Spinelli, C.G. (2012). *Classroom Assessment for Students in Special and General Education*.

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CHAPTER 1 TEST QUESTIONS

**Multiple Choice**

In the blank beside each item, write the letter that indicates the one best answer.

\_\_\_\_\_ 1. Assessment is commonly used for all but which of the following purposes:

a. mediation

b. eligibility for special services

c. screening

d. progress monitoring

\_\_\_\_\_ 2. One of the primary purposes of early intervening services is to:

a. decide the classification category

b. classify students with learning and/or behavior disorders

c. recommend interventions and document attempts to ameliorate academic

and/or behavior problems

d. provide a rationale for retention in a grade

\_\_\_\_\_ 3. IDEA allows school districts to use a portion of special education funds to support Early

Intervening Services to do all but which of the following:

a. to provide professional development

b. to provide educational evaluations, services, and supports

c. to write the Individual Education Plan (IEP)

d. to provide behavioral evaluations, services, and supports

\_\_\_\_\_ 4. The goals of Early Intervening Services primarily do not include the following:

a. to reduce the need for special education services

b. to eliminate assistance to students in general education classes

c. to reduce or eliminate referrals to the MDT

d. to reduce over identification of students who are not disabled

\_\_\_\_\_ 5. The members of the Early Intervening Services generally consist of all but which of the following:

a. the school nurse

b. the MDT team

c. experienced classroom teachers

d. the principal or his/her designee

\_\_\_\_\_ 6. The first step in the assessment process – that determines whether more intense or additional

assessment should be conducted is:

a. eligibility testing

b. the MDT evaluation

c. aptitude testing

d. screening

\_\_\_\_\_ 7. The purposes of individual screening are not typically used to provide this information: a. whether the student needs an Individual Education Plan.

b. whether student’s performance is comparable to grade peers

c. the student’s strengths and weaknesses

d. the student’s work study skills and adjustment to class

\_\_\_\_\_ 8. Which of the following statements regarding group screening is accurate?

a. most school districts use screening to determine eligibility for classification

b. typically results yield local not national norms

c. at the tier 1 level is referred to as *uniform* screening

d. results are commonly used to determine qualification for remedial services

\_\_\_\_\_ 9. Which of the following is not an accurate statement about response to intervention?

a. RTI is a used for both prevention and remediation

b. RTI is intended to limit or prevent academic failure

c. RTI was never intended to identify students who require special services

d. A key component of RTI is progress monitoring

\_\_\_\_\_ 10. Preschool age children who are considered at risk for developmental delays are least

likely to be referred for eligibility testing by:  
 a. the school principal

b the child’s pediatrician

c the child’s parent or guardian

d. Child Find

\_\_\_\_\_ 11. Which of the following statements is an accurate fundamental premise of RTI?

a. poor performance may reflect curriculum disability rather than student disability.

b RTI is mandated by federal law

c local education agencies (LEA) must implement RTI according to state law.

d. the emphasis of RTI is on student deficits rather than outcomes.

\_\_\_\_\_ 12. Which of the following is not an accurate statement about RTI tiers?

1. each tier is designed to provide an increasingly intense level of high quality

instruction

1. there are generally two tiers but there may be five or more tiers
2. there are generally three tiers but there may be five or more tiers
3. each tier is designed to provide research-based instruction

\_\_\_\_\_ 13. The purpose of Tier 1 screening is primarily to:

a. identify special education placement options

b. identify students at risk for academic failure

c. identify related services

d. identify appropriate IEP goals

\_\_\_\_\_ 14. The term that means that a strategy is delivered in a manner consistent with how

it was used in research studies is….

a. intervening

b. fidelity

c. strategically

d. universally

\_\_\_\_\_ 15. Data gathered during progress monitoring is…:

a. referred to as reference data

b. used to determine how and when to change intervention type and/or intensity

c. used to identify scientifically-based instruction

d. referred to as universal screening

\_\_\_\_\_ 16. Following progress monitoring at tier 3 level of RTI intervention, which statement below is

least likely to be accurate…

a. students who are making progress are returned to tier 1.

b. students who are making progress may be returned to tier 2.

c. students who are making progress may continue at tier 3.

1. students who are making progress, may be referred to the MDT team if it is not

feasible to maintain this level of intervention in the regular classroom.

\_\_\_\_\_ 17. Which statement about Section 504 is not accurate:

a. it is a civil rights law – focused on providing equal access to all.

b. it mandates that reasonable accommodations must be provided only within the

general education classroom.

c. a student may not be eligible for an IDEA classification yet may qualify for services

under Section 504.

d. all students who qualify for Section 504 services are also eligible for an IDEA

classification.

\_\_\_\_\_ 18. Which of the following is unlikely to be considered a reasonable accommodation:

1. allowing the use of a word processer to complete a writing sample

b. allowing a calculator for a math test

c. allowing the teacher to orally read the words for a sight vocabulary test

d. allowing double time to solve word problems

\_\_\_\_\_ 19. Which of the following is the typical order of steps for implementing progress monitoring?

1. establish instructional goals, determine baseline performance, establish cut rates, implement instructional program, measure performance, chart progress
2. determine baseline performance, establish instructional goals, implement

instructional program, establish cut rates, measure performance, chart progress

1. establish cut rates, establish instructional goals, determine baseline performance, implement instructional program, measure performance, chart progress
2. establish cut rates, chart progress, determine baseline performance, establish instructional goals, implement instructional program, measure performance

\_\_\_\_\_ 20. Progress monitoring is helpful to the teacher in all but which of the following ways:

1. to determine what instructional material is best for particular students

b. to determine if instructional content needs to be re-taught and reviewed

c. to identify which students have grasped concepts and skills.

d. to determine which students should be classified learning disabled.

**True/False**

Indicate correct answers by writing T (true) or F (false) at the left of each statement.

\_\_\_\_\_ 1. IDEA specified that school districts may use up to 35% of their special education funds to

support Early Intervening Services (EIS).

\_\_\_\_\_ 2. Parent consent is required for all group testing; however, not for individual testing.

\_\_\_\_\_ 3. Main purposes for screening young children is to identify developmental delays and to

determine eligibility for preschool special education services.

\_\_\_\_\_ 4. The number of RTI levels or tiers is always three (tier 1, tier 2, tier 3).

\_\_\_\_\_ 5. When students are not successful at the highest level of general education intervention they

generally are referred for eligibility testing.

\_\_\_\_\_ 6. A student with a documented medical disorder who is not eligible to receive special education

services according to IDEA-04 classification criteria will automatically be ineligible to receive special education services under Section 504 of the Rehabilitation Act.

\_\_\_\_\_ 7. Section 504 of the Rehabilitation Act is a civil rights law that protects against discrimination.

\_\_\_\_\_ 8. According to Section 504 of the Rehabilitation Act, the learning process is considered to be a

major life activity which could be substantially limited by a physical or mental impairment.

\_\_\_\_\_ 9. Accommodations provided under Section 504 during the school day do not extend to

extracurricular or non-academic activities.

\_\_\_\_\_ 10. Progress monitoring is used solely to monitor the progress of students who are not classified.

**Fill in the Blank**

In the blank space, fill in a word that is the best answer.

\_\_\_\_\_ 1. According to IDEA, school districts may use up to \_\_\_\_\_\_\_\_\_\_ percent of its special

education funds for Early Intervening Services (EIS).

\_\_\_\_\_ 2. The plan of action developed by the Early Intervening Services (EIS) team that is

recommended to accommodate or modify the referred student’s program is referred to as

an \_\_\_\_\_\_\_\_\_\_ plan .

\_\_\_\_\_ 3. A critical assessment component of response to intervention that is used to determine if

interventions are making a difference is referred to as \_\_\_\_\_\_\_\_\_\_.

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\_\_\_\_\_ 4. The initial whole class assessment that is used in Tier 1 is referred to as \_\_\_\_\_\_\_\_\_\_

screening.

\_\_\_\_\_ 5. The civil rights law that mandates that students with a physical or mental impairment

which substantially limits one or more major life activities receive reasonable accommodations is \_\_\_\_\_\_\_\_\_\_.

Short Answer

Demonstrate your understanding of the chapter material by your response to these short answer questions.

1. Which school personnel are considered key members of the early intervening services team?

2. What is the purpose of the screening process?

3. Identify the types of informal assessment used in the screening process.

4. Explain when you would use individual and when you would use whole group screening assessment.

5. Why are local education agencies (LEA) not required to implement RTI?

6. What is the meaning of the term fidelity in relation to tier interventions?

7. What is the purpose of universal screening?

8. What are tier 2 interventions considered remedial as opposed to preventative?

9. What would the teacher do to determine that the student needs to move from one tier to another?

10. If parents disagree with the Section 504 services recommended for their child, what should they do?

Essay

Demonstrate your understanding of the chapter material by answering these essay questions.

1. What is the difference between EIS and RTI?

2. Compare and contrast the three RTI tiers.

3. Under what circumstances would a student who is currently in the RTI process be referred for

eligibility testing?

4. Discuss why a child might be eligible to receive special services according to Section 504 of

the Rehabilitation Act but not according to IDEA.

5. What is the difference between IDEA and Section 504 of the Rehabilitation Act?

CHAPTER 1 TEST ANSWER KEY

**Multiple Choice**

1. a (p. 4) 6. d (p. 8) 11. a (p. 11) 16. a (pp. 12-13)

2. c (p. 5) 7. a (p. 9) 12. b (p. 11) 17. b (p. 16)

3. c. (p. 5) 8. d (pp. 9-10) 13. b (p. 12) 18. c (p. 16)

4. b (p. 5) 9. c (p. 10) 14. b (p. 12) 19. b (p. 17)

5. b (p. 5) 10. a (p. 10 ) 15. b (p. 12) 20. d (p. 17)

True/False

1. False (p. 5) Answer: School districts may use up to 15% of their special education funds.

2. False (p. 8) Answer: Parent consent is required for individual not for group testing.

3. True (p. 10)

4. False (p. 11) Answer: The number of levels or tiers is generally three but may include more, depending

on how the LEA decides to group the general format of screening, progress

monitoring and diagnosis.

5. True (p. 13)

6. False (pp. 14-16) Answer: Students may be ineligible for classification yet be eligible for Section 504 services.

7. True (p. 15)

8. True (p. 15)

9. False (p. 16) Answer: Section 504 protections extend to extracurricular and nonacademic activities.

10. False (p. 18) Answer: Progress monitoring can provides information for all students, It can also used to

monitor students’ progress towards meeting their IEP goals.

Fill in the Blank

1. 15% (p. 5)
2. intervention plan (p. 6)
3. progress monitoring (p. 10)
4. universal (p. 12)
5. Section 504 of the Rehabilitation Act (p. 15)

Short Answer

1. School administrator, nurse, guidance counselor, remedial specialists, teachers from various grade levels. (pp. 5-6).

2. The purpose is to collect data to determine whether more intensive or additional assessments should be

conducted by educational, psychological, or medical specialists. (p. 8).

3. Informal screening assessments include teacher-made tests, skill inventories, behavioral checklists, daily observations, and student interviews. (p. 9)

4. Individual screening procedures are used to determine a specific student’s strengths and weak-

nesses, work-study skills and classroom adjustment, performance on work samples, time on task,

work pace, and attention to detail and work quality; whereas, group screening is used to determine

students’ academic skill levels and to compare their performance to that of previous years as well

as to national and local norms. (pp. 9-10)

5. RTI is not mandated by federal law. (p. 11)

6. Fidelity means that the strategy is delivered in a manner consistent, as it was intended to be used

according to the validated research studies. (p. 12)

7. To measure growth over time; to measure student achievement compared to grade level peers; to

measure progress related to specific benchmarks; to identify risk of failure, and to ensure that the

student is benefitting from instruction. (p. 12)

8. Students are placed at tier 2 when they have demonstrated that they are not achieving according

to grade level norms, have documented delays, and need remedial interventions. Prevention is

attempted prior to tier 2. (p 12)

9. Assess progress to determine whether the student has responded to the intervention. (pp. 12-14)

10. File a complaint with the Office of Civil Rights (OCR) at the U.S Department of Justice. (p. 16)

Essay

1. EIS is intended to ensure that schools intervene early, before the student fails; whereas, RIT is a

framework or process used to deliver EIS. ( p. 5)

2. Tier 1, referred to as universal screening, is used to determine students’ responsiveness to general education instruction and to identify those not making adequate progress. Those not making adequate progress are placed in Tier 2 where they receive high quality, scientifically researched intervention for targeted areas of deficit. Progress monitoring continues and if adequate progress is not apparent, then students are moved to the next level of intervention. Tier 3 is the highest level and most intense form of intervention and instruction is very individually focused. If progress is not apparent at this level, referral for eligibility testing is generally recommended. (pp. 12-13)

3. Students are placed at tier 3, generally the level where the most intense form of intervention is

provided. Students who are not successful at this highest level when they receive very specific

remedial intervention in a small group or one-to-one basis, generally have needs that are not

able to be met in general education. Therefore, referral is made for eligibility testing. (pp 13-14)

4. A child may not meet the eligibility requirement for any of the 13 IDEA classification categories

yet have a physical or mental impairment which substantially limits a major life activity, such as learning; therefore, he/she would qualify for Section 504 accommodations. (pp. 14- 15).

5. IDEA is a federally funded statute requiring public schools to provide students who have disabilities

with a free and appropriate education in the least restrictive environment; whereas, Section 504 is a civil rights law protecting individuals in programs receiving federal financial assistance from the U.S. Department of Education. Students who are eligible for IDEA must be between 3 and 21 years and fall under one of the 13 IDEA classification categories, be determined to be developmentally delayed

if between 3 and 9, or be eligible for early intervention services if between birth and age 2 years; whereas, any person qualified for military service, employment or school services may be eligible

for Section 504 services. Students need to have a physical or medical impairment which substantially limits one or more major life activities, have a record of such impairment, or be regarded as having such an impairment. The designated enforcer of IDEA is the district director of special education at

the local level and the Office of Special Education Programs at the federal level; whereas, the Section 504 coordinator is the local enforcer and the Civil Rights Office, the Disability Rights Section is the federal enforcer. (p. 15).