

Education 222
Final Exam

Time: 2 hours

ID No. _____

I. Multiple Choice Items

1. Task analysis and error analysis are similar because they

- a. are used in curriculum based assessment
- b. are used in ecological assessment
- c. both lead to instructional planning
- d. represent direct measurement of performance

2. A student who hears the wo _____ most probably shows
an error in:

- a. auditory discrimination
- b. phonetic substitution
- c. word recognition
- d. visual discrimination

3.

date of birth.

- b. Subtracting the date of birth from the date the test is given.
- c. Adding the date of birth to the date the test is given
- d. Subtracting the date the test is given from the date of birth.

4. A student who hears the word "house" and writes "home" requires an informal assessment of
 - a. linguistic substitution error
 - b. receptive language error
 - c. phonetic sequencing error
 - d. none of the above

5. A subtest on the Developmental Test of Visual Perception 2 where performance is influenced by short-term visual memory is:
 - a. form constancy
 - b. spatial relations
 - c. both a & b
 - d. none of the above

6. Which of the following represents an example of derived scores that are often reported for standardized tests because they are relatively easier to understand:
 - a. scaled scores
 - b. raw scores
 - c. percentile ranks
 - d. standard deviations

7. An advantage of the Woodcock Johnson Psycho -educational Battery over the Wechsler Scales is that the Woodcock Johnson:
 - a. is used as an informal measure of cognitive abilities.
 - b. assesses intra and interindividual processes which are not represented on the Wechsler
 - c. has norm tables for minority and social need populations
 - d. all of the above

8. All of following instruments measure perceptual-motor abilities except the:

- a.** Bender-Visual Gestalt test
- b.** Draw A Man Test
- c.** DIAL-R
- d.** None of the above

9. The purpose of conducting assessment of skills such as memory and attention is:

- a.** to identify learner aptitudes that, with instruction, contribute to raised performance levels.
- b.** to determine the degree to which memory or attention skills diminish achievement test results.
- c.** to extend the range of standardized tests administered for a complete learner profile.
- d.** to establish the discrepancy between memory and attention for adaptive behavior scores.

10. The primary purpose of the reading subtest on the Woodcock Johnson Psycho-educational Battery is:

- a.**
- b.** identifying specific strengths and weaknesses in reading.
- c.** identifying students who need special instruction.
- d.** none of the above.

11. Assessing fine motor ability involves evaluating movement skills in all of the following areas except:

- a.** drawing
- b.** grasping
- c.** cutting with scissors
- d.** catching a ball

- 12 . Deficits in visual memory may:
- a. Not be measured adequately on perceptual tests
 - b. Be more common than auditory memory deficits
 - c. Be developmental
 - d. Be linked with difficulty in retaining what is read.
- 13 . A quick measure of visual perceptual deficits is the:
- a. Goodenough - Harris Drawing Test
 - b. Draw-A-Person
 - c. Motor-Free Visual perception System
 - d. Watkins Bender-Gestalt Scoring System
- 14 . A test that yield a single measure of receptive vocabulary is:
- a. The Test for Auditory Comprehension of Language - R
 - b. Test of Word Finding
 - c. The Preschool Language Scale-3
 - d. None of the above
- 15 . The language skills used in speaking or writing are:
- a. Receptive language skills
 - b. speech skills
 - c. Expressive language skills
 - d. Developmental language skills

II. Select from the following terms to fill in the blanks:

Norm group Basal-Ceiling - Visual discrimination - Sensory Motor ability - perceptual ability visual memory - motor free- auditory memory - auditory discrimination - visual matching raw score Z score.

1. _____ responding to perceptual input without motor responses.
2. _____ Ability to receive and understand perceptual stimuli.
3. _____ Ability to respond motorically to visual input.
4. _____ Ability to remember what is heard
5. _____ Ability to differentiate between various auditory stimuli.
6. _____ Tasks that require the student to remember a visual stimulus and reproduce it or locate a like shape
7. _____ Tasks require the student to find a shape among several others or to be able to tell the difference between shapes.
8. _____ A large Sample of the population who is administered a test to establish comparative data of average performance.
9. _____ The number of items counted as correct on a test.
10. _____ Represents the level of skills below which all test items would be answered correctly

Section III

Respond to the following 3 questions:

1. Compare and contrast the Test of Auditory Comprehension of Language-R (TACL- R) and the Preschool Language Scale -3 (PLS -3) in terms of the fo llowing points :
2. **a.** Type of assessment
3. **b.** Ability/abilities measured
4. **c.** Response modality
5. **d.** Contrib ution to the placement decision
6. **e.** C
progress.
7. Support your analysis with specific examples.

2. Explain what specific type of validity is more relevant to tests of developmental abilities. Justify your response by referring to the intended uses of a specific developmental scale of your choice.

3. You are consulted by a regular school teacher who reported to you that one of her grade one students is achieving below average in language. Explain 3 recommendations to give to the regular teacher for a fair, diagnostic, and comprehensive assessment of the target student. Support your explanation with specific examples and requirements of PL 94-142 regarding assessment in special education.