and belief system, how she learns best and to personally evaluate the strategies that work for her and those that are ineffective, she should be encouraged to use:
   a. a performance journal
   b. a personal contract
   c. metacognitive reflection
   d. a calendar

74. A work-study skill that is particularly difficult for students with disabilities because it requires simultaneous visual, auditory and motor coordination and competency is:
   a. note taking
   b. metacognitive reflection
   c. doing research
   d. time management

75. A common reason why children have trouble taking notes is that they have:
   a. difficulty maintaining attention
   b. illegible handwriting and poor spelling skills
   c. poor organization skills
   d. all of the above

76. Test anxiety can most commonly result in:
   a. weight loss
   b. hair loss
   c. academic underachievement
   d. social isolation

77. The most effective means to ensure that a test-friendly environment is provided and that efforts are made to reduce test anxiety include all but which of the following?
   a. ensuring that all test accommodations written in the child’s IEP are followed
   b. providing test taking strategy sessions prior to testing
   c. giving practice tests
   d. providing a snack to the student during the testing session.
78. Kian is a student who worries a lot before tests. He has very little confidence that he will do well and feels helpless in test-taking situations. Which component of test anxiety does Kian suffer from?
   a. cognitive
   b. emotional
   c. behavioral
   d. affective

79. Researchers report that symptoms of test anxiety can begin as early as:
   a. the middle school years
   b. the first year in high school
   c. third grade
   d. kindergarten

80. The main components of test anxiety are:
   a. cognitive, affective, and behavioral
   b. physical, emotional, and mental
   c. psychosomatic illness, avoidance, fear of failure
   d. academic, attitudinal, and emotional

81. Test anxiety afflicts one student out of every _____ students.
   a. ten
   b. five
   c. two
   d. thirty

82. The main factor in test taking performance is:
   a. the teacher's attitude and encouragement
   b. the reward system for doing well
   c. the students' motivation to take and do their best
   d. the consequences of the test results

83. When taking a test a student needs to feel:
   a. self determined and empowered
   b. the pressure to do well
   c. that they always feel anxious and have survived before
   d. b and c

84. Which of the following is not a commonly used test accommodation?
   a. reading test questions to students
   b. simplifying the wording of test items
   c. giving individual help with directions during the test
   d. reading the material to a student taking a reading exam.

85. Which of the following statements is not accurate regarding test preparation
   a. when students prepare for tests, they feel more confident and motivated
   b. test preparation strategies include having students practice taking standardized tests
   c. when students are "test wise" they become more anxious about taking tests
   d. when students prepare for tests, test results tend to be more reliable
Chapter 12

86. The three components of the transition process include:
   a. assessment, planning, and follow-through
   b. planning, placement, and programming
   c. referral, intervention, and placement
   d. referral, planning, and programming

87. The focus of the family assessment in the IFSP is to:
   a. evaluate the specific skills and abilities of the young child
   b. ascertain the child’s needs and the way the disability affects family functioning
   c. determine the strengths and needs of the family
   d. all of the above

88. Most of Ms. DeLuca’s preschool students are able to identify basic shapes and colors but one of her students, Anna, has not been able to master these skills. It is likely that Anna has not reached:
   a. the critical period
   b. the frustration point
   c. her splinter skills
   d. a predictable sequence

89. Carlos, a secondary level student who has a mild learning disability, is planning to work independently in the community as a building janitor. This type of employment is known as:
   a. competitive employment
   b. sheltered workshop
   c. supportive employment
   d. professional employment

90. When students with disabilities are employed by either public or private companies, they are entitled to reasonable accommodations according to:
   a. Section 504 of the Rehabilitation Act of 1973
   b. Individuals with Disabilities Education Act Amendments of 1997
   c. Secondary Education and transitional Services for Handicapped Youth Act
   d. Carl D. Perkins Vocational and Applied Technology Act

91. A method of informal assessment in which young children are observed in a variety of settings, times of the day, and activities has been referred to as:
   a. play-based assessment
   b. arena assessment
   c. direct observation
   d. kid observing

92. A method of assessment in which the child is observed in an authentic environment where there are toys, dolls, and interactive material and equipment that entice a child to explore and initiate activities and interaction is referred to as:
   a. arena assessment
   b. play-based assessment
   c. associative play
   d. cooperative play evaluation
93. Freddie is in the block center watching and standing near but not talking to or interacting with the two other preschoolers who are building a block structure together. This developmental play stage is referred to as:
   a. solitary play
   b. onlooker play
   c. associative play
   d. parallel play

94. A method of assessing young children in which one person acts as a facilitator who interacts or plays with the child while the other observers record their observations is referred to as:
   a. play-based assessment
   b. arena assessment
   c. kid watching
   d. sociogram

95. In order to conduct play based assessment, the evaluator should be familiar with developmental levels of social play. Which of the following are listed in generally accepted development order?
   a. solitary play, associative play, parallel play, cooperative play
   b. solitary play, parallel play, associative play, cooperative play
   c. associative play, solitary play, cooperative play, parallel play
   d. parallel play, solitary play, cooperative play, associative play