

PRACTICE EXAM 18: NBPTS EXCEPTIONAL NEEDS SPECIALIST SIMULATION (100 QUESTIONS)

This practice exam contains 100 selected-response questions modeled on the National Board's Early Childhood through Young Adulthood/Exceptional Needs Specialist Component 1 assessment. Domain weighting mirrors the official proportions: Knowledge of Students / Philosophy, History, and Law (20%), Diversity / Family Partnerships (20%), Communication / Social Development and Behavior (30%), and Assessment / Curriculum and Instruction (30%). There is no official published time limit for this certificate area specifically; allow approximately 2 hours for a realistic timed practice session. There is no percentage passing score — see Chapter 1 for how National Board rubric scoring works. Full answer explanations follow the exam.

1. A teacher of a ten-year-old with a moderate intellectual disability notices the student generalizes a newly taught phone-answering skill using the classroom practice phone but not yet the front-office phone with a different button layout. This pattern most directly illustrates that:

- A. the skill was never genuinely learned in the first place, given its failure to transfer immediately
- B. the two phones are functionally identical for generalization purposes and should transfer automatically
- C. generalization across different equipment often requires deliberate practice with the actual varied equipment rather than occurring automatically once a skill is learned on one device
- D. this pattern indicates the student has an additional, undiagnosed cognitive limitation

2. A teacher explains that a student who is gifted in debate and argumentation but shows age-typical, rather than advanced, skill in visual arts should not be assumed to be experiencing a decline in overall ability. This explanation reflects the principle that:

- A. giftedness must be demonstrated uniformly across every domain, including visual arts, to be genuine
- B. giftedness in one specific domain does not require advancement in every other domain simultaneously
- C. age-typical visual arts performance disqualifies a student from debate giftedness identification
- D. visual arts skill is a more reliable indicator of overall giftedness than debate and argumentation

3. Which best reflects the legal significance of *Irving Independent School District v. Tatro* for related services under IDEA?

- A. the case established that a specific health service qualifies as a related service when it enables school attendance and needs no physician
- B. the case established that only services performed by a licensed physician ever genuinely qualify as related services
- C. the case eliminated the related services requirement from IDEA entirely and completely
- D. the case applied only to students without any physical or health-related disability whatsoever

4. A family raising a child with a significant disability explains they understand their child's exceptionality through a spiritual framework emphasizing purpose and meaning rather than a purely clinical lens. Standard I calls for the teacher to:

- A. insist the family adopt a purely clinical framework before any further collaboration can proceed
- B. conclude the family is avoiding the practical realities of their child's documented needs
- C. treat this spiritual framework as incompatible with the school's own assessment and planning process
- D. engage genuinely with this spiritual framework as a legitimate lens shaping the family's own understanding

5. A teacher wants to explain why a fourteen-year-old with a significant intellectual disability may show emerging intimacy-related interest in close friendship, typically associated with young adulthood in Erikson's framework, at a considerably earlier chronological age than the framework generally describes. The best explanation draws on:

- A. Piaget's stages of cognitive development, which address logical reasoning rather than psychosocial intimacy specifically
- B. Vygotsky's zone of proximal development, which addresses scaffolded skill acquisition rather than intimacy timing
- C. the understanding that stage progression describes a general sequence, not a rigid timeline, and interests can emerge in individually varied ways and timing
- D. a purely behavioral framework with no connection to any developmental stage theory

6. A teacher advocating for a student's continued access to an inclusive drama class, despite a proposed schedule change, cites specific documentation showing the student's verbal expression measurably improved in that setting. This advocacy is most directly grounded in:

- A. a belief that inclusive settings are always appropriate for every student regardless of any documented evidence
- B. the least restrictive environment principle, which requires evidence before a more restrictive change can be justified
- C. a legal requirement that applies only to core academic classes, never to elective coursework
- D. an assumption that verbal expression data is irrelevant to any placement decision

7. Which best describes the significance of Schaffer v. Weast for burden of proof in IDEA due process hearings?

- A. the case established that the burden of proof generally rests with the party seeking relief, whether that is the family or the school district
- B. the case established that the burden of proof always rests with the school district regardless of who initiates the hearing
- C. the case eliminated the need for any burden of proof standard in due process hearings
- D. the case applied only to hearings involving private school placement disputes

8. A teacher of a student with a specific learning disability in written expression notices the student generates well-organized ideas verbally but struggles considerably to organize the same ideas into coherent paragraphs. This pattern illustrates that:

- A. written expression disabilities always affect verbal idea organization equally
- B. strong verbal organization proves the written organization disability has been misdiagnosed
- C. a specific learning disability can affect one narrow skill, such as paragraph organization, without affecting broader verbal idea organization
- D. this pattern indicates the student's difficulty is purely motivational rather than a genuine disability

9. A teacher wants to determine whether a student's slow acquisition of a specific hygiene routine reflects a genuine motor sequencing disability or simply an area requiring more visual support than other skills for this individual student. Which evidence would most directly support this determination?

- A. comparing the student's performance on this skill against a single same-age peer's performance
- B. assuming any skill requiring extra visual support automatically indicates a genuine motor sequencing disability
- C. assuming slow acquisition of any hygiene routine is never significant enough to warrant further evaluation
- D. comparing the student's rate of progress on this skill, given visual support, against the student's own rate of progress on other skills

10. A teacher explains that understanding the historical exclusion of students who are deaf from mainstream educational settings directly informs why current IEP teams must specifically document communication access considerations before finalizing a placement recommendation. This connection reflects:

- A. the principle that historical understanding directly shapes present-day documentation requirements for communication access
- B. a connection that exists only in theory, with no practical bearing on actual IEP team documentation
- C. a historical pattern relevant only to students with the most significant support needs
- D. an outdated concern since communication access documentation is now considered a mere formality

11. A teacher wants to understand why a student who is deaf, exposed to a signed system beginning at three years through a family that learned alongside the child rather than earlier professional intervention, shows a documented but relatively modest language delay compared to a peer exposed from birth. This comparison most directly illustrates:

- A. that any delay in signed exposure produces an identical, severe delay regardless of the specific timing
- B. that family-learned signing is inherently less effective than professional intervention for any child
- C. that this delay reflects an unrelated cognitive limitation rather than a language-access timing difference
- D. that even a moderate delay in beginning full language access can produce a measurable, though not necessarily severe, effect on development

12. A teacher explains that ethical practice includes recognizing when a well-meaning comment comparing one student's progress favorably to a sibling's could be perceived as inappropriate by the family. The most appropriate response is to:

- A. continue making such comparisons as long as the comparison is framed positively toward the current student
- B. avoid comparative comments between siblings and instead discuss each student's progress on its own individual terms
- C. assume comparative comments are acceptable since families generally appreciate direct progress updates
- D. make comparative comments only if the family brings up the sibling first in conversation

13. A student's family requests a due process hearing after mediation failed to resolve a disagreement about a proposed IEP amendment. Which best describes the general standard for how quickly a due process hearing decision must be issued once a complaint is filed, absent extensions?

- A. there is no timeline at all, and decisions may be issued whenever convenient for the hearing officer
- B. decisions must be issued within twenty-four hours of the complaint being filed
- C. IDEA generally sets a specific timeline for issuing a hearing decision, which may be extended only at either party's request for good cause
- D. the timeline is determined solely by whichever party requested the hearing, with no other standard

14. A teacher wants to build a professional philosophy reflecting Standard II's call for ongoing reflection, specifically after recognizing that a specific instructional routine she had used for years was based on an assumption current research no longer supports. The most appropriate response is to:

- A. genuinely revise the routine based on current research and reflect on why the original assumption persisted so long
- B. maintain the routine since it has been used successfully for many years without any documented problems
- C. dismiss the current research as likely to change again and therefore not worth acting on
- D. avoid researching current best practices further to prevent similar uncomfortable revelations

15. A teacher wants to confirm that a proposed change in a student's transportation accommodation is based on documented evidence of changed need, not administrative convenience. Which practice best supports this confirmation?

- A. assuming any proposed transportation change is automatically justified regardless of the stated rationale
- B. reviewing the specific documented evidence of changed need cited in the proposal before it is finalized
- C. assuming transportation accommodations should always be minimized regardless of documented need
- D. skipping any review of the proposal's underlying rationale to save time

16. A teacher explains that a district's policy automatically denying any request for assistive technology evaluation for students already receiving one specific type of service would likely violate IDEA's core principle that:

- A. assistive technology evaluations are entirely at the district's discretion with no individual determination required
- B. receiving one type of service automatically disqualifies a student from any additional evaluation
- C. blanket denial policies are permissible as long as they apply equally to every student receiving that service
- D. services must be individually determined based on documented need, not a uniform policy applied regardless of that need

17. A student who is gifted and also has a documented specific learning disability in mathematics shows advanced verbal and conceptual reasoning but requires significant support with computational procedures. Recognizing this twice-exceptional profile most directly supports:

- A. concluding the student cannot genuinely be gifted given the documented mathematics disability
- B. addressing only the mathematics disability while withholding gifted enrichment until it fully resolves
- C. providing computational support and accommodations while continuing to engage the student's advanced conceptual reasoning through enrichment

D. addressing only the gifted enrichment while ignoring the documented mathematics disability entirely

18. Which best describes the appropriate role of a candidate's own personal teaching philosophy in responding to Component 1 items?

A. responses should reflect only the candidate's personal teaching philosophy regardless of evidence-based professional knowledge

B. personal teaching philosophy is entirely irrelevant and should never inform a candidate's response in any way

C. Component 1 items are scored solely on whether a response matches the candidate's stated personal philosophy

D. responses should reflect sound, evidence-based professional knowledge and reasoning, which may be informed by but should not be reduced to personal opinion alone

19. A teacher wants to determine whether a student's difficulty in a specific subject reflects a genuine content-area learning disability or simply a mismatch with a specific classroom's noise level. Which evidence would most directly support this determination?

A. comparing the student's performance and engagement in the current noisy setting against performance in a quieter setting for similar content

B. relying only on performance in the current noisy setting without any comparison to a quieter one

C. assuming any documented difficulty automatically indicates a permanent, content-specific learning disability

D. assuming any noise-level mismatch fully explains the difficulty without gathering further evidence

20. A teacher wants to model Standard II's ethical expectation regarding confidentiality when a coach, unfamiliar with a specific student's IEP, asks about the student's accommodations before an after-school sports tryout. The most appropriate response is to:

A. share the complete IEP document, since the coach needs full information to run the tryout effectively

B. share only the specific safety-related information the coach needs for the tryout, in an appropriately private setting

C. decline to share any information at all, even what is needed for basic safety during the tryout

D. assume any staff member's question about a student is automatically appropriate to answer in full, anywhere

21. A teacher notices that a specific ethnic group is overrepresented in a district's specific learning disability category but proportionally represented in its other-health-impairment category. This uneven pattern most directly suggests:

A. a need to examine identification practices specifically within the learning disability category, since bias may not operate uniformly across categories

B. that this uneven pattern reflects no meaningful bias since one category shows proportional representation

C. that learning disability is inherently more common in this group than other-health-impairment

D. that this pattern is coincidental and requires no further systemic examination whatsoever

22. A family caring for a child with a significant disability explains their support network centers on a network of adult siblings who share caregiving responsibilities. The most appropriate school response is to:

A. require the family to identify a single designated parent contact as the only recognized structure

B. dismiss shared sibling caregiving as an inadequate substitute for parent-centered support

C. recognize this sibling-based caregiving network as a legitimate part of the family's actual support structure

D. treat reliance on adult siblings as evidence of inadequate parental involvement

23. A teacher wants to evaluate whether a classroom's sports unit authentically includes disabled athletes as skilled competitors, not only as inspirational figures overcoming adversity. Which practice best supports this evaluation?

A. including only adversity-focused narratives about disabled athletes regardless of competitive skill depicted

B. avoiding any mention of disabled athletes to prevent any risk of inauthentic representation

C. assuming any mention of a disabled athlete automatically represents their competitive skill

D. actively including material emphasizing disabled athletes' actual competitive skill and strategy, not only their personal adversity narratives

24. A school's special education handbook is available only as a lengthy printed document, creating a barrier for families who prefer digital, searchable formats. Which practice best addresses this gap while remaining practical?

- A. accepting that families preferring digital formats will simply struggle with the printed document
- B. offering a searchable digital version alongside the printed handbook for families who prefer that format
- C. requiring these families to independently convert the printed document into a digital format
- D. assuming a brief verbal summary at enrollment fully substitutes for an accessible written format

25. A teacher wants to confirm that a proposed behavioral intervention plan does not rely on assumptions about a student's home language rather than individualized functional assessment data. Which practice best supports this confirmation?

- A. assuming any plan developed by a qualified professional is automatically free of this concern
- B. assuming home language should be a primary factor driving any behavioral intervention plan
- C. skipping any review of the plan's underlying rationale to save time
- D. reviewing the plan's rationale to ensure it is grounded in the specific student's own assessment data, not a generalization about home language

26. A family requests that staff use a specific gender-neutral honorific when addressing their child, reflecting the family's own supportive stance toward the student's identity. Honoring this request reflects:

- A. genuine respect for the student's own identity and the family's supportive stance toward it
- B. an unreasonable request that exceeds any obligation a school has toward respectful communication
- C. a request relevant only if formally required by a specific written district policy
- D. a practice that should be declined in favor of whichever honorific staff find more familiar

27. A teacher wants to ensure a student with a significant physical disability has genuinely equitable access to a classroom robotics competition team, not merely a token accommodation. Which practice best reflects this goal?

- A. allowing the student to attend team meetings but not to hold any actual team role or responsibility
- B. adapting a specific team role, such as programming or strategy lead, so the student can genuinely contribute using their own strengths
- C. providing no specific accommodation and allowing the student to manage independently without support
- D. excluding the student from the robotics team and offering an alternative activity instead

28. A student's family requests that IEP meeting materials be provided with a specific font known to be more accessible for a parent's own dyslexia. The most appropriate response is to:

- A. explain that accommodations are only available for the student, not for a parent's own needs
- B. assume standard formatting is sufficient since the request involves a parent, not the student
- C. provide meeting materials in the specific accessible font the parent requested
- D. decline the request since reformatted materials require additional preparation time

29. A teacher wants to determine whether a specific classroom oral presentation rubric has been validated for students from a specific cultural background with distinct norms around eye contact during public speaking. Which practice best supports this determination?

- A. researching the rubric's documented appropriateness for populations with distinct eye-contact norms before using it broadly
- B. assuming any commonly used rubric is automatically appropriate for every cultural population regardless of norms
- C. assuming distinct eye-contact norms automatically disqualify a student from any oral presentation assessment
- D. skipping any investigation into the rubric's appropriateness for this specific population to save time

30. A family requests continued involvement of a trusted elder from their faith community familiar with their specific values in all IEP meetings, beyond standard interpretation services alone. The most appropriate response is to:

- A. explain that only standard interpretation services are ever available, regardless of family request
- B. assume a faith community elder's presence is unnecessary once an interpreter is already present
- C. accommodate this request wherever feasible, recognizing the elder's role extends beyond language interpretation into shared values and trust
- D. decline the request since it exceeds what is legally required under IDEA's notice provisions

31. A teacher wants to prevent overburdening a family managing significant caregiving demands by handling routine service-log documentation directly rather than routing it through the family each time. This practice reflects:

- A. an approach that inappropriately excludes the family from meaningful involvement in documentation decisions
- B. a practice relevant only for families managing more than one child with a disability
- C. an unnecessary use of staff time that would be better spent on other responsibilities
- D. genuine partnership that values family expertise without shifting professional coordination responsibilities onto an already-stretched family

32. A family whose child has a significant disability explains they prefer a brief weekly phone check-in over lengthy written reports. The most appropriate response is to:

- A. insist on lengthy written reports exclusively, since documentation is considered the school's standard practice
- B. adapt communication structure to genuinely reflect this family's stated preference for brief, regular phone contact
- C. assume the family's preference reflects lower engagement with their child's education
- D. limit all communication to annual meetings only, avoiding any more frequent contact structure

33. A teacher notices that referrals for a specific STEM enrichment program disproportionately exclude students whose families cannot afford supplementary at-home materials, despite similar documented classroom curiosity. This pattern most directly suggests:

- A. that families unable to afford supplementary materials are less curious about STEM generally
- B. that this pattern reflects no meaningful equity concern since program criteria are technically identical
- C. a need to examine whether program expectations themselves assume access to resources not equally available to every family
- D. that at-home material access should be treated as a formal eligibility criterion for this program

34. A student's family and school disagree about whether a specific classroom noise-level expectation respects the family's cultural approach to lively, animated conversation at home. The most appropriate first step is to:

- A. proceed with the school's preferred expectation regardless of the family's stated cultural concern
- B. engage in genuine dialogue to understand the family's specific cultural approach before finalizing any school-based noise-level expectation
- C. adopt the family's home approach entirely without any further professional discussion
- D. assume the disagreement reflects the family's resistance to any classroom expectation at all

35. A teacher wants to verify that a classroom's group discussion expectations do not inadvertently penalize a cultural norm, such as allowing extended silence before responding, common among some of her students' families. Which practice best supports this verification?

- A. reviewing specific discussion expectations against known cultural variation before treating a norm-consistent behavior as a lack of engagement
- B. assuming any classroom discussion expectation is culturally neutral by default and requires no further review
- C. requiring every student to conform to a single response-timing norm regardless of their own family background
- D. eliminating all group discussion entirely to avoid any possible cultural conflict

36. A teacher wants to ensure a student with significant support needs has genuinely equitable access to a class trip involving an amusement park with specific ride restrictions. Which practice best reflects this goal?

- A. proceeding with the original plan and arranging for the student to simply wait outside restricted rides
- B. excluding the student from the trip and providing an unrelated in-school activity instead
- C. assuming ride restrictions are an unavoidable barrier requiring no further individualized planning
- D. researching accessible ride alternatives and appropriate support arrangements in advance to support meaningful participation

37. A family requests that school staff avoid a specific phrase commonly used in academic praise, explaining it translates awkwardly and confusingly into their home language. The most appropriate response is to:

- A. honor this request and use alternative, clearly translatable praise language consistently going forward
- B. explain that the phrase is standard classroom language and should be used regardless of family feedback
- C. use alternative language only in the family's presence, reverting to the original phrase otherwise
- D. decline the request since praise phrasing is considered a matter of personal teaching style, not policy

38. A teacher wants to confirm that a proposed transition goal reflects the student's own stated interests in living with roommates, not only a family's assumptions about continued family living. Which practice best supports this confirmation?

- A. assuming the family's stated expectations automatically and fully represent the student's own interests
- B. creating a structured opportunity for the student to explore and express their own roommate-living interests directly and separately from family assumptions
- C. assuming the student's interests are irrelevant until they reach legal adulthood
- D. resolving any difference between student and family expectation by deferring entirely to family wishes

39. A student's family requests that a specific quiet reflection period be honored during a classroom activity that coincides with a daily religious observance time. The most appropriate response is to:

- A. insist the student participate in the full activity regardless of the family's stated religious observance
- B. exclude the student from the classroom entirely during the observance period to avoid any conflict
- C. adapt the classroom activity schedule so the student can genuinely observe the quiet reflection period without pressure
- D. adopt the family's observance practice as the mandatory standard for the entire class

40. A student and family express a preference for a specific post-secondary program with a strong alumni network that differs from a specialist's initial recommendation based on curriculum content comparison. The most appropriate resolution involves:

- A. automatically deferring entirely to the specialist's recommendation regardless of student and family preference
- B. automatically deferring entirely to student and family preference regardless of the specialist's curriculum comparison
- C. delaying any transition planning indefinitely until complete, unanimous agreement is reached
- D. genuine collaborative discussion weighing student and family preference alongside the specialist's curriculum-based recommendation

41. A student with severe multiple disabilities communicates preference through a specific vocal pitch pattern only his classroom aide currently recognizes reliably during morning routines. The most appropriate next step is to:

- A. continue relying solely on the classroom aide to interpret these responses during morning routines only
- B. conclude the responses are not genuinely communicative since only one staff member recognizes them
- C. discourage the responses in favor of requiring the student to use an unfamiliar formal system immediately
- D. document this response pattern precisely and train other staff to recognize and respond to it consistently throughout the day

42. A functional behavior assessment reveals a student's disruptive behavior occurs consistently right after a specific classmate leaves the room, but never at other times. This pattern most directly suggests investigating:

- A. an attention-seeking function unrelated to the timing relative to the classmate's departure
- B. an escape function tied to whatever academic task happened to be occurring at that time
- C. a social or relational reaction specific to that classmate's departure rather than a general escape or attention function
- D. no identifiable function, since the behavior occurs only in relation to one specific classmate

43. A teacher wants to teach a student to recognize that a peer's brief laugh during a serious classroom discussion often reflects nervous discomfort rather than mockery of the topic. This instructional goal most directly targets:

- A. theory of mind and interpreting a vocal expression within its true emotional context, not literally
- B. articulation skills entirely unrelated to interpreting a peer's laugh
- C. written expression skills fully disconnected from real-time situational interpretation
- D. fine motor coordination required for producing a similar laugh quite independently

44. A student who is deaf and uses cued speech shows strong comprehension when the cuer is positioned directly in the student's line of sight but considerably weaker comprehension when the cuer stands at an angle. A teacher applying sound knowledge would interpret this as:

- A. clear evidence the student's overall language ability is considerably lower than previously assessed
- B. a reflection of a positioning-related access limitation specific to that setup rather than a broader ability concern
- C. proof that cued speech is an inherently unreliable communication approach that should be discontinued entirely
- D. an indication the student requires an entirely different communication approach altogether

45. A teacher wants to select a replacement behavior for a student whose challenging behavior has been identified as serving a function of escaping a specific, overwhelming visual clutter in a particular classroom center. Which replacement is best matched to this function?

- A. a request for a preferred tangible item unrelated to the visual clutter concern
- B. a request for adult attention unrelated to the specific visual concern
- C. an unrelated activity disconnected from the identified visual escape function
- D. a taught request to work at an alternative, visually simplified station instead of the cluttered center

46. A teacher analyzing video of her own instruction notices she consistently redirects off-task behavior verbally but never uses a nonverbal cue, even for minor, brief lapses. Applying structured reflective practice, the appropriate next step is to:

- A. conclude verbal redirection alone is an acceptable, sufficient approach regardless of the lapse's severity
- B. eliminate all redirection entirely in favor of allowing off-task behavior to continue uninterrupted
- C. set a specific goal to incorporate nonverbal cues for minor lapses, then verify the change through a subsequent recorded lesson
- D. assume the pattern reflects student behavior severity rather than an instructional habit of her own

47. A student's behavior support plan includes both an individualized replacement behavior and explicit instruction in recognizing how one's actions affect a shared classroom pet-care rotation. This combined approach reflects:

- A. an unnecessary complication that dilutes the focus of an individualized behavior plan
- B. Standard VII's extension beyond individual behavior management into cultivating broader shared responsibility and care for others
- C. an approach relevant only for students without any documented individual behavioral need
- D. a combination that contradicts the individualized nature of behavior intervention planning

48. A teacher collecting ABC data notices a target behavior occurs consistently during transitions requiring the student to hand over a completed assignment, but rarely during transitions without any handover requirement. This pattern most directly suggests investigating:

- A. whether the specific demand of handing over completed work itself, rather than transitioning generally, is the relevant triggering factor

- B. a purely academic explanation entirely disconnected from any social or procedural factor
- C. a sensory explanation unrelated to the specific type of transition requirement involved
- D. no further investigation, since handover-based transitions have no bearing on behavior function

49. A student communicates using a combination of a communication device and a specific hand-clap pattern to indicate excitement before using the device. A teacher who supports this two-step communication approach is:

- A. creating unnecessary confusion by permitting more than one communication behavior in sequence
- B. supporting the student's established communication sequence rather than insisting on the device alone without any excitement-signaling step
- C. undermining the device's effectiveness by allowing a hand-clap to precede its use
- D. violating standard practice, which requires exclusive use of one designated communication behavior

50. A teacher wants to verify that a student's newly taught skill of offering to share materials has generalized beyond the specific art activity where it was originally taught. Which evidence would most directly confirm this?

- A. documented, successful use of sharing offers across multiple different activities and materials beyond the original teaching context
- B. a single successful demonstration during the specific art activity where the skill was first taught
- C. the teacher's general impression that the student seems more generous overall
- D. a family report of no observed change in sharing behavior at home

51. A student who is hard of hearing benefits from a classroom policy of providing a written agenda before any verbal-only announcement. This environmental and procedural consideration is most directly relevant because:

- A. this policy has no meaningful bearing on communication access for this population
- B. this consideration matters only for students who use no hearing technology at all
- C. a written agenda provides a reliable visual backup for content that might be partially missed through auditory access alone
- D. this policy fully substitutes for any hearing technology the student currently uses

52. A teacher wants to determine whether a student's behavior during a specific geography task serves an escape function or reflects a genuine gap in a specific prerequisite map-reading skill. Which approach best supports this distinction?

- A. assuming escape function without examining the student's actual map-reading skill level
- B. assuming a map-reading skill gap without examining any behavioral or antecedent data
- C. relying only on the behavior's frequency without considering which specific map-reading skill is involved
- D. comparing behavior when the student works with maps at their demonstrated skill level versus maps requiring the specific prerequisite skill

53. A student's visual schedule has been simplified from icons showing every step of a hygiene routine to icons showing only the routine's beginning, middle checkpoint, and end, as independence has grown. This documented change reflects:

- A. deliberate, evidence-based fading of a support matched to the student's actual developing routine independence
- B. an oversight in which support was reduced without any genuine justification
- C. a change unrelated to any consideration of the student's actual skill development
- D. a requirement that every student eventually reach an identical visual support level

54. A teacher wants to teach a student to recognize that a parent's short, clipped response after a difficult day at work often signals exhaustion rather than anger directed at the student. This instructional target most directly addresses:

- A. articulation and speech sound production entirely unrelated to tone interpretation
- B. fine motor skills required for producing a similarly clipped speech pattern independently
- C. theory of mind and interpreting a specific tone as a broader life circumstance, not personal judgment
- D. academic vocabulary acquisition entirely disconnected from emotional or social interpretation

55. A student's replacement communication response for an escape-motivated behavior involves pressing a switch connected to a recorded 'I need help' message. For this replacement to succeed long-term, the teacher must:

- A. gradually delay providing assistance over time to build the student's independent problem-solving
- B. require the student to complete additional work before the request is ever honored
- C. reserve honoring the request only for specific subjects the teacher designates
- D. respond promptly and consistently by providing assistance every time the switch is activated appropriately

56. A teacher wants to confirm a student's new adapted spoon grip is genuinely being used across every setting requiring eating, not only during scheduled lunch. Which practice best supports this confirmation?

- A. relying on a single informal impression formed during scheduled lunch alone
- B. systematically tracking adapted grip use and its effect across every documented eating-task setting throughout the day
- C. assuming consistent use without collecting any actual, structured usage data
- D. asking only the lunchroom supervisor for a general, non-specific impression

57. A student with significant support needs shows increased engagement when a specific soft fabric texture is available to touch during story time. A teacher who deliberately incorporates this fabric into daily story routines is:

- A. applying individualized, evidence-based instructional planning grounded in direct observation of this student's engagement
- B. relying on an unsupported coincidence with no genuine instructional value
- C. creating an inappropriate dependency that should be actively discouraged over time
- D. engaging in a practice disconnected from sound instructional planning principles

58. A teacher wants to select a replacement behavior for a student whose challenging behavior has been identified as serving an escape function specific to a crowded, noisy hallway between classes. Which replacement best matches this function?

- A. a request for a preferred tangible item unrelated to the hallway's crowding or noise
- B. a taught request to leave class a few minutes early to navigate the hallway before it becomes crowded
- C. a request for adult attention unrelated to the specific hallway concern
- D. an unrelated sensory activity disconnected from the identified escape function

59. A teacher's constructed-response answer describing a communication-focused collaboration names a school counselor and a classroom paraprofessional, explains the specific reasoning for each, and describes concrete steps taken to address a sudden reluctance to use an established communication device. This response most directly demonstrates:

- A. an unnecessarily detailed response exceeding what the exercise actually requires
- B. a response format irrelevant to how these exercises are actually scored
- C. an approach that would score identically to a brief, generic answer naming only roles
- D. the specific, evidence-based reasoning constructed-response exercises are designed to assess

60. A student's progress-monitoring data on a conversational turn-taking goal shows no meaningful change over eight consecutive data points, despite consistent implementation of the current intervention. The most appropriate response is to:

- A. continue the identical intervention indefinitely since consistent implementation alone should eventually produce change
- B. conclude the student is incapable of further growth in turn-taking under any circumstances
- C. revisit whether the original assessment correctly identified the student's underlying turn-taking need before continuing unchanged
- D. discontinue all data collection since the lack of change already indicates failure

61. A teacher wants to build a student's independent capacity to recognize when a group project idea has stalled and to propose an alternative approach, rather than remaining stuck or waiting passively. This instructional goal most directly reflects:

- A. a goal appropriate only once a student has mastered every other academic skill first
- B. an approach that should be avoided since adults noticing a stalled group is generally more reliable

- C. growing self-advocacy and problem-solving initiative rather than continued dependence on adults noticing a stalled group
- D. a skill unrelated to the self-determination principles discussed elsewhere in this domain

62. A student's teacher notices a challenging behavior varies depending on whether a task requires working alone versus with a partner, occurring more often when paired with any partner regardless of subject. This variation is most useful because it:

- A. suggests the function may be tied to partnered work itself rather than the specific subject content
- B. proves the behavior has no identifiable function and requires no further assessment
- C. indicates a need for an identical, generic consequence applied regardless of pairing
- D. suggests the behavior is entirely unrelated to any instructional or environmental factor

63. A student who uses a communication device also relies on a specific head-tilt to indicate uncertainty before using the device. A teacher who explicitly teaches staff to recognize this signal is:

- A. creating unnecessary complexity that should be simplified to device use alone
- B. supporting proactive communication access by recognizing a specific uncertainty cue before the student attempts a device response
- C. undermining the device's role by encouraging attention to the head-tilt signal
- D. engaging in a practice unrelated to sound communication support principles

64. A teacher wants to determine whether a student's disruptive behavior during a specific transition serves an escape or a sensory function, given the transition involves both a dimly lit hallway and a squeaky door. Which approach best isolates these factors?

- A. assuming both factors contribute equally without conducting any further comparative observation
- B. assuming only the door squeak matters without examining the lighting factor separately
- C. relying on a single combined observation without isolating either specific factor
- D. systematically varying one factor at a time, such as using a well-lit alternate hallway while keeping the squeaky door constant

65. A student's IEP goal for self-advocacy specifies that the student will identify a needed accommodation and communicate it to a new occupational therapist during an initial consultation unfamiliar to the student's regular team. This goal most directly reflects:

- A. a goal relevant only within the single classroom where the skill was originally taught
- B. an approach that should be avoided since therapists should identify accommodations independently
- C. a skill disconnected from the broader self-determination principles covered in this domain
- D. building generalizable self-advocacy skill applicable even in unfamiliar, clinical circumstances

66. A teacher analyzing a functional behavior assessment notices a target behavior occurs almost exclusively during the last period before a long weekend or holiday break, regardless of the specific subject taught. This pattern most directly suggests investigating:

- A. a possible connection to anticipatory excitement or disrupted routine expectation around the upcoming break, rather than any specific subject content
- B. a purely academic explanation tied to whichever specific subject happens to be taught that period
- C. a sensory explanation entirely unrelated to the upcoming break itself
- D. no further investigation, since pre-break patterns have no bearing on behavior function

67. A student's replacement communication response for a tangible-access behavior is taught using a specific reaching gesture the student already produces reliably to request items during snack time. This design choice reflects:

- A. an unnecessary limitation that should be avoided in favor of introducing a completely novel gesture
- B. building the replacement on an already-established motor pattern rather than introducing an unfamiliar new physical movement
- C. a decision unrelated to the student's likelihood of successfully adopting the new replacement response
- D. a practice appropriate only for students without any prior successful gestural communication

68. A teacher wants to verify that a student's classroom accommodations for a significant physical disability remain appropriate as the student transitions from a single-story elementary building to a multi-story middle school with elevator access. Which practice best supports this verification?

- A. assuming accommodations will transfer automatically without any proactive review of elevator access and timing
- B. waiting for a specific problem to arise before reviewing elevator access and staff briefing needs
- C. proactively briefing new staff on specific accommodations and confirming reliable elevator access and timing for the student's schedule
- D. assuming the multi-story building requires no additional review since accommodations were already documented

69. A student's teacher wants to reduce reliance on one specific study-hall monitor to interpret the student's individualized break-request signals for other staff. Which practice most directly supports broader communication access?

- A. documenting the specific meaning of each signal and training other study-hall staff to recognize them directly
- B. relying exclusively on the one specific monitor for all break-signal interpretation during study hall
- C. restricting the student's signal use to interactions with that one monitor only
- D. assuming broader staff understanding will develop naturally without any specific training

70. A teacher's constructed-response answer addressing a student's communication concern names a school social worker and the student's family, explains the specific reasoning for each, and describes concrete steps taken to gather converging evidence about a recent increase in nonverbal shutdown episodes. This response most directly demonstrates:

- A. an unnecessarily long response exceeding what the exercise actually requires
- B. the specific, evidence-based collaborative reasoning these exercises are designed to assess
- C. a response format irrelevant to how these constructed-response exercises are scored
- D. an approach that would score identically to a brief, generic answer naming only roles

71. A student's testing accommodation allows use of a highlighter to mark key information in a passage on a test measuring reading comprehension, not visual scanning speed. This accommodation is best classified as:

- A. a modification, since any use of a highlighter always changes the underlying construct measured

- B. neither an accommodation nor a modification, since highlighter use has no bearing on assessment validity
- C. an accommodation, since it changes access without changing the construct the assessment is designed to measure
- D. a practice that automatically invalidates the assessment regardless of the construct being measured

72. A teacher's progress-monitoring data on a spelling accuracy goal shows scores declining across the last four consecutive data points, following a period of previously steady improvement. The most appropriate response is to:

- A. dismiss the decline as ordinary variability requiring no response of any kind
- B. wait until the next scheduled annual review before considering any adjustment
- C. conclude the original goal was inappropriate without first examining the intervention itself
- D. treat this decline as a meaningful signal calling for prompt reconsideration of the current instructional approach

73. A team is selecting an assessment approach for a student with a significant physical disability affecting sustained grip strength but not cognitive ability. Which practice best reflects sound assessment planning?

- A. assuming the student's grip strength difficulty also indicates a cognitive limitation as well
- B. excluding the student from extended written assessment entirely due to the grip strength difficulty
- C. assessing only through a single, uninterrupted writing session, regardless of the student's documented disability status
- D. selecting a response accommodation, such as an adapted grip tool, so grip fatigue does not limit demonstrated knowledge

74. A student's IEP team is determining an appropriate balance between core academic content and expanded curriculum skills for a student with significant support needs whose family has expressed a strong post-secondary goal of participation in a structured volunteer program. The most appropriate balance is most likely to:

- A. emphasize traditional academic content considerably regardless of the documented volunteer-program goal
- B. follow a fixed, universal ratio applied identically to every student regardless of individual profile
- C. emphasize functional academics and volunteer-readiness skill development considerably, tied directly to the documented volunteer-program goal
- D. be determined solely by the student's disability category rather than by individual assessment data

75. A teacher designs an assessment allowing students to demonstrate understanding of an ecological relationship through a labeled diagram, a written explanation, or a physical model, all addressing identical core content. This design most directly reflects:

- A. Universal Design for Learning principles offering multiple means of action and expression built into initial assessment design
- B. an approach that inappropriately dilutes the rigor of the assessment for every student
- C. a practice relevant only for students with a documented physical disability
- D. differentiation applied only after the assessment has already been administered once

76. A speech-language pathologist's assessment finds a student's articulation is age-appropriate, but the student shows significant difficulty understanding multi-clause sentences containing subordinate clauses. This finding should most directly inform:

- A. a broad, unspecified reduction in expectations across every verbal classroom activity
- B. targeted instruction in complex sentence comprehension, distinct from articulation-focused intervention
- C. a conclusion that the student has a global speech and language delay
- D. elimination of complex sentences from classroom instruction entirely and permanently

77. A team synthesizing multidisciplinary data notices a school nurse's finding about medication side effects may explain a pattern a classroom teacher had attributed only to inconsistent afternoon effort. This illustrates:

- A. the value of synthesizing findings across disciplines into one coherent picture rather than treating each report separately

- B. that health-related findings should always override classroom teacher observations
- C. that classroom teacher observations become unnecessary once health data is available
- D. that these two types of data are typically unrelated and rarely intersect meaningfully

78. A teacher wants to confirm that a proposed classroom bookshelf reorganization was driven by genuine assessed student accessibility need rather than general aesthetic preference. Which question best supports this check?

- A. is this bookshelf arrangement more visually appealing than the previous one
- B. does this specific bookshelf arrangement match documented accessibility needs identified through individual student assessment data
- C. is this bookshelf arrangement the one featured in a popular classroom design resource
- D. did a colleague at another school recommend this bookshelf arrangement informally

79. A teacher's community-based instruction session at a hardware store includes a specific, defined objective tied to a documented home-maintenance goal on a student's IEP. This planning approach reflects:

- A. an excessive level of planning for what is essentially a recreational errand
- B. a practice relevant only for students pursuing a traditional academic diploma track
- C. genuine, targeted instruction rather than an unstructured outing lacking any defined learning objective
- D. an approach that should be replaced entirely by classroom-only simulation of the same skill

80. A teacher verifying a logically testable assessment item independently works through the underlying reasoning before finalizing the answer key. This practice most directly reflects:

- A. an unnecessary extra step once an item has been carefully written the first time through
- B. a practice relevant only to items involving explicit numerical calculation specifically
- C. a step that eliminates the need for any further human review of assessment content
- D. the principle that independent verification catches errors that self-reported confidence might otherwise miss entirely

81. A teacher reviewing an assessment accommodation request confirms it changes only the pen or pencil grip a student uses to write, not the content or difficulty of the assignment. This verification most directly reflects:

- A. an unnecessary formality once a request has been informally discussed with a colleague
- B. the accommodation-versus-modification distinction central to preserving the validity of the assessment
- C. a distinction relevant only to students receiving services specifically under IDEA
- D. a practice that applies solely to state-mandated standardized assessments exclusively

82. A teacher notices a specific student is never given a chance to demonstrate a skill for a visiting administrator, without any current, documented evidence justifying this pattern. This most likely reflects:

- A. appropriate practice requiring no further examination or reconsideration whatsoever
- B. a practice explicitly required by Universal Design for Learning principles
- C. an unexamined low-expectation default rather than genuine, individualized, evidence-based instructional decision-making
- D. a neutral scheduling convenience with no meaningful instructional significance

83. A teacher wants to evaluate whether a set of classroom materials authentically represents disabled chefs and culinary professionals, not only disabled students learning basic cooking skills. Which practice best supports this evaluation?

- A. actively seeking materials showing disabled chefs as skilled culinary professionals, not only disabled students as beginning learners
- B. assuming any cooking-related material mentioning disability automatically represents this professional range
- C. avoiding materials depicting disabled chefs to simplify classroom material selection
- D. selecting materials based solely on production quality without considering context represented

84. A student's transition assessment identifies both a specific interest in a vocational area and a specific need for continued support with workplace conflict resolution. A plan addressing only the vocational interest most directly violates the principle that:

- A. transition assessment findings are aspirational only and need not comprehensively shape curriculum
- B. vocational interests should always take priority over workplace conflict resolution needs in planning
- C. curriculum alignment with transition findings matters only during a student's very final year
- D. curriculum decisions should visibly align with the full range of documented transition assessment findings, not a partial selection

85. A teacher is developing an IEP goal following an assessment finding that a student's writing difficulty is specifically tied to weak understanding of pronoun-antecedent agreement, not sentence length. Which goal best reflects sound use of this finding?

- A. a specific, measurable goal targeting pronoun-antecedent agreement directly, tied to the exact assessment finding
- B. a broad goal such as 'improve writing' without reference to the specific underlying finding
- C. a goal targeting sentence length, which is unrelated to the specific finding described
- D. a generic goal template applied uniformly regardless of this student's specific assessment finding

86. A teacher documents a student's present levels of performance as 'building endurance for extended reading tasks through gradual, incremental increases' rather than 'cannot read for more than five minutes.' This framing reflects:

- A. an inaccurate description that minimizes a genuine, documented concern about the student
- B. a phrasing required by law with no substantive difference from a deficit-based description
- C. strength-based documentation that remains accurate while supporting clear, actionable goal-setting
- D. an approach appropriate only for students without any documented reading-stamina need

87. A team relies exclusively on a single informal parent survey to determine a student's eligibility for a communication evaluation, without incorporating any classroom observation or standardized measure. This practice raises a concern because:

- A. an informal parent survey is never appropriate for any educational decision under any circumstances
- B. a single data source is always sufficient provided the family completed the survey thoughtfully
- C. eligibility decisions related to communication evaluation legally require no assessment data whatsoever
- D. eligibility and placement decisions should draw on multiple data sources rather than any single measure considered in isolation

88. A teacher wants to verify that a newly introduced adapted computer trackball is being used consistently to support computer access across every part of the school day, not only during a single scheduled technology period. Which approach best supports this evaluation?

- A. relying on a single informal impression formed during the scheduled technology period alone
- B. systematically tracking trackball use and its effect on computer access across every relevant setting throughout the day
- C. assuming consistent use without collecting any actual, structured usage data
- D. asking only the technology teacher for a general, non-specific impression

89. A student's curriculum includes both grade-level science content and targeted instruction in using an adapted lab tool to access hands-on experiments independently. This combination reflects Standard VIII's principle that:

- A. assistive technology training should always replace core academic content for any student who needs it
- B. expanded curriculum skills like assistive technology training can support, rather than replace, genuine access to core academic content
- C. core academic content and expanded curriculum skills must always be taught as entirely separate, unrelated tracks
- D. assistive technology training is relevant only for students without any core academic coursework

90. A teacher wants to ensure a classroom's differentiated science activities reflect genuine individualized evidence rather than an assumption based on which reading group a student was placed in during an earlier grade. Which practice best supports this check?

- A. assuming an earlier reading group placement should determine every subsequent differentiation decision
- B. applying identical differentiation decisions to every student regardless of any individual assessment data
- C. periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than an earlier reading group placement
- D. avoiding any differentiation at all to eliminate the risk of a reading-group-based assumption

91. A teacher collecting progress-monitoring data on a math word-problem accuracy goal wants to distinguish a meaningful upward trend from ordinary day-to-day variability. Which practice best supports this distinction?

- A. graphing the data against the goal line and examining the pattern across several consecutive data points
- B. reviewing only the single most recent data point without any broader context
- C. relying on general classroom impression rather than any structured, recorded data
- D. waiting until the annual review before examining any of the collected data

92. A teacher is writing an IEP goal following an assessment finding that a student's reading difficulty is specifically tied to weak understanding of prefixes and suffixes, not root word recognition. Which goal best reflects sound use of this finding?

- A. a broad goal such as 'improve reading' without reference to the specific underlying finding
- B. a goal targeting root word recognition, which is unrelated to the specific finding described
- C. a generic goal template applied uniformly regardless of this student's specific assessment finding
- D. a specific, measurable goal targeting prefix and suffix understanding directly, tied to the exact assessment finding

93. A student's curriculum plan balances core academic instruction with vocational exploration and workplace time-management training, grounded in the student's documented profile and family-informed post-secondary goals. This individualized balance reflects:

- A. an inherently lower-quality educational program compared to a traditional academic-only track

- B. a universal template appropriate for applying to every student with any documented disability
- C. sound, evidence-based curriculum planning appropriately grounded in this specific student's needs and goals
- D. a decision made independently of the student's actual assessed present levels of performance

94. A teacher selecting instructional materials wants to avoid presenting a specific white cane only as a mobility tool for navigation, without connecting it to genuine independence and everyday social confidence. Which practice best supports this goal?

- A. presenting the white cane only as a physical mobility tool disconnected from broader independence
- B. avoiding any depiction of white canes entirely to simplify classroom material selection
- C. assuming students will independently connect mobility use to broader confidence without instruction
- D. showing the white cane's role in supporting independent navigation and everyday social confidence together, not only physical mobility

95. A teacher wants to determine whether a student's social studies difficulty reflects a genuine content-area limitation or a language-based barrier, given the student is a recent English learner. Which assessment practice best supports this distinction?

- A. assessing content understanding through methods that minimize dependence on English vocabulary specifically
- B. assessing exclusively through English-language written tests regardless of the student's language background
- C. concluding the difficulty is purely linguistic without any further targeted assessment
- D. concluding the difficulty is purely content-based without considering the student's language background at all

96. A team reviewing a student's resource plan finds the originally assigned communication symbol set no longer matches the student's now considerably expanded vocabulary and literacy skills. This finding most directly supports:

- A. the conclusion that the original resource decision was clearly a mistake from the outset

- B. the principle that resource fit should be periodically reassessed rather than treated as a permanent decision
- C. a decision to leave the current symbol set unchanged regardless of documented growth
- D. a practice relevant only to human support levels, not material or technological resources

97. A teacher evaluating a classroom's physical environment for a student with significant support needs considers whether the student's specialized positioning equipment allows a clear sightline to instructional materials during whole-group lessons. This consideration is most directly relevant because:

- A. sightline has no meaningful bearing on independence for a student with significant support needs
- B. the student's access depends entirely on adult narration regardless of sightline
- C. proper sightline supports the student's genuine access to instruction alongside peers, not only physical comfort
- D. sightline matters only for students who also have a documented visual impairment

98. A teacher's assessment plan uses a shared set of social studies vocabulary terms both during daily review, to inform instruction, and again on a unit exam, to document final mastery. This design illustrates that:

- A. formative and summative assessment must always rely on entirely different content and instruments
- B. the same content can serve either a formative or summative purpose depending on its timing and how the resulting data is used
- C. summative assessment alone provides sufficient information to guide ongoing instruction
- D. formative assessment has no legitimate role once a unit of instruction has begun

99. A teacher reviewing a student's IEP goals notices they reference general 'better focus during instruction' without connecting to any specific assessment finding or present level of performance. This disconnect most directly reflects a violation of the principle that:

- A. IEP goals are appropriately written in general terms to allow maximum flexibility in implementation
- B. assessment findings are relevant only to eligibility, not ongoing goal-writing decisions
- C. goal specificity matters only for academic goals, not attention-related goals specifically

D. IEP goals should be specifically and measurably tied to documented assessment findings, not written in general terms

100. A teacher confirms that a proposed classroom accommodation changes only the spacing between lines of printed text a student reads, not the underlying content or complexity. This verification most directly reflects:

- A. the accommodation-versus-modification distinction central to preserving the validity of what is being taught and assessed
- B. an unnecessary formality once an accommodation request has been informally discussed
- C. a distinction relevant only to students receiving services under IDEA specifically
- D. a practice that applies solely to state-mandated standardized assessments

Practice Exam 18: Answer Key and Explanations

1. C — Generalization across different equipment often requires deliberate, planned practice with the actual varied equipment rather than occurring automatically simply because a skill was learned on one specific device. A student answering the classroom practice phone but not yet the front-office phone has not failed to learn the skill; the new equipment requires its own dedicated practice.

2. B — Giftedness is often domain-specific rather than a uniform elevation across every area, meaning a student can show genuinely advanced debate and argumentation skill while performing at an entirely age-typical level in visual arts. Treating age-typical visual arts performance as decline, rather than simply a different domain's typical development, reflects an inaccurate, overly uniform view of giftedness.

3. A — Irving Independent School District v. Tatro established that a specialized health service enabling a student to attend school, such as clean intermittent catheterization, qualifies as a related service under IDEA when it can be performed by a school nurse or other qualified person, not only a physician. This case became foundational to the later Cedar Rapids v. Garret F. decision.

4. D — Families bring varying, legitimate frameworks for understanding disability, and a spiritual framework emphasizing purpose and meaning is a genuine, valid perspective, not avoidance of practical realities. Standard I calls for engaging respectfully with this framework rather than requiring the family to adopt a different, purely clinical lens before genuine collaboration can occur.

5. C — Erikson's framework describes a general sequence of psychosocial tasks, not a rigid timeline, meaning interests associated with a later stage, such as intimacy in close friendship, can emerge earlier

or in individually varied forms. Recognizing this flexibility, rather than expecting rigid stage-timeline conformity, reflects sound, nuanced application of psychosocial developmental theory.

6. B — The least restrictive environment principle requires that any move away from a setting be justified by evidence the change serves the student's documented needs. Citing specific documentation of measurably improved verbal expression directly challenges a proposed schedule change, since it demonstrates the current inclusive setting is working, not simply asserting inclusion is always correct.

7. A — *Schaffer v. Weast* established that the burden of proof in an IDEA due process hearing generally rests with the party seeking relief, whether that party is the family challenging an IEP or the school district defending it, rather than automatically resting with the school district in every case. This clarified a previously unsettled procedural question nationally.

8. C — This pattern illustrates that a specific learning disability affecting paragraph organization specifically can leave broader verbal idea organization entirely intact, since organizing ideas verbally and organizing them into written paragraphs draw on genuinely distinct cognitive and mechanical processes. Recognizing this narrow, skill-specific profile prevents a teacher from assuming strong verbal organization disproves a genuine disability.

9. D — Comparing a student's own rate of progress on a specific hygiene routine, given visual support, against that same student's rate of progress on other skills provides more individually meaningful evidence than comparison to a single peer. This within-student comparison helps distinguish a genuine, disproportionate motor sequencing concern from simply an area requiring more visual support.

10. A — Understanding the historical exclusion of students who are deaf from mainstream settings directly informs why current IEP teams must specifically document communication access considerations before finalizing a placement recommendation, since this requirement exists precisely because of this historical pattern of overlooked access needs. This connection is exactly what Standard II's legal knowledge component builds.

11. D — This comparison illustrates that even a moderate delay in beginning full language access, here three years rather than birth, can produce a measurable though not necessarily severe effect on development, since the critical language-access window narrows gradually rather than closing abruptly at any single point. The delay reflects timing, not an inherent limitation in the family's approach or the child.

12. B — Avoiding comparative comments between siblings, and instead discussing each student's progress on its own individual terms, reflects ethical practice recognizing that even positively framed comparisons can create unintended pressure or perceived favoritism between family members. This individualized framing respects each student's own distinct progress and unique circumstances quite fully and completely.

13. C — IDEA generally sets a specific timeline for issuing a due process hearing decision once a complaint is filed, which may be extended only upon a specific request from either party for good cause

shown, not left to indefinite convenience or determined solely by the requesting party's own preference alone in any way.

14. A — Genuinely revising a long-used routine based on current research, and reflecting on why an outdated assumption persisted for so long, exemplifies the reflective, evolving philosophical grounding Standard II describes. Maintaining a routine for tradition's sake, dismissing current research, or avoiding further research entirely all fall short of this deeper, ongoing reflective standard.

15. B — Reviewing the specific documented evidence of changed need, cited as the basis for a proposed transportation accommodation change, before it is finalized, ensures the decision reflects genuine assessed need rather than administrative convenience disguised as a service change. This review should never be skipped or assumed automatically and blindly justified.

16. D — IDEA requires that services, including assistive technology evaluations, be individually determined based on each student's documented need, meaning a blanket denial policy for students already receiving one type of service, regardless of individual need, would likely violate this core individualization principle. Equal application of an inappropriate denial does not make the policy sound.

17. C — Recognizing this twice-exceptional profile supports providing computational support and accommodations that directly address the documented disability, while continuing to engage the student's advanced conceptual reasoning through targeted enrichment activities, discussion, and independent exploration, rather than withholding either single dimension of support until the other one fully and completely resolves first over time.

18. D — Component 1 responses should reflect sound, evidence-based professional knowledge and reasoning, which a candidate's personal teaching philosophy may genuinely inform but should never fully replace, since responses ultimately need to demonstrate genuinely accomplished, standards-aligned practice rather than mere personal opinion or preference presented as professional judgment alone in the response.

19. A — Comparing a student's performance and engagement in a current noisy setting against performance in a quieter setting for similar content helps distinguish a noise-related access mismatch from a genuine, ongoing content-area learning disability. This comparative evidence prevents an inaccurate assumption in either direction without first gathering this considerably fuller picture.

20. B — Sharing only the specific safety-related information a coach needs for a tryout, in an appropriately private setting, reflects a practical, need-to-know balance protecting confidentiality while still supporting genuinely safe supervision. Sharing the complete document publicly, or declining all information entirely without exception, both fail to reflect this appropriate, reasonable middle ground.

21. A — An uneven pattern, overrepresentation in one category alongside proportional representation in another, suggests bias may not operate uniformly across categories and calls for examining identification practices specifically within the overrepresented category. Assuming the proportional category offsets the concerning one overlooks that each category's referral process may carry distinct sources of bias.

22. C — Family support structures vary meaningfully, and a network of adult siblings sharing caregiving responsibilities is a legitimate, real form of support, not evidence of inadequate parental involvement or a deficient substitute for a single parent contact. Recognizing and respecting this actual support structure reflects the genuine partnership principle this standard describes throughout.

23. D — Actively including material emphasizing disabled athletes' actual competitive skill and strategy, not only adversity narratives, distinguishes authentic representation from a common but limiting pattern of framing disabled athletes primarily through struggle. This distinction between skill-focused and adversity-focused framing reflects a considerably deeper standard of representation than adversity narratives alone could ever provide.

24. B — Offering a searchable digital version alongside the printed handbook for families who prefer that format addresses this accessibility gap in a practical way, without removing the printed option some families may still prefer. This approach reflects individualized responsiveness rather than accepting a gap or shifting the burden entirely to families.

25. D — Reviewing a behavioral intervention plan's stated rationale to confirm it is grounded in the specific student's own functional assessment data, not a generalization about home language, guards against a genuine, well-documented risk of linguistic stereotyping in behavior planning, regardless of which specific qualified professional developed the original plan document itself.

26. A — Honoring a family's request to use a gender-neutral honorific reflecting the student's own identity reflects genuine respect for the student and the family's supportive stance, consistent with the individualized, family-centered communication approach this standard describes. Declining this request in favor of staff familiarity fails to reflect this genuine responsiveness to the family's stated preference.

27. B — Adapting a specific team role, such as programming or strategy lead matched to the student's own strengths, so they can genuinely contribute to the robotics competition reflects genuine, equitable inclusion rather than passive attendance without any real team role. Full, adapted participation is the standard this equity principle calls for.

28. C — Providing meeting materials in the specific accessible font a parent requested reflects the same equity and family partnership principles this domain describes throughout, extending appropriately to a parent's own documented reading need, not only the student's own separately and independently documented needs alone in this entire ongoing collaborative planning process.

29. A — Researching an oral presentation rubric's documented appropriateness for populations with distinct eye-contact norms, before applying it broadly, reflects sound, equity-conscious assessment selection rather than assuming automatic appropriateness or disqualifying a population without any evidence. This population-specific consideration applies broadly across many different assessment contexts generally speaking indeed and quite consistently overall.

30. C — Accommodating a request for a trusted faith community elder's presence, recognizing this role extends beyond language interpretation into shared values and trust a standard interpreter may not offer,

reflects genuine responsiveness to family need. Assuming an interpreter alone fully addresses this need understates the fuller relational support this specific request identifies clearly.

31. D — Handling routine service-log documentation directly, rather than routing every detail through an already significantly burdened family, reflects genuine partnership that values family expertise without shifting professional coordination responsibilities onto the family unnecessarily. This does not exclude the family from meaningful involvement in actual decisions; it simply avoids adding unnecessary logistical burden.

32. B — Adapting communication structure to genuinely reflect a family's stated preference for brief, regular phone contact, rather than lengthy written reports, reflects the same responsiveness to family circumstance discussed throughout this domain. A preference for brief check-ins does not indicate lower engagement; it reflects a legitimate practical preference deserving genuine accommodation.

33. C — A pattern in which families unable to afford supplementary materials are disproportionately excluded from a STEM enrichment program, despite similar documented curiosity, suggests examining whether program expectations themselves assume unequal resource access among families. This systemic examination reflects the same equity monitoring principle this domain calls for across program referral generally speaking.

34. B — Engaging in genuine dialogue to understand a family's specific cultural approach to lively conversation, before finalizing a school-based noise-level expectation, reflects the collaborative, culturally responsive approach this domain describes throughout. Proceeding unilaterally with either the school's or the family's approach, without this genuine dialogue, risks an expectation lacking true family buy-in.

35. A — Reviewing specific discussion expectations against known cultural variation, such as norms around extended silence before responding, before treating a culturally consistent behavior as disengagement prevents a classroom expectation from unintentionally penalizing a student for genuinely following their own family's cultural conversational pace, custom, tradition, and long-established, meaningful manner of speaking.

36. D — Researching accessible ride alternatives and appropriate support arrangements in advance to support meaningful participation reflects proactive planning for equitable access rather than accepting passive waiting or outright exclusion as an unavoidable outcome. Genuine access requires this kind of deliberate advance planning, not a reactive workaround improvised on the day itself.

37. A — Honoring a family's request to avoid a phrase that translates awkwardly into their home language, and using clearer alternative language consistently rather than only in their presence, reflects genuine respect for the family's stated communication concern. Consistency across settings matters considerably for genuine, not merely performative, responsiveness to this concern.

38. B — Creating a structured, separate opportunity for a student to explore and express their own interest in living with roommates directly, distinct from family assumptions, helps ensure a transition

goal reflects the student's genuine voice, particularly when family expectations and the student's own genuine interest may reasonably and quite meaningfully differ substantially in this case.

39. C — Adapting the classroom activity schedule so a student can genuinely observe a daily religious reflection period without pressure reflects genuine cultural and religious responsiveness, distinct from insisting on full participation or imposing the practice on the entire class. Individualized accommodation reflects the genuinely balanced, thoughtful approach this specific situation calls for.

40. D — Genuine collaborative discussion, weighing student and family preference alongside a specialist's curriculum-based recommendation, reflects the balanced approach to preference and professional input this domain describes throughout. Automatic deference to either the specialist's comparison or the family's preference alone, without this genuine discussion, fails to reflect the collaborative resolution this disagreement calls for.

41. D — Documenting a student's subtle but genuine vocal pitch pattern precisely, then training other staff to recognize and respond to it consistently throughout the day, builds communication access beyond dependence on a single aide during morning routines only. Discouraging an already-functional response would considerably undermine the student's real, existing communicative competence overall.

42. C — A behavior occurring consistently right after a specific classmate leaves the room, but never at other times, suggests a social or relational reaction specific to that classmate's departure, rather than attention or escape factors unrelated to this specific, identifiable social trigger. This pattern warrants further investigation into that particular peer relationship.

43. A — Teaching a student to interpret a nervous laugh during a serious discussion as discomfort, rather than mockery, extends theory of mind into accurately interpreting a specific vocal expression within its true emotional context. This explicitly teachable distinction helps students who tend toward literal, surface-level interpretation of ambiguous social sounds and cues.

44. B — This pattern reflects a positioning-related access limitation specific to an angled cuer setup, rather than a broader language ability concern or an inherent unreliability in cued speech as an approach generally. Recognizing this access-based explanation supports ensuring proper cuer positioning, rather than an inaccurate assumption about the student's overall ability.

45. D — For an escape function specifically tied to overwhelming visual clutter at a particular center, a taught request to work at an alternative, visually simplified station directly addresses the underlying sensory difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not genuinely match this particular, clutter-specific function at all.

46. C — Closing the reflective loop means setting a specific goal, such as incorporating nonverbal cues for minor, brief lapses rather than verbal redirection every time, and then verifying through a subsequent recorded lesson that this variation was genuinely implemented. Simply noting the pattern without this concrete follow-through falls short of closed-loop reflective practice.

47. B — Combining an individualized replacement behavior with explicit instruction in recognizing one's impact on a shared pet-care rotation reflects Standard VII's extension beyond individual behavior

management into broader shared responsibility and care for living things. This integration reflects the standard's full, connected scope across both dimensions for this particular student overall.

48. A — A behavior occurring consistently during transitions requiring handing over completed work, but rarely during transitions without this requirement, suggests the specific demand of relinquishing completed work itself, rather than transitioning generally, may be the relevant triggering factor, warranting further, careful investigation into this specific handover-related concern for this particular student.

49. B — Supporting a student's established two-step sequence, a hand-clap to signal excitement followed by device use to convey the actual message, reflects sound practice honoring the student's own effective communication strategy. This does not create confusion or undermine the device; it reflects a natural, expressive sequence many communicators genuinely use daily.

50. A — Genuine generalization is confirmed by documented, successful use of sharing offers across multiple different activities and materials beyond the original teaching context, not a single demonstration in the original art activity or a general, undocumented impression. This structured, cross-context evidence directly addresses whether the skill has genuinely and durably transferred.

51. C — A written agenda provides a reliable visual backup for announcement content that might be partially missed through auditory access alone, ensuring the student has a dependable reference regardless of momentary lapses in auditory reception, without ever eliminating the ongoing, continued need for the student's own hearing technology throughout the entire day.

52. D — Comparing behavior when a student works with maps at their demonstrated skill level versus maps requiring a specific, potentially missing prerequisite skill helps distinguish escape from a genuine skill gap. This targeted comparison provides considerably more reliable evidence than assuming either explanation without considering the specific map-reading skill actually involved here.

53. A — Simplifying a visual schedule from every hygiene step to only beginning, middle, and end checkpoints, in step with documented, developing independence, reflects deliberate, evidence-based fading of a support rather than an unjustified reduction. This planned fading exemplifies sound use of visual supports as a temporary scaffold tied to this specific student's own routine mastery.

54. C — Teaching a student to interpret a parent's clipped tone as reflecting exhaustion from a difficult workday, rather than personal anger, extends theory of mind into distinguishing a broader life circumstance from a targeted personal judgment. This explicitly teachable skill supports more accurate social interpretation for students who tend to personalize ambiguous emotional cues.

55. D — For a switch-activated help request to succeed long-term, the teacher must respond promptly and consistently by providing assistance each time the switch is activated appropriately, ensuring the replacement is at least as reliable as the original behavior it replaces. Inconsistent or delayed honoring undermines the replacement's effectiveness and risks a return to the original behavior.

56. B — Systematically tracking adapted grip use and its effect across every setting requiring eating, including snack times beyond scheduled lunch, provides concrete, reliable evidence of consistent,

effective use, rather than relying on an impression from lunch alone or an unverified, general assumption about broader, entirely consistent, ongoing daily use patterns overall.

57. A — Deliberately incorporating a specific soft fabric texture shown to increase engagement into daily story routines reflects individualized, evidence-based instructional practice grounded in direct, careful observation of what genuinely supports this particular student, rather than an unsupported coincidence or an inappropriate dependency that would require active, deliberate discouragement over an extended period of time.

58. B — For an escape function specifically tied to a crowded, noisy hallway, a taught request to leave class a few minutes early to navigate the hallway before peak crowding directly addresses the underlying sensory and social difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not match this particular function.

59. D — Naming specific individuals, explaining the reasoning for selecting each one, and describing concrete steps addressing a sudden reluctance to use an established device demonstrates the specific, evidence-based depth these exercises are genuinely designed to assess, considerably more effectively than any brief, generic answer naming only vague, unspecific roles without detail.

60. C — A genuine plateau across eight consecutive data points, despite consistent implementation, signals a real need to revisit whether the original assessment correctly identified the student's underlying turn-taking need, since an intervention mismatched to the actual, genuine underlying need is unlikely to ever succeed regardless of how long it continues unchanged.

61. C — Building a student's independent capacity to recognize a stalled group idea and propose an alternative, rather than remaining stuck or waiting passively, reflects growing self-advocacy and problem-solving initiative overall. This directly connects to the broader self-determination principles emphasized throughout this domain, moving a student toward genuine autonomy in group settings and beyond.

62. A — Behavior varying based on individual versus partnered work, occurring more often when paired regardless of subject, suggests the function may be tied to partnered work itself rather than the specific subject content, information that can directly inform partnering strategies rather than a generic, undifferentiated consequence applied uniformly across every instance.

63. B — Explicitly teaching staff to recognize a specific head-tilt signaling uncertainty before a device response supports proactive communication access, allowing staff to offer clarifying support at just the right moment, rather than creating unnecessary complexity or undermining the device's own central communicative role in daily interaction, exchange, and mutual understanding overall and consistently.

64. D — Systematically varying one factor at a time, such as observing behavior in a well-lit alternate hallway while keeping the squeaky door constant, helps isolate which specific sensory factor most reliably triggers the behavior, providing considerably more precise evidence than a single combined observation unable to distinguish between the two factors.

- 65. D** — Specifying that a student will self-advocate with a new occupational therapist during an unfamiliar initial consultation reflects building generalizable self-advocacy skill applicable even in unfamiliar, clinical circumstances, extending self-determination well beyond the specific, familiar classroom routine where the skill was originally taught and practiced under far more predictable, comfortable conditions than this new one.
- 66. A** — A behavior occurring almost exclusively during the last period before a long break, regardless of the specific subject, suggests investigating a possible connection to anticipatory excitement or disrupted routine expectation around the upcoming break, rather than any specific subject content, warranting further, careful inquiry into this pattern specifically and directly.
- 67. B** — Teaching a new replacement request using a reaching gesture the student already produces reliably during snack time builds the replacement on an already-established motor pattern, rather than introducing an entirely unfamiliar new physical movement alongside a new communicative meaning, considerably increasing the likelihood the student adopts this replacement successfully and quickly.
- 68. C** — Proactively briefing new staff on specific accommodations and confirming reliable elevator access and timing for the student's actual schedule, rather than assuming automatic transfer or waiting for a problem to surface, ensures genuine continuity of appropriate support across a significant transition involving an unfamiliar, vertically complex, and considerably larger building layout overall.
- 69. A** — Documenting the specific meaning of each break-request signal and training other study-hall staff to recognize them directly, rather than relying on one specific monitor as an ongoing interpreter, broadens genuine communication access and reduces an unhealthy dependence on a single staff member for the student's daily participation, self-regulation, and overall well-being.
- 70. B** — Naming specific individuals, explaining the reasoning for each selection, and describing concrete steps to gather converging evidence about increased shutdown episodes demonstrates the specific, evidence-based collaborative depth these exercises are genuinely designed to assess, considerably more effectively than any brief, generic answer naming only vague, unspecific roles without careful detail.
- 71. C** — Allowing highlighter use on a test measuring reading comprehension, not visual scanning speed, is a classic accommodation, since it changes how a student engages with the text without altering the construct being measured. A modification would instead change the underlying content or expectation itself, which this specific tool genuinely does not do here.
- 72. D** — A decline across four consecutive data points, following a period of previously steady improvement, represents a meaningful signal distinct from ordinary variability and calls for prompt reconsideration of the current instructional approach, rather than waiting for a scheduled review or assuming the original goal itself was the problem without first examining the intervention closely.
- 73. D** — Selecting a response accommodation, such as an adapted grip tool or scheduled breaks, allows a student whose grip strength is affected by a physical disability to demonstrate genuine cognitive ability

without that ability being obscured by fatigue-related decline. This reflects sound, individualized assessment planning rather than conflating two separate constructs.

74. C — For a student with significant support needs whose family has expressed a structured volunteer-program goal, the appropriate balance most likely emphasizes functional academics and volunteer-readiness skill development considerably, tied directly to that documented goal, rather than a fixed ratio or an academic emphasis disconnected from this stated family goal entirely.

75. A — Offering multiple means through which students demonstrate understanding of an identical core ecological relationship reflects Universal Design for Learning principles built directly into an assessment's initial design, reducing the need for individually negotiated accommodations later. This does not dilute rigor, since every option still requires demonstrating the same underlying ecological understanding.

76. B — A specific finding of age-appropriate articulation alongside significant difficulty with multi-clause sentences points toward a narrow, syntactic comprehension deficit rather than a global speech and language delay. This specific evidence should inform targeted complex-sentence instruction directly, not a broad reduction in verbal activity expectations across every classroom context generally speaking.

77. A — Multidisciplinary assessment's value is fully realized only when findings are synthesized into one coherent picture, and a medication side-effect finding reframing a pattern previously attributed only to inconsistent effort illustrates exactly this synthesis. Neither data source automatically overrides the other; together they produce a more complete, accurate understanding of the student's experience.

78. B — Confirming that a bookshelf decision matches documented accessibility needs identified through individual student assessment data, rather than visual appeal, a design resource, or a colleague's informal recommendation, is the genuine, necessary safeguard against decisions driven by aesthetic preference rather than actual, individually assessed student need identified in each specific case.

79. C — Community-based instruction with a specific, defined objective tied directly to a documented home-maintenance goal reflects genuine, targeted instruction rather than an unstructured errand lacking clear learning objectives, distinguishing purposeful, goal-directed community-based instruction from a simple outing that carries no defined instructional purpose or clearly measurable outcome of any kind whatsoever at all.

80. D — Independent verification, working through an item's underlying reasoning from scratch rather than trusting initial confidence, catches errors that self-reported confidence alone might otherwise miss, including a flawed premise or an incorrectly keyed answer, a principle applying broadly to any logically testable item on this exam, not narrowly to numerical calculation alone.

81. B — Verifying that a requested accommodation changes only writing grip, not the content or difficulty of the assignment, directly reflects the accommodation-versus-modification distinction central to preserving assessment validity throughout, a principle applying broadly across classroom-based and formal assessments alike, whenever a team considers any adjustment to testing conditions of any kind.

82. C — Consistently withholding demonstration opportunities from a specific student during administrator visits, without current, documented evidence justifying this pattern, reflects an unexamined low-expectation default rather than genuine instructional decision-making. Accomplished teachers periodically examine whether such patterns are truly matched to individual, current evidence or have quietly drifted into an unhelpful assumption.

83. A — Actively seeking materials showing disabled chefs as skilled culinary professionals, not only disabled students as beginning learners, supports more authentic, comprehensive representation across the full range of culinary roles and expertise available. Assuming any disability-related cooking material automatically covers this professional dimension fails to reflect this considerably fuller, more accurate representation overall.

84. D — Curriculum decisions should visibly align with the full range of documented transition assessment findings, not a partial selection favoring one goal while ignoring another equally documented need, such as workplace conflict resolution. Addressing only the vocational interest undermines the coherent, comprehensive planning this standard describes as genuinely essential for transition.

85. A — A specific assessment finding isolating difficulty to pronoun-antecedent agreement, rather than sentence length, should translate into an equally specific, measurable goal targeting pronoun-antecedent agreement directly and explicitly. A broad or generic goal, or one targeting the unaffected sentence-length factor instead, would not reflect genuine, evidence-based use of this precise finding.

86. C — Strength-based documentation describes a genuine, documented need accurately while framing it in terms of what the student is actively building toward, rather than through a purely deficit-focused label. This framing does not minimize a real concern; it presents the same underlying reality in a way that supports clearer, more actionable goal-setting going forward.

87. D — Sound educational decision-making, including eligibility determination, should draw on multiple data sources rather than any single measure considered in isolation, regardless of how thoughtfully a family completed a survey. Triangulating a parent survey with classroom observation and standardized measures produces a more complete, accurate, and defensible picture of the student's actual communication needs.

88. B — Systematically tracking trackball use and its effect on computer access across every relevant setting throughout the day provides concrete, reliable evidence of consistent, effective use, rather than relying on an impression from one scheduled period alone or an unverified, general assumption about use across the rest of the student's entire school day.

89. B — Combining grade-level science content with targeted assistive technology training reflects the principle that expanded curriculum skills support, rather than replace, genuine access to core academic content. The two are complementary components of one coherent, individualized plan supporting the same student's genuine access, participation, and ongoing academic progress together, not as rivals.

90. C — Periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than an assumption based on an earlier reading group placement guards against differentiation quietly drifting into an outdated, placement-based default. This check is distinct from applying identical decisions to every student or avoiding differentiation altogether entirely out of excessive caution.

91. A — Graphing progress-monitoring data against the goal line and examining the pattern across several consecutive points, rather than a single isolated point or a general impression, makes distinguishing a meaningful upward trend from ordinary variability considerably more reliable, supporting well-timed instructional decisions rather than premature or needlessly delayed changes of any sort whatsoever.

92. D — A specific assessment finding isolating difficulty to prefixes and suffixes, rather than root word recognition, should translate into an equally specific, measurable goal targeting prefix and suffix understanding directly. A broad or generic goal, or one targeting the unaffected root-word skill instead, would not reflect genuine, evidence-based use of this finding.

93. C — A curriculum balance grounded in a specific student's documented profile, present levels of performance, and family-informed post-secondary goals reflects sound, individualized planning, not a lesser-quality program or a universal template. A different student with different needs and goals would appropriately receive a meaningfully different balance instead of this particular one.

94. D — Showing a white cane's role in supporting both independent navigation and everyday social confidence together, not only physical mobility, helps students understand the tool as an empowering, holistic support rather than a narrowly mobility-focused device alone. Assuming students will draw this broader connection independently often leaves it entirely and completely unmade.

95. A — Assessing content understanding through methods that minimize dependence on English vocabulary specifically, such as native-language assessment or visual demonstration formats, helps distinguish a genuine content-area limitation from a language-based barrier clearly. Assuming either explanation without this targeted, careful assessment risks an inaccurate, unsupported conclusion about this specific student's actual understanding.

96. B — A resource well-matched to a student's needs at one point may become poorly matched as vocabulary and literacy skills expand, and periodically reassessing resource fit, including a communication symbol set, prevents a once-appropriate decision from persisting by default well past the point of genuine need, without necessarily meaning it was ever mistaken.

97. C — Ensuring specialized positioning equipment allows a clear sightline to instructional materials supports a student's genuine access to whole-group instruction alongside peers, not merely physical comfort in isolation. This environmental consideration directly reflects the connection between physical space design and genuine, equitable student participation discussed throughout this entire domain and book.

98. B — Formative and summative assessment are distinguished by timing and instructional use, not necessarily by different content. The same vocabulary terms can function formatively when used during daily review to inform instruction, or summatively when used on a unit exam to document mastery, depending on how the teacher actually uses the resulting data.

99. D — IEP goals should be specifically and measurably tied to documented assessment findings and present levels of performance, not written in vague, general terms disconnected from actual data. A goal referencing only general 'better focus during instruction,' without a clear connection to a specific finding, fails to reflect the assessment-to-goal pipeline this standard describes.

100. A — Verifying that a proposed accommodation changes only line spacing in printed text, not underlying content or complexity, directly reflects the accommodation-versus-modification distinction central to preserving validity in both instruction and assessment alike. This principle applies broadly across classroom-based and formal assessments, whenever adjusting how a student engages with any task.