

PRACTICE EXAM 20: ECYA/EXCEPTIONAL NEEDS SPECIALIST — COMPONENT 1: CONTENT KNOWLEDGE SIMULATION (100 QUESTIONS)

This practice exam contains 100 selected-response questions modeled on the Selected-Response Items (SRI) portion of the NBPTS ECYA/Exceptional Needs Specialist Component 1: Content Knowledge computer-based assessment. The official SRI section is one part of a 3-hour Component 1 appointment that also includes three constructed-response exercises; national board certification is scored on a composite basis across all four certification components, not on a single cut score for this section alone. Select the single best answer for each item.

1. Beyond developing the IEP itself, IDEA generally requires that a separate group make the actual determination of whether a student is eligible for special education, and that this group:
 - A. Must include the parent, who has the right to participate in that eligibility determination
 - B. May exclude the parent entirely from the eligibility decision
 - C. Consists only of the school psychologist acting alone
 - D. Is not required to review any evaluation data before deciding

2. Under FERPA, 'personally identifiable information' generally includes a student's name, address, and other information that:
 - A. Only appears in printed form, never digital records
 - B. Is limited strictly to a student's photograph
 - C. Excludes any information a school itself created
 - D. Would make the student's identity easily traceable, even without a name attached

3. When a student transfers to a new school, FERPA generally allows the sending school to transfer the student's education records to the new school:
 - A. Only after a brand-new parental consent form is signed for the transfer itself
 - B. Without new parental consent, under a specific exception for this kind of transfer

- C. Only if a court order specifically authorizes the transfer
- D. Never, since records must remain permanently with the original school

4. IDEA generally requires that a state ensure that procedural safeguards, such as certain confidentiality and evaluation protections, extend to:

- A. Only students formally enrolled in a public school building
- B. Only students who have already been found eligible for services
- C. Children with disabilities who are parentally placed in private schools or home-schooled
- D. Only students over the age of 14

5. When a district fails to implement a specific service listed on a student's IEP, courts and hearing officers generally look at whether the failure was:

- A. Material, meaning a significant discrepancy between what was promised and what was actually provided
- B. Committed by a specific named individual, regardless of the discrepancy's size
- C. Reported by the parent in writing within 24 hours
- D. Documented using a specific standardized form

6. For a parentally-placed private school child receiving equitable services rather than a full IEP, the document describing those services is generally known as a:

- A. 504 plan
- B. Summary of Performance
- C. Behavior intervention plan
- D. Services plan

7. IDEA generally requires that an evaluation assess a student in all areas related to the suspected disability, which can include health, vision, hearing, academic performance, and:

- A. Only the student's handwriting neatness
- B. Only the student's favorite subject

- C. Social/emotional status and motor abilities, as relevant
- D. Only the parent's own educational background

8. Beyond the requirement that a reevaluation occur at least once every three years, IDEA generally also provides that a reevaluation should not occur:

- A. At any point during a student's enrollment, once the initial evaluation is complete
- B. More than once a year, unless the parent and the district agree otherwise
- C. Unless a parent files a formal due process complaint first
- D. Without first obtaining a court order authorizing it

9. As part of conducting a manifestation determination review, if a functional behavioral assessment has not already been conducted for the student, IDEA generally requires that the team:

- A. Skip the functional behavioral assessment entirely and proceed directly to a decision
- B. Wait a full year before conducting any functional behavioral assessment
- C. Delegate the entire manifestation determination to the student's parent alone
- D. Conduct a functional behavioral assessment as part of the review process

10. Absent an extension granted by the hearing officer, a due process hearing decision is generally required within:

- A. 45 days after the end of the resolution period or after mediation fails to resolve the dispute
- B. 45 days after the original behavior giving rise to the dispute occurred
- C. One full calendar year after the complaint is filed
- D. There is generally no timeline at all for issuing a hearing decision

11. A hearing officer generally has the authority to grant a specific extension of the due process hearing timeline:

- A. Only if the extension is requested by the district and denied to any parent request
- B. At the request of either party, for good cause
- C. Only automatically, without either party needing to request it

D. Never, since the 45-day timeline is always absolute

12. One circumstance that generally triggers a need to review and possibly revise a student's IEP is:

- A. A change in the weather affecting the school calendar
- B. A new superintendent being hired by the district
- C. A lack of expected progress toward the annual goals and in the general curriculum
- D. A change in the school's mascot or logo

13. Another circumstance that generally triggers a need to review and possibly revise a student's IEP is:

- A. The student's birthday falling on a school day
- B. A scheduled fire drill occurring that month
- C. The cafeteria menu changing for the week
- D. New information about the student provided to, or by, the parents

14. IDEA generally recognizes an exception to the requirement that assessments be administered in a student's native language when:

- A. The parent simply prefers a different language for convenience
- B. The district lacks funding for translation services that year
- C. It is clearly not feasible to do so, given the specific circumstances
- D. The student has ever previously taken a test in English

15. Under IDEA, a 'ward of the state' generally refers to a child who is in the custody of a state welfare agency, and this definition generally:

- A. Includes any child temporarily staying with a relative
- B. Generally excludes a foster child who has a foster parent
- C. Applies only to children over the age of 16
- D. Applies only during the summer months

16. In addition to mediation and due process complaints, IDEA generally allows any individual or organization to file a written state complaint alleging a violation, which the state must generally resolve within:

- A. 60 days
- B. 5 school days
- C. One full academic year
- D. No timeline generally applies

17. Unlike a due process complaint, which is generally limited to an individual student's specific dispute, a state complaint generally may also address:

- A. Broader, systemic issues affecting multiple students or a district's general practices
- B. Only disputes involving a single specific classroom teacher
- C. Only disputes that have already gone through a full due process hearing
- D. Nothing beyond what a due process complaint could already address

18. If a parent obtains an independent educational evaluation, that evaluation must generally meet the same criteria the district uses for its own evaluations regarding:

- A. The specific brand of testing materials used
- B. The exact time of day the evaluation occurs
- C. Location and the qualifications of the examiner, among other criteria
- D. The color of the final written report's cover page

19. IDEA's confidentiality regulations generally require that a district designate a specific individual to be responsible for ensuring the confidentiality of personally identifiable information, meaning:

- A. Every staff member has entirely equal, unrestricted access to all student records
- B. No one is ever responsible for confidentiality, since it is everyone's shared duty
- C. Only the state education agency, and no local staff member, holds this responsibility
- D. A single, identifiable point of accountability exists for confidential record access

20. IDEA generally requires that the evaluation team include, as applicable, at least one:

- A. Member of the school board
- B. Teacher or specialist with knowledge in the area of the student's suspected disability
- C. Local elected official
- D. Member of the general public with no connection to the school

21. At the very end of an IEP meeting, a teacher asks the family a single quick question, such as rating how the meeting went on a simple scale, to get an immediate, real-time sense of the family's experience. This in-the-moment check primarily supports:

- A. Immediate, real-time insight into the family's experience of that specific meeting
- B. Replacing the value of a more detailed survey sent later
- C. A requirement documented in IDEA's discipline provisions
- D. Something that should only be done for meetings involving a dispute

22. A school gives every family a single, consolidated calendar at the start of the year listing major special-education-related dates, such as when annual reviews and reevaluations are due for their child. This consolidated calendar primarily supports:

- A. Replacing the need for any individual meeting notices later in the year
- B. Helping families anticipate and track upcoming key dates across the year
- C. A requirement documented only in FERPA
- D. Something relevant only to families of students receiving related services

23. A translated version of a family newsletter keeps the same headers, bolding, and overall layout as the original English version, so a family can easily locate the same section in either language. This formatting consistency primarily supports:

- A. Replacing the need for accurate content translation itself
- B. A requirement documented only in due process proceedings
- C. Something relevant only to families who read both languages
- D. Families more easily cross-referencing corresponding sections between versions

24. As a student moves from one school to another, staff at the sending school directly introduce the family to the new school's team, rather than leaving the family to start entirely from scratch on their own. This kind of direct introduction is known as a:

- A. Resolution session
- B. Manifestation determination
- C. Warm handoff
- D. Facilitated IEP meeting

25. A district ensures that all staff and written materials consistently use the same term for a given concept, such as always calling a specific document by the same name, rather than using different words for the same thing in different places. This consistency primarily supports:

- A. Reducing confusion for families navigating multiple documents and staff members over time
- B. Replacing the need for a glossary of terms entirely
- C. A requirement documented only in FERPA
- D. Something relevant only to families new to the district

26. A family expresses visible frustration during a meeting about a delay in receiving services. Rather than becoming defensive, a teacher first acknowledges the frustration as understandable before moving into problem-solving. This response primarily reflects:

- A. Admitting fault regardless of the actual facts
- B. Professional communication that validates the family's feeling before addressing the substance
- C. A requirement documented in IDEA's procedural safeguards
- D. Something that should be avoided, since it might encourage further complaints

27. A meeting is running long, and several significant new concerns are still being raised with little time left to discuss them properly. Rather than rushing through the remaining topics, the team schedules a focused follow-up meeting. This decision primarily reflects:

- A. A failure to plan the original meeting properly

- B. A requirement documented only in due process proceedings
- C. Something that should never occur regardless of circumstances
- D. Recognizing that some topics deserve focused time rather than a rushed discussion

28. Alongside a lengthy, technical formal evaluation report, a school also provides a brief, one-page summary written in plain language highlighting the key findings. This additional summary document primarily supports:

- A. Families more easily grasping key findings without parsing the full report
- B. Replacing the full formal report entirely
- C. A requirement documented only in FERPA
- D. Something relevant only to families with limited English proficiency

29. A family has two children, each with their own IEP, and the documents happen to use different specific terms for what is functionally the same kind of service. A district works to standardize this terminology across both documents. This standardization primarily supports:

- A. Changing the actual services either child receives
- B. A requirement documented only in due process proceedings
- C. Reducing confusion for a family managing more than one child's paperwork
- D. Something relevant only if both children attend the exact same school

30. Beyond formal meetings, a school also offers families a simple suggestion box and a brief online form, available at any time during the year, for ongoing feedback or questions. This variety of low effort, ongoing feedback options primarily supports:

- A. Replacing the value of formal meetings entirely
- B. Families having accessible ways to share input beyond scheduled formal meetings alone
- C. A requirement documented only in IDEA's discipline provisions
- D. Something that should be avoided as too informal for special education matters

31. A family requests that a trusted friend, who is not a professional advocate or interpreter, simply be present during a meeting for moral support. The most appropriate response generally:

- A. Denies the request, since only professionals may attend
- B. Requires the friend to first prove relevant professional credentials
- C. Treats the request as equivalent to bringing a formal legal representative
- D. Welcomes the friend's presence for support, recognizing this as a reasonable family request

32. In addition to the full, formal procedural safeguards notice required by law, a school also provides a brief, plain-language summary specifically highlighting the family's core rights. This additional summary primarily supports:

- A. Replacing the full legal notice, which is no longer needed
- B. A requirement documented only in due process hearings specifically
- C. Families more readily grasping their core rights without needing to read the entire formal legal document
- D. Something relevant only to families who have never previously seen the notice

33. A teacher notices signs that a family may be facing a challenge, such as housing instability, that falls outside the school's own scope of services. The teacher is trained to recognize this and make an appropriate referral to outside social services, without attempting to personally provide that support directly. This training primarily supports:

- A. Teachers taking on a role clearly outside their professional scope and training
- B. A requirement documented only in FERPA
- C. Appropriately connecting a family to relevant support while respecting the limits of the teacher's own role
- D. Ignoring the situation entirely, since it falls outside special education

34. Following a particularly difficult family meeting, the involved staff members briefly meet afterward, without the family present, to discuss what happened and ensure consistent messaging and follow-up going forward. This internal practice primarily supports:

- A. Coordinated, consistent support for the family in subsequent interactions with different staff members
- B. A requirement documented in IDEA's procedural safeguards
- C. Excluding the family from decisions that affect them
- D. Something that should never occur, since it happens without the family present

35. A school provides a video message translated into a family's home language, and also adds captions or subtitles in that language for a family member who is Deaf or hard of hearing within that same language community. This combined accessibility approach primarily supports:

- A. Being unnecessary, since translation into the spoken language is already sufficient
- B. Meaningful access for a family member navigating both language and hearing differences
- C. A requirement documented only in FERPA
- D. Something relevant only to families who speak English fluently

36. During a meeting, discussion becomes visibly heated and emotional. Rather than pushing forward immediately, the team pauses, allows a short break, and resumes the conversation once everyone has calmed down. This pacing decision primarily supports:

- A. Avoiding the difficult topic permanently
- B. A requirement documented only in due process proceedings
- C. Ending the relationship with the family entirely
- D. A more productive, calmer continuation of an important conversation

37. Rather than assuming a family is comfortable being contacted at their workplace during business hours, a school directly asks the family about their preferred contact times and locations. This practice primarily supports:

- A. Being an unnecessary extra step with no real benefit
- B. Respecting the family's own boundaries and actual preferences rather than assuming
- C. A requirement documented only in FERPA
- D. Something relevant only to families who work outside the home

38. A family asks whether they can have a copy of a staff member's informal handwritten notes from a casual hallway conversation about their child, not just the minutes from a formal scheduled meeting. Being generally open to this kind of request primarily reflects:

- A. A violation of standard recordkeeping practice
- B. A requirement documented only in due process proceedings

- C. Transparency with families about the informal information being kept about their child
- D. Something that should always be refused regardless of the specific content

39. A school sets up a secure online portal where families can access their child's documents and updates at any time, rather than relying solely on paper copies sent home. This technology-based access option primarily supports:

- A. Convenient, ongoing document access beyond a single paper copy
- B. Replacing the need for any in-person meetings
- C. A requirement documented only in FERPA
- D. Something appropriate only for families comfortable with technology

40. At the very start of a family's first meeting, a teacher explicitly tells the family that there is no such thing as a 'bad question' and to ask anything that comes to mind. This simple opening statement primarily supports:

- A. Discouraging families from asking anything at all
- B. A requirement documented in IDEA's procedural safeguards
- C. Replacing the need to actually answer any questions asked
- D. Reducing a family's fear of asking something they worry might seem too basic

41. A student loses access to five minutes of recess time immediately after engaging in a problem behavior, causing that behavior to decrease over time. Removing something desirable following a behavior, to decrease that behavior, is an example of:

- A. Positive punishment
- B. Negative punishment
- C. Positive reinforcement
- D. Negative reinforcement

42. One student engages in self-injurious behavior that automatically produces a pleasurable sensory sensation, while another student engages in a different behavior that automatically terminates an

uncomfortable internal state, such as physical tension. These two examples illustrate the distinction between:

- A. Positive and negative punishment
- B. Establishing and abolishing operations
- C. Satiation and deprivation
- D. Automatic positive reinforcement and automatic negative reinforcement

43. One concept describes a skill whose acquisition opens access to entirely new environments and reinforcers, while a related concept describes a skill whose improvement produces widespread collateral gains across many other skills. These two related but distinct concepts are known respectively as:

- A. Shaping and chaining
- B. Fading and prompting
- C. A behavioral cusp and a pivotal behavior
- D. Generalization and discrimination

44. A simple, portable, personalized document describes a student's communication strengths, needs, and preferred supports, intended for use by a substitute teacher or a new provider unfamiliar with the student. This kind of document is generally known as a:

- A. Communication passport
- B. Behavior intervention plan
- C. Present levels statement
- D. Summary of Performance

45. A video shows a task being completed from the exact visual perspective the student themselves would see while performing it, rather than showing a person completing the task from a third-person angle. This specific video modeling variant is known as:

- A. Video self-modeling
- B. Video feedback review
- C. Video prompting

D. Point-of-view (POV) video modeling

46. One category of AAC systems requires a distinct physical body movement for each different message, such as sign language, while another category involves choosing from among displayed options, such as pictures on a board. These two categories are known respectively as:

- A. Aided and unaided systems
- B. Topography-based and selection-based systems
- C. High-tech and low-tech systems
- D. Partner-dependent and independent systems

47. After identifying several items a student finds reinforcing, a team ranks them from most to least preferred, informing which item to reserve for the most effortful tasks. This ranked list of identified reinforcers is known as a:

- A. Token economy
- B. Preference assessment procedure itself
- C. Reinforcer hierarchy
- D. Backup reinforcer menu

48. One AAC system, such as the early phases of PECS or partner-assisted scanning, generally requires a communication partner's active participation to function, while another system allows a student to communicate fully on their own, without requiring a partner's active involvement to operate the system itself. These are known respectively as:

- A. Partner-dependent and independent AAC systems
- B. Aided and unaided AAC systems
- C. High-tech and low-tech AAC systems
- D. Topography-based and selection-based AAC systems

49. A team gathers information about a problem behavior through structured interviews with teachers and caregivers, and standardized rating scales, without directly observing the behavior itself occur. This category of functional behavior assessment method is known as:

- A. A functional analysis
- B. Descriptive assessment
- C. A scatter plot
- D. Indirect assessment

50. A team directly observes and records a problem behavior as it naturally occurs in the classroom, noting antecedents and consequences, without experimentally manipulating any conditions. This middle-tier category of functional behavior assessment method, between interview-based and experimental methods, is known as:

- A. Descriptive assessment
- B. A functional analysis
- C. Indirect assessment
- D. A preference assessment

51. After a student first learns a new skill, a team continues checking whether the student still performs that skill correctly weeks later, after direct teaching has stopped, as a distinct measured outcome from whether the student first learned it or can use it in a new setting. This distinct outcome is known as:

- A. Generalization
- B. Maintenance
- C. Acquisition
- D. Discrimination

52. A young infant begins to use a specific gesture or vocalization purposefully to affect another person's behavior, such as reaching toward a toy while looking at a caregiver, typically emerging around 8 to 12 months of age. This developmental milestone is known as the onset of:

- A. The holophrastic stage

- B. The telegraphic stage
- C. Intentional communication
- D. Symbolic play

53. Before a child produces recognizable spoken words, the child communicates through gestures, eye gaze, and vocalizations to convey wants and share attention. This earlier developmental period of communication before formal spoken language emerges is known as:

- A. The holophrastic stage
- B. The telegraphic stage
- C. Echolalia
- D. Prelinguistic communication

54. A young child who follows an adult's pointed finger to look at an object demonstrates one skill, while a child who points to an object themselves to direct an adult's attention toward it demonstrates a related but distinct skill. These two skills are known respectively as:

- A. Expansion and extension
- B. Mand and tact
- C. Responding to joint attention and initiating joint attention
- D. Protoimperative and protodeclarative pointing

55. Adults often naturally speak to young children using simplified vocabulary, exaggerated intonation, and a slower pace than they would use with another adult. This naturally occurring, simplified speech pattern is generally known as:

- A. Total communication
- B. Motherese, or child-directed speech
- C. Aided language stimulation
- D. Parallel talk

56. A young child says, 'Doggie run,' and an adult responds, 'Yes, the doggie is running,' repeating the child's idea back in a grammatically complete, expanded form. This specific language-facilitation technique is known as:

- A. Expansion
- B. Extension
- C. A recast
- D. Parallel talk

57. A young child says, 'Doggie run,' and an adult responds, 'Yes, the doggie is running fast because he sees a squirrel,' adding new, related information beyond what the child originally said. This specific language-facilitation technique is known as:

- A. Extension
- B. Expansion
- C. A recast
- D. Self-talk

58. A young child says, 'Doggie runned away,' and an adult responds, 'Yes, the doggie ran away,' naturally rephrasing the incorrect grammar within the ongoing conversation, without directly telling the child their sentence was wrong. This specific language-facilitation technique is known as a:

- A. Expansion
- B. Extension
- C. Parallel talk
- D. Recast

59. A student earns small physical tokens toward a goal, and a simple visual board displays each token as it is earned, showing clear progress toward the total needed for a backup reinforcer. This visual tracking tool is generally known as a:

- A. Token economy generally
- B. A first-then board
- C. Token board

D. A visual schedule

60. A team consistently keeps the same words in the exact same physical locations on a student's AAC display, even as new vocabulary is added elsewhere, to help preserve the student's learned motor patterns for finding those words. This design principle is known as:

- A. Rate enhancement
- B. Motor planning consistency
- C. Vocabulary organization by frequency
- D. Aided language stimulation

61. A student is asked, 'What do you eat for breakfast?' and responds, 'Cereal,' a response controlled by the verbal question but without exactly repeating the words used in that question. This specific verbal operant is known as a:

- A. Mand
- B. Tact
- C. Echoic
- D. Intraverbal

62. A student looks at the printed word 'dog' and says the word 'dog' aloud, with the printed text itself controlling the exact spoken response. This specific verbal operant is known as:

- A. Mand
- B. Tact
- C. Textual
- D. Transcription

63. A student hears the spoken word 'dog' and writes or types the letters d-o-g, with the spoken word controlling the exact written response produced. This specific verbal operant is known as:

- A. Textual
- B. Transcription
- C. Intraverbal
- D. Echoic

64. A teacher gradually and systematically introduces a small, then increasingly larger, distinguishing feature between two similar stimuli as a student learns to tell them apart, minimizing errors throughout the teaching process. This approach to teaching a new discrimination is known as:

- A. Errorless discrimination training using stimulus fading
- B. A functional analysis
- C. Response blocking
- D. A reinforcer hierarchy

65. Before answering a math problem, a student is taught to first physically touch or point to the specific number being asked about, ensuring the student has actually attended to the relevant stimulus before responding. This specific teaching technique is known as a:

- A. Reinforcer sampling session
- B. Behavioral cusp
- C. Setting event
- D. Differential observing response

66. A toddler encounters an unfamiliar, loud noise and looks toward a caregiver's face to gauge their reaction before deciding how to respond themselves, becoming distressed if the caregiver appears alarmed or staying calm if the caregiver appears unconcerned. This developmental behavior is known as:

- A. Social referencing
- B. Joint attention
- C. Parallel play
- D. Symbolic play

67. While a child stacks blocks, an adult narrates the child's own actions in real time, saying, 'You're stacking the blocks so high,' without necessarily expecting the child to respond verbally. This specific language-facilitation technique is known as:

- A. Self-talk
- B. Parallel talk
- C. A recast
- D. Expansion

68. While putting away classroom materials, a teacher narrates their own actions aloud, saying, 'I'm putting the blocks back in the bin,' modeling language tied to the adult's own ongoing activity rather than the child's. This specific language-facilitation technique is known as:

- A. Parallel talk
- B. Expansion
- C. Self-talk
- D. A recast

69. A young child points toward a cookie on a counter, clearly wanting an adult to hand it to them, while at a different moment, the same child points toward a bird outside the window simply to share the interesting sight with an adult, without wanting anything handed over. These two distinct types of pointing are known respectively as:

- A. Mand and tact
- B. Expansion and extension
- C. Protoimperative and protodeclarative pointing
- D. Response to and initiation of joint attention

70. A young child picks up a banana and pretends to talk into it as though it were a telephone, using one object to represent an entirely different one. This developmental play milestone is known as:

- A. Symbolic play

- B. Parallel play
- C. Cooperative play
- D. Solitary play

71. One assessment tool simply marks whether a specific skill is present or absent, while a different tool describes several graduated levels of performance quality for that same skill. These two tools are known respectively as a:

- A. Rubric and a checklist
- B. Checklist and a rubric
- C. Portfolio and a checklist
- D. Rubric and a portfolio

72. One type of assessment occurs on an ongoing basis during instruction to guide immediate teaching decisions, while a different type occurs at the end of a unit or course to evaluate overall learning outcomes. These two types are known respectively as:

- A. Norm-referenced and criterion-referenced assessment
- B. Alternate and standard assessment
- C. Direct and indirect assessment
- D. Formative and summative assessment

73. A student's test score is reported as being higher than 75 percent of students in the norm group used to develop the test. This specific way of reporting a score is known as a:

- A. Standard score
- B. Grade equivalent score
- C. Percentile rank
- D. Raw score

74. A test reports a student's score using a scale with a fixed mean, such as 100, and a fixed standard deviation, such as 15, allowing comparison to a norm group using a consistent statistical scale. This way of reporting a score is known as a:

- A. Percentile rank
- B. Grade equivalent score
- C. Raw score
- D. Standard score

75. A test reports a student's score as corresponding to the average performance of students at a specific grade and month, such as '4.2.' This type of score is commonly misinterpreted to mean that a student should be:

- A. Taught at that specific grade level, which isn't the intended meaning
- B. Exempt from any further testing that year
- C. Automatically promoted to that grade level
- D. Retained in their current grade regardless of other factors

76. A test score is understood to include some inherent margin of error, meaning a student's 'true' ability likely falls within a range around the reported score rather than being captured by one single exact number. This margin of error concept is known as the:

- A. Percentile rank
- B. Standard error of measurement
- C. Cut score
- D. Growth norm

77. One core measurement concept addresses whether a test produces consistent results, while a different core concept addresses whether a test actually measures what it claims to measure. These two concepts are known respectively as:

- A. Formative and summative assessment
- B. Norm-referenced and criterion-referenced testing
- C. Percentile rank and standard score
- D. Reliability and validity

78. A test is given to the same group of students twice, a few weeks apart, and the two sets of scores are compared to see how consistent the results are over that time. This specific type of reliability is known as:

- A. Inter-rater reliability
- B. Validity
- C. Test-retest reliability
- D. Standard error of measurement

79. Two different teachers independently score the same set of student writing samples using the same rubric, and their scores are compared to see how consistently they rated the same work. This specific type of reliability is known as:

- A. Test-retest reliability
- B. Inter-rater reliability
- C. Validity
- D. A cut score

80. A test is so easy for a particular student that they answer every single item correctly, meaning the test cannot actually determine the true upper limit of that student's ability. This measurement problem is known as a:

- A. Ceiling effect
- B. Floor effect
- C. Cut score problem
- D. Standard error problem

81. A test is so difficult for a particular student that they score at the very bottom regardless of their actual underlying skill level, meaning the test cannot accurately capture that student's true ability. This measurement problem is known as a:

- A. Floor effect

- B. Ceiling effect
- C. Standard error of measurement
- D. A cut score problem

82. During an individually administered test, specific rules determine the item where testing should begin, based on the student's age or grade, and the point at which testing should stop, based on a certain number of consecutive incorrect responses. These starting and stopping rules are known as:

- A. Percentile rank and standard score rules
- B. Formative and summative rules
- C. Basal and ceiling rules
- D. Reliability and validity rules

83. A universal screening tool's ability to correctly identify students who truly are at risk is known as its sensitivity, while its ability to correctly identify students who truly are not at risk is known as its:

- A. Reliability
- B. Validity
- C. Cut score
- D. Specificity

84. A screening tool incorrectly identifies a student as at risk when the student is not actually at risk, while in a different case, the same tool incorrectly identifies a different student as not at risk when that student actually is at risk. These two error types are known respectively as a:

- A. Ceiling effect and a floor effect
- B. False positive and a false negative
- C. Basal and a ceiling
- D. Standard score and a percentile rank

85. A universal screening tool uses a specific score threshold to determine whether a student is flagged as at risk and in need of further support. This specific score threshold is known as the:

- A. Standard error of measurement
- B. Percentile rank
- C. Basal rule
- D. Cut score

86. One kind of test norm compares a student's rate of improvement over time to the typical rate of improvement of same-age peers, while a different kind of norm compares a student's single-point-in-time performance level to same-age peers. These two kinds of norms are known respectively as:

- A. Formative and summative norms
- B. Reliability and validity norms
- C. Growth norms and status norms
- D. Basal and ceiling norms

87. A statistical model estimates a teacher's or school's specific contribution to student academic growth over a year, while attempting to statistically control for students' prior achievement levels. This kind of assessment model is generally known as a:

- A. Value-added assessment model
- B. Norm-referenced assessment model
- C. Alternate assessment model
- D. Dynamic assessment model

88. A district ensures that the specific math skills taught in third grade logically build toward the skills taught in fourth grade, and those in turn build toward fifth grade, within the same subject area over time. This kind of alignment across grade levels is known as:

- A. Horizontal alignment
- B. Vertical alignment
- C. Universal design for assessment
- D. A test blueprint

89. A district ensures that all third-grade classrooms teach a comparable level of content rigor and depth for the same subject, regardless of which specific teacher or classroom a student is assigned to. This kind of alignment at the same grade level is known as:

- A. Horizontal alignment
- B. Vertical alignment
- C. A test blueprint
- D. Universal design for assessment

90. Before holding a student accountable for a specific skill on a test, a team first confirms that the student has actually been taught that skill through their instructional program. This foundational equity principle is known as:

- A. Universal design for assessment
- B. Opportunity to learn
- C. Curriculum-based evaluation
- D. A test blueprint

91. A team ensures that the difficulty and content of a student's daily instruction genuinely aligns with that student's current skill level, being neither too easy nor too far beyond their current ability. This alignment between a student's level and their instruction is known as:

- A. Opportunity to learn
- B. A test blueprint
- C. Instructional match
- D. Universal design for assessment

92. An Informal Reading Inventory generally identifies three distinct reading levels for a student: a level at which the student reads with strong accuracy and comprehension independently, a level at which the student can succeed with teacher support, and a level at which the material is currently too difficult even with support. These three levels are known as:

- A. Norm-referenced, criterion-referenced, and alternate levels
- B. Formative, summative, and diagnostic levels

- C. Basal, ceiling, and cut score levels
- D. Independent, instructional, and frustration reading levels

93. One dimension used to judge how challenging a text is relies on statistical measures, such as average sentence length and word frequency, calculated directly from the text itself. This dimension of text complexity is known as:

- A. Qualitative measures
- B. Reader and task considerations
- C. Quantitative measures
- D. Universal design for assessment

94. A different dimension used to judge how challenging a text is relies on a more holistic, human judgment of factors such as levels of meaning, structure, and language conventionality, rather than a strictly statistical calculation. This dimension of text complexity is known as:

- A. Quantitative measures
- B. Reader and task considerations
- C. A test blueprint
- D. Qualitative measures

95. A third dimension used to judge how challenging a text is for a particular student considers that individual student's own motivation, background knowledge, and the specific purpose for which the text is being read. This dimension of text complexity is known as:

- A. Reader and task considerations
- B. Quantitative measures
- C. Qualitative measures
- D. Universal design for learning

96. Before beginning a new instructional unit, a teacher administers a brief assessment specifically to identify a student's current specific strengths and gaps related to the upcoming content, informing initial planning. This type of assessment, administered before instruction begins, is known as:

- A. Summative assessment
- B. Diagnostic assessment
- C. Formative assessment
- D. Alternate assessment

97. A student's IEP specifies extended time as a testing accommodation, but a review reveals that this accommodation is not actually being consistently provided during real testing situations. This gap between what is written and what is actually implemented is a concern about the accommodation's:

- A. Validity
- B. Fidelity
- C. Reliability
- D. Standard error

98. A general principle in accommodations planning holds that the specific accommodations a student regularly uses during instruction should generally also be:

- A. Entirely different from the accommodations used during testing
- B. Discontinued during any formal testing situation
- C. Determined solely by the testing company, not the IEP team
- D. The same accommodations used during testing, for consistency

99. Extended time, one of the most commonly used testing accommodations, should generally be provided based on:

- A. A blanket policy applied identically to every student with any IEP
- B. Whichever amount of time is most convenient for test administration scheduling
- C. The student's individual, documented need, rather than a one-size-fits-all policy
- D. The specific subject being tested, regardless of the individual student

100. A team designs an assessment system that considers reliability and validity, reports scores using appropriate percentile and standard-score interpretations, uses vertically and horizontally aligned content, matches instruction to each student's level, and ensures accommodations are implemented with fidelity and consistency across instruction and testing. This fully integrated approach best reflects:

- A. A comprehensive, technically sound assessment and instructional system grounded in measurement science and equity principles
- B. A system that ignores individual student needs entirely
- C. An approach limited only to students without an IEP
- D. A single isolated technique disconnected from actual classroom practice

Practice Exam 20: Answer Key and Explanations

1. **A** — IDEA generally requires that the group determining whether a student is eligible for special education include the parent, who has the right to participate in that eligibility determination, similar to the parent's role on the IEP team. This differs from excluding the parent, having only a school psychologist decide alone, or deciding without reviewing evaluation data.
2. **D** — FERPA's definition of personally identifiable information generally includes a student's name, address, and other information, such as a list of personal characteristics, that would make the student's identity easily traceable, even if no name is directly attached. This differs from being limited to printed records only, limited to a photograph, or excluding school-created information.
3. **B** — FERPA generally allows a sending school to transfer a student's education records to a new school without new parental consent, under a specific exception recognizing the routine, expected nature of this kind of transfer when a student changes schools. This differs from requiring a brand-new consent form, a court order, or records never being transferred at all.
4. **C** — IDEA generally requires that a state ensure certain procedural safeguards extend to children with disabilities who are parentally placed in private schools or home-schooled, not only those formally enrolled in a public school building. This differs from limiting protections to already-eligible students, or to students over a specific age like 14.
5. **A** — When a district fails to implement a specific IEP service, courts and hearing officers generally examine whether the failure was material, meaning a significant discrepancy between services promised and services actually provided, rather than a minor deviation. This differs from focusing on which individual is at fault, a 24-hour reporting rule, or a specific documentation form.
6. **D** — For a parentally-placed private school child receiving equitable services under IDEA rather than a full individual entitlement to FAPE, the document describing those services is generally known as a services plan, distinct in name and scope from a full IEP. This differs from a 504 plan, a Summary of Performance, and a behavior intervention plan.

- 7. C** — IDEA generally requires that an evaluation assess a student in all areas related to the suspected disability, which can include health, vision, hearing, academic performance, social and emotional status, general intelligence, communicative status, and motor abilities, as relevant to that student. This differs from limiting assessment to handwriting neatness, a favorite subject, or the parent's own educational background.
- 8. B** — Beyond requiring a reevaluation at least once every three years, IDEA generally also provides that a reevaluation should not occur more than once a year, unless the parent and the district agree otherwise, balancing thoroughness against overburdening the student with frequent testing. This differs from never reevaluating again, requiring a due process complaint first, or requiring a court order.
- 9. D** — As part of a manifestation determination review, if a functional behavioral assessment has not already been conducted, IDEA generally requires the team conduct one as part of that review, ensuring the team understands the behavior's function before deciding whether it was a manifestation. This differs from skipping it entirely, waiting a year, or delegating the decision solely to the parent.
- 10. A** — Absent a hearing officer's extension, a due process hearing decision is generally required within 45 days after the resolution period ends, or after mediation fails, providing families and districts a reasonably prompt resolution. This differs from counting from the original behavior, a full calendar year, or having no timeline at all.
- 11. B** — A hearing officer generally has the authority to grant a specific extension of the due process hearing timeline at the request of either party, for good cause shown, allowing some flexibility when circumstances genuinely warrant more time. This differs from extensions being available only to the district, occurring automatically without request, or the timeline being absolutely fixed with no flexibility.
- 12. C** — A lack of expected progress toward a student's annual goals and in the general curriculum generally triggers a need to review and possibly revise the IEP, ensuring the program adapts when it isn't producing anticipated results. This differs from a change in weather, a new superintendent, or a change in the school's mascot, none of which trigger revision.
- 13. D** — New information about the student provided to, or by, the parents is generally another specific circumstance that triggers a need to review and possibly revise the IEP, ensuring relevant new information is actually incorporated into planning. This differs from a birthday, a scheduled fire drill, or a cafeteria menu change, none of which are IEP revision triggers.
- 14. C** — IDEA generally recognizes an exception to administering assessments in a student's native language when doing so is clearly not feasible given the specific circumstances, such as no assessment instrument existing in a very rare language. This differs from a parent's simple convenience preference, a district's funding shortfall, or the student having previously taken any test in English.
- 15. B** — Under IDEA, a 'ward of the state' generally refers to a child in state welfare custody, but this excludes a foster child who has a foster parent, since that foster parent may separately qualify under

IDEA's own parent definition. This differs from including any child briefly staying with a relative, applying only over age 16, or applying only in summer.

16. A — IDEA generally allows any individual or organization to file a written state complaint alleging a violation, which the state must generally resolve within 60 days, providing an additional, broader avenue for addressing concerns beyond mediation or a due process complaint. This differs from a 5-school-day window, a full academic year, or no timeline at all.

17. A — Unlike a due process complaint, limited to an individual student's dispute, a state complaint may also address broader, systemic issues affecting multiple students or a district's general practices, a distinct tool for patterns rather than only individual cases. This differs from being limited to one classroom teacher, requiring a prior hearing, or duplicating a due process complaint.

18. C — An independent educational evaluation obtained by a parent must generally meet the same criteria the district uses for its own evaluations, such as location and the qualifications of the examiner, ensuring a baseline level of consistency and rigor. This differs from requiring a specific testing material brand, a specific time of day, or a specific report cover color.

19. D — IDEA's confidentiality regulations generally require that a district designate a specific individual responsible for ensuring the confidentiality of personally identifiable information, establishing a single, identifiable point of accountability for record access rather than diffuse, unclear responsibility. This differs from unrestricted equal access for everyone, no one being responsible, or responsibility resting only at the state level.

20. B — IDEA generally requires that the evaluation team include, as applicable, at least one teacher or specialist with knowledge in the area of the student's suspected disability, ensuring relevant expertise directly informs the evaluation itself. This differs from requiring a school board member, a local elected official, or an unconnected member of the general public.

21. A — Asking a quick, simple rating question at the very end of a meeting provides immediate, realtime insight into the family's experience of that specific meeting, complementing rather than replacing a more detailed survey that might be sent later for deeper feedback. This is not an IDEA discipline provision and is appropriate for any meeting, not only disputed ones.

22. B — Providing a single, consolidated calendar of major special-education-related dates at the start of the year helps families anticipate and track upcoming key milestones, such as annual reviews and reevaluations, across the entire year. This does not replace individual meeting notices as specific dates approach, is not a FERPA requirement, and is relevant to any family with an IEP.

23. D — Keeping the same headers, bolding, and layout between an English document and its translated version supports families more easily cross-referencing corresponding sections, such as when discussing a specific point with bilingual staff. This does not replace accurate content translation, is not a due process requirement, and can help even a family reading only one version.

24. C — A warm handoff has staff at a sending school directly introduce a transitioning family to the new school's team, rather than leaving the family to start entirely from scratch navigating a new set of

relationships and systems on their own. This differs entirely from a resolution session, a manifestation determination, and a facilitated IEP meeting.

25. A — Ensuring all staff and materials consistently use the same term for a given concept reduces confusion for families navigating multiple documents and staff over time, who might otherwise wonder whether different terms mean the same thing. This does not replace the value of a glossary, is not a FERPA requirement, and benefits any family.

26. B — Acknowledging a family's frustration as understandable, before moving into problem-solving, reflects professional communication that validates the family's feeling without necessarily admitting fault, helping the conversation move forward constructively. This is not an automatic admission of fault, is not a specific procedural safeguards requirement, and should not be avoided out of concern it might encourage complaints.

27. D — Scheduling a focused follow-up meeting, rather than rushing through significant remaining concerns in limited remaining time, recognizes that some topics deserve focused, unhurried discussion rather than being squeezed into whatever time happens to be left. This is not necessarily a planning failure, is not a due process-specific requirement, and can be an entirely appropriate response to genuine circumstances.

28. A — Providing a brief, plain-language, one-page summary alongside a lengthy, technical evaluation report supports families more easily grasping the key findings without needing to fully parse the entire technical document themselves. This does not replace the full formal report, which remains the official record, is not a FERPA requirement, and can help any family, not only those with limited English proficiency.

29. C — Standardizing terminology across the separate IEP documents of a family's two children reduces confusion for that family in managing more than one set of paperwork, without necessarily changing the actual services either child receives. This is not a due process-specific requirement and remains relevant even if the two children attend different schools.

30. B — Offering a simple suggestion box and an online form, available at any time, gives families accessible, low-effort ways to share input beyond scheduled formal meetings alone, supporting engagement that isn't limited to specific calendar dates. This does not replace formal meetings, is not an IDEA discipline provision, and is not too informal to be a valuable additional channel.

31. D — When a family requests a trusted friend simply be present for moral support, rather than in a professional capacity, the appropriate response generally welcomes that presence as a reasonable, common request that can help the family feel supported. Denying the request, requiring credentials, or treating it as formal legal representation would each misread a simple ask.

32. C — Providing a brief, plain-language summary of core rights, alongside the full procedural safeguards notice required by law, supports families more readily grasping their rights without reading the entire formal document. This does not replace the required full notice, is not limited to due process hearings, and remains useful even for a returning family.

- 33. C** — Training a teacher to recognize a challenge outside the school's scope and make an appropriate referral, without personally providing that outside support directly, connects a family to relevant help while respecting the limits of the teacher's role. This does not mean taking on an inappropriate role, is not a FERPA requirement, and is not the same as ignoring the situation.
- 34. A** — A brief internal team debrief after a difficult meeting, without the family present, supports coordinated, consistent messaging and follow-up in the family's subsequent interactions with different staff members, avoiding contradictory or disjointed responses. This is not a specific procedural safeguards requirement, does not exclude the family from actual decisions affecting them, and is a reasonable internal practice.
- 35. B** — Combining language translation with captions or subtitles supports meaningful access for a family member who is navigating both a language difference and a hearing difference at the same time, since audio-only translation alone would not reach that specific family member. This is not unnecessary, is not a FERPA requirement, and is relevant regardless of English fluency.
- 36. D** — Pausing a heated discussion for a short break, then resuming once everyone has calmed down, supports a more productive, calmer continuation of an important conversation, rather than pushing forward while emotions are running high. This does not mean permanently avoiding the topic, is not a due process-specific requirement, and does not end the relationship with the family.
- 37. B** — Directly asking a family about their preferred contact times and locations, rather than assuming workplace contact during business hours is acceptable, respects the family's own boundaries and actual preferences rather than making an unconfirmed assumption. This is not an unnecessary step, is not a FERPA requirement, and is relevant to any family regardless of work situation.
- 38. C** — Being generally open to a family's request for informal notes, not just formal meeting minutes, reflects transparency with families about the range of information, informal and formal, that may be kept about their child. This is not necessarily a recordkeeping violation, is not a due process-specific requirement, and should not be automatically refused without considering the specific request.
- 39. A** — A secure online portal gives families convenient, ongoing access to important documents and updates beyond a single paper copy that could be lost or misplaced, supporting more reliable, flexible access over time. This does not replace in-person meetings, is not specifically a FERPA requirement, and should be offered alongside, not instead of, paper options for families less comfortable with technology.
- 40. D** — Explicitly telling a family at the start of a first meeting that there is no such thing as a 'bad question' reduces their fear of asking something they might worry seems too basic, encouraging open, genuine engagement from the start. This does not discourage questions, is not a procedural safeguards requirement, and does not replace actually answering them.
- 41. B** — Negative punishment removes something desirable, such as recess time, immediately following a behavior in order to decrease that behavior over time, distinct from positive punishment,

which adds something aversive rather than removing something desirable. This differs from positive reinforcement and negative reinforcement, both of which increase, rather than decrease, a behavior.

42. D — Automatic positive reinforcement occurs when a behavior itself automatically produces a pleasurable sensory consequence, while automatic negative reinforcement occurs when a behavior automatically terminates an uncomfortable internal state, both occurring without any other person needing to deliver the consequence. This differs from positive and negative punishment, establishing and abolishing operations, and satiation and deprivation.

43. C — A behavioral cusp is a skill whose acquisition opens access to entirely new environments and reinforcers, while a pivotal behavior, a concept central to Pivotal Response Treatment, is a skill whose improvement produces widespread collateral gains across many other, seemingly unrelated skills. This differs from shaping and chaining, fading and prompting, and generalization and discrimination.

44. A — A communication passport is a simple, portable, personalized document describing a student's communication strengths, needs, and preferred supports, specifically intended to quickly orient a substitute teacher or new provider unfamiliar with the student. This differs from a behavior intervention plan, a present levels statement, and a Summary of Performance, each a distinct document serving a different purpose.

45. D — Point-of-view video modeling shows a task from the exact visual perspective the student themselves would see while performing it, rather than a third-person view of someone else completing the task, potentially supporting more direct visual-motor learning. This differs from video self-modeling, video feedback review, and video prompting, each a distinct video-based strategy.

46. B — Topography-based AAC systems require a distinct physical body movement for each different message, such as sign language, while selection-based systems involve choosing from among displayed options, such as pictures on a board, a categorization distinct from the aided/unaided or high-tech/lowtech distinctions. This differs from partner-dependent and independent systems as well.

47. C — A reinforcer hierarchy ranks several already-identified reinforcing items from most to least preferred, informing which item to reserve for the most effortful or difficult tasks a student is asked to complete. This differs from a token economy, the preference assessment procedure itself used to identify the items, and a backup reinforcer menu.

48. A — A partner-dependent AAC system, such as the early phases of PECS or partner-assisted scanning, generally requires a communication partner's active participation to function, while an independent AAC system allows a student to communicate fully on their own without requiring that active partner involvement. This differs from aided and unaided systems, high-tech and low-tech systems, and topography-based and selection-based systems.

49. D — Indirect assessment gathers information about a problem behavior through structured interviews and standardized rating scales, without directly observing the behavior itself occurring, offering an efficient starting point before more direct methods are used. This differs from a functional analysis, descriptive assessment, and a scatter plot, each involving some form of direct observation.

- 50. A** — Descriptive assessment directly observes and records a problem behavior as it naturally occurs, without experimentally manipulating any conditions, occupying a middle tier between indirect, interview-based methods and a fully experimental functional analysis. This differs from a functional analysis, indirect assessment, and a preference assessment, each a distinct type of assessment.
- 51. B** — Maintenance refers to whether a student continues performing a skill correctly over time after direct teaching has stopped, a distinct measured outcome from acquisition, whether the student first learned the skill, and generalization, whether the student can use it in new settings or with new people. This differs from discrimination as well.
- 52. C** — The onset of intentional communication describes a young infant beginning to use a specific gesture or vocalization purposefully to affect another person's behavior, such as reaching toward a toy while looking at a caregiver, typically emerging around 8 to 12 months. This differs from the holophrastic stage, the telegraphic stage, and symbolic play, each a later developmental milestone.
- 53. D** — Prelinguistic communication describes the developmental period before a child produces recognizable spoken words, during which the child communicates through gestures, eye gaze, and vocalizations to convey wants and share attention with others. This differs from the holophrastic stage and the telegraphic stage, both later stages involving actual words, and echolalia.
- 54. C** — Responding to joint attention describes following another person's gesture or gaze to share attention on an object, while initiating joint attention describes a child's own gesture, such as pointing, used to direct another person's attention, two related but genuinely distinct measurable early socialcommunication skills. This differs from expansion and extension, mand and tact, and protoimperative and protodeclarative pointing.
- 55. B** — Motherese, or child-directed speech, describes the naturally occurring simplified vocabulary, exaggerated intonation, and slower pace many adults use when speaking to young children, thought to support early language acquisition by making speech more salient, engaging, and genuinely accessible overall. This differs from total communication, aided language stimulation, and parallel talk.
- 56. A** — Expansion repeats a child's own utterance back in a grammatically complete, expanded form, such as responding to 'Doggie run' with 'Yes, the doggie is running,' modeling correct grammar while staying closely tied to the child's original idea. This differs from extension, a recast, and parallel talk, each a related but distinct technique.
- 57. A** — Extension adds new, related information beyond what a child originally said, such as responding to 'Doggie run' with 'Yes, the doggie is running fast because he sees a squirrel,' building on the child's idea rather than simply repeating it in expanded form. This differs from expansion, a recast, and self-talk.
- 58. D** — A recast naturally rephrases a child's grammatically incorrect utterance correctly within the ongoing conversation, such as responding to 'Doggie runned away' with 'Yes, the doggie ran away,' modeling correct grammar without directly telling the child their original sentence was wrong. This differs from expansion, extension, and parallel talk, each a related but distinct technique.

- 59. C** — A token board is a specific visual tracking tool that displays each token as it is earned, showing a student's clear, concrete progress toward the total needed to exchange for a backup reinforcer, distinct from the token economy system as a whole. This differs from a first-then board and a visual schedule, each serving a different purpose.
- 60. B** — Motor planning consistency keeps the same words in the exact same physical locations on an AAC display, even as new vocabulary is added elsewhere, preserving a student's learned motor patterns so previously mastered words remain quick and automatic to locate. This differs from rate enhancement, frequency-based vocabulary organization, and aided language stimulation.
- 61. D** — An intraverbal is a verbal response controlled by another person's verbal stimulus, such as answering 'What do you eat for breakfast?' with 'Cereal,' without exactly repeating the words used in that original question, distinct from an echoic, which does repeat the exact words. This differs from a mand and a tact, each controlled by a different kind of stimulus.
- 62. C** — Textual is the specific verbal operant in which printed or written text itself controls an exact matching spoken response, such as looking at the printed word 'dog' and saying 'dog' aloud, essentially the verbal operant underlying oral reading. This differs from a mand, a tact, and transcription, its written counterpart.
- 63. B** — Transcription is the specific verbal operant in which a spoken word controls an exact matching written response, such as hearing 'dog' and writing or typing d-o-g, the written counterpart to the textual verbal operant involving reading aloud. This differs from textual, an intraverbal, and an echoic, each a distinct verbal operant.
- 64. A** — Errorless discrimination training using stimulus fading gradually and systematically introduces a small, then increasingly larger, distinguishing feature between two similar stimuli as a student learns to discriminate between them, minimizing errors throughout the teaching process rather than allowing repeated incorrect guesses. This differs from a functional analysis, response blocking, and a reinforcer hierarchy.
- 65. D** — A differential observing response teaches a student to physically orient toward or attend to a relevant stimulus, such as touching a specific number, before responding, ensuring genuine attention to the relevant stimulus rather than a lucky guess. This differs from a reinforcer sampling session, a behavioral cusp, and a setting event.
- 66. A** — Social referencing describes a young child looking to a caregiver's emotional expression to help interpret an ambiguous situation, such as an unfamiliar loud noise, and using that caregiver's reaction to guide their own emotional and behavioral response. This differs from joint attention, parallel play, and symbolic play, each a distinct developmental concept.
- 67. B** — Parallel talk has an adult narrate a child's own ongoing actions in real time, such as saying 'You're stacking the blocks so high' while the child plays, modeling language tied directly to what the child is currently doing without requiring a verbal response. This differs from self-talk, a recast, and expansion.

- 68. C** — Self-talk has an adult narrate their own ongoing actions aloud, such as saying 'I'm putting the blocks back in the bin,' modeling language tied to the adult's own current activity, in contrast to parallel talk, which narrates the child's actions instead. This differs from expansion and a recast as well.
- 69. C** — Protoimperative pointing is used to request a desired item, such as pointing at a cookie wanting it handed over, while protodeclarative pointing is used simply to share attention or interest with another person, such as pointing at an interesting bird without wanting it handed over. This differs from mand and tact, expansion and extension, and joint attention response/initiation.
- 70. A** — Symbolic play describes a child using one object to represent an entirely different one, such as pretending a banana is a telephone, reflecting an important developmental milestone in abstract and representational thinking. This differs from parallel play and cooperative play, both social-stage concepts describing how children play alongside or with others, and solitary play.
- 71. B** — A checklist simply marks whether a specific skill is present or absent, in binary fashion, while a rubric describes several graduated levels of performance quality for that same skill, offering more nuanced information about degree of mastery. This differs from any pairing involving a portfolio, a distinct, broader collection-based assessment tool.
- 72. D** — Formative assessment occurs on an ongoing basis during instruction, providing information that guides immediate teaching decisions, while summative assessment occurs at the end of a unit or course, evaluating overall learning outcomes after instruction is complete. This differs from normreferenced and criterion-referenced assessment, alternate and standard assessment, and direct and indirect assessment.
- 73. C** — A percentile rank reports a student's score as being higher than a specific percentage of students in the norm group used to develop the test, such as scoring higher than 75 percent of that norm group, providing a relative comparison to peers. This differs from a standard score, a grade equivalent score, and a simple raw score.
- 74. D** — A standard score reports a student's performance using a scale with a fixed mean, such as 100, and a fixed standard deviation, such as 15, allowing consistent statistical comparison to a norm group across different tests using the same scale. This differs from a percentile rank, a grade equivalent score, and a simple raw score.
- 75. A** — A grade equivalent score reports a student's performance as corresponding to the average score of students at a specific grade and month, but this is commonly misread to mean the student should be taught at that grade level, which is not the intended meaning, since it's only a statistical comparison point. This differs from meaning automatic exemption, promotion, or retention.
- 76. B** — The standard error of measurement acknowledges that a test score includes some inherent margin of error, meaning a student's true ability likely falls within a range around the reported score rather than being captured exactly by one single number. This differs from a percentile rank, a cut score, and a growth norm, each a distinct assessment concept.

77. D — Reliability addresses whether a test produces consistent results across administrations or raters, while validity addresses whether a test actually measures what it claims to measure, two distinct but equally essential core measurement concepts underlying any sound assessment. This differs from formative and summative assessment, norm-referenced and criterion-referenced testing, and percentile rank and standard score.

78. C — Test-retest reliability gives the same test to the same group of students twice, a few weeks apart, comparing the two sets of scores to determine how consistent the results are over that time period.

This differs from inter-rater reliability, which examines consistency across different scorers rather than across time, validity, and the standard error of measurement.

79. B — Inter-rater reliability has two or more different scorers independently rate the same set of student work using the same rubric, comparing their scores to determine how consistently different raters score the same material. This differs from test-retest reliability, which examines consistency across time rather than across raters, validity, and a cut score.

80. A — A ceiling effect occurs when a test is so easy for a particular student that they answer every item correctly, meaning the test cannot actually determine the true upper limit of that student's ability, since there was no room left to demonstrate greater skill. This differs from a floor effect, a cut score problem, and a standard error problem.

81. A — A floor effect occurs when a test is so difficult for a particular student that they score at the very bottom regardless of their actual underlying skill level, meaning the test cannot accurately distinguish that student's true ability from an even lower one. This differs from a ceiling effect, the standard error of measurement, and a cut score problem.

82. C — Basal and ceiling rules determine, respectively, the item where testing should begin based on a student's age or grade, and the point at which testing should stop based on a certain number of consecutive incorrect responses, streamlining individually administered testing. This differs from percentile rank and standard score, formative and summative assessment, and reliability and validity.

83. D — A screening tool's sensitivity refers to its ability to correctly identify students who truly are at risk, while its specificity refers to its ability to correctly identify students who truly are not at risk, two complementary measures of a screening tool's accuracy. This differs from reliability, validity, and a cut score, each a distinct assessment concept.

84. B — A false positive incorrectly identifies a student as at risk when they are not, while a false negative incorrectly identifies a student as not at risk when they actually are, two distinct types of screening error affecting a tool's overall accuracy. This differs from a ceiling/floor effect, basal/ceiling administration rules, and standard score/percentile rank.

85. D — A cut score is the specific score threshold a universal screening tool uses to determine whether a student is flagged as at risk and in need of further support, directly shaping how many

students are identified for additional services. This differs from the standard error of measurement, a percentile rank, and a basal rule.

86. C — Growth norms compare a student's rate of improvement over time to the typical rate of improvement of same-age peers, while status norms compare a student's single-point-in-time performance level to same-age peers, two distinct comparative frameworks addressing different questions. This differs from formative and summative assessment, reliability and validity, and basal and ceiling administration rules.

87. A — A value-added assessment model statistically estimates a teacher's or school's specific contribution to student academic growth over a given period, attempting to control for students' prior achievement levels so the estimate reflects instructional impact rather than starting point. This differs from a norm-referenced model generally, an alternate assessment model, and a dynamic assessment model.

88. B — Vertical alignment ensures that skills taught within a subject area logically build across successive grade levels over time, such as third-grade math skills building toward fourth-grade skills and beyond, creating a coherent developmental sequence. This differs from horizontal alignment, which addresses consistency at the same grade level, universal design for assessment, and a test blueprint.

89. A — Horizontal alignment ensures that all classrooms at the same grade level teach a comparable level of content rigor and depth for a given subject, regardless of which specific teacher a student happens to be assigned to. This differs from vertical alignment, which addresses building across grade levels over time, a test blueprint, and universal design for assessment.

90. B — Opportunity to learn is the foundational equity principle that a student should actually have been taught a specific skill or content through their instructional program before being held accountable for demonstrating it on a test. This differs from universal design for assessment, curriculum-based evaluation, and a test blueprint, each a distinct, related assessment concept.

91. C — Instructional match ensures that the difficulty and content of a student's daily instruction genuinely aligns with their current skill level, being neither too easy, which wastes instructional time, nor too far beyond their ability, which causes frustration. This differs from opportunity to learn, which addresses whether content was taught at all, a test blueprint, and universal design for assessment.

92. D — An Informal Reading Inventory generally identifies independent, instructional, and frustration reading levels, respectively describing a level a student reads successfully alone, a level at which they succeed with teacher support, and a level currently too difficult even with support. This differs from norm/criterion-referenced or alternate assessment terms, formative/summative/diagnostic assessment types, and basal/ceiling/cut score concepts.

93. C — Quantitative measures of text complexity rely on statistical measures, such as average sentence length and word frequency, calculated directly and objectively from the text itself, providing one dimension of a fuller picture of a text's overall challenge. This differs from qualitative measures, reader and task considerations, and universal design for assessment.

- 94. D** — Qualitative measures of text complexity rely on more holistic, human judgment of factors such as levels of meaning, structure, and language conventionality, complementing the strictly statistical calculations that quantitative measures use for that same piece of text. This differs from quantitative measures, reader and task considerations, and a test blueprint.
- 95. A** — Reader and task considerations form a third dimension of text complexity, accounting for an individual student's own motivation, background knowledge, and the specific purpose for which a text is being read, factors that quantitative and qualitative measures alone do not capture. This differs from quantitative measures, qualitative measures, and universal design for learning.
- 96. B** — Diagnostic assessment is administered before instruction begins, specifically to identify a student's current strengths and gaps related to upcoming content, directly informing initial instructional planning before any teaching has even actually started yet. This differs from summative assessment, given after instruction, formative assessment, given ongoing during instruction, and alternate assessment.
- 97. B** — Accommodation fidelity concerns whether an accommodation specified in a student's IEP, such as extended time, is actually being consistently and correctly implemented in real, everyday testing situations, not simply written down on paper. This differs from validity, reliability, and standard error, each a distinct measurement concept rather than an implementation-consistency concept.
- 98. D** — A general accommodations planning principle holds that the specific accommodations a student regularly uses during instruction should generally also be the same accommodations used during testing, for consistency between how a student learns and how they are assessed. This differs from using entirely different accommodations, discontinuing them for testing, or having them determined solely by a testing company.
- 99. C** — Extended time, one of the most commonly used testing accommodations, should generally be provided based on a student's individual, documented need, rather than as a blanket policy applied identically to every student with an IEP regardless of their specific circumstances. This differs from a convenience-based approach, or an approach based only on subject rather than the individual student.
- 100. A** — Combining sound reliability and validity, appropriate score interpretation, vertical and horizontal content alignment, individualized instructional match, and accommodation fidelity across instruction and testing reflects a comprehensive, technically sound system grounded in measurement science and equity principles. This is neither a system ignoring individual needs, one limited to students without an IEP, nor a single disconnected technique.