Instructor's Resource Manual and Test Bank
for

Assessing Students with Special Needs
Fifth Edition

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Preface

This manual is intended to help instructors teach and evaluate student mastery of the

material covered in *Assessing Students with Special Needs, Fifth Edition.* For each chapter there

is an overview, a set of multiple-choice questions, a group of essay questions, and a series of

learning activities for use during instruction. The manual is organized by chapter so that

instructors may select and arrange items in any sequence. In most situations, instructors should

avoid using all of the questions at once. Instead, they should select those items that reflect the

teaching focus of their course. The author wishes to express appreciation to Janelle Venn for all

Table of Contents

Chapter One

Defining and Describing the Assessment of Students with Special Needs

The first chapter introduces the key terms, concepts, and processes of assessment necessary for understanding the often complex testing and measuring topics associated with the appraisal of students with special needs. The chapter begins with a review and analysis of key terms. This is followed by a historical review that traces the development of testing students with disabilities. The review highlights the contributions of professionals from various disciplines in the evolution of assessment. Finally, the chapter describes legal mandates associated with testing students with disabilities and the professional standards that guide the assessment process.

Multiple Choice Questions

Directions: Read each question carefully and then select the response that is the best answer. Each question contains only one best answer.

_____ 1. Which term refers to the process of making educational decisions?

    A. assessment
    B. measurement
    C. testing

_____ 2. Which assessment term is the broadest?

    A. assessment
    B. measurement
    C. testing

_____ 3. Which assessment term is the most specific?

    A. assessment
    B. measurement
    C. testing

_____ 4. Which term refers to the type of assessment usually given once in a standard manner?

    A. assessment
    B. measurement
    C. testing

_____ 5. The process of assessing students with special needs reflects the influence of

    A. a number of disciplines and points of view
    B. a single unifying point of view
    C. legal considerations more than other factors
    D. psychology more than other disciplines

_____ 6. Who developed the first intelligence test?

    A. Binet
    B. Kauffman
    C. Sequin
    D. Wechsler

_____ 7. Which assessment approach did B. F. Skinner originally develop?

    A. direct observation of behavior
    B. individual diagnosis and prescription
    C. testing large groups
    D. the developmental approach

_____ 8. What assessment approach did Gessell and Armatruda develop?

    A. curriculum-based measurement
    B. individual achievement testing
    C. the behavioral approach
    D. the developmental approach

_____ 9. What is the name of the first widely used group achievement test?

    A. Army Alpha
    B. Iowa Test of Basic Skills
    C. Stanford Achievement Test

_____ 10. Which test, first published in 1949, has become the foremost
    intelligence test?

    A. Army Alpha
    B. Stanford-Binet Intelligence Scale
    C. Wechsler Intelligence Scale for Children

_____ 11. What is the age range of most developmental scales?

    A. birth to four years
    B. birth to six years
    C. birth to eight years
    D. birth to ten years

_____ 12. Who was the medical doctor who played a major role in developing the
    assessment concept of individual diagnosis and prescription?

    A. B. F. Skinner
    B. Edouard O. Seguin
    C. Jane Mercer
    D. Lloyd Dunn

_____ 13. What longstanding critical issue did the System of Multipluralistic
Assessment (SOMPA) address?

    A. assessment in inclusive settings
    B. bias in testing
    C. privacy of test results

_____ 14. What type of assessment is especially appealing to teachers because it directly
links evaluation with instruction?

    A. assessment in inclusive settings
    B. curriculum-based assessment
    C. individual achievement testing
    D. nonbiased testing

_____ 15. Which ethical consideration requires test givers to follow procedures for giving
instructions, setting time limits, and presenting items?

    A. permission before testing
    B. privacy of test results
    C. standardized test administration

Essay Questions

Directions: Demonstrate your understanding of the material in this chapter by answering the following essay questions.

1.   Compare and contrast the terms assessment, testing, and measurement. Why is assessment the broadest term? Why is testing the most specific term?

2.   In your opinion, which two of the early historical landmarks (before 1950) have had most impact on procedures for assessing students with disabilities? Why are these two early landmarks so important?

3.   In your opinion, which two of the more recent landmarks (after 1950) have had the most impact on procedures for assessing students with disabilities? Why are these two landmarks so important?

4.   What are two of the most important legal or ethical considerations that impact assessment of students with disabilities? Why are these legal or ethical considerations so important?

Learning Activities

1. Have the students in the class interview each other about their positive and negative assessment experiences and give brief reports of the results of their interviews.

2. Have students interview a parent of a student with special needs or a teacher of students with disabilities. The interview should focus on testing and assessment experiences including the process of identifying and testing students who may qualify for and benefit from special education and related services. Have students share the results of their interviews in writing and in a class discussion.

3. Create flash cards using the key terms in Chapter 1 and have students practice learning the terms in small groups. The glossary terms for chapter 1 include assessment, measurement, and testing. Other important terms from chapter 1 include curriculum-based assessment and curriculum-based measurement.

4. Have students write responses to each of the reflections in Chapter 1 and then hold a general discussion in which students compare their answers.

Chapter Two

The Assessment Process

Chapter 2 describes the steps in the process of assessing students with special needs. The chapter begins with a discussion of screening followed by a description of the eligibility process for identifying students with disabilities. The relationship between IEPs and assessment is a special focus of the chapter. The IEP material includes information about IEP assessment requirements. The chapter also reviews assessment processes and procedures associated with instructional intervention and measuring progress. The chapter provides a foundation for the study of specific tests and appraisal procedures in later chapters.

Multiple Choice Questions

Directions: Read each question carefully and select the best answer. Each question contains only one best answer.

_____ 1. Which step in the assessment process answers the following question, "Does a problem exist that requires further assessment?"

    A. determining eligibility
    B. instructional intervention
    C. measuring progress
    D. screening

_____ 2. Which step in the assessment process answers the following question, "What learning objectives are appropriate for the student?"

    A. determining eligibility
    B. instructional intervention
    C. measuring progress
    D. screening

_____ 3.   Which step in the assessment process answers the following question, "Is the student achieving the IEP goals?"

    A. determining eligibility
    B. instructional intervention
    C. measuring progress
    D. screening

_____ 4. Which step in the assessment process answers the following question, "Does the student have a disability?"

    A. determining eligibility
    B. instructional intervention
    C. measuring progress
    D. screening

_____ 5. Which step in the assessment process is most closely associated with child study teams?

    A. determining eligibility
    B. instructional intervention
    C. measuring progress
    D. screening

_____ 6. Which of the following is the first step in the assessment process for students with special needs?

    A. determining eligibility
    B. instructional intervention
    C. progress measuring
    D. screening

_____ 7. Which of the following is the second step in the assessment process for students with special needs?

    A. determining eligibility
    B. instructional intervention
    C. progress measuring
    D. screening

_____ 8. Which of the following is the last step in the assessment process for students with special needs?

    A. determining eligibility
    B. instructional intervention
    C. progress measuring
    D. screening

_____ 9. What is another name for the test-teach-test-teach model?

    A. curriculum-based
    B. diagnostic-prescriptive
    C. instructional intervention

_____ 10. Which of the following guides instructional intervention and progress measuring for students with disabilities?

    A. the child study team
    B. the IEP
    C. the student's test scores

_____ 11. What type tests are used in the process of conducing comprehensive assessment to determine if a student qualifies and can benefit from special education and related services?

    A. group tests
    B. individually-administered, diagnostic tests
    C. individually and group-administered screening tests
    D. individually-administered screening tests

_____ 12. Which step in the assessment process relies on brief tests, rating scales, checklists, and observation techniques?

A. determining eligibility
B. instructional intervention
C. measuring progress
D. screening

_____ 13. Which step in the assessment process relies heavily on informal, curriculum-based assessment and measurement?

A. determining eligibility
B. instructional intervention
C. measuring progress
D. screening

_____ 14. Which step involves initial development of an IEP for students?

A. determining eligibility
B. instructional intervention
C. measuring progress
D. screening

_____ 15. Which step involves identifying students who may have learning problems that require additional assessment?

A. determining eligibility
B. instructional intervention
C. measuring progress
D. screening

_____ 16. When Mrs. Bosque uses assessment information to develop objectives and establish learning priorities she is operating at which level of assessment?

A. determining eligibility
B. instructional intervention
C. measuring progress
D. screening

Essay Questions

Directions: Demonstrate your understanding of the material in this chapter by answering the following essay questions.

1. What is the diagnostic-prescriptive model of assessment, and how does it serve as the basis for developing IEPs. In your answer include a practical example to illustrate why the model may be described as the test-teach-test-teach method.

2. Compare and contrast the assessment instruments used in the screening stage of the assessment process with the assessment instruments used in the eligibility stage. What types of assessment instruments are used in each stage? How are they the same? How are they different? What are the limitations of the assessment instruments used in each stage?

3. Compare and contrast the assessment instruments used in the eligibility stage of the assessment process with the assessment instruments used in the instructional intervention stage. What types of assessment instruments are used in each stage? How are they the same? How are they different? What are the limitations of the assessment instruments used in each stage?

4. Measuring and evaluating student progress involves ongoing evaluation and periodic measurement of overall progress. Give examples of the types of assessment used to evaluate (a) student progress on daily lessons, (b) student progress over time, and (c) the general progress of individuals and groups of students.

Learning Activities

1. Obtain some sample IEPs and have students review them to identify the six IEP components listed in Table 2-3 and the assessment elements described in Table 2-4.

2. Invite a member of the local school district's assessment team to class to share information about one of the steps in the assessment process. For example, a school psychologist could answer questions about assessment in the determining eligibility process, a child find specialist could answer questions about preschool screening, or a leader of a child study team could respond to questions about universal screening.

3. Have students conduct an Internet search to obtain information about one of the elements in the Response to Intervention (RtI) Model: Universal Screening, Tier 1 Instruction, Tier 2 Intervention, and Tier 3 Intensive Intervention. Students may complete this activity individually or in small groups. If conducted as a group learning activity, have the groups present their findings to the class.

Answer Key

Chapter 1:

1. A
2. A
3. C
4. C
5. A
6. A
7. A
8. D
9. C
10. C
11. B
12. B
13. B
14. B
15. C

Chapter 2:

1. D
2. B
3. C
4. A
5. D
6. D
7. A

8. C
9. B
10. B
11. B
12. D
13. B
14. A
15. D
16. B