

EDG 654

TAKE HOME EXAMINATION

The Take Home Examination consists of 100 Multiple Choice Questions

All questions come directly from the Pierangelo & Giuliani (2012) *Assessment in Special Education: A Practical Approach* (4th ed.) textbook.

Therefore, all answers can be found in the corresponding chapters. The chapters covered on this examination are Chapters' 9, 11, 12, 15 & 16.

The questions are numbered so that the first number represents the chapter from where the information for the question can be found.

The second number represents the question number on this examination, for example:

- **Question 9.1** represents that the question comes from **Chapter 9** and it is **Question Number 1** on this Exam
- **Question 11.15** represents that the question comes from **Chapter 11** and it is **Question Number 15** on this Exam

Each question is worth 1 point. You must do all of the questions.

Put all answers on your answer sheet

Please be sure to use capital letters for your answers (A, B, C, D, E)

9.1 A student's academic achievement skills are reviewed to determine how well he or she is performing in which core skill area?

- a. Reading
- b. Spelling
- c. Mathematics
- d. Writing
- e. All of the above

9.2 Which of the following is NOT a reason why individually administered achievement tests are used in assessment in special education?

- a. They are designed to assess children at all ages and grade levels.
- b. They can assess the most basic skills of spelling, math, and reading.
- c. They allow the examiner to observe a child's test taking strategies.
- d. They can focus on a specific area of concern.
- e. All of the above are reasons why individually administered achievement tests are used in assessment in special education

9.3 With respect to oral reading errors, insertion of a word or groups of words means:

- a. The student will skip individual words or groups of words
- b. The student inserts one or more words into the sentence being read
- c. The student replaces one or more words in the passage by one or more meaningful words.
- d. The student replaces one or more words in the passage by one or more meaningful words.
- e. The student's pronunciation of a word bears so little resemblance to the proper pronunciation.

9.4 With respect to oral reading errors, gross mispronunciation of a word means:

- a. The student will skip individual words or groups of words
- b. The student inserts one or more words into the sentence being read
- c. The student replaces one or more words in the passage by one or more meaningful words
- d. The student replaces one or more words in the passage by one or more meaningful words
- e. The student's pronunciation of a word bears so little resemblance to the proper pronunciation

9.5 Miscues are generally significant when:

- a. The meaning of the sentence or passages is significantly changed or altered and the student does not correct the miscue
- b. Anon word is used in place of the word in the passage
- c. Only a partial word is substituted for the word or phrase in the passage
- d. A word is pronounced for the student
- e. All of the above

9.6 With respect to reading comprehension skills, literal comprehension means:

- a. The student reads the paragraph or story and is then asked questions based on it
- b. The student reads a paragraph or story and must interpret what has been read.
- c. The student is read a paragraph or story by the examiner and is then asked questions about what he or she has read.
- d. The student reads a paragraph or story and then analyzes, evaluates, or makes judgments on what he or she has read.
- e. The student reads a paragraph or story and his or her emotional responses to the text are evaluated by the examiner.

9.7 With respect to reading comprehension skills, critical comprehension means:

- a. The student reads the paragraph or story and is then asked questions based on it.
- b. The student reads a paragraph or story and must interpret what has been read.
- c. The student is read a paragraph or story by the examiner and is then asked questions about what he or she has read.
- d. The student reads a paragraph or story and then analyzes, evaluates, or makes judgments on what he or she has read
- e. The student reads a paragraph or story and his or her emotional responses to the text are evaluated by the examiner.

9.8 The term "writing" refers to a variety of interrelated graphic skills, including composition, which is:

- a. The ability to generate ideas and to express them in an acceptable grammar, while adhering to certain stylistic conventions
- b. The ability to use letter to construct words in accordance with accepted usage
- c. The ability to physically execute the graphic marks necessary to produce legible compositions or messages
- d. All of the above

9.9 The Arithmetic classifications that consist of Numeration, Fractions, Geometry and Algebra is called:

- a. Content
- b. Operations
- c. Applications
- d. None of the above

9.10 The Arithmetic classifications that consist of Counting, Computation and Reasoning is called:

- a. Content
- b. Operations
- c. Applications
- d. None of the above

9.11 The mathematical error a student makes when he uses subtraction when he should have added is called:

- a. Incorrect operation
- b. Incorrect number fact
- c. Incorrect algorithm
- d. Random error

9.12 If the procedures used by the student to solve the problem are inappropriate where he skips a step, applies the correct steps in the wrong sequence or use an inaccurate method, this is the mathematical error called:

- a. Incorrect operation
- b. Incorrect number fact
- c. Incorrect algorithm
- d. Random error

9.13 Which of the following is NOT a comprehensive test of educational achievement?

- a. WIAT-2
- b. KTEA
- c. PIAT-R
- d. TAT

9.14 With respect to oral reading errors, substitution of one meaningful word for another means:

- a. The student will skip individual words or groups of words
- b. The student inserts one or more words into the sentence being read.
- c. The student replaces one or more words in the passage by one or more meaningful words
- d. The student's pronunciation of a word bears so little resemblance to the proper pronunciation.

9.15 With respect to oral reading errors, inversion or changing of word order means:

- a. The student hesitates for 2 or more seconds before pronouncing a word
- b. The student changes the order of words appearing in a sentence

- c. The student fails to observe punctuation
- d. The student's pronunciation of a word bears so little resemblance to the proper pronunciation

9.16 Miscues are generally not significant when:

- a. The meaning of the sentence or passage undergoes no change or only minimal change
- b. They are self-corrected by the student
- c. They are acceptable in the student's dialect
- d. They are later read correctly in the same passage
- e. All of the above

9.17 _____ assesses a student's ability to understand what he or she is reading.

- a. Reading decoding
- b. Spelling
- c. Reading comprehension
- d. Oral reading

9.18 With respect to reading comprehension skills, inferential comprehension means:

- a. The student reads the paragraph or story and is then asked questions based on it
- b. The student reads a paragraph or story and must interpret what has been read
- c. The student is read a paragraph or story by the examiner and is then asked questions about what he or she has read
- d. The student reads a paragraph or story and then analyzes, evaluates, or makes judgments on what he or she has read

9.19 When evaluating the reading behavior of a child on reading comprehension subtests, which of the following questions should be asked?

- a. Does the student guess at answers to the questions presented?
- b. Does the student show an unwillingness to read or attempts at reading?
- c. Does the student skip unknown words?
- d. Does the student disregard punctuation?
- e. All of the above

9.20 When evaluating the reading behavior of a child on reading comprehension subtests, which of the following questions should be asked?

- a. Does the student exhibit inattention to the story line?
- b. Does the student drop the tone of his or her voice at the end of sentences?

- c. Does the student display problems with sounding out word parts and blends?
- d. Does the student exhibit a negative attitude towards reading?
- e. All of the above

9.21 The purpose of word recognition tests are to explore the student's ability with respect to sight vocabulary.

- a. True
- b. False

9.22 Word attack skills are those used to derive meaning and/or pronunciation of a word through context clues, structural analysis or phonics.

- a. True
- b. False

9.23 Mathematics involves which of the following skills?

- a. The ability to solve problems
- b. The ability to recognize how to interpret results
- c. The ability to apply mathematics in practical situations
- d. The ability to use mathematics for prediction
- e. All of the above

11.24 The purpose of a(n) _____ assessment is to gain an awareness of what environmental factors, if any, are influencing the behavior that the child is exhibiting.

- a. Perceptual
- b. Behavioral
- c. Intellectual
- d. Academic achievement

11.25 _____ behaviors are those which the person seeks to observe when doing the observation.

- a. Projective
- b. Perceptual
- c. Target
- d. Performance

11.26 The three most common types of _____ tests used in school systems for assessment are drawing tests, apperception tests, and sentence completion tests

- a. Intelligence
- b. Achievement
- c. Visual-motor
- d. Projective

11.27 The CAT and TAT are examples of:

- a. Drawing tests
- b. Apperception tests
- c. Sentence completion tests
- d. None of the above

11.28 The Conners Parent scale and Teacher scale, and the ADDES are examples of:

- a. Rating scales
- b. Thematic tests
- c. Sentence completion tests
- d. Visual motor tests

11.29 _____ refers to the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural groups.

- a. Adaptive behavior
- b. Projections
- c. Standard scores
- d. Clarifying behavior

11.30 Functional Behavioral Assessment can provide information about:

- a. Why a student engages in certain behaviors
- b. When a student will most likely engage in a behavior
- c. Situations in which a behavior is least likely to occur
- d. All of the above

12.31 When we evaluate a child's _____ we are looking to see if there is a deficit in some area of the learning process that may be slowing down the processing of information, thereby interfering in the child's ability to receive, organize, memorize or express information.

- a. Academic achievement
- b. Intelligence
- c. Perceptual abilities
- d. Psychological processes

12.32 Which of the following steps describes the learning process?

- a. Input of Information, Organization of Information, Expression of Information
- b. Organization of Information, Expression of Information, Input of Information
- c. Expression of Information, Input of Information, Organization of Information
- d. None of the above

12.33 Auditory Modality is:

- a. The delivery of information through sound
- b. The delivery of information through sight
- c. The delivery of information through touching
- d. The delivery of information through movement

12.34 Visual Modality is:

- a. The delivery of information through sound
- b. The delivery of information through sight
- c. The delivery of information through touching

d. The delivery of information through movement

12.35 Tactile Modality is:

- a. The delivery of information through sound
- b. The delivery of information through sight
- c. The delivery of information through touching
- d. The delivery of information through movement

12.36 Kinesthetic Modality is:

- a. The delivery of information through sound
- b. The delivery of information through sight
- c. The delivery of information through touching
- d. The delivery of information through movement

12.37 Gustatory Modality is:

- a. The delivery of information through taste
- b. The delivery of information through sight
- c. The delivery of information through touching
- d. The delivery of information through movement

12.38 Olfactory Modality is

- a. The delivery of information through taste
- b. The delivery of information through sight
- c. The delivery of information through touching
- d. The delivery of information through movement
- e. The delivery of information through smell

12.39 Reception is:

- a. The initial receiving of information
- b. The initial organization of information
- c. Relating new information to other information and giving meaning to the information received
- d. A storage or retrieval process
- e. The output of information through vocal, motoric or written responses

12.40 Perception is:

- a. The initial receiving of information
- b. The initial organization of information
- c. Relating new information to other information and giving meaning to the information received
- d. A storage or retrieval process

e. The output of information through vocal, motoric or written responses

12.41 Association or Organization is:

- a. The initial receiving of information
- b. The initial organization of information
- c. Relating new information to other information and giving meaning to the information received
- d. A storage or retrieval process
- e. The output of information through vocal, motoric or written responses

12.42 Expression is:

- a. The initial receiving of information
- b. The initial organization of information
- c. Relating new information to other information and giving meaning to the information received
- d. A storage or retrieval process
- e. The output of information through vocal, motoric or written responses

12.43 The objective of a perceptual evaluation is:

- a. To help determine the child's stronger and weaker modality for learning:
- b. To help determine a child's stronger and weaker process areas:
- c. To develop a learning profile
- d. To help determine if the child's learning process deficits are suitable for a regular class
- e. All of the above

12.44 The ability to follow and track objects with coordinated eye movements is called:

- a. Visual coordination
- b. Visual discrimination
- c. Visual association
- d. Visual long term memory

12.45 The ability to differentiate visually the forms and symbols in one's environment is called:

- a. Visual coordination
- b. Visual discrimination
- c. Visual association
- d. Visual long term memory

12.46 The ability to organize and associate visually presented material in a meaningful way is called:

- a. Visual coordination
- b. Visual discrimination
- c. Visual association
- d. Visual long term memory

12.47 The ability to retain and recall general and specific short-term visual information is called:

- a. Visual coordination
- b. Visual discrimination
- c. Visual association
- d. Visual short term memory

12.48 The ability to retain and recall general and specific short-term auditory information:

- a. Auditory short-term memory
- b. Auditory sequential memory
- c. Auditory vocal expression
- d. Auditory motoric expression

12.49 The ability to recall in correct sequence and detail prior auditory information

- a. Auditory short-term memory
- b. Auditory sequential memory
- c. Auditory vocal expression
- d. Auditory motoric expression

12.50 The ability to vocally reproduce prior visually presented material or experiences:

- a. Visual short-term memory
- b. Visual sequential memory
- c. Visual vocal expression
- d. Visual motoric expression

12.51 The ability to motorically reproduce prior visually presented material or experiences:

- a. Visual short-term memory
- b. Visual sequential memory
- c. Visual vocal expression
- d. Visual motoric expression

12.52 A symptom of a student that may reflect perceptual disabilities is :

- a. Exhibits poor motor coordination

- b. Awkward motorically-frequent tripping, stumbling, bumps into things, has trouble skipping, jumping
- c. Demonstrates restlessness, short attention span, perseveration
- d. Exhibits poor handwriting, artwork, drawing
- e. All of the above

12.53 A symptom of a student that may reflect perceptual disabilities is :

- a. Exhibits reversals of b,d,p,q,u,n when writing beyond a chronological age of 7 or 8
- b. Inverts numbers (17 for 71), reverses as well
- c. Gives correct answers when teacher reads test, but can't put answers down on paper
- d. Exhibits poor performance in group achievement tests
- e. All of the above

12.54 Which of the following is NOT an example of a Visual-Receptive Process Disability?

- a. The student does not enjoy books, pictures
- b. The student fails to understand what is read
- c. The student is unable to give a simple explanation of contents of a picture
- d. The student is able to categorize pictures

12.55 Which of the following is NOT an example of a Visual-Association Disability?

- a. The student is unable to tell a story from pictures; can only label objects in the pictures
- b. The student is able to understand what he or she reads
- c. The student fails to handle primary workbook tasks
- d. The student needs auditory cues and clues

12.56 Which of the following is NOT an example of a Manual-Expressive Disability?

- a. The student has poor handwriting and drawing
- b. The student communicates infrequently with gestures
- c. The student is excellent at "acting out" ideas, feelings
- d. The student is clumsy, uncoordinated
- e. The student plays games poorly; can't imitate other children in games

12.57 Which of the following is NOT an example of a Visual-Memory Disability?

- a. The student exhibits frequent misspellings, even after undue practice
- b. The student misspells his own name frequently

- c. The student has little difficulty write alphabet, numbers, computation facts
- d. The student identifies words one day and fails to the next

12.58 The VMI and Bender-Gestalt are examples of _____ tests

- a. Intelligence
- b. Achievement
- c. Auditory perception
- d. Visual perception
- e. Projective

12.59 How many subtests comprise the Bender Gestalt?

- a. 10
- b. 8
- c. 5
- d. There are no subtests on the Bender Gestalt

12.60 Which of the following is not a strength of the Bender Gestalt?

- a. The test is valid and reliable
- b. The test is easy to administer
- c. The test provides developmental data on a child's perceptual maturity
- d. The test is effective as a screening instrument when combined with other tests
- e. Projective interpretations of the test results questionable because of the absence of objective scoring criteria

12.61 The ability to differentiate auditorially the sounds in one's environment is called:

- a. Auditory discrimination
- b. Auditory association
- c. Auditory long term-memory
- d. Auditory short-term memory
- e. Auditory sequential memory

12.62 The ability to organize and associate auditorily presented material in a meaningful way is called:

- a. Auditory discrimination
- b. Auditory association
- c. Auditory long term-memory
- d. Auditory short-term memory
- e. Auditory sequential memory

12.63 The ability to retain and recall general and specific long-term auditory information is called:

- a. Auditory discrimination

- b. Auditory association
- c. Auditory long term-memory
- d. Auditory short-term memory
- e. Auditory sequential memory

12.64 The ability to retain and recall general and specific short-term auditory information is called:

- a. Auditory discrimination
- b. Auditory association
- c. Auditory long term-memory
- d. Auditory short-term memory
- e. Auditory sequential memory

12.65 The ability to recall in correct sequence and detail prior auditory information is called:

- a. Auditory discrimination
- b. Auditory association
- c. Auditory long term-memory
- d. Auditory short-term memory
- e. Auditory sequential memory

12.66 Which of the following is NOT an example of an Auditory Receptive Process Disability?The student:

- a. Fails to comprehend what he or she hears
- b. Exhibits good receptive vocabulary
- c. Fails to identify sounds correctly
- d. Fails to carry out directions

15.67 Under IDEA, deafness is" A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance."

- a. True
- b. False

15.68 _____ result from damage to the cochlea or the auditory nerve. This damage is caused by illness and disease and are not medically or surgically treatable.

- a. Sensorineural Hearing Loss
- b. Mixed Hearing Loss
- c. Functional Hearing Loss
- d. Central Auditory Disorders

15.69 _____ is a hearing loss caused by both sensorineural and conductive problems.

- a. Sensorineural Hearing Loss
- b. Mixed Hearing Loss
- c. Functional Hearing Loss
- d. Central Auditory Disorders

15.70 _____ are those problems which are not organic in origin.

- a. Sensorineural Hearing Loss
- b. Mixed Hearing Loss
- c. Functional Hearing Loss
- d. Central Auditory Disorders

15.71 _____ result in no measurable peripheral hearing loss. Children with this disorder have trouble learning and are often considered learning disabled.

- a. Sensorineural Hearing Loss
- b. Mixed Hearing Loss
- c. Functional Hearing Loss
- d. Central Auditory Disorders

15.72 A symptom of a hearing loss is:

- a. Significant problem in expressive language
- b. Significant problems in receptive language
- c. Difficulties with speech development
- d. Problems in socialization
- e. All of the above

15.73 Which of the following would be the best test to use for a child with a serious hearing impairment?

- a. WISC-III
- b. Stanford Binet
- c. LEITER-R International Performance Scale
- d. All of the above

15.74 _____ focuses mainly on fine motor/upper body functions , whereas _____ concentrates on lower body/gross motor difficulties.

- a. Physical therapy/Occupational therapy
- b. Occupational therapy/Physical therapy
- c. Physical therapy/Physical therapy
- d. Occupational therapy/occupational therapy

15.75 In general, both occupational therapy and physical therapy assess:

- a. Range of motion
- b. Sensory integration
- c. Activities for daily living

- d. Physical and mental development
- e. All of the above

15.76 Which of the following do both occupational and physical therapists do?

- a. Refer families to appropriate sources for assistance
- b. Help families order adaptive or prosthetic equipment
- c. Instruct families regarding methods used in physical therapy
- d. All of the above

15.77 Which of the following problems might require occupational therapy:

- a. Perceptual problems (eye-hand coordination)
- b. Sensory problems (sensitive to sound, sensitive to visual changes, sensitive to odors, overly sensitive to touch)
- c. Fine motor problems (difficulty with coordination, handwriting, using scissors)
- d. Hardship with daily living activities (cannot dress, feed, or care for self)
- e. All of the above

15.78 Examiners need to be aware that it is highly inappropriate to evaluate students in English when that is not their dominant language (unless the purpose of testing is to assess the student's English language proficiency).

- a. True
- b. False

16.79 Higher prevalence disabilities include all of the following EXCEPT:

- a. Learning disabilities
- b. Emotional disabilities
- c. Mental retardation-higher level functioning other than Down Syndrome
- d. Speech and language disabilities
- e. Autism

16.80 Lower prevalence disabilities include all of the following EXCEPT:

- a. Autism
- b. Orthopedic impairments
- c. Learning disabilities
- d. Visual impairments
- e. Hearing impairments

16.81 A _____ is 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 to do mathematical calculations.

- a. Learning disability
- b. Emotional disability
- c. Mental retardation-higher level functioning other than Down Syndrome
- d. Speech and language disability
- e. Traumatic brain injury

16.82 Which diagnostic symptoms is normally NOT an indication of a possible learning disability?

- a. Short attention span
- b. Strong letter or word memory
- c. Inability to distinguish between letters and sounds
- d. May be erratic and fluctuate from day to day
- e. Poor gross or fine motor development

16.83 In general, learning disabilities refers to a _____ disorder related to differences in how one's brain works and is structured.

- a. mental
- b. neurobiological
- c. environmental
- d. social

16.84 According to the 26th Annual Report (U.S. Department of Education, 2004), approximately _____ percent of all students in special education have a classification of specific learning disability.

- a. 25
- b. 47
- c. 39
- d. none of the above

16.85 Which of the following statements is TRUE?

- a. There is no one sign that shows a person has a learning disability
- b. Experts look for a noticeable difference between how well a child does in school and how well he or she could do, given his or her intelligence or ability
- c. Both a and b
- d. Neither a nor b

16.86 When a child has a learning disability, he or she:

- a. may have trouble learning the alphabet, rhyming words, or connecting letters to their sounds

- b. may make many mistakes when reading aloud, and repeat and pause often
- c. may not understand what he or she reads
- d. All of the above

16.87 _____ is the sound produced by humans and other vertebrates using the lungs and the vocal folds in the larynx, or voice box.

- a. Voice
- b. Speech
- c. Language
- d. Aphasia

16.88 _____ is produced by precisely coordinated muscle actions in the head, neck, chest, and abdomen.

- a. Voice
- b. Speech
- c. Language
- d. Aphasia

16.89 _____ is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared.

- a. Voice
- b. Speech
- c. Language
- d. Aphasia

16.90 According to the 26th Annual Report (U.S. Department of Education, 2004), 1,118,543 students between the ages of 6 to 21 years of age were identified as having speech and language impairments. This represents approximately _____ percent of all students having a classification in special education.

- a. 10
- b. 19
- c. 22
- d. 50

16.91 Evaluation of vocal characteristics shall include which of the following?

- a. hearing screening
- b. examination by an otolaryngologist
- c. oral peripheral examination
- d. All of the above

16.92 _____ disorder means the absence of or incorrect production of speech sounds or phonological processes that are developmentally appropriate

- a. Voice
- b. Fluency
- c. Articulation
- d. Language

16.93 According to IDEA, Mental Retardation is defined as:

- a. significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance
- b. significantly average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance
- c. significantly above average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance
- d. significantly subaverage general intellectual functioning without deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

16.94 According to the 26th Annual Report (U.S. Department of Education, 2004), 570, 642 students between the ages of 6 to 21 years of age were identified as having mental retardation. This represents approximately _____ percent of all students having a classification in special education.

- a. 2.5
- b. 7.6
- c. 18
- d. 35

16.95 Compared to their nondisabled peers, children with mental retardation may generally:

- a. be below norms in height and weight
- b. may experience more speech problems
- c. may have a higher incidence of vision and hearing impairment
- d. All of the above

16.96 Which of the following high-risk factors may indicate the presence of mental retardation?

- a. Academic skill development and adaptive behavior is below that of most, if not all, of the children in the class.
- b. Work samples evidence delay across all academic areas.
- c. Low performance level cannot be attributed to factors other than mental retardation (i.e., social/emotional, visual, or hearing problem).
- d. All of the above

16.97 Which of the following is NOT part of the definition of emotional disturbance under IDEA?

- a. An inability to learn that cannot be explained by intellectual, sensory, or health factors
- b. An ability to build or maintain satisfactory interpersonal relationships with peers and teachers
- c. Inappropriate types of behavior or feelings under normal circumstances
- d. A general pervasive mood of unhappiness or depression
- e. All of the above

16.98 Under IDEA, the term emotional disturbance includes schizophrenia.

- a. True
- b. False

16.99 There is _____ emotional disturbance reported in the early grades.

- a. no
- b. relatively little
- c. substantial
- d. the highest number of reported cases of

16.100 With respect to the prevalence of emotionally disturbance, boys comprise approximately _____ percent of the population.

- a. 50
- b. 60
- c. 80
- d. 99