

Assessing Students with Special Needs
John J. Venn

Chapter Two
The Assessment Process

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

Directions:

Please enter your answers on the Answer Form at the end of the test.

The Assessment Process

- _____ 1. Which step in the assessment process answers the following question, "Does a problem exist that requires further assessment?"
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 2. Which step in the assessment process answers the following question, "What learning objectives are appropriate for the student?"
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening

- _____ 3. Which step in the assessment process answers the following question, "Is the student achieving the IEP goals?"
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 4. Which step in the assessment process answers the following question, "Does the student have a disability?"
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 5. Which step in the assessment process is most closely associated with child study teams?
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 6. Which of the following is the first step in the assessment process for students with special needs?
- A. determining eligibility
 - B. instructional intervention
 - C. progress measuring
 - D. screening
- _____ 7. Which of the following is the second step in the assessment process for students with special needs?
- A. determining eligibility
 - B. instructional intervention
 - C. progress measuring
 - D. screening
- _____ 8. Which of the following is the last step in the assessment process for students with special needs?
- A. determining eligibility
 - B. instructional intervention
 - C. progress measuring

D. screening

- _____ 9. What is another name for the test-teach-test-teach model?
- A. curriculum-based
 - B. diagnostic-prescriptive
 - C. instructional intervention
- _____ 10. Which of the following guides instructional intervention and progress measuring for students with disabilities?
- A. the child study team
 - B. the IEP
 - C. the student's test scores
- _____ 11. What type tests are used in the process of conducting comprehensive assessment to determine if a student qualifies and can benefit from special education and related services?
- A. group tests
 - B. individually-administered, diagnostic tests
 - C. individually and group-administered screening tests
 - D. individually-administered screening tests
- _____ 12. Which step in the assessment process relies on brief tests, rating scales, checklists, and observation techniques?
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 13. Which step in the assessment process relies heavily on informal, curriculum-based assessment and measurement?
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 14. Which step involves initial development of an IEP for students?
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening

- _____ 15. Which step involves identifying students who may have learning problems that require additional assessment?
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening
- _____ 16. When Mrs. Bosque uses assessment information to develop objectives and establish learning priorities she is operating at which level of assessment?
- A. determining eligibility
 - B. instructional intervention
 - C. measuring progress
 - D. screening

Essay

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

The Assessment Process -Answer Form

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