Chapter 8

175. These tests are used to obtain further information about a specific skill or area of academic achievement
   a) Diagnostic test
   b) Achievement test
   c) Aptitude test
   d) Screening test

176. These tests are designed to measure what the student has learned
   a) Diagnostic test
   b) Achievement test
   c) Aptitude test
   d) Screening test

177. Brief tests containing items that survey a range of skill levels, domains, or content areas. They are typically used to determine weak areas
   a) Diagnostic test
   b) Achievement test
   c) Aptitude test
   d) Screening test

178. Evaluating the types of items answered correctly with the types of items answered incorrectly
   a) Item-level error analysis
   b) Within-item error analysis
   c) Diagnostic analysis
   d) Screening analysis

179. Evaluates the types of errors students made while attempting to complete a task
   a) Item-level error analysis
   b) Within-item error analysis
   c) Diagnostic analysis
   d) Screening analysis

180. What term refers to a student using inner language concepts and applying them to what is heard?
   a) Receptive language
   b) Expressive language
   c) Written language
   d) Spoken language

181. What term defines utilizing language skills in speaking or writing?
   a) Receptive language
   b) Expressive language
   c) Written language
   d) Spoken language
182. These tests measure how well students adapt to different environments
   a) Adaptive behavior scales
   b) Achievement tests
   c) Aptitude tests
   d) Diagnostic tests

183. This score is used as another measure to determine ongoing progress
   a) Grade equivalent
   b) Age equivalent
   c) Growth scale value
   d) Significant level

184. Area of cognitive development or ability thought to be evidenced by certain behaviors or skills
   a) Domain
   b) Subtest
   c) Achievement test
   d) Aptitude test

185. Which of the following assessments is aligned to the NCTM standards?
   a) Test of Mathematical Abilities
   b) Key Math
   c) Peabody Individual Achievement Test
   d) Kaufmann Test of Educational Achievement

186. Which of the following assessments compares a student’s performance to that of same age/grade peers?
   a) Curriculum-Based Measurement
   b) Curriculum-Based Assessment
   c) Norm-Referenced Assessment
   d) Standardized Assessment

187. In determining significant difference between scores, a significant difference at the 05 level indicates which of the following?
   a) There is a 5% chance that the difference is significant.
   b) There is a 95% chance that the difference is due to error.
   c) There is a 5% chance that the difference is due to error.
   d) There is a difference of 5% between the scores.

188. When a student who has had significant difficulty has been assessed and it is determined that the level of curriculum is too difficult, the student may have been receiving instruction at which of the following levels?
   a) Mastery
   b) Instructional
   c) Failure
   d) Achievement

189. Which of the following indicates when diagnostic instruments may be used?
   a) Once every three years
   b) Before each annual review
   c) To determine if exit criteria are met
   d) When additional information is needed about a student’s skills
190. The percentile ranking of a student on a standardized diagnostic test indicates which of the following?
   a) The student has been ranked according to the performance of other students in the national norm group
   b) The student performed as well as the percentile group
   c) The student is below the percentile stated
   d) The student has performed in the expectancy range

191. The most important step for teachers learning new diagnostic instruments is which of the following?
   a) Careful planning of the testing session.
   b) Meeting with the parents before the testing.
   c) Becoming familiar with the correct responses.
   d) Becoming familiar with the test manual and test.

192. This is the first score to be calculated and is used to determine standard scores
   a) Raw score
   b) Percentile rank
   c) Scaled score
   d) Composite score

193. This tests the processes used in initial and emerging reading and writing skills as well as the skills expected during the intermediate grades in school
   a) Oral Grey Reading Test - 4
   b) Test of Reading Comprehension - 3
   c) Test of Written Language - 4
   d) Test of Written Spelling - 4

194. This test assesses areas of math functioning typically not addressed by other instruments
   a) Test of Mathematical Abilities
   b) Key Math
   c) Peabody Individual Achievement Test
   d) Kaufmann Test of Educational Achievement

195. This test consists of subtests taken from the Woodcock-Johnson Tests of Achievement III that measure the skills required for reading
   a) Woodcock-Johnson III Diagnostic Reading Battery
   b) Process Assessment of the Learner: Test Battery for Reading and Writing
   c) Oral Grey Reading Test - 4
   d) Test of Reading Comprehension - 3

196. Measures a student’s vocabulary by asking the student to name a picture or to provide a synonym for a picture
   a) Peabody Picture Vocabulary Test
   b) Expressive Vocabulary Test
   c) Test of Language Development
   d) Written Language Test

197. This test assesses the prerequisite and requisite skills needed to read, write, and take notes in school
   a) Woodcock-Johnson III Diagnostic Reading Battery
   b) Process Assessment of the Learner: Test Battery for Reading and Writing
   c) Peabody Individual Achievement Test-4
   d) Kaufman Test of Educational Achievement-II
198. This test allows teachers to make comparisons between scores
   a) Woodcock-Johnson III Test of Achievement
   b) Peabody Individual Achievement Test-4
   c) Kaufman Test of Educational Achievement-II
   d) Wechsler Individual Achievement Test, 3rd ed.

199. This test assesses overall writing, contrived writing and spontaneous writing
   a) Oral Grey Reading Test - 4
   b) Test of Reading Comprehension - 3
   c) Test of Written Language - 4
   d) Test of Written Spelling - 4

Chapter 9

200. Which of the following must be conducted to determine if misbehaviors are related to a child's disability?
   a) An IEP
   b) A transition plan
   c) A behavior intervention plan
   d) A manifestation determination

201. Which of the following is designed to increase positive behaviors and decrease negative behaviors?
   a) A functional behavioral assessment
   b) Replacement behaviors
   c) A behavioral intervention plan
   d) All of the above

202. Which of the following is an assessment that utilizes multiple components to determine the specific purpose of targeted behaviors?
   a) A functional behavioral assessment
   b) A replacement behavioral assessment
   c) A behavioral intervention assessment
   d) A behavior intervention plan

203. Prior to beginning a behavioral observation, which of the following must be determined?
   a) Replacement behaviors
   b) Positive rewards for appropriate behavior
   c) Target behavior
   d) Antecedents

204. Direct observation enables the observer to note how often a behavior occurs and to establish which of the following?
   a) Consequences
   b) A baseline
   c) Target analysis
   d) Rapport for follow-up interview

205. An event that occurs prior to the target behavior that increases or decreases the probability of the target behavior occurring is known as which of the following?
   a) Antecedent
   b) Baseline
   c) Target behavior
   d) Consequence
206. An event that occurs prior to a target behavior but not in the same exact environment as the target behavior is known as which of the following?
   a) Setting event
   b) Consequence event
   c) Negative event
   d) Related event

207. 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?
   a) Anecdotal
   b) Latency
   c) Interval recoding
   d) Time sampling

208. 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?
   a) Event recording
   b) Latency recording
   c) Duration recording
   d) Time sampling

209. Which of the following methods of data collection would be most useful in determining antecedents?
   a) Latency recording
   b) Anecdotal recording
   c) Duration recording
   d) Frequency counting

210. Which of the following is a graphic representation of the social dynamics of a classroom?
   a) A graphic distribution
   b) A sociogram
   c) A social distribution graphic
   d) An ecological assessment

211. Judy, a young preschooler, has temper tantrums With interventions, the tantrums continue but do not seem to be as intense or long In order to determine if Judy's tantrums are truly decreasing in length, the teacher should use
   a) Latency recording
   b) Duration recording
   c) Anecdotal recording
   d) Magnitude recording

212. This theory is founded in the idea that behaviors are maintained or increased by the reinforcing events that follow the event or behavior
   a) FBA theory
   b) Academic engagement theory
   c) Observational theory
   d) Behavioristic theory
213. IDEA allows for students with behavioral issues to be suspended for a maximum of
   a) 10 days
   b) 15 days
   c) 20 days
   d) 25 days

214. Mrs Tilger notices that Michael is constantly out of his seat. What data recording method
    should she use to determine how many times Michael gets out of his seat?
    a) Duration recording
    b) Latency recording
    c) Event recording
    d) Interval recording

215. The school psychologist completes an observation of Jean and determines that she engages in
    an off-task behavior, on average, every six minutes, which is recorded as
    a) Duration
    b) Interval
    c) Inter-response time
    d) Anecdotal

216. The school guidance counselor comes into your room to observe 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 observation?
    a) Latency observation
    b) Duration observation
    c) Anecdotal observation
    d) Interval observation

217. Lists of academic or behavioral skills that the respondent completes by checking the
    appropriate responses
    a) Rating scale
    b) Checklist
    c) Interview
    d) Questionnaire

218. What type of observation is conducted when an evaluator orally asks the respondent the
    questions and encourages objective, detailed information
    a) Rating scale
    b) Checklist
    c) Interview
    d) Questionnaire

219. Which of the following is not a projective assessment?
    a) Draw a person test
    b) Sentence completion test
    c) Apperception test
    d) Behavior rating profile test
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. Janet appears to have difficulty with:

a) Academic achievement  
b) Vision  
c) Duration  
d) Latency

These assessments are used to analyze a student’s feelings by what the student projects into the story card or other stimulus:

a) Projective assessments  
b) Ecological assessments  
c) Assessments of attention disorders  
d) Rating scale assessments

These events make a consequence more attractive:

a) Establishing operations  
b) Setting events  
c) Antecedents  
d) Observations

This assessment is similar in content to a checklist, but the respondent indicates their response along a rating scale allowing for interpretation of extreme behavior:

a) Checklist  
b) Rating scale  
c) Interview  
d) Questionnaire

This assessment gathers data by encouraging the respondent to describe behaviors or situations where the behavior occurs with objective, narrative statements:

a) Rating scale  
b) Checklist  
c) Interview  
d) Questionnaire

Chapter 10

Which of the following statements is true?

a) Experts in the field of intellectual assessment have different definitions of intelligence.  
b) Experts in the field of intellectual assessment believe that intelligence is the most important factor in assessment.  
c) Experts in the field of intellectual assessment have targeted specific tests that have completely eliminated bias.  
d) Experts in the field of intellectual assessment do not think intellectual assessment is predictive of anything of significance.

The influence of one culture on another culture is known as which of the following?

a) Acculturation  
b) Environmental influence  
c) Adaptive behavior  
d) Innate potential
227. Which of the following individuals developed the theory of multiple intelligences?
   a) B.F. Skinner
   b) Sigmund Freud
   c) David Wechsler
   d) Howard Gardner

228. Which of the following batteries was designed to assess non-verbal intelligence?
   a) UNIT
   b) C-TONI
   c) TONI
   d) All of the above

229. Which of the following instruments is designed to assess intellectual functioning using a theory of simultaneous and successive processing?
   a) Stanford-Binet IV
   b) WISC-IV
   c) K-ABC-II
   d) TONI-III

230. Which of the following types of intellectual assessment instruments are more commonly used with children who are bilingual?
   a) Tests with heavily weighted English verbal components
   b) Nonverbal instruments
   c) English verbal instrument
   d) All of the above

231. On the Stanford-Binet V, the factors assessed include:
   a) Verbal and nonverbal
   b) Verbal only
   c) Nonverbal only
   d) None of the above

232. Using the WISC-IV, which of the following ranges would a full-scale score of 117 fall?
   a) Average
   b) Low average
   c) Superior
   d) High average

233. On the Stanford-Binet, a student who obtains a score of 112 would fall within which range?
   a) Very gifted
   b) Gifted or highly advanced
   c) High average
   d) Superior

234. In making the determination for eligibility under the category of mental retardation, the following areas must be assessed:
   a) Academic achievement and behavior
   b) Intelligence and academic achievement
   c) Intelligence and adaptive behavior
   d) Behavior and intelligence
235. 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: 
   a) The student will likely have difficulty in school without interventions.  
   b) This will not have an impact on educational achievement. 
   c) This child will always require self-contained special education support. 
   d) The student should probably not be permitted to attend school.  

236. Assessing one’s ability to function in various environments requires measuring 
   a) Achievement  
   b) Intelligence  
   c) Adaptive Behavior  
   d) Cognitive Ability  

237. The formula used to calculate IQ is 
   a) MA + CA x 100  
   b) CA – MA x 100  
   c) 100 – CA x MA  
   d) 100 – MA x CA 

238. This type of assessment views the ceiling as an area of functioning that warrants further 
   investigation 
   a) Intelligence testing 
   b) Achievement testing  
   c) Adaptive behavior assessment 
   d) Dynamic assessment  

239. Administering subtests from two or more tests to determine if a weakness exists in a particular 
   skill or ability is 
   a) Dynamic assessment  
   b) Adaptive behavior assessment 
   c) Cross-battery assessment 
   d) Ecological assessment 

240. The mean score and standard deviation for the WISC-IV are 
   a) 80, 15  
   b) 90, 10  
   c) 100, 10  
   d) 100, 15  

241. Which of the following people may fill out an adaptive behavior assessment? 
   a) Teacher 
   b) Parent  
   c) Job coach 
   d) All of the above. 

242. 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. 
   a) Larry P. v. Riles  
   b) PAESE v. Hannon  
   c) Diana v. State Board of Education  
   d) Lora v. New York City Board of Education
243. In this case, the state board of education of California agreed to test students in their native language.
   a) Larry P. v. Riles
   b) PASE v. Hannon
   c) Diana v. State Board of Education
   d) Lora v. New York City Board of Education

244. Adaptive behavior is considered to
   a) be multidimensional.
   b) have few ethnic group differences.
   c) have few race group differences.
   d) All of the above.

245. It has been recommended that the K-BIT be used for which of the following purposes?
   a) Comprehensive assessment of intellectual functioning
   b) Screening of intellectual functioning
   c) Adaptive behavior assessment
   d) Achievement and vocational assessment

246. The Woodcock-Johnson III Tests of Cognitive Ability includes which of the following?
   a) Standard and extended batteries
   b) Measures of cognitive ability
   c) Measure of academic skills
   d) All of the above.

247. The test measures reasoning and memory skills through the nonverbal presentation of the subtests
   a) UNIT
   b) CTONI
   c) TONI-3
   d) Wechsler Nonverbal Scale of Ability

248. The ABS-S2 assesses these two primary domains
   a) Independent living & Social behavior
   b) Community navigation & Independent living
   c) Social behavior & Transportation needs
   d) Transportation needs & Community navigation

249. The Vineland Adaptive Behavior Scale is a comprehensive evaluation which includes a
   a) Maladaptive behavior scale
   b) Transportation navigation scale
   c) Communication with peers scale
   d) Requests assistance scale

Chapter 11

250. Children who experience low birth weight, prolonged respiratory difficulties, or central nervous system involvement are said to have which of the following?
   a) need of special education resource services
   b) biological risk factors
   c) environmental risk factors
   d) learning risk factors
IDEA provides for developmental intervention for children beginning at which of the following ages?

a) birth  
b) one year  
c) two years  
d) three years

Young maternal age, disorganization or dysfunction of the family, and few family support networks are examples of which of the following?

a) biological risk factors  
b) environmental risk factors  
c) developmental delays  
d) all of the above

The document required to be written and implemented to plan to meet the needs of the toddler and the related needs of the family is referred to as which of the following?

a) IEP  
b) IAP  
c) IFSP  
d) IFFP

At a minimum, which of the following indicates how often IDEA mandates the plans for infants and toddlers be reviewed?

a) 3 months  
b) 4 months  
c) 6 months  
d) 12 months

At a minimum, which of the following indicates how often IDEA mandates the plans for infants and toddlers be evaluated?

a) 3 months  
b) 4 months  
c) 6 months  
d) 12 months

Which of the following describes the program in which the assessment and goals for the child are driven by the family's needs and priorities?

a) family-centered program  
b) family-focused program  
c) family assessment program  
d) family needs based program

Disturbances of sleeping, eating and irritability are referred to as which of the following?

a) temperament orientation  
b) routine disturbances  
c) regulatory disturbances  
d) common disturbances

Which of the following areas is not required to be evaluated for infants and toddlers according to the federal regulations?

a) family interaction development  
b) physical development  
c) cognitive development  
d) communication development
259. A technique that places the child and the facilitator in the center of the multidisciplinary team during the assessment is known as:
   a) play evaluations
   b) early childhood assessment
   c) arena assessment
   d) early intervention assessment

260. Which of the following is not an eligibility criterion for early childhood under IDEA?
   a) Developmental delay
   b) Diagnosed physical or mental condition
   c) Diagnosed with a qualifying disability
   d) None of the above.

261. Which of the following is evaluated to determine developmental delay?
   a) Cognitive & Physical development
   b) Communication & Adaptive development
   c) Social & Emotional development
   d) All of the above.

262. Data collected on children should be used to
   a) Determine the effectiveness of interventions and instruction and make changes as necessary.
   b) Assist educational planning and decisions.
   c) Implement universal behavioral and academic interventions and assessment.
   d) All of the above.

263. Non-organic failure to thrive, recurrent vomiting or chronic diarrhea, recurrent dermatitis, recurrent wheezing are all examples of
   a) regulatory disturbances
   b) social/emotional disturbances
   c) psychophysiological disturbances
   d) developmental delays

264. When the examiner uses strategies to encourage the child to use communication to solve problems, it is known as:
   a) observations
   b) interactive strategies
   c) situational play
   d) arena evaluations

265. Concerns raised regarding early childhood assessment include
   a) Disorders can be difficult to determine in young children.
   b) Scores obtained during assessments are unstable.
   c) Variability between the educational and home environments.
   d) All of the above.

266. Which of the following categories is considered when evaluating a child with a pervasive developmental disorder?
   a) Communication delays or abnormalities
   b) Difficulties with social reciprocity or interactions with people
   c) Patterns of unusual or repetitive behaviors
   d) All of the above.
267. This screening tool is used to identify young children who may be in need of further diagnostic assessment
   a) DIAL-3
   b) Mullen Scales of Early Learning: AGS edition
   c) Brigance Scores
   d) The Wechsler Preschool and Primary Scale of Intelligence, 3rd edition

268. 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?
   a) Baley Scales of Infant Development – II
   b) Uzgiris-Hunt Ordinal Scales of Psychological Development
   c) Neonatal Behavioral Assessment Scale – II
   d) Developmental Infant Rating System – III

269. The best practice in assessing infants and toddlers as well as preschool age children involves which of the following?
   a) multiple measures, multiple examiners and multiple situations
   b) interviewing parents
   c) direct observations and surveys
   d) cognitive assessment, speech evaluation, and behavioral assessment

270. The WPPSI-III was developed for use with children of what ages?
   a) Birth to 3 years of age
   b) 2 years and 6 months to 7 years and 3 months
   c) 2 years to 6 years and 6 months
   d) 1 year of age to 6 years of age

271. Which of the following is an example of phoneme segmentation?
   a) /s/ /i/ /p/
   b) /sk/ /ul/
   c) /sip/
   d) skull

272. Which of the following is an example of phoneme identity?
   a) Say smile without the /s/. mile
   b) The sound /b/ is the same in bike, boy and bell.
   c) Which word does not belong - bus, bun, rug? Rug
   d) /p/

273. Which of the following is an example of phonemic isolation?
   a) p
   b) /s/ /i/ /p/
   c) /p/
   d) /s/ /k/ /u/ /l/

274. Which of the following is an example of phoneme deletion?
   a) Which word does not belong - bus, bun, rug? Rug
   b) Say smile without the /s/. mile
   c) The sound /b/ is the same in bike, boy and bell.
   d) /s/ /k/ /u/ /l/
Chapter 12

275. At what age does a student reach the “age of majority” in most states?
   a) 14
   b) 16
   c) 18
   d) 21

276. Federally speaking, at what age must transition planning begin?
   a) 14
   b) 16
   c) 18
   d) 21

277. Meetings that evaluate and determine a student’s needs following high school
   a) Transition planning
   b) Transition assessment
   c) IEP meetings
   d) Evaluation meetings

278. Age-appropriate measures of academics, functional skills, and independent living that
determine a student’s needs following high school
   a) Transition planning
   b) Norm-references assessments
   c) Curriculum-based assessments
   d) Transition assessment

279. Students with disabilities who are least likely to receive a high school diploma are students
   with
   a) Emotional disturbance
   b) Mental retardation
   c) Autism
   d) All of the above

280. Districts must report on which of the following regarding their success with transition
   planning?
   a) Report post-secondary outcomes
   b) Report on employment and/or educational status
   c) Report on employment duration
   d) All of the above

281. How often must a transition plan be updated and re-evaluated?
   a) Every 6 months
   b) Every year
   c) Every two years
   d) On a continuous basis

282. The ability to make one’s needs known and to advocate for oneself is known as
   a) self-management
   b) self-determination
   c) transition planning
   d) transition assessment
283. Which of the following items is not likely to provide effective transition programs?
   a) Programs that actively involve students
   b) Career programs that promote awareness and teach skills
   c) Programs that adopt a “one-size fits all” approach.
   d) Engage students in meaningful learning

284. Employing a person with a disability with persons without disabilities where the arrangement is for at least minimum wage and may include job supports is called
   a) supported employment
   b) self-determination
   c) transition planning
   d) job coaching

285. Often a job coach may be used in:
   a) independent employment strategies
   b) vocational assessment
   c) supported employment
   d) post-secondary interventions

286. 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
   a) Self-Determination Battery
   b) Kaufman Functional Assessment Skills Test
   c) Brigance Transition Inventory
   d) Transitional Planning Inventory

287. This instrument assesses the examinee’s skill in performing math- and reading-related tasks carried out in everyday life
   a) Self-Determination Battery
   b) Kaufman Functional Assessment Skills Test
   c) Brigance Transition Inventory
   d) Transitional Planning Inventory

288. This instrument is available in multiple languages in order to provide families with the maximum opportunity to participate in transition planning
   a) Self-Determination Battery
   b) Kaufman Functional Assessment Skills Test
   c) Brigance Transition Inventory
   d) Transitional Planning Inventory

289. Each page of this provides a specific, measureable objective that can be included among or adapted for the student’s transition IEP objectives
   a) Self-Determination Battery
   b) Kaufman Functional Assessment Skills Test
   c) Brigance Transition Inventory
   d) Transitional Planning Inventory

Chapter 13

290. Test results help educators make decisions about which of the following?
   a) educational planning and interventions
   b) possible eligibility for special education services
   c) needed transition services
   d) all of the above
291. Which of the following terms refers to interventions and strategies used to promote educational success?
   a) measurement criteria  
   b) high school exit evaluation  
   c) educational planning  
   d) IEP team meetings

292. Which of the following terms refers to the determination of whether a student will receive special education services?
   a) pre-referral meeting  
   b) eligibility decisions  
   c) placement decisions  
   d) needs assessment

293. Which of the following refers to measurable objectives that provide evidence of a student's progress toward annual goals in the IEP?
   a) behaviorally stated short-term objectives  
   b) estimated short-term objectives  
   c) behaviorally stated long-term objectives  
   d) estimated long-term objectives

294. Which of the following refers to markers that provide evidence of a student's progress toward annual goals set forth in the IEP?
   a) promotion to the next grade  
   b) 9 week's grades  
   c) semester grades  
   d) benchmarks

295. Which of the following refers to statements of anticipated progress that a student will make in one year, upon which the short-term objectives are based?
   a) yearly grades  
   b) annual grades  
   c) promotion criteria  
   d) long-term goals

296. Students with the sole disabling condition of ADHD may qualify to receive special education services under which of the following IDEA categories?
   a) specific learning disability  
   b) other health impairment  
   c) emotionally disturbed  
   d) Section 504

297. 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
   a) inter-individual interpretations  
   b) intra-individual interpretations  
   c) comparison interpretations  
   d) performance interpretations
298. Which of the following terms refers to interpreting assessment results by comparing a student's levels of performance with his or her own performance?
   a) intra-individual interpretations  
   b) comparison interpretations  
   c) performance interpretations  
   d) inter-individual interpretations

299. Before referring a student for special education testing which of the following must professionals secure?
   a) a complete medical history  
   b) procedural safeguards  
   c) parental consent  
   d) none of the above

300. Cognitive or intellectual measures are generally administered by which of the following?
   a) school psychologist  
   b) clinical psychologist  
   c) educational diagnosticians  
   d) all of the above

301. Which of the following sections is typically presented first in psychoeducational reports?
   a) background and referral information  
   b) identifying data  
   c) test results  
   d) test interpretations

302. Which of the following statements is not true regarding the interpretation of assessment results?
   a) Tests results are most useful when interpreted and presented in a clear format. 
   b) The regulations of the 1997& 2004 amendments to IDEA require that assessment data be interpreted and used to develop educational and behavioral interventions that will be of benefit to the student. 
   c) When interpreting assessment results the holistic view of the student should be considered. 
   d) Tests results that are used to determine if eligibility criteria have been met may not be considered when determining educational or behavioral interventions.

303. Interpreting a student’s skills and abilities across several assessment instruments is called
   a) cross-battery assessment  
   b) patterns of functioning  
   c) psychoeducational report  
   d) summary statement

304. Interpretations of cognitive measures that reveal similarities and differences between specific areas of functioning are known as
   a) cross-battery assessment  
   b) psychoeducational report  
   c) patterns of functioning  
   d) summary statement