The Official
Study Guide

Special Education:
Core Knowledge and Mild
to Moderate Applications

Test Code: 0543

Revised 2011

- Study Topics
- Practice Questions Directly from the Test Makers
- Test-Taking Strategies
Study Guide for the Special Education: Core Knowledge and Mild to Moderate Applications Test

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Chapter 1
Introduction to the Test and Suggestions for Using This Study Guide
Introduction to the *Special Education: Core Knowledge and Mild to Moderate Applications* Test

The *Praxis Special Education: Core Knowledge and Mild to Moderate Applications* test measures beginning teachers’ understanding and knowledge of job-related topics, including characteristics of learners, planning and the learning environment, instruction, assessment, foundations and professional responsibilities. ETS refers to current practices as specified by NCATE, CEC, and teacher education universities. In developing assessment material for these tests, ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

The *Special Education: Core Knowledge and Mild to Moderate Applications* test (0543) consists of 90 multiple-choice questions, 3 constructed responses, and covers 5 major field related areas, in the following proportions:

<table>
<thead>
<tr>
<th>Content Category</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Characteristics of Learners</td>
<td>16–17</td>
<td>14%</td>
</tr>
<tr>
<td>Planning and the Learning Environment</td>
<td>20–21</td>
<td>17%</td>
</tr>
<tr>
<td>Instruction</td>
<td>19–20</td>
<td>17%</td>
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<tr>
<td>Assessment</td>
<td>16–17</td>
<td>14%</td>
</tr>
<tr>
<td>Foundations and Professional Responsibilities</td>
<td>16–17</td>
<td>13%</td>
</tr>
<tr>
<td>Integrated Constructed Response Questions</td>
<td>3</td>
<td>25%</td>
</tr>
</tbody>
</table>

Test takers have 2 hours to complete the test.

This test is intended to assess knowledge of teaching skills and fundamental knowledge in special education. The use of calculators on this test is prohibited.
Suggestions for using the “Study Topics” chapter of this study guide

This test is different from a final exam or other tests you may have taken for other courses because it is comprehensive—that is, it covers material you may have learned in several courses during your entire undergraduate program. It requires you to synthesize information you have learned from many sources and to understand the subject as a whole.

Therefore, you should review and prepare for it, rather than merely becoming familiar with the question formats. A thorough review of the material covered on the test will significantly increase your likelihood of success. Moreover, studying for your licensing exam is a great opportunity to reflect on and develop a deeper understanding of special education and pedagogical knowledge and methods before you begin to teach or to reflect on previous teaching experience. As you prepare to take the test, it may be particularly helpful for you to think about how you would apply the study topics and sample exercises to the field experience you completed during your teacher preparation program. Your student teaching experience will be especially relevant to your thinking about the materials in the study guide.

We recommend the following approach for using the “Study Topics” chapter to prepare for the test.

**Become familiar with the test content.** Learn what will be assessed in the test, which will be covered in chapter 6.

**Assess how well you know the content in each area.** After you learn what topics the test contains, you should assess your knowledge in each area. How well do you know the material? In which areas do you need to learn more before you take the test? It is possible that you may need to brush up on most or all of the areas.

**Develop a study plan.** Assess what you need to study and create a realistic plan for studying. You can develop your study plan in any way that works best for you. A “Study Plan” form is included in appendix A at the end of the book as a possible way to structure your planning. Remember that this is a licensure test and covers a great deal of material. Plan to review carefully. You will need to allow time to find the books and other materials, time to read the material and take notes, and time to go over your notes.

**Identify study materials.** Most of the material covered by the test is contained in standard introductory textbooks. If you do not own introductory texts that cover all the areas, you may want to borrow some from friends or from a library. You may also want to obtain a copy of your state’s standards and laws for teaching students with exceptionalities. (One way to find these standards quickly is to go to the website for your state’s Department of Education.) The textbooks used in college courses may also prove useful to you, since they also present the material you need to know. Use standard school and college introductory textbooks and other reliable, professionally prepared materials. Don’t rely heavily on information provided by friends or from searching the Internet. Neither of these sources is as uniformly reliable as textbooks.

**Work through your study plan.** You may want to work alone, or you may find it more helpful to work with a group or with a mentor. Work through the topics and questions provided in chapter 6. Rather than memorizing definitions from books, be able to define and discuss the topics in your own words and understand the relationships between diverse topics and concepts. If you are working with a group or mentor, you can also try informal quizzes and questioning techniques.

**Proceed to the practice questions.** Once you have completed your review, you are ready to benefit from the “Practice Test” portion of this guide.
Suggestions for using the “Practice Questions,” “Right Answers and Explanations” and “Sample Responses and How They Were Scored” Chapters

Read chapter 3. This chapter will sharpen your skills in reading and answering multiple-choice questions. For you to succeed on multiple-choice questions, you must focus carefully on the question, avoid reading into the question, pay attention to details, and sift patiently and thoroughly through the answer choices.

Read chapter 4. This chapter will sharpen your skills in answering constructed-response questions.

Answer the practice questions in chapter 7. Work on the practice questions in a quiet place without distractions. Remember that the practice questions are only examples of the way the topics are covered in the test. The test will have different questions.

Score the practice questions. Go through the detailed answers in chapter 8 (“Right Answers and Explanations”) and mark the questions you answered correctly and the ones you missed. Look over the explanations of the questions you missed and see if you understand them.

Decide whether you need more review. After you have looked at your results, decide whether there are areas that you need to brush up on before taking the actual test. Go back to your textbooks and reference materials to see if the topics are covered there. You might also want to go over your questions with a friend or teacher who is familiar with the content.

Assess your readiness. Do you feel confident about your level of understanding in each of the areas? If not, where do you need more work? If you feel ready, complete the checklist in chapter 10 (“Are You Ready?”) to double-check that you’ve thought through the details. If you need more information about registration or the testing situation itself, use the resources in appendix B: “For More Information.”

Note: Every effort is made to provide the most recent information in this study guide. However, The Praxis Series tests are continually evaluated and updated. You will always find the most recent information about this test, including the topics covered, number of questions, and time allotted, in the Test at a Glance booklet available online at http://www.ets.org/praxis/prepare/materials.
Chapter 2
Background Information on The Praxis Series™ Assessments
What Are *The Praxis Series™* Subject Assessments?

*The Praxis Series™* Subject Assessments are designed by Educational Testing Service (ETS) to assess your knowledge and skills of specific content areas. They are a part of the licensing procedure in many states. This study guide covers the information that will be covered in the *Special Education: Core Knowledge and Applications* test, which assesses your knowledge of the actual content you will be expected to teach once you are licensed. Your state has adopted *The Praxis Series* tests because it wants to confirm that you have achieved a specified level of mastery in special education before it grants you a license to teach in a classroom.

*The Praxis Series* tests are part of a national testing program, meaning that the test covered in this study guide is required in more than one state for licensure. The advantage of a national program is that if you want to move to another state, you can transfer your scores from one state to another. However, each state has specific test requirements and passing scores. If you are applying for a license in another state, you will want to verify the appropriate test and passing score requirements. This information is available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states) or by calling ETS at 800-772-9476 or 609-771-7395.

What Is Licensure?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met pre-defined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation: some join study groups, while others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why Does My State Require *The Praxis Series* Assessments?

Your state chose *The Praxis Series* Assessments because the tests assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.
What Do the Tests Measure?

The Praxis Series Subject Assessments are tests of content knowledge. They measure your understanding and skills in a particular subject area. Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific pedagogy tests, most of which are constructed response, measure your understanding of how to teach certain fundamental concepts in a subject area. The tests do not measure your actual teaching ability, however. They measure your knowledge of a subject and how to teach it. The teachers in your field who help us design and write these tests, and the states that require them, do so in the belief that knowledge of your subject area is the first requirement for licensing. Teaching combines many complex skills, only some of which can be measured by a single test. While the test covered in this study guide measures content knowledge, your teaching ability is a skill that is typically measured in other ways; for example, through observation, videotaped practice, or portfolios.

How Were These Tests Developed?

ETS began the development of The Praxis Series Subject Assessments with a survey. For each subject, teachers around the country in various teaching situations were asked to judge which knowledge and skills a beginning teacher in that subject needs to possess. Professors in schools of education who prepare teachers were asked the same questions. These responses were ranked in order of importance and sent out to hundreds of teachers for review. All of the responses to these surveys (called “job analysis surveys”) were analyzed to summarize the judgments of these professionals. From their consensus, we developed guidelines, or specifications, for the multiple-choice and constructed-response tests. Each subject area had a committee of practicing teachers and teacher educators who wrote the specifications, which were reviewed and eventually approved by teachers. From the test specifications, groups of teachers and professional test developers created test questions that met content requirements and satisfied the ETS Standards for Quality and Fairness.**

When your state adopted The Praxis Series Subject Assessments, local panels of practicing teachers and teacher educators in each subject area met to examine the tests and to evaluate each question for its relevance to beginning teachers in your state. This is called a “validity study” because local practicing teachers validate that the test content is relevant to the job. For the test to be adopted in your state, teachers in your state must judge that it is valid. During the validity study, the panel also provides a passing-score recommendation. This process includes a rigorous review to determine how many of the test questions a beginning teacher in that state would be able to answer correctly. Your state’s licensing agency then reviewed the panel’s recommendations and made a final determination of the passing-score requirement.

Throughout the development process, practitioners in the teaching field—teachers and teacher educators—participated in defining what The Praxis Series Subject Assessments would cover, which test would be used for licensure in your subject area, and what score would be needed to achieve licensure. This practice is consistent with how professional licensure works in most fields: those who are already licensed oversee the licensing of new practitioners. When you pass The Praxis Series Subject Assessments, you and the practitioners in your state will have evidence that you have the knowledge and skills required for beginning teaching practice.

Chapter 3
Don’t Be Defeated by Multiple-Choice Questions
Understanding Multiple-Choice Questions

When you read multiple-choice questions in Part A of the Praxis Special Education: Core Knowledge and Mild to Moderate Applications test you will probably notice that the syntax (word order) is different from the word order you’re used to seeing in ordinary material that you read, such as newspapers or textbooks. One of the reasons for this difference is that many test questions contain the phrase “which of the following.”

In order to answer a multiple-choice question successfully, you need to consider carefully the context set up by the question and limit your choice of answers to the list given. The purpose of the phrase “which of the following” is to remind you to do this. For example, look at this question.

Which of the following is a flavor made from beans?

(A) Strawberry
(B) Cherry
(C) Vanilla
(D) Mint

You may know that chocolate and coffee are also flavors made from beans, but they are not listed, and the question asks you to select from the list that follows (“which of the following”). So the answer has to be the only bean-derived flavor in the list: vanilla.

Notice that the answer can be substituted for the phrase “which of the following.” In the question above, you could insert “vanilla” for “which of the following” and have the sentence “Vanilla is a flavor made from beans.” Sometimes it helps to cross out “which of the following” and insert the various choices. You may want to give this technique a try as you answer various multiple-choice questions on the practice test.

Looking carefully at the “which of the following” phrase helps you to focus on what the question is asking you to find and on the answer choices. In the simple example above, all of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

The vanilla bean question is pretty straightforward. But the phrase “which of the following” can also be found in more challenging questions such as:

Which of the following is a factor that impedes researchers’ attempts to determine with certainty the prevalence of learning disabilities in the United States?

(A) The absence of any definition of learning disabilities in federal guidelines for special education
(B) A general reluctance on the part of educators and diagnosticians to classify students as having learning disabilities
(C) The overlap in identification criteria between the classifications of severe learning disabilities and severe emotional disturbance
(D) The lack of a precisely defined cut-off point at which a learning problem requiring remediation becomes a disability requiring special education

The placement of “which of the following” tells you that the list of choices is a list of factors that impede “researchers’ attempts to determine with certainty the prevalence of learning disabilities in the United States.” What are you supposed to find as an answer? You are supposed to find the choice that includes the factor that actually impedes researchers’ attempts.
Educational Testing Service (ETS) question writers and editors work very hard to word each question as clearly as possible. Sometimes, though, it helps to put the question in your own words. Here, you could paraphrase the question as “When researchers attempt to determine the prevalence of learning disabilities, what stops them?” Definitions of learning disabilities are often imprecise in specifying the point at which a specific learning problem should be classified as a disability, and this fact affects identification of the condition. Therefore the correct answer is (D).

You may also find that it helps you to circle or underline each of the critical details of the question in your test book so that you don’t miss any of them. It’s only by looking at all parts of the question carefully that you will have all of the information you need to answer it. Circle or underline the critical parts of what is being asked in this question.

Which of the following best defines an ecological inventory?

(A) An analysis of the curriculum of a given school system
(B) A compilation of specific behavioral management needs of a child with disabilities
(C) A compilation of life skills needed by a child with disabilities in present or future settings
(D) A synthesis of the past educational achievements of a child with disabilities

Here is one possible way you may have annotated the question:

Which of the following best defines an ecological inventory?

(A) An analysis of the curriculum of a given school system
(B) A compilation of specific behavioral management needs of a child with disabilities
(C) A compilation of life skills needed by a child with disabilities in present or future settings
(D) A synthesis of the past educational achievements of a child with disabilities

After spending a minute with the questions, you can probably see that you are being asked to define what an ecological inventory is. An ecological inventory is designed to determine those skills needed by a particular individual in his or her current and future environment. The correct answer is (C).

The important thing is to understand what the question is asking. With enough practice, you should be able to determine what any question is asking. Knowing the answer is, of course, a different matter, but you have to understand a question before you can answer it correctly.

Consider this question.

Brian, a high school student with a learning disability, receives English instruction in the resource room. Brian’s parents have requested a conference with the general education teacher and the special education teacher two months after the start of the school year to discuss his progress in writing. Which of the following would be the most appropriate item for the teacher’s agenda for the meeting?

(A) Comparing Brian’s written work with that of another student in the classroom
(B) Proposing new instructional objectives for the written-expression section of Brian’s Individualized Education Program (IEP)
(C) Comparing Brian’s recent grades on the writing assignment with his achievement-test scores from the previous year
(D) Showing the parents a folder of Brian’s written work and discussing strengths and weaknesses
Being able to select the right answer, (D), depends on your understanding of the goals of the conference with Brian’s parents. Of the choices given, discussing examples of Brian’s work best addresses the purposes of the meeting. Asking parents to compare their child’s work with that of another student, as in option (A), is not appropriate. (B) is not correct because this is not an IEP meeting, and because, while the parents have input into their child’s IEP, it is not appropriate for the teacher to ask parents to propose objectives. (C) is not correct because the comparison it suggests is unlikely to be informative.

Understanding Questions Based on Scenarios

Scenarios contain a body of introductory material followed by a group of related questions. Questions based on a scenario require a careful strategy that balances time, efficiency, and critical understanding.

Since a scenario can often be dense and complex, you should read through the description of the situation before reading the questions, but you should not spend time taking notes or reading the situation multiple times until you know what the questions are asking you to do.

For example, you might encounter a scenario like this:

Michelle, a 19 year old whose parents are deceased, has profound mental retardation and lives in a group home. She is bused to a special class by the local school district. Michelle has had frequent, extended absences from school because of a frail physical condition.

She is nonambulatory and nonverbal; her vision and hearing are intact. She can communicate a few basic needs using basic gestures.

In your first reading, you should make sure that you understand the basics. In this example, you should grasp that Michelle has profound mental retardation and is nonambulatory and nonverbal and that her parents are not living. In the first reading, you should also anticipate being asked questions about appropriate curriculum and methods for Michelle. Once you have gained an overall understanding of the case, you should answer the first question.

Which of the following is the appropriate focus of Michelle’s Individualized Education Program (IEP)?

(A) Functional academics
(B) Self-care skills
(C) Basic academic skills
(D) Prevocational skills

The correct answer is (B).
For the second question, you need to focus on the status of Michelle’s parents.

Which of the following people are responsible for reviewing and approving program and placement decisions?

(A) A representative of the state agency for children and family services
(B) A court-designated staff member of the group home in which Michelle resides
(C) A surrogate parent appointed by the local education agency
(D) A blood relative willing to assume the responsibility

The correct answer is (C).

Be Familiar with Multiple-Choice Question Types

You will probably see more than one question format on a multiple-choice test. Here are examples of some of the more common question formats.

1. Complete the statement

In this type of question, you are given an incomplete statement. You must select the choice that will make the completed statement correct.

According to the Individuals with Disabilities Education Act (IDEA), when parents and schools disagree over educational issues for a child with a disability, either party can request a

(A) mediator
(B) due-process hearing
(C) new teacher for the student
(D) court date

To check your answer, reread the question and add your answer choice at the end. Be sure that your choice best completes the sentence. The correct answer is (B).

2. Which of the following

This question type is discussed in detail in a previous section. The question contains the elements that must be satisfied for a correct answer, and it uses “which of the following” to limit the choices to the four choices shown, as this example demonstrates.

Which of the following is true about a student in a full-inclusion program?

(A) The student spends part of the day in the general education classroom and part of the day in the resource room.
(B) The student spends the entire day in the resource room.
(C) The student does not need any support services.
(D) The student spends the entire day in the general education classroom with the support of a special education teacher.

The correct answer is (D).
CHAPTER 3

3. **Roman numeral choices**

This format is used when there can be more than one correct answer in the list given. Consider the following example.

Which of the following items are appropriate to include in students’ personal portfolios, which are used by the teacher to assess students?

I. Dated work samples with teacher commentaries
II. Anecdotal records of systematic observations
III. Checklists, rating scales, and screening inventories
IV. Weekly classroom lesson plans and curriculum goals

(A) I and II only  
(B) II and III only  
(C) I, II, and III only  
(D) I, III, and IV only

One useful strategy for this type of question is to assess each possible answer before looking at the answer choices and then evaluate the answer choices. In the question above, “Dated work samples accompanied by teacher commentary” are appropriate for inclusion in an assessment portfolio. So are “Anecdotal records and records of systematic observations” and “Checklists, rating scales, and screening inventories.” “Weekly classroom lesson plans and curriculum goals,” however, do not belong in an assessment portfolio. Therefore, the correct answer is (C).

4. **Questions containing NOT, LEAST, EXCEPT**

The words “NOT,” “EXCEPT,” and “LEAST” can make comprehension of test questions more difficult. Such questions ask you to select the choice that doesn’t fit, that is different in some specified way from the other answer choices. You must be very careful with this question type because it’s easy to forget that you’re selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way. These words are always capitalized when they appear in *The Praxis Series* test questions, but they are easily (and frequently) overlooked.

For the following test question, determine the kind of answer you need and the details of the question.

All of the following are accurate generalizations about children’s biological development EXCEPT:

(A) Sex differences in growth are relatively small during the infant and early childhood years.  
(B) Children’s hand preference develops around 2 years of age.  
(C) Children’s physical characteristics tend to be more like those of the mother than those of the father.  
(D) While most children follow the same sequence of growth, they may differ considerably in their rates of maturation.

You’re looking for a general statement about children’s biological development that is NOT accurate. (C) is the correct answer—all of the other choices *are* true about children’s biological development.
5. **Other formats**

New formats are developed from time to time in order to find new ways of assessing knowledge with multiple-choice questions. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for and what details are given in the question that help you find the answer.

**Other Useful Facts about the Test**

1. **You can answer the questions in any order.** You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. There is no right or wrong way. Use the approach that works best for you.

2. **There are no trick questions on the test.** You don’t have to find any hidden meanings or worry about trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

3. **Don’t worry about answer patterns.** There is one myth that says that answers on multiple-choice tests follow patterns. There is another myth that there will never be more than two questions with the same lettered answer following each other. There is no truth to either of these myths. Select the answer you think is correct based on your knowledge of the subject.

4. **There is no penalty for guessing.** Your test score for multiple-choice questions is based on the number of correct answers you have. When you don’t know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one.

5. **It’s OK to write in your test booklet.** You can work out problems right on the pages of the booklet, make notes to yourself, mark questions you want to review later, or write anything at all. Your test booklet will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet because nothing written in the booklet will be scored.
Smart Tips for Taking the Test

1. **Put your answers in the right “bubbles.”** It seems obvious, but be sure that you are filling in the answer “bubble” that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.

2. **Skip the questions you find extremely difficult.** There are sure to be some questions that you think are hard. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet so that you can come back to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don’t know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

3. **Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.

4. **Read all of the possible answers before selecting one**—and then reread the question to be sure the answer you have selected really answers the question being asked. Remember that a question that contains a phrase such as “Which of the following does NOT...” is asking for the one answer that is NOT a correct statement or conclusion.

5. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have filled in the “bubble” on the answer sheet as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

6. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the SAT, the GRE, or other similar-looking (but in fact very different) tests. It doesn’t matter on this test whether you score very high or just pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, your actual score doesn’t matter, as long as it is above the minimum required score. Along with your score report, you will receive a booklet entitled *Understanding Your Praxis Scores*, which lists the passing scores for your state.
Chapter 4
Succeeding on the Constructed-Response Questions
This chapter provides advice for maximizing your success on the *Special Education: Core Knowledge and Mild to Moderate Applications* test containing constructed responses, with special focus on the scoring guides and procedures used by the scorers. Chapters 5 and 6 offer step-by-step strategies for working through questions, topics covered, and sources you can use to prepare for the test.

**Advice from the Experts**

Scorers who have scored hundreds of real tests were asked to give advice to teacher candidates planning to take the *Special Education: Core Knowledge and Mild to Moderate Applications* test containing constructed response questions. The scorers’ advice boiled down to the practical pieces of advice given below.

1. **Read and answer the question accurately.**

   Be sure to dissect all the parts of the question and analyze what each part is asking you to do. If the question asks you to *describe* or *discuss*, keep those requirements in mind when composing your response—do not just give a list.

2. **Answer everything that is asked in the question.**

   This may seem simple, but many test takers fail to provide a complete response. If a question asks you to do three distinct things in your response, don’t give a response to just two of those things. No matter how well you write about those two things, the scorers will not award you full credit.

3. **Give a thorough and detailed response.**

   Your response must indicate to the scorers that you have a thorough understanding of the applicable principles and guidelines related to teaching, with a specific focus on special education core knowledge and mild to moderate applications. The scorers will not read into your response any information that is not specifically stated. If something is not written, they do not know that you know it and will not give you credit for it.

   *A word of caution:* Superfluous writing will obscure your points and will make it difficult for the scorers to be confident of your full understanding of the material. Be straightforward in your response. Do not try to impress the scorers. If you do not know the answer, you cannot receive full credit, but if you do know the answer, provide enough information to convince the scorers that you have a full understanding of the topic.

4. **Do not change the question or challenge the basis of the question.**

   Stay focused on the question that is asked. You will receive no credit or, at best, a low score if you choose to answer another question or if you state, for example, that there is no possible answer. Answer the question by addressing the fundamental issues. Do not venture off-topic to demonstrate your particular field of expertise if it is not specifically related to the question. This undermines the impression that you understand the concept adequately.

5. **Reread your response, both to improve your writing and to check that you have written what you thought.**

   Frequently, sentences are left unfinished or clarifying information is omitted.
The General Scoring Guide for the Special Education: Core Knowledge and Mild to Moderate Applications (0543) Test

The scorers’ advice above corresponds with the official scoring criteria used at scoring sessions. It is a good idea to be familiar with the scoring guide so that you can maximize your success and spend your time on things that matter (e.g., demonstrating understanding of the selection and providing good examples) rather than spending time on things that don’t matter (e.g., writing a very long essay, making copious citations).

The following scoring rubric provides the overarching framework for scoring the questions in the Special Education: Core Knowledge and Mild to Moderate Applications test.

Each constructed response question is scored on a scale of 0 to 3. The response is considered in its entirety when the scorer assigns the score.

GENERAL SCORING GUIDE

This scoring guide is used to evaluate responses to subject questions. The score range is 0 to 3.

Score 3

The response demonstrates a thorough understanding of the aspects of special education relevant to the question.

A response in this category

- Appropriately addresses all parts of the question
- Shows a thorough understanding of any stimulus material presented
- Exhibits a strong knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- Provides strong explanations that are supported by details

Score 2

The response demonstrates a basic or general understanding of the aspects of special education relevant to the question.

A response in this category

- Appropriately addresses all or most parts of the question
- Shows a general understanding of any stimulus material presented
- Exhibits a basic knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- Provides basic explanations that are somewhat supported by details
Score 1

The response demonstrates a weak or limited understanding of the aspects of special education relevant to the question.

A response in this category

- Appropriately addresses some parts of the question
- Shows a weak understanding of any stimulus material presented
- Exhibits a weak knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- Provides weak explanations that are not well supported by details

Score 0

The response demonstrates little or no understanding of the aspects of special education relevant to the question.

A response in this category

- Fails to address appropriately any parts of the question or simply restates the prompt
- Shows no understanding of any stimulus material presented
- Exhibits no knowledge or has serious misconceptions of students, subject matter, pedagogy, and/or facts relevant to the question

What You Should Know About How The Special Education: Core Knowledge and Mild to Moderate Applications Constructed-Response Tests Are Scored

As you build your skills in writing answers to constructed-response questions, it is important to have in mind the process used to score the tests. If you understand the process by which experts determine your scores, you may have a better context in which to think about your strategies for success.

How the Tests are Scored

After each test administration, test books are returned to ETS. The test booklets in which constructed-response answers are written are sent to the location of the scoring sessions.

The scoring sessions usually take place over two days. The sessions are led by scoring leaders, who are highly qualified special education teachers who have many years of experience scoring test questions. All of the remaining scorers are experienced special education teachers and special education teacher-educators. An effort is made to balance experienced scorers with newer scorers at each session; the experienced scorers provide continuity with past sessions, and the new scorers ensure that new ideas and perspectives are considered and that the pool of scorers remains large enough to cover the test’s needs throughout the year.
Preparing to Train the Scorers

The scoring leaders meet several days before the scoring session to assemble the materials for the training portions of the main session. Training the scorers is a rigorous process, and it is designed to ensure that each response receives a score that is consistent with the scores given to other papers and with the overall scoring philosophy and criteria established for the test when it was designed.

The scoring leaders first review the “General Scoring Guides,” which contain the overall criteria, stated in general terms, for awarding the appropriate score. The leaders also review and discuss—and make additions to, if necessary—the “Question-Specific Scoring Guides,” and apply the general scoring guide specifically to each test question. The question-specific guides cannot cover every possible response the scorers will see, but they are designed to give enough examples to guide the scorers in making accurate judgments about the variety of answers they will encounter.

To begin identifying appropriate training materials for an individual question, the scoring leaders first read through many responses to get a sense of the range of answers. They then choose a set of benchmarks, one paper is selected as a benchmark for each score level. These benchmarks serve as solid representative examples of the kind of responses that meet the scoring criteria at each score level and are considered the foundation for score standards throughout the session.

The scoring leaders then choose a larger set of test-taker responses to serve as sample papers. These sample papers represent the wide variety of possible responses that the scorers might see. The sample papers serve as the basis for practice scoring at the scoring session, so that the scorers can rehearse how they will apply the scoring criteria.

The process of choosing a set of benchmark responses and a set of sample responses is followed systematically for each question to be scored at the session. After the scoring leaders are finished with their selections and discussions, the sets they have chosen are photocopied and inserted into the scorers’ folders in preparation for the session.

Training at the Main Scoring Session

At the scoring session, the scorers are placed into groups according to the question they are assigned to score. New scorers are distributed equally across all groups. One of the scoring leaders is placed with each group. The “Chief Scorer” is the person who has overall authority over the scoring session and plays a variety of key roles in training and in ensuring consistency and fairness among scores.

For each question, the training session proceeds in the same way:

1. All scorers carefully read through the question they will be scoring.
2. All scorers review the “General Scoring Guide” and the “Question-Specific Scoring Guide” for the question.
3. For each question, the leader guides the scorers through the set of benchmark responses, explaining in detail why each response received the score it did. Scorers are encouraged to ask questions and share their perspectives.
4. Scorers then practice on the set of sample responses chosen by the leader. The leader polls the scorers on what scores they would award and then leads a discussion to ensure that there is a consensus about the scoring criteria and how they are to be applied.

5. When the leader is confident that the scorers for that question will apply the criteria consistently and accurately, the actual scoring begins.

**Quality-Control Processes**

A number of procedures are followed to ensure that accuracy of scoring is maintained during the scoring session. Most important, each response is scored twice, with the first scorer’s decision hidden from the second scorer. If the two scores for a paper are the same or differ by only one point, the scoring for that paper is considered complete, and the test taker will be awarded the sum of the two scores. If the two scores differ by more than one point, the response is scored by a scoring leader, who has not seen the decisions made by the other two scorers. If this third score is midway between the first two scores, the test taker’s score for the question is the sum of the first two scores; otherwise, it is the sum of the third score and whichever of the first two scores is closer to it.

Another way of maintaining scoring accuracy is through back reading. Throughout the session, the leader for each question checks random samples of scores awarded by all the scorers. If the leader finds that a scorer is not applying the scoring criteria appropriately, that scorer is given more training.

At the beginning of the second day of reading, additional sets of papers are scored using the consensus method described above. This helps ensure that the scorers are refreshed on the scoring criteria and are applying them consistently.

Finally, the scoring session is designed so that several different scorers contribute to any single test taker’s total score. This minimizes the effects of a scorer who might score slightly more stringently or generously than other scorers.

The entire scoring process—using general and specific scoring guides, standardized benchmarks and samples, consensus scoring, adjudication procedures, and back reading, and rotating test questions among a variety of scorers—is applied consistently and systematically at every scoring session to ensure comparable scores for each administration and across all administrations of the test.

Given the information above about how constructed-responses are scored and what the scorers are looking for in successful responses, you are now ready to look at specific questions, suggestions on how to approach the questions, and the sample responses and scores given to those responses.
Chapter 5
Preparing for the Constructed Response Section
The goal of this chapter is to provide you with strategies for how to read, analyze, and understand the constructed-response questions on the Special Education: Core Knowledge and Mild to Moderate Applications test and how to outline and write successful responses.

Introduction to the Constructed-Response Questions

The Special Education: Core Knowledge and Mild to Moderate Applications test is designed for examinees who plan to teach students with mild to moderate disabilities at any grade level from preschool through grade 12. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities. There are three constructed response questions. These three questions are integrated and assess an examinee’s knowledge of students with mild to moderate disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration. This test is designed to gather evidence about your knowledge of students with mild to moderate disabilities and your ability to identify needs and plan instruction, arrange the environment to meet student needs including classroom management, and collaborate with colleagues to impact student outcomes.

What to Study

Success on this test is not simply a matter of learning more about how to respond to constructed-response questions. It also takes real knowledge of the field. As mentioned above, this test is designed to gather evidence about your knowledge of students with mild to moderate disabilities and your ability to identify needs and plan instruction, arrange the environment to meet student needs including classroom management, and collaborate with colleagues which impact student outcomes.

It therefore would serve you well to read and review texts and materials related to students with mild to moderate disabilities. Because these students are served in a variety of school settings with which you will want to be familiar, it may be helpful to review your notes from your coursework related to student assessment and instruction, modifications and accommodations, transition planning, and collaboration, among others.

The following books/articles/websites are particularly relevant to the types of knowledge topics and skills covered by the test:


Understanding What the Questions Are Asking

It is impossible to write a successful response to a question unless you thoroughly understand the question. Often test takers jump into their written response without taking enough time to analyze exactly what the question is asking, determine how many different parts of the question need to be addressed, and understand how the information in the accompanying scenario, profile, student work, etc., should be addressed. The time you invest in making sure you understand what the question is asking will very likely pay off in a better performance, as long as you budget your time and do not spend too large a proportion of the available time just reading the question.

Examine the overall question closely, identify what specific questions are being asked, mentally organize your response, and outline your key themes. Leave yourself plenty of time to write your answer. If you think about and plan your response beforehand, your response will probably be stronger.
Sample Question

To illustrate the importance of understanding the question before you begin writing, let’s start with a sample question.

Scenario:

David, a high school freshman with Asperger syndrome (AS), is meeting academic expectations in his science and mathematics inclusion classes. He exhibits behavior characteristic of AS, such as poor social communication skills. One of David’s IEP goals indicates that he will improve social communication skills.

Tasks:

1. Describe three strategies a special education teacher could use to help David improve his social communication skills during a group project that involves team collaboration and a class presentation.

2. Explain how the strategies will help David meet his IEP goal.

Key Components of the Question

• David has Asperger syndrome—he does well in science and mathematics but has weakness in social communication skills
• David’s IEP goal is to improve social communication skills—how can I help him meet the goal?

Organizing Your Response

Successful responses start with successful planning, either with an outline or some other form of notes. By planning your response, you greatly decrease the chances that you will forget to answer any part of the question. You increase the chances of creating a well-organized response, which is something the scorers look for. Your note-taking space gives you a place to jot down thoughts whenever you think of them—for example, when you have an idea about one part of the question while you are writing your response to another part. Just as taking time to fully understand what the question is asking, taking time to plan your response is time well invested. However, be sure to keep track of the time to allow for sufficient time to write your response.

To illustrate a possible strategy for planning a response, let us focus again on the sample question introduced in the previous section. We analyzed the question and found that it asked for a two-part response. You might begin by jotting down those parts on your notes page, leaving space under each. This will ensure that you address each part when you begin writing.

Main Parts to be Answered

Here you start by identifying each part of the question.

Describe the strategies a special education teacher could use to help David improve his social and communication skills during a group project that involves team collaboration and a class presentation.

Explain how the strategies will help David meet his IEP goal.
You then might quickly fill out the main ideas you want to address in each part, like this:

**Ideas Under Each Main Part**

*Sample Notes:*
I could model, make groups, and assign tasks. I could coach him while working in the group. We could role play to build confidence. Need David to build confidence while working on the presentation/communication skills. Need to use his strengths throughout.

To earn the highest number of points from the scorers, you will need to do all of the following.
- Answer all parts of the question.
- Give reasons for your answers.
- Demonstrate subject-specific knowledge in your answer.
- Refer to the information provided in the stimulus material.

Now look at your notes and add any ideas that would address these characteristics. Notice below the additions that are made.

**Added Ideas**

This is where you apply your knowledge of the student. What you put here depends on how much you know. The following are some possible responses:

*Sample Notes:*
Students with Asperger syndrome sometimes have strengths in specific content areas, which can be used in the building of other skills. These students learn in unique ways, including coaching and role play and practicing behavior in social situations and how to deal with each.

You have now created the skeleton of your written response.

**Writing Your Response**

Now the important step of writing your response begins. The scorers will not consider your notes when they score your paper, so it is crucial that you integrate all the important ideas from your notes into your actual written response.

Some test takers believe that every written response on a *Praxis* test has to be in formal essay form—that is, with an introductory paragraph, followed by paragraphs with the response to the question, then a concluding paragraph. This is the case for very few *Praxis* tests (e.g., English and Writing). The *Special Education: Core Knowledge and Mild to Moderate Applications* test does NOT require formal essays, so you should use techniques that allow you to communicate information efficiently and clearly. For example, you can use bulleted or numbered lists, or a chart, or a combination of essay and chart.

Returning to our sample question, see on the next page how the outline of the response to the first part of the question can become the final written response. What follows is an actual response by a test taker.
CHAPTER 5

Sample Response that Received a Score of 3

The special education teacher must make sure that David is an active member of his team who contributes his ideas to the project and listens supportively to those of his team members. In addition he will give and receive compliments while preparing to help the group with its presentation. A special education teacher might help David meet his IEP goal by using these strategies:

1. Teacher provides an explanation about the project, modeling how to share ideas. David summarizes the project for his team, using his own words, a friendly tone of voice, and making eye contact.

2. Each team member is assigned a specific role: researcher, writer, editor, presenter. As researcher David could use his science knowledge (a strength) to gather information. This role would enhance his self-esteem.

3. David shares what he learns as researcher with his team so they can decide as a group what to include in their presentation. He needs to listen to his team’s questions and answer them. This interaction will enhance his communication skills (receptive and expressive language).

Commentary on Sample Response that Earned a Score of 3

This response answered all parts of the question fully and provided specific details to support the strategies that were provided. The response used the information in the scenario to answer the questions. The response provided evidence that the candidate understood Asperger syndrome and how to support the student in accomplishing his IEP goal. It was thorough, and the details that were provided were targeted specifically for the student described.

Sample Response that Received a Score of 2

1. Give direct instruction in making friends with team members, sharing information, following directions, listening to others, giving compliments, speaking in public. David will learn the skills he lacks through the explicit teaching of the special ed teacher.

2. Combine modeling, feedback, reinforcement. David will see others doing what he is learning and hopefully incorporate what he sees into what he does.

3. Use guided practice and role playing.

Commentary on Sample Response that Earned a Score of 2

This response provides some evidence of understanding of the student, but in some strategies listed, it has expectations of this student that would not be appropriate given his disability. There is not sufficient evidence that these strategies would support the achievement of the IEP goal that is related to social and communication skills.

Sample Response that Received a Score of 1

1. Explain to the class about the project and make sure David listens to the teacher communicating with the class.

2. Assign roles to team members and place David in a compatible group so he can succeed.

3. Teach him how to stay calm and focused.
Commentary on Sample Response that Earned a Score of 1

This response does not provide evidence of knowledge of a student with Asperger syndrome and the strategies that would support his skill gains. Although the response does refer to some strategies, there are few details provided. Some of the strategies mentioned would not be appropriate for this student.

Sample Response that Received a Score of 0

A special education teacher will explain to David what the project is about and tell him to use his computer skills to get information from an approved website. She will ask David to share the information with his classmates and later on present to the class.

Commentary on Sample Response that Earned a Score of 0

This response provided little to no knowledge of a student with Asperger syndrome or the strategies that would be appropriate to use in order to meet the IEP goal.

In Conclusion

Whatever format you select, the important thing is that your answer be thorough, complete, and detailed. You need to be certain to do the following.

- Answer all parts of the question.
- Give reasons for your answers.
- Demonstrate subject-specific knowledge in your answer.
- Refer to the information provided in the stimulus material.

It is a good idea to use the practice test in Chapter 7 to help you develop a plan for how you will take the test on the actual testing day, especially if you tend to get nervous or tend to freeze up in a testing situation.
Chapter 6
Study Topics
CHAPTER 6

Introduction to the Test

The Special Education: Core Knowledge and Mild to Moderate Applications test is designed to measure the subject-area knowledge and competencies necessary for a beginning teacher in a special education program at any grade level from preschool through grade 12. The questions on the test assess an examinee’s knowledge of the basic principles of special education and the application of these principles to realistic situations. The focus of the test is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities. Questions may address disabilities of any degree varying from mild to profound. Some of the questions on the test may not count toward your score.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication about the depth and breadth of the knowledge required for success on the test.
CHAPTER 6

Using the topic lists that follow:

You are not expected to be an expert on all aspects of the topics that follow; however, you should be aware of them. You should understand each major topic, recognize the minor topics, and have some familiarity with the subtopics. Virtually all accredited undergraduate Special Education programs address the majority of these topics, subtopics, and even minor topics. Moreover, the content of the *Special Education: Core Knowledge and Applications* test generally parallels the Common Content Knowledge and Application and Skills Statements of the Council for Exceptional Children’s (CEC) Special Education Program Standards.

Here is one of the topic lists in “Characteristics of Exceptionalities” under “Development & Characteristics of Learners”:

- Characteristics of Exceptionalities
  - Autism
  - Emotional disturbance
  - Hearing impairments (including deafness)
  - Mental retardation
  - Orthopedic impairments
  - Other health impairments
  - Specific learning disabilities
  - Speech or language impairments
  - Traumatic brain injury
  - Visual impairments (including blindness)

Refer to textbooks, state standards documents, or other sources as needed; make sure you can describe in your own words the characteristics of these exceptionalities. For example, the topic, *Development and Characteristics of Learners*, looks at some of the following:

- Definitions of all major categories and specific disabilities, as well as the incidence and prevalence of various types of disabilities
- The causation of a disability
- The nature of behaviors, including frequency, duration, intensity, and degrees of severity
- The impact of disabilities on individuals, families, and society across the life span and how language, cultural, and gender differences impact the identification process.

You are likely to find that the topics below are covered by most introductory special education textbooks and textbooks for related fields (i.e., *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators, Sixth Edition Revised*), but a general survey textbook may not cover all of the subtopics. Consult materials and resources, including lecture and laboratory notes, from all your special education coursework. You should be able to match up specific topics and subtopics with what has been covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. An overview such as this that lists special education topics does not offer you a great deal of context. Although a specific term may not seem familiar as you see it here, you might find you could understand it when applied to a real-life situation. Many of the items on the actual *Praxis* test will provide you with a context to apply to these topics or terms, as you will see when you look at the practice questions in Chapter 7.

Special questions:

Interspersed throughout the list of topics are questions that are intended to help you test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these questions, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these questions and your answers with a teacher or mentor.
Note that the special questions are not short-answer or multiple-choice questions, and that this study guide does not provide the answers. The questions are intended as study questions, NOT practice questions. Thinking about the answers to them should help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test. For example, the following question appears in the list of study topics under “Foundations & Professional Responsibilities”:

What is the purpose of including the Present Level of Academic Achievement and Functional Performance (PLAAFP) in a student’s Individualized Education Program (IEP)?

If you think about this question, perhaps jotting down some notes on Present Level of Academic Achievement and Functional Performance (PLAAFP), you will have probably prepared yourself to answer the multiple-choice questions on the test. Below you will find ideas that you may have jotted down when thinking of this question.

In regard to the question above, one of the first things you need to know are the requirements for the Present Level of Academic Achievement and Functional Performance.

The “present levels” statement is crafted by considering the areas of development in which a child with a disability may need support. It is divided between academic achievement and functional performance. In regard to academic achievement, you need to understand how the child’s disability affects his/her involvement and progress in the general education curriculum. Functional performance often refers to routine activities of everyday living. Academic achievement and functional performance are highly individualized for each child.

The Present Level of Academic Achievement and Functional Performance is a major component of the IEP and is determined by assessments throughout the year, teacher’s and parents’ observations, and evaluations performed by appropriate IEP team members. It will commonly define the student’s strengths and weaknesses in all areas of performance so that the appropriate goals, objectives, related services, and accommodations and modification can be determined by IEP team members in order for the student to be successful.

Here are more examples of how to use the special question.

1. What is a measurable goal?

2. In the Individualized Education Program (IEP), how do you make sure the goals meet the need of the student?

Remember, the special questions are only meant to stimulate your thinking process and allow you to use the fundamental concepts you have been taught. In regard to the special questions above, one of the first things you need to know is what IDEA says about a measurable goal.

IDEA requires that an IEP includes a statement about measurable annual goals that include both academic and functional goals that are designed to meet the child’s needs.

Goals and objectives should be individualized to meet each student’s specific needs while also being measurable and attainable.

To make something measurable, you can specify a grade- or age-level performance if that grade- or age-level performance is clear or definable through district standards or other curriculums or through known scope and sequence materials of a curriculum, developmental materials, or assessment. It can also be made measurable by indicating a rate/frequency; for example, 3 out of 4 times during a reading period, 80% of any 15 minute observation.
Here are some examples of measurable goals:

John will demonstrate written language skills that include spelling on a second grade level, use of complete sentences, and correct punctuation and capitalization with 70% accuracy.

Using compensatory strategies, Mary will comprehend written materials at the eighth grade level with 70% accuracy, and with remediation, she will increase her decoding and reading comprehension skills to the sixth grade level on three out of five trials.

Take note: there are many misconceptions when it comes to identifying the difference between goals and objectives. An objective is more specific and includes the assessment being used, is measurable, and states the activity the student will complete. An objective is very concrete and can be validated. A goal is much broader.

1. Describe summative and formative assessments, and explain how they are used in the classroom.

2. Compare a formative assessment in elementary school to a formative assessment for a student in middle school or high school. How are they different?

The questions throughout this guide are intended to stimulate your thinking and allow you to use the fundamental concepts you have been taught in your college course work. The questions above ask you to define a formative and a summative assessment; you will need to be able to describe the differences between the two assessments.

Both summative and formative assessments are an integral part of information-gathering for your classroom. A program should have a balance of the two assessments.

Summative assessments are given periodically to gauge student learning relative to content standards. Some types of summative assessments are the following:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter test
- End-of-term or semester exams
- Scores that are used for accountability for schools’ Adequate Yearly Progress (AYP) and students’ report card grades

Summative assessments at the district and classroom levels have an accountability measure that would generally be used as part of the grading process. Summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

Formative assessments are part of the instructional process. When a formative assessment is incorporated into a classroom practice, it provides the information that the teacher uses to adjust the instructional pace in order to help ensure that students achieve success. Some types of formative assessments are the following:

- Observations involving gathering evidence of student learning, which can be in the form of anecdotal data
- Questioning strategies that are embedded into the lesson/unit plan
- Self and peer assessments, which can create a learning community in the classroom
- Student record keeping allows the students to understand their own learning as evident in their class work; it allows students to see their progress

When comparing formative assessments in the elementary school to middle or high school, you may notice that the maturity and functioning level of the students affects the amount of details obtained in the self and peer assessments, and student record keeping.
Study Topics

Topic 1. Development and Characteristics of Learners

An understanding of exceptionalities begins with an understanding of human development and behavior. We conceptualize exceptionalities by using typical development as a reference point. Human development encompasses many areas—academic, social and emotional, language, cognition, and physical and sensory. Significant differences or deficits in these areas of development may be indications of atypical development.

Study Point A. Human Development & Behavior

Understands human development and behavior in the following areas

- Behavioral/emotional
- Cognitive
- Language
- Physical/sensory
- Social
- Other

Study questions about this topic may include:

1. What does the term developmental disability mean?
2. What are the differences between a developmental delay and a developmental disability?

Study Point B. Theoretical approaches to learning & motivation

Understands and differentiates among theoretical approaches to student learning and motivation

- Behaviorism
- Cognitivism
- Ecological
- Social/Moral
- Other

A Study question about this topic may include:

1. How is it that individuals with similar disabilities can differ in the way they learn?

Study Point C. Characteristics of Exceptionalities

Identifies the basic characteristics and defining factors for each of the major disability categories under which 3 through 21 year olds may be eligible for services under IDEA

- Autism
- Emotional disturbance
- Hearing impairments (including deafness)
- Mental retardation
- Orthopedic impairments
- Other health impairments
- Specific learning disabilities
- Speech or language impairments
- Traumatic brain injury
- Visual impairments (including blindness)

Study questions about this topic may include:

1. Is there only one definition for each of the special disability categories?
2. Be able to identify the basic characteristics or explain the factors for each type of disability
Study Point D. Impact of Disabilities on Individuals & Families & Society

- Care giving
- Educational rights
- Family dynamics
- Financial impact
- Service coordination
- Community support services
- Other

A Study question about this topic may include:

1. What is learned helplessness?

Study Point E. Impact of language/culture/gender differences on identification process

- Over representation
- Under representation
- Misdiagnosis
- Bias
- Learning styles
- Gender differences
- Other

Study questions about this topic may include:

1. When is special education appropriate for children who speak a language other than English as a first language?
2. When is it not appropriate?

Study Point F. Co-occurring conditions

- Co-occurring disabilities
- Co-occurring secondary characteristics

Study questions about this topic may include:

1. What conditions and disabilities may coexist within one individual?
2. How will this affect how they receive instruction?

Study Point G. Role of family systems in development of individual with disabilities

Recognizes how family systems and the role of families contribute to the development of an individual with a disability in the following areas

- Cognitive
- Emotional
- Physical
- Social
- Academic

A Study question about this topic may include:

1. What are some effective methods of facilitating and maintaining communication with parents?

Study Point H. Influences on development and achievement of individuals with disabilities

- Environmental
- Societal

Study questions about this topic may include:

1. Does development end in adulthood? Who makes the determination of when development ends?
CHAPTER 6

Topic 2. Planning & the Learning Environment

Understands the characteristics of a lesson plan, measurable goals/objectives, and classroom management techniques

Study Point A. Characteristics of a lesson plan

- Aligned with standards
- Culturally responsive
- Curriculum and context based
- Developmentally appropriate
- Matching student needs

A Study question about this topic may include:

1. What are common strategies that teachers can use to help students with various special needs succeed in the general education setting?

Study Point B. Elements of lesson plans

- Goals/objectives
- Prerequisites
- Materials/procedures
- Motivation
- Teacher input
- Guided practice
- Independent practice
- Summarizing
- Assessment
- Reflection

A Study question about this topic may include:

1. What are the components of a measurable goal?

Study Point C. Measurable & appropriate learning objectives

- Individualizing
- Recognizing
- Writing
- Implementing
- Revising
- Monitoring

A Study question about this topic may include:

1. What steps could a teacher take to ensure that students in his classroom have a meaningful learning experience?

Study Point D. Providing access to the curriculum

- Differentiated instruction
- Accommodations
- Supports
- Modifications

A Study question about this topic may include:

1. What are the characteristics of successful inclusion programs?

Study Point E. Organizing the environment

- Routines and procedures
- Daily schedules

Study questions about this topic may include:

1. What factors should be considered in structuring the learning environment?

2. How will you organize the classroom management and instruction to meet the needs of diverse learners?
Study Point F. Managing student behavior
• Targeting behavior
• Consequences
• Data gathering
• Promoting generalization
• Psycho-educational techniques
• Schedules of reinforcement
• Shaping/chaining
• Student self-management
• Positive behavior supports
• Applied behavior analysis
• Behaviors and factors that require a Functional Behavioral Assessment (FBA)

A Study question about this topic may include:
1. What are some basic assumptions underlying behavioral approaches?

Study Point G. Theory & practice of effective classroom management
• Gentle teaching
• Organizing for instruction
• Inclusion
• Proactive collaboration
• Behavior control

A Study question about this topic may include:
1. What kind of behavior management plan would you develop for a specific student?

Study Point H. Safe and supportive classroom environments
• Physically safe buildings/classrooms/materials
• Emotionally safe schools
• Harassment/bullying/threats
• Helping students self-monitor/self-evaluate/self-regulate behavior

A Study question about this topic may include:
1. How do we prepare students for adulthood?

Topic 3. Instruction
Understands the implementation of instructional strategies/techniques that are appropriate; ensures individual academic success in various settings; selects and implements research-based interventions and identifies adaptive technology that may be needed.

Study Point A. Strategies/techniques
• Brainstorming
• Demonstrating/modeling
• Guided/independent practice
• Manipulatives
• Motivating
• Questioning
• Closure
• Other

A Study question about this topic may include:
1. How would you arrange a classroom where you and your students can easily access materials, see and hear each other, and engage in active teaching and learning?
CHAPTER 6

Study Point B. Grouping formats

- One-on-one
- Small group
- Pairs
- Whole class
- Mixed ability

Study questions about this topic may include:

1. How does a teacher determine how to group students for a particular lesson?

2. What are the differences between peer/cross-age tutoring and cooperative learning?

Study Point C. Maintenance of knowledge, skills, and generalization of concepts

- Overlearning/reinforcement
- Chunking
- Comparing concepts

A Study question about this topic may include:

1. How do you ensure that students can generalize concepts they have learned in the classroom?

Study Point D. Selection and Implementation of:

- Research-based intervention
- Supplementary curriculum
- Functional curriculum
- Assistive technology

Study questions about this topic may include:

1. How would you use technology in the classroom to meet the needs of diverse learners?

2. Does computer-assisted instruction mean less teacher involvement?

Study Points E. Support of transitions

- Between home and school
- Between daily activities
- Between grades
- Post-high school

Study questions about this topic may include:

1. What strategies are effective for having students move around the classroom without being disruptive?

2. How can schools use outside support services to create a supportive learning environment for students with special needs?

Topic 4. Assessment

Knows definition and uses of various assessments; interprets assessment results; and uses the results of assessments appropriately.

Study Point A. Evidence-based assessment

- Characteristics
- Strengths
- Limitations

A Study question about this topic may include:

1. What are the different ways of recording observations?
CHAPTER 6

**Study Point B. Definitions of**

- Formal
- Informal
- Formative
- Summative
- Other

Study questions about this topic may include:

1. Why do teachers construct their own tests?
2. What might be included in a portfolio assessment of a student and which skills can be assessed using portfolios?

**Study Point C. Interpretation of results**

- Read data
- Interpret data

Study questions about this topic may include:

1. When may test practices be considered discriminatory?

**Study Point D. Uses of results**

- IEP goals
- Accommodations
- Modifications
- Plan instruction

Study questions about this topic may include:

1. How do teachers use assessment measures as a means for developing appropriate, individualized instruction?
2. What types of tests do they use?
3. How are they constructed?

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**Topic 5. Foundations & Professional Responsibilities**

Understands professional roles and responsibilities; recognizes the major legislations that impact special education; knows the components of a legally defensible IEP; and values collaboration and communication with parents and other professionals.

**Study Point A. Federal definitions & laws**

- IDEA/LRE/FAPE
- PL 94-142
- ADA
- Section 504
- Court cases

A Study question about this topic may include:

1. What are the provisions for nondiscriminatory testing procedures in IDEA?

**Study Point B. Federal requirements & safeguards**

- Screening/referral/identification
- Placement/monitoring
- NCLB
- Due process
- Confidentiality
- Parental rights/informed consent

Study questions about this topic may include:

1. With whom can you discuss your students and their needs?
2. What agencies can aid in preparing a student for work?
CHAPTER 6

Study Point C. The IEP & IFSP

- PLAAFP
- Measurable annual goals
- Related services
- LRE placement
- Description of services
- Evaluation of IEP
- Educational environments
- Roles of team members
- Team Processes
- Transition services

Study questions about this topic may include:

1. Who participates on an IEP team?
2. Who is accountable for the IEP?

Study Point D. Roles & responsibilities of special education teachers in educational settings

- Core academics
- Life skills
- Daily living/socialization
- Collaboration
- IEP manager

Study questions about this topic may include:

1. What types of activities could you use to encourage socialization among students?
2. What resources in your community assist parents of children with special needs?

Study Point E. Roles & responsibilities of professionals who deliver services

- Physical therapist and occupational therapist
- Speech language pathologist
- General educator

Study questions about this topic may include:

1. What is the relationship between a special education teacher and an instructional assistant or paraprofessional?
2. What is the relationship between a special education teacher and a general education teacher?

Study Point F. Collaborative teaching

- Models
- Advantages
- Challenges

A Study question about this topic may include:

1. What steps can teachers take to make collaborations successful?

Study Point G. Communication with stakeholders

- Audience/purpose
- Characteristics
- Formats

A Study question about this topic may include:

1. What are effective communication tools a teacher can use with parents?

Study Point H. Anti-bias teaching

- Personal
- Cultural
- Familial
- Systemic

Study questions about this topic may include:

1. How might personal cultural biases affect you as a teacher?
2. What can you do to counteract them?
Chapter 7
Practice Questions
Now that you have studied the content topics and have worked through strategies relating to multiple-choice questions and constructed responses, you should take the following practice test. You will probably find it helpful to simulate actual testing conditions, giving yourself 70 minutes to work on the questions. You can cut out and use the answer sheet provided if you wish.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each area and major sub area will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person’s performance in any given testing situation.

When you have finished the practice questions, you can score your answers and read the explanations of the best answer choices in chapter 8.
TEST NAME:

Special Education:
Core Knowledge and Mild to
Moderate Applications

Practice Questions

Time—70 Minutes
60 Multiple Choice Questions
1 Constructed Response

(Note, at the official test administration, there will be 90 multiple choice questions and three constructed responses, and you will be allowed 120 minutes to complete the test.)
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**DO NOT USE INK**

Use only a pencil with soft black lead (No. 2 or HB) to complete this answer sheet. Be sure to fill in completely the oval that corresponds to the proper letter or number. Completely erase any errors or stray marks.

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| 9. TEST FORM |

| 10. TEST NAME |

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Copyright © 2009 Educational Testing Service. All rights reserved. Educational Testing Service, ETS, and the ETS logo are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. The Praxis Series is a trademark of ETS.
1. Marta is a second grader with a specific learning disability (SLD) in the area of mathematics. Which of the following statements would most likely be documented in her Individualized Education Program (IEP)?
   (A) Marta has difficulty because she does not pay attention to directions.
   (B) Marta will outgrow her difficulties with mathematical concepts.
   (C) Marta requires mathematics instruction in a resource room setting.
   (D) Marta needs specific strategies for learning mathematical word problems.

2. The most frequently occurring permanently disabling birth defect, characterized by an abnormal opening in the spinal column, is called
   (A) spina bifida
   (B) cerebral palsy
   (C) muscular dystrophy
   (D) multiple sclerosis

3. Which of the following is most indicative of a receptive language disorder?
   (A) A student uses the same words and phrases over and over again in different situations.
   (B) A student looks at other students to see what they are doing when directions are given.
   (C) A student hesitates before talking and rarely initiates conversation.
   (D) A student cannot hear the teacher unless the teacher raises his or her voice.

4. Danny is a twelfth-grade student who has been diagnosed with Tourette syndrome and epilepsy. Both conditions are controlled with medication. Danny is functioning on grade level academically. Which of the following statements best describes the most appropriate services for Danny?
   (A) Danny’s condition requires an Individualized Education Program (IEP).
   (B) Danny requires a paraprofessional to assist him in his coursework.
   (C) Danny is protected under section 504 of the Rehabilitation Act.
   (D) Danny should be placed in inclusive classes for all academic courses.

5. Individuals with Asperger syndrome would most likely
   (A) have an obsessive interest in a single object or topic
   (B) have delayed fine motor skills and difficulty with written assignments
   (C) be unable to sit still for long periods of time
   (D) be unable to walk without assistance

6. Martin is a third-grade student classified with autism. Martin’s parents have asked the special education teacher for suggestions to increase appropriate behaviors at home. Which of the following is most appropriate for the special education teacher to recommend for Martin’s parents to use at home?
   (A) Allowing Martin to stay up until he indicates that he is tired
   (B) Playing math games with Martin to strengthen his multiplication skills
   (C) Allowing Martin to play computer games to increase hand-eye coordination
   (D) Setting clear rules, expectations, and consequences for Martin’s behavior

7. Maria is a 17 year old with a physical disability and will be starting a part-time job in a few weeks. Which of the following is most important for Maria to learn prior to starting her new job?
   (A) How to sign her name so she can cash her paychecks
   (B) What is the appropriate attire for the workplace
   (C) How to use a cell phone
   (D) Her rights under Americans with Disabilities Act (ADA)

8. Which of the following is most associated with seizures?
   (A) Cystic fibrosis
   (B) Epilepsy
   (C) Asperger syndrome
   (D) Sickle cell anemia
9. A student with a cochlear implant is most likely to have a primary classification of
   (A) hearing impairment
   (B) visual impairment
   (C) traumatic brain injury (TBI)
   (D) mental retardation

10. A history class held within a resource room is studying ancient Egypt. The class is building both pyramidal and rectangular shapes out of blocks of gelatin and then will discuss which shape is stronger, a pyramid or a rectangle. Which of the following multiple intelligences does this lesson address?
   (A) Musical
   (B) Spatial
   (C) Intrapersonal
   (D) Naturalist

11. John is a student with a specific learning disability who is in a third-grade general education class. His decoding and reading comprehension skills are on a second-grade level, and his math skills are on grade level. Which of the following would be an appropriate objective for John?
   (A) John will correctly name ten new objects four out of five times.
   (B) John will eat his lunch while sitting with his classmates four out of five days of the week.
   (C) John will be able to multiply a two-digit number by a one-digit number with 85% accuracy.
   (D) John will hold a pencil correctly and write his name seven out of ten times.

12. In a full-inclusion model, services to students with disabilities are available in
   (A) general education classrooms
   (B) resource rooms
   (C) self-contained classrooms
   (D) charter schools

13. Chelsea is a student who was recently diagnosed with a mild hearing loss. She has difficulty following the teacher’s direction in class, particularly when the teacher is doing work at the blackboard. Which of the following is the most appropriate first step for the teacher to take?
   (A) Stating all directions directly into Chelsea’s ear
   (B) Assigning a peer buddy to help Chelsea get all notes and assignments
   (C) Providing an interpreter for Chelsea
   (D) Providing directions to Chelsea while facing the entire class

14. Which of the following would be an appropriate functional writing unit for high school students with mild mental retardation?
   (A) Learning to write in cursive
   (B) Learning to write a research paper
   (C) Learning to fill out job applications
   (D) Learning to spell basic sight words

15. Jacob is in an inclusive fourth-grade classroom and has been diagnosed with oppositional defiant disorder (ODD). He has difficulty working cooperatively with his peers, often refusing to do any group work. Which of the following would be the most beneficial behavior strategy the teacher could use with Jacob?
   (A) Allowing Jacob to work independently on all assignments
   (B) Hiring a paraprofessional to help Jacob complete his work
   (C) Allowing Jacob computer time after he finishes his assignments
   (D) Collaborating with Jacob to choose a reward for meeting classroom expectations
16. Ms. Johnson teaches a seventh-grade inclusion classroom with the support of Ms. Woods, the special education teacher. Which of the following actions best demonstrates an effective co-teaching model for a middle school classroom?

(A) Ms. Woods provides instruction to students with IEPs while Ms. Johnson provides instruction to general education students.

(B) Ms. Woods provides whole-class instruction while Ms. Johnson writes notes on the board.

(C) Ms. Johnson takes the general attendance while Ms. Woods takes attendance for students who are classified.

(D) Ms. Johnson develops lessons while Ms. Woods adds the modifications and accommodations.

17. Jane is a first-grade student who has recently been classified with an emotional disturbance. She calls out in class, gets out of her seat to ask for help, and yells at her peers when they disagree with her. When Jane calls out an answer, the teacher ignores her, but when Jane raises her hand, the teacher acknowledges her with great enthusiasm and praise. Which of the following behavior techniques is the teacher most likely using?

(A) Positive reinforcement

(B) Intermittent reinforcement

(C) Negative reinforcement

(D) Scheduled reinforcement

18. Bill is a fourth-grade student with a learning disability in mathematics. He does not have a history of behavior problems, but during independent work he threw a paper airplane and tripped a student who was going to sharpen her pencil. Which of the following actions best demonstrates effective behavior management?

(A) Explaining to Bill that he will repeat the fourth grade if his behavior does not improve

(B) Sending Bill directly to the principal’s office

(C) Calling Bill’s parents to report his actions

(D) Asking Bill privately to explain his inappropriate behavior

19. Joshua is a first-grade student who is receiving reading instruction in a resource room due to a specific learning disability (SLD). He is learning that letters in words stand for the sounds of speech. This technique is best known as

(A) systematic instruction

(B) whole-language instruction

(C) direct instruction

(D) phonics instruction

20. The ability to transfer learned skills to a variety of settings and to demonstrate those skills with a variety of people, materials, and similar tasks is referred to as

(A) future-oriented

(B) self-determination

(C) generalization

(D) partial participation

21. Seth is a fifth grader with an orthopedic impairment who attends a fifth-grade general education science class. Which of the following assistive technology devices would allow Seth the most independence during a worm dissection lab activity?

(A) Power wheelchair with stander capability

(B) Touch-screen computer with CD ROM

(C) Picture symbol directions

(D) FM system for amplification

22. Wai has a specific learning disability in the area of writing, specifically dysgraphia. The second-grade class is learning to write in cursive. Which of the following strategies would most likely benefit Wai during cursive writing instruction?

(A) Teaching Wai metacognition techniques

(B) Allowing Wai to use colored pencils to write

(C) Having Wai trace script letters in the air using two fingers

(D) Exempting Wai from the requirement of writing in cursive until he is older
23. Bobby is a ninth-grade student classified with a specific learning disability (SLD). His science class is working in pairs to complete a lab experiment on how friction is created. In which of the following activities does the teacher include student participation?

(A) Teacher-directed activity
(B) Cooperative learning activity
(C) Study-skills group activity
(D) Self-management activity

24. Anthony, a fourth grader, has attention-deficit/hyperactivity disorder (ADHD). Which of the following classroom strategies would most help Anthony focus in class during instruction?

(A) Reminding Anthony to stay on task
(B) Allowing Anthony to answer questions aloud instead of writing his answers
(C) Providing Anthony with large-print materials
(D) Seating Anthony in an area with fewer distractions

25. Mitch is a college-bound high school senior with learning disabilities. His IEP indicates that he uses a tape recorder in his English class and a calculator for taking tests in Algebra 2. These accommodations are examples of

(A) personal computing support
(B) assistive technology
(C) remediation
(D) self-management

26. Multiple-modality activities are recommended for inclusive classrooms. Which of the following classroom activities represents a multiple-modality activity for a unit on rocks?

(A) Asking students to bring in three rocks from the neighborhood and tell where they found them
(B) Having students read a story about a mountain climber and his or her experience climbing Mount Everest
(C) Allowing students to touch and feel the rocks and discuss their observations with a partner
(D) Assigning students to read a chapter of the textbook and answer comprehension questions

27. Which of the following would most benefit a student with autism who has difficulty transitioning from one activity to another?

(A) Providing a peer buddy to stand with the student in line
(B) Providing a visual schedule of classroom events
(C) Allowing the student to be line leader
(D) Using a loud clear voice when directing students to change activities

28. Jazmine is a third-grade student in an inclusion classroom. She has a specific learning disability and is a visual learner. Which of the following strategies is aligned with Jazmine’s primary learning style?

(A) Seating her near the teacher
(B) Having her use graphic organizers for writing
(C) Having her use manipulatives for mathematics
(D) Assigning a peer tutor to help with note taking
29. Drew is a ten-year-old student with mild mental retardation. He is studying vocabulary and spelling in a resource classroom. Which of the following grouping formats would be the most beneficial to teach Drew how to correct specific spelling errors?

(A) Think-pair-share
(B) Mixed ability group
(C) Whole class
(D) One-on-one

30. Eric’s inclusion social studies class is studying the Inca and Aztec Indians. The students were assigned to make a compare and contrast matrix of the Inca and Aztec Indians. Due to his handwriting, Eric uses a computer to complete the assignments. Which of the following computer software programs would benefit Eric?

(A) Voice recognition software
(B) Concept development software
(C) Communication software
(D) Text reading software

31. Ms. Dackrey, a fourth-grade inclusion teacher, just finished reading *Harry Potter and the Sorcerer’s Stone* with her students. She groups students by learning styles and assigns each group different tasks. This is best described as

(A) direct instruction
(B) small-group instruction
(C) reflective activities
(D) differentiated instruction

32. Mario is a sixth grade student who is identified as having a specific learning disability in mathematics. Mario has difficulty with two digit by two digit multiplication problems. Which of the following represents a measurable goal that his teacher could write in his IEP?

(A) Mario will be given a worksheet with 20 two digit by two digit multiplication problems and answer the problems correctly as measured by curriculum based assessments.
(B) Mario will be given a worksheet with 20 two digit by two digit multiplication problems and answer the problems with 90% accuracy across 3 consecutive probes as measured by curriculum based assessments.
(C) Mario will be given a worksheet with 20 two digit by two digit multiplication problems and answer the problems over a three day period as measured by curriculum based assessments.
(D) Mario will be given a mathematics worksheet to be completed by the end of the class period three times a week.

33. Which of the following best describes a testing accommodation for a student who has difficulty remaining on one task for long periods of time?

(A) Allowing for answers to be dictated to a scribe
(B) Permitting answers to be recorded directly into the test booklet
(C) Administering a test in several timed sessions
(D) Providing a computer for the student to record answers to a test
34. Historically, to identify a student with a learning disability, examiners tended to focus on the discrepancy between
   (A) ability and achievement tests, with ability being higher than achievement
   (B) ability and achievement tests, with achievement being higher than ability
   (C) curriculum-based assessment (CBA) and achievement tests, with CBA being higher than achievement
   (D) CBA and achievement tests, with achievement being higher than CBA

35. What is the primary purpose of a formative assessment?
   (A) Checking student progress so instruction can be adjusted
   (B) Determining whether students can pass the standardized test
   (C) Gauging student learning based on the curriculum
   (D) Recording mastery of a concept

36. Paul is a ninth-grade student who receives instruction in an inclusion classroom. He has a hearing impairment as well as attention-deficit/hyperactivity disorder (ADHD). When Paul takes the standardized state test, what accommodation would be most appropriate?
   (A) Allowing frequent breaks
   (B) Reading the test out loud
   (C) Using large-print materials
   (D) Allowing Paul to respond in the test booklet

37. In making decisions about instructional activities for a student with a disability, which of the following types of information is generally the most useful?
   (A) Scores from standardized tests
   (B) The category of the disability
   (C) Curriculum-based assessment
   (D) The amount of time the student spends in the resource room

38. Martha is an eleventh-grade student with spina bifida. She uses a motorized wheelchair and has limited fine motor skills. Her testing indicates her cognitive and language skills are on grade level. What accommodations would be most beneficial for this student in her inclusive history class?
   (A) Allowing Martha to use a laptop computer to take notes
   (B) Requiring Martha to learn less material for mastery
   (C) Providing Martha raised line paper to improve handwriting
   (D) Providing Martha copies of notes to limit writing

39. Alan is an eighth-grade student classified with mental retardation. Testing showed that Alan is functioning on a third-grade level in all core classes. He receives instruction for his core classes in a resource room. Which of the following would be an appropriate goal for Alan?
   (A) Writing a five-paragraph essay with no more than six grammatical errors
   (B) Using correct end-point punctuation when writing sentences
   (C) Correctly multiplying two fractions with different denominators four out of five times
   (D) Identifying major economic factors that are current in the United States of America

40. What is the purpose of a cognitive assessment?
   (A) To analyze emotional development
   (B) To calculate adaptive behavior
   (C) To test fine motor skills
   (D) To measure intellectual ability

41. Which of the following scenarios is an example of a teacher using a summative assessment?
   (A) A teacher assigning students ten word problems after a mathematics unit
   (B) A teacher working with a small group of students to complete a set of word problems
   (C) A teacher using the results of an exit ticket to modify the lesson for the following day
   (D) A teacher asking students to complete word problems prior to beginning a new unit of study
Questions 42-44 are based on the following information.

The following information was found in an IEP: “Carmine, a middle-school student, exhibits English oral language skills that are low when compared to others at her age level. Her English oral, listening comprehension, and academic knowledge skills are low to low average. She understands most of her written assignments if they are read aloud to her but struggles with sound-symbol relationships, especially short vowels. Spelling and vocabulary are poor, causing writing problems. Carmine’s retention level is low. She accepts help when offered but does not ask for assistance.”

42. Which of the following classifications would most likely be documented on Carmine’s IEP?
   (A) Mental retardation
   (B) Specific learning disability (SLD)
   (C) Attention deficit disorder (ADD)
   (D) Oppositional defiance disorder (ODD)

43. Which of the following education programs would be most appropriate for Carmine?
   (A) A grade-level English program with no modifications or accommodations
   (B) A modified English program based on goals developed from her strengths and weaknesses
   (C) A program where Carmine receives instruction with her ability-level peers.
   (D) A program tailored specifically to build on skills that Carmine is demonstrating

44. Which of the following accommodations would be most beneficial for Carmine in her inclusion history class?
   (A) Seating Carmine near the teacher so she can hear directions
   (B) Providing Carmine tests in a separate room to reduce distractions
   (C) Assigning Carmine a partner of a higher ability to read with her once a week
   (D) Allowing Carmine to use her class notes on chapter tests

Questions 45-48 are based on the following information.

Eric is a 14-year-old student. He uses a motorized wheelchair. Eric tested on grade level for reading and writing, but two years below grade level for mathematics. Because of difficulty with his fine motor skills, Eric is assessed using oral responses to evaluate his written language skills. His speech therapy goal is to improve pronunciation and his occupational therapy goal is to improve fine motor control, so that he can grasp a pencil in order to write.

45. The characteristics indicated in the scenario are most indicative of
   (A) Cerebral palsy (CP)
   (B) Tourette’s syndrome
   (C) Asperger syndrome
   (D) Intellectual disabilities

46. Which of the following strategies would be most beneficial for this student?
   (A) Giving non verbal prompts to improve on-task behavior
   (B) Allowing him to write directly on the test
   (C) Assigning a peer buddy to assist him with taking notes
   (D) Using an FM system in the classroom to assist in understanding directions

47. When taking a test, which of the following accommodations would be most appropriate for this student?
   (A) Reading test questions aloud to help him overcome reading difficulties
   (B) Testing in a separate room to eliminate the distractions caused by other students
   (C) Providing a large-print test to help him read easier
   (D) Arranging for a scribe to write the answers that the student gives orally

48. Which of the following assistive devices is Eric most likely to require for working in a small-group activity that involves a computer?
   (A) Computer screen magnifier
   (B) Communication board
   (C) Personal amplifier
   (D) Joystick mouse
49. A resource room teacher would be most likely to contact an occupational therapist for help with
   (A) counseling a high school student with learning disabilities about applying to college
   (B) teaching a student with muscular dystrophy how to paint with a brush
   (C) talking to parents about their genetic risk of producing a seriously ill infant
   (D) arranging a play-therapy group for young students with disabilities

50. The Individuals with Disabilities Education Act (IDEA) is a
   (A) civil rights law to prohibit discrimination on the basis of disability
   (B) federal program to provide funds for removing architectural and transportation barriers for individuals with disabilities
   (C) federal law that sets deadlines for states to expand testing requirements and guarantee that every teacher is qualified in his or her subject area
   (D) federal program that authorizes aid for special education and related services to children with disabilities

51. “Filling out applications,” “after-school job working with electrician,” and “tutoring in functional reading skills” are all activities listed on Jeff’s individualized transitional plan (ITP). Jeff’s long-term goal is most likely to
   (A) attend a four-year college
   (B) obtain skilled or semiskilled employment
   (C) live in a group home
   (D) work in a sheltered workshop

52. Under the Individuals with Disabilities Education Act (IDEA), a school district is required to inform parents of any change to a child’s educational placement according to the requirements of
   (A) the Parents’ Right to Prior Notice
   (B) due process
   (C) the Family Educational Rights and Privacy Act (FERPA)
   (D) adequate yearly progress (AYP)

53. Cedric is a fourth grader who is having difficulty keeping up with reading tasks. His parents are interested in looking into the possibility of special education services. They have made an appointment with Cedric’s teacher and the special education teacher who works with fourth-grade students. The likely first step the school will take is
   (A) prereferral screening and in-class observation
   (B) formal testing and evaluation for learning disabilities
   (C) having the parents meet with the principal to discourage them from looking into special education services
   (D) ordering books-on-tape for all of Cedric’s fourth-grade texts

54. Jerome is a 2 year old who has been diagnosed with cerebral palsy (CP). He is eligible for which of the following services?
   (A) Transition planning
   (B) Applied behavior analysis (ABA)
   (C) Early intervention
   (D) Response to intervention
55. Mr. Jackson and Ms. Stern cooperatively teach an inclusive high school geometry class. While Mr. Jackson is reviewing homework with the class using an interactive whiteboard, Ms. Stern provides small group instruction for several students who expressed difficulty with completing the homework assignment. This style of collaborative teaching is an example of
(A) shared teaching  
(B) cooperative learning  
(C) station teaching  
(D) alternative teaching

56. Ms. Reardon teaches a fourth-grade resource room and is attending Back-to-School Night, where she meets her students’ parents to inform them about what she will be doing in her class throughout the year. Which of the following would be information that she would want to gather from the parents at this meeting?
(A) The parents’ marital status  
(B) The number of children living at home  
(C) The parents’ cell phone numbers and e-mail address  
(D) The parents’ work addresses

57. Which of the following students would be serviced under section 504 of the Rehabilitation Act?
(A) A student who requires related services  
(B) A student who requires special education  
(C) A student who is not successful in the resource room  
(D) A student placed in an out-of-district school

58. John is a tenth-grade student with a strong work ethic who is repeating Algebra I because he failed the course for the first two marking periods. John has shown no improvements despite implementation of response-to-intervention strategies. Which of the following would be the next step to take in the response-to-intervention process?
(A) Placing the student in a remedial mathematics class to review pre-algebra skills  
(B) Testing the student for a possible learning disability  
(C) Requiring the student to attend extended school year  
(D) Allowing the student to use his notes when taking assessments

59. Paula is first grader with dysphagia. Which of the following support services would be most beneficial for Paula?
(A) Speech therapy  
(B) Physical therapy  
(C) Occupational therapy  
(D) Massage therapy

60. The Individuals with Disabilities Education Act (IDEA) requires that school districts always provide which of the following to all children with disabilities?
(A) Extended-school-year services  
(B) Modifications to the curriculum  
(C) Free accommodations for children with physical disabilities  
(D) Education in the least-restrictive environment
Scenario:
Mary is a fourth grader with a specific learning disability in reading who has tested at a second-grade level in reading comprehension. Mary receives group instruction in the resource room with four other students. One of her IEP goals indicates that Mary will improve her reading comprehension skills and test at the third-grade level by the end of the school year.

Task:
Describe three strategies the special education teacher could use to help Mary develop her reading comprehension skills and explain how each strategy might help Mary accomplish her IEP goal.
Chapter 8
Right Answers and Explanations for the Multiple-Choice Questions
Right Answers and Explanations

Now that you have answered all of the practice questions, you can check your work. Compare your answers to the multiple-choice questions with the correct answers in the table below.

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Explanations of Right Answers

1. This question identifies characteristics of students with specific learning disabilities. (D) is correct because students with an SLD in mathematics have severe difficulties learning or demonstrating their mathematical abilities; therefore, providing specific strategies to aid in solving word problems will support their difficulties in the area of mathematics. (A) is incorrect because, although an individual with an SLD may also have difficulty focusing, it is not a major characteristic. (B) is incorrect because it is not a characteristic of the disability. (C) is incorrect because there is no evidence stating the student requires instruction in the resource room.

2. This question tests knowledge of various physical disabilities. (A) is correct because spina bifida is a developmental birth defect caused by the incomplete closure of the embryonic neural tube. (B) is incorrect because cerebral palsy (CP) is a condition characterized by paralysis, weakness, lack of coordination, or other motor dysfunctions. (C) is incorrect because muscular dystrophy is a hereditary disease characterized by progressive weakness caused by degeneration of muscle fibers. (D) is incorrect because multiple sclerosis is a chronic progressive nervous disorder.

3. This question tests knowledge of speech and language disorders. (B) is correct because a student who is looking for visual cuing to do a task is having difficulty processing spoken (receptive) language. (A) and (C) are incorrect because they refer to possible expressive language disorders. (D) is incorrect because a student’s inability to hear is indicative of a hearing impairment.

4. This question identifies characteristics of students who have Tourette syndrome. (C) is correct because Section 504 of the Individuals with Disabilities Act (IDEA) states that if a student has a disability, but requires neither special education nor related services, that student is not entitled to the rights and protections of the IDEA, but may qualify for protections against discrimination under section 504. (A) is incorrect because a student requires an Individualized Education Program (IEP) only when receiving special education or related services. (B) is incorrect because there is no indication that a paraprofessional is required. (D) is incorrect because the student is not classified and does not require the services of a special education teacher in an inclusive setting.

5. This question tests knowledge of Asperger syndrome. (A) is the correct answer because Asperger syndrome is an autism spectrum disorder (ASD) characterized by problems with communication and repetitive patterns of thought and behavior. (B) is incorrect because fine motor skills are not impaired by Asperger syndrome. (C) is incorrect because this is more characteristic of ADHD than of Asperger syndrome, and (D) is incorrect because gross motor skills, such as walking, are not impaired by Asperger syndrome.

6. This question identifies intervention strategies. (D) is correct because children with autism require simple, easy guidelines to follow. (A) is incorrect because allowing Martin to go to bed whenever he wants will not help his focus. (B) and (C) are incorrect because they are not interventions that will support students with autism at home.

7. This question tests understanding of critical skills and abilities necessary to obtain employment. (D) is correct because the scenario identifies Maria as having a physical disability. It is important for Maria to understand her rights under the law and what protection is offered. Options (A), (B), and (C) are all skills she may need in her job, but their importance depends on the type of job. Of the options provided, (D) is important no matter which job she holds.
8. This question identifies symptoms associated with epilepsy. (B) is correct because epilepsy is characterized by seizures caused by imbalances in the brain. (A) is incorrect because cystic fibrosis is a disease that causes thick, sticky mucus to build up in the lungs and digestive tract. (C) is incorrect because Asperger syndrome is an autism spectrum disorder characterized by impairment in language and communication skills. (D) is incorrect because sickle cell anemia is caused by abnormal, crescent-shaped blood cells and leads to painful episodes, not seizures.

9. This question tests knowledge of students with a hearing impairment. (A) is correct because a cochlear implant is a device that transmits sounds as electric impulses, thus providing a sense of sound to a person who has a hearing impairment. (B), (C), and (D) are incorrect because the conditions associated with these classifications do not require a cochlear implant.

10. This question addresses different learning styles. (B) is correct because building models out of gelatin blocks stimulates spatial intelligence. (A) and (D) are incorrect because neither music nor nature is involved in the lesson. (C) is incorrect because the students are not working independently on the project.

11. This question addresses needs of a student with a specific learning disability. (C) is correct because, although John has a specific learning disability, his math skills are on grade level and multiplication is a topic that is taught at this level. (A) and (D) are incorrect because they are goals for a student functioning at a much lower level. (B) is incorrect because there is no indication that John has difficulty eating or socializing with his peers.

12. This question identifies what an inclusion classroom looks like. (A) is correct because full-inclusion is delivery of services in the general education classroom with a general education teacher and a special education teacher for all academic subjects. (B) is incorrect because the resource room is a smaller class size where students receive instruction for part of the day. (C) is incorrect because it is a model where students receive instruction for the entire day outside of the general education setting. (D) is incorrect because placement in a special school outside of the district is not what the full-inclusion model represents.

13. This question identifies appropriate classroom accommodations. (D) is correct because this is the first step that a teacher should take before any other accommodations are made. (A) is incorrect because it is not an appropriate action to take with a student who has a mild hearing loss and would not be effective. (B) is incorrect because this is not the first action a teacher would take. (C) is incorrect because a student with a mild hearing loss would not require an interpreter.

14. This question tests knowledge of teaching functional skills. (C) is correct because filling out a job application is a life skill necessary for employment. (A) is incorrect because cursive writing is a basic writing skill, not a functional skill. (B) is incorrect because writing a research paper is not a functional skill. (D) is incorrect because spelling refers to a basic written language skill.

15. This question tests knowledge of behavior management. (D) is correct because working with Jacob to choose what rewards he wants will encourage appropriate classroom behaviors. (A) is incorrect because it will not promote positive peer interactions amongst Jacob and his classmates. (B) is incorrect because a paraprofessional will not increase positive peer interactions. (C) is incorrect because there is no indication that providing computer time after completing assignments will increase positive peer interactions and group work.
16. This question addresses collaboration between educators. (B) is correct because it demonstrates an effective use of time for both teachers. (A) is incorrect because having the teachers teach the same lesson to different groups at the same time is not effective co-teaching. (C) is incorrect because it is not necessary for both teachers to take attendance. (D) is incorrect because this is an activity that both teachers should do together.

17. This question tests knowledge of behavior management strategies. (A) is correct because the student is demonstrating a desired behavior and the teacher is providing a reinforcement to continue the desired behavior. (B) and (D) are incorrect because they refer to the timing, rather than the nature, of the reinforcement. (C) is incorrect because negative reinforcement is the removal of unwanted stimulus.

18. This question tests knowledge of behavior management strategies. (D) is correct because the teacher needs to respond to the behavior in context and Bill has not previously demonstrated behavior problems. (A) is incorrect because threatening a student is not an effective behavior management strategy. (B) and (C) are incorrect because Bill does not have a history of behavior problems sufficient to warrant a severe response and these actions do not address reasons why Bill is behaving inappropriately.

19. This question tests knowledge of teaching strategies. (D) is correct because phonics instruction stresses correspondence between letters and sounds. (A) is incorrect because systematic instruction refers to strategically designed activities and lessons that link with previously designed lessons. (B) is incorrect because whole-language instruction emphasizes immersing children in literature while teaching reading. (C) is incorrect because direct instruction refers to modeling, explaining, and guiding students through practice of a skill or concept.

20. This question tests knowledge of managing student behavior. (C) is correct because generalization is the ability to transfer learned skills to a variety of settings and to demonstrate those skills with a variety of people, materials, and similar tasks. (A) is incorrect because future-oriented means “keeping an eye on the future.” This is important when selecting activities and skills for instruction, based on current needs and future goals. (B) is incorrect because self-determination is the ability to make choices and/or express preferences and have those selections honored. (D) is incorrect because partial participation is an affirmation that students with the most significant disabilities can be taught to participate in activities with their peers with the provision of individualized instruction and support.

21. This question tests knowledge of assistive technology (AT). (A) is correct because using a power wheelchair with stander capability would allow the most independence as a result of Seth’s orthopedic impairment. He would be able to stand independently during the lab activity. (B) is incorrect because although a touch screen computer may be a useful AT device, the stimulus does not describe any fine motor difficulties. Also, using a touch screen computer is not an appropriate adaptation to a science lab activity. (C) is incorrect because picture symbol directions would be useful for students with cognitive or communication impairments, but these exceptionalities do not apply to Seth. (D) is incorrect because an FM system would be an appropriate AT device for students with hearing or language disabilities, and Seth does not have a disability in this area.

22. This question tests knowledge of teaching strategies. (C) is correct because the multisensory teaching strategy of sky writing letters will increase the potential for learning. (A) and (B) are incorrect because these strategies will not help Wai learn cursive writing. (D) is incorrect because some students with dysgraphia write better in cursive, and exemption will not help Wai learn the process.
23. This question tests knowledge of instructional strategies. (B) is correct because cooperative learning involves the use of small groups in which students are allowed to work together and share knowledge. (A) is incorrect because teacher-directed instruction involves the teacher guiding students in the activity. (C) is incorrect because study-skills activities address how to become a more effective learner. (D) is incorrect because self-management activities help students monitor their behavior or classroom performance.

24. This question tests knowledge of instructional strategies. (D) is correct because sitting Anthony in an area with fewer distractions will help him stay focused and on task. (A) is incorrect because providing an auditory reminder will not help a student with ADHD stay on task. (B) is incorrect because this would be an accommodation that would be provided for a student who has difficulty writing. (C) is incorrect because this would be an accommodation for a student with a visual impairment.

25. This question tests knowledge of materials necessary for students with special needs. (B) is correct because the use of a tape recorder and calculator allows the student to access grade level materials. (A) is incorrect because a tape recorder and calculator are not computer related. (C) is incorrect because remediation is necessary when skills need to be improved. (D) is incorrect because the items are not part of a self-management plan.

26. This question tests knowledge of the learning environment. (C) is correct because the activity addresses multiple learning styles, so that visual, kinesthetic, and auditory learners all have access to the same information. (A) is incorrect because bringing in rocks does not activate a learning style until the students talk about the rocks or make observations. (B) is incorrect because it activates only the auditory modality unless the story is accompanied by visuals or items that the students can touch. (D) is incorrect because reading is a single-modality activity.

27. This question tests knowledge of classroom management. (B) is correct because giving clear visual warnings of upcoming events will help the student develop a sense of what to expect. (A), (C), and (D) are incorrect because these strategies will not help the student adjust to changes.

28. This question tests knowledge of instructional strategies. (B) is correct because graphic organizers represent ideas and relationships visually. (A) and (D) are incorrect because they are not learning strategies. (C) is incorrect because manipulatives primarily address kinesthetic learners.

29. This question tests knowledge of classroom management. (D) is correct because one-to-one grouping not only allows the teacher to provide immediate feedback when Drew makes a spelling error, but also eliminates the possibility of embarrassment to Drew. (A) is incorrect because think-pair-share is an appropriate technique for learning new class material and then sharing findings with the whole class. It would not be appropriate for correcting spelling errors. (B) is incorrect because a mixed ability group would be appropriate for a spelling or vocabulary game or assignment, but not for correcting individual spelling errors. (C) is incorrect because a whole class grouping would be beneficial for teaching new spelling or vocabulary words, but would not allow for individualized instruction needed to correct specific spelling errors.

30. This question addresses the use of assistive technology. (A) is correct because voice recognition software allows an individual to use a computer by speaking into a microphone. This would decrease the student’s need to use fine motor skills. (B) is incorrect because concept development software aids students with cognitive disabilities to expand their ideas. (C) is incorrect because communication software helps the user exchange information. It is necessary with communication boards and visual displays, neither of which would assist this student. (D) is incorrect because there is no indication that the student needs the text read aloud, so this software is unnecessary.
31. This question tests knowledge of instructional strategies. (D) is correct because the activities address several learning modalities and ability levels. (A) is incorrect because the teacher explicitly teaches content during direct instruction. (B) is incorrect because the students are not meeting with the teacher in small groups. (C) is incorrect because reflective activities allow students to think about their learning experiences.

32. This question tests knowledge of measurable goals. (B) is correct because IDEA mandates that goals and objectives on the IEP must be measurable. (A) is incorrect because the goal says that Mario will answer the problems correctly, but does not state how many must be correct. (C) is incorrect because the goal states that he will answer them correctly over a three day period but again does not state the mastery level. (D) is incorrect because the objective does not contain a mastery level.

33. This question tests knowledge of accommodations. (C) is correct because this accommodation directly takes into account a student who has difficulty remaining on task for a long period. (A) and (D) are incorrect because this accommodation would be more appropriate for a student who may be taking a writing test but struggles with handwriting or cannot physically write. (B) is incorrect because this accommodation would be more appropriate for a student who may get lost between finding the answer in the test booklet and then correctly filling in the correct answer on the answer sheet.

34. This question tests knowledge of a critical conceptual component of learning disabilities. (A) is correct because a discrepancy between a student’s standardized ability or intelligence and standardized achievement test results is one of the primary characteristics of a student with a specific learning disability. (B) is incorrect because if standardized achievement test results are higher than standardized ability or intelligence, the student is working beyond his or her potential. (C) is incorrect because, although the CBA might be an authentic representation of the student’s work, it is not used as a measure for classification. (D) is incorrect because any number of factors might increase the standardized achievement test results, and the CBA might be an authentic representation of the student’s work.

35. This question tests knowledge of assessments. (A) is correct because formative assessments are used to provide feedback so instruction can be adjusted based on the needs of the students. (B) is incorrect because determining whether students can pass the test is the purpose of practice tests. (C) and (D) are incorrect because they describe summative assessments.

36. This question tests understanding of testing accommodations. (A) is correct because attention-deficit/hyperactivity disorder is characterized by difficulty focusing, and frequent breaks are an accommodation for students who cannot concentrate for long periods of time. A common accommodation for students on standardized tests is extended time. (B) and (D) are incorrect because they are accommodations for students with learning difficulties. (C) is incorrect because it is an accommodation for a student with a visual impairment.
37. This question tests the uses of assessments. Although scores from standardized tests (A), the category of the disability (B), and the amount of time spent in the resource room (D) may provide a degree of pertinent information about the student’s overall functioning, none is directly connected to the curriculum and instruction the student currently receives. On the other hand, curriculum-based assessment tells the teacher how the student is performing on the current curriculum under current teaching conditions and is the most relevant for making decisions about curriculum and instruction. The correct answer, therefore, is (C).

38. This question tests understanding of accommodations. (D) is correct because the student has limited fine motor skills and will have difficulty taking notes. (A) is incorrect because a student with limited fine motor skills would have difficulty keeping up with note taking in an eleventh-grade class. (B) is incorrect because there is no indication that the student requires modification of the curriculum. (C) is incorrect because it is an accommodation for a student with a visual impairment.

39. This question tests knowledge of writing appropriate goals. (B) is correct because using punctuation is appropriate for a student functioning on a third-grade reading level. (A) is incorrect because writing a five-paragraph essay would be more appropriate for a fifth- or sixth-grade student. (C) is incorrect because multiplying fractions with different denominators is not taught until middle school. (D) is incorrect because it requires high levels of reasoning and this student is not able to perform at that level.

40. This question tests understanding of assessments. (D) is correct because cognitive assessments test how well an individual solves problems, interprets information, and recalls information, which are all part of intellectual ability. (A) is incorrect because a social and emotional assessment is a separate test. (B) and (C) are incorrect because a developmental test would assess adaptive behavior and fine motor skills.

41. This question tests knowledge of the primary purpose of summative assessments, to determine what students know and do not know after instruction. (A) is correct because the results of the ten items would provide information for the teacher about each student’s knowledge. (B) is incorrect because the teacher is providing direct support. (C) is incorrect because in this example, the teacher is using the results to drive instruction. This is an example of formative assessment. (D) is incorrect because instruction has not yet occurred. This is an example of a pre-assessment, or diagnostic assessment.

42. This question tests knowledge of specific learning disability. (B) is correct because a student with a specific learning disability in the area of reading has difficulty understanding reading; that is, the meaning of words and passages. (A) is incorrect because an individual with mental retardation would be unlikely to understand assignments that are read aloud. (C) is incorrect because attention deficit disorder (ADD) is characterized by a lack of focus and impulsive behaviors. (D) is incorrect because oppositional defiant disorder (ODD) is characterized by aggression and a tendency to purposefully annoy people.
43. This question tests understanding of the learning environment. (B) is correct because Carmine requires support for her reading disability and she is functioning below other students her age. (A) is incorrect because Carmine struggles with reading and writing skills and would have difficulty in a general education class, even with modifications to the curriculum. (C) and (D) are incorrect because those programs do not address Carmine’s needs.

44. This question tests knowledge of appropriate programs to support a student’s needs. Given the information provided in the scenario, (B) is correct. Carmine’s accommodations should be based on her strengths and weaknesses. (A) is incorrect because proximity will not benefit Carmine. (C) is incorrect because while it may match her ability level, it is not age-appropriate. (D) is incorrect because Carmine has weak listening-comprehension skills; therefore, allowing her to use class notes would not be a beneficial accommodation.

45. This question tests knowledge of characteristics related to cerebral palsy. (A) is correct because the student exhibits characteristics of cerebral palsy. (B), (C), and (D) are incorrect because there is no evidence in the stem of characteristics relating to these disabilities.

46. This question tests knowledge of instructional techniques. (C) is correct because the student is unable to write independently. (A) and (D) are incorrect because the student does not indicate off-task behavior or distractibility. (B) is incorrect because it does not help with the student’s area of weakness.

47. This question tests accommodations for assessments. (D) is correct because the student is unable to write independently and would need a scribe to write his answers. (A) is incorrect because the student does not have a reading disability. (B) is incorrect because there is no indication that the student is easily distracted. (C) is incorrect because it is an accommodation for a student with a visual impairment.

48. This question tests knowledge of assistive technology. (D) is correct because the student has fine motor difficulties and a joystick mouse is an alternative to a standard mouse. (A) is incorrect because it is an assistive device for a student with a visual impairment. (B) is incorrect because it is an assistive device for a student with a communication disorder. (C) is incorrect because it is an assistive device for a student with a hearing impairment.

49. This question explores the type of role that an occupational therapist plays. (B) is correct because an occupational therapist works with students on improving their fine motor skills. (A) is incorrect because it is a role a school counselor would play. (C) is incorrect because it is not an appropriate role for an occupational therapist to play. (D) is incorrect because that is more of a role a psychologist would play.

50. This question tests knowledge of IDEA. (D) is correct because it defines the act as a federal program that authorizes aid for special education and related services to children with disabilities. (A) and (B) are incorrect because they describe the Americans with Disabilities Act (ADA). (C) is incorrect because it applies to the No Child Left Behind (NCLB) Act.
51. This question tests knowledge of transition planning. (B) is correct because Jeff’s planned activities will all hopefully lead to skilled or semiskilled employment and independence. (A) is incorrect because attending college is not relevant to Jeff’s Individualized Transition Plan (ITP). (C) and (D) are incorrect because both indicate a need for increased support and supervision, which Jeff does not require.

52. This question tests federal safeguards relating to parents. (A) is correct because the Parents’ Right to Prior Notice requires school districts to give parents of a child with disabilities notification when a referral is made for assessment, an Individualized Education Program (IEP) team meeting is scheduled, an evaluation is planned, an IEP is to be written or revised, or the child’s educational placement is to be changed. (B) is incorrect because due process is a hearing to resolve disputes over special education issues. (C) is incorrect because FERPA is a federal law designed to protect the privacy of students’ education records. (D) is incorrect because adequate yearly process (AYP) is a measurement of accountability for student progress under the No Child Left Behind (NCLB) Act.

53. This question tests knowledge of the classification procedure from the onset position. (A) is correct because prior to testing prereferral screening and in-class observations are necessary. (B) and (D) are incorrect because they are based on insufficient information. (C) is incorrect because principals do not discourage parental interests and concerns.

54. This question tests knowledge of federal laws. (C) is correct because this law provides early-intervention services for children with disabilities from birth to age 2 in order to reduce the effects of the disability and enhance the child’s development. (A) is incorrect because transition planning is a service provided to students turning 16. (B) is incorrect because applied behavior analysis is the study of behaviors. (D) is incorrect because response to intervention is a system designed to identify students at risk for poor achievement and provide strategies for improvement.

55. This question tests understanding of collaborative teaching approaches. (D) is correct because in alternative teaching, one teacher teaches while the other teacher pulls out a smaller group for remedial, supplemental, or enrichment activities. (A) is incorrect because in shared teaching, both teachers deliver the lesson together. (B) is incorrect because cooperative learning is a teaching strategy in which small groups of students use various learning strategies to increase their understanding of a subject. (C) is incorrect because station teaching incorporates stations or centers.

56. This question addresses communication with parents. (C) is correct because having the correct phone number and e-mail address will foster communication between the teacher and the parents. (A) and (B) are incorrect because that information is not necessary. (D) is incorrect because mailing communication is not as effective as making a phone call or sending an e-mail.
57. This question tests understanding of federal legislation. (A) is correct because a student who does not require special education is not entitled to the rights and protections of the Individuals with Disabilities Education Act (IDEA) and is therefore serviced under section 504 of the Rehabilitation Act. (B), (C), and (D) are incorrect because a student who requires special education is serviced under the Individuals with Disabilities Education Act (IDEA).

58. This question addresses the response-to-intervention (RTI) process. (B) is correct because the next step in RTI is recommendation for testing for a learning disability. (A) and (D) are incorrect because the student has not shown success with intervention strategies, and additional strategies would not solve the problem. (C) is incorrect because the student is experiencing failure now, and the problem must be addressed at this time.

59. This question tests knowledge of related services. (A) is correct because a speech therapist would help Paula improve in the areas of swallowing. (B), (C), and (D) are incorrect because those related services professionals would not be able to aid Paula in increasing her ability to swallow.

60. This question addresses federal legislation. (D) is correct because it is the only requirement listed that is stated in the law. (A) is incorrect because, although it is a service offered to children, the law does not require that extended-school-year services be provided. (B) is incorrect because not all children require a modified curriculum. Some only require accommodations so that they have equal access to the established curriculum. (C) is incorrect because accommodations for children with physical disabilities are not always provided by the school district.
Sample Responses to Scenario

Score 3
The strategies a special education teacher could use to help Mary improve reading comprehension skills are—

1. Take an interest inventory and provide books at Mary’s reading level to help her stay motivated in the reading class.

2. Provide predicting questions that will improve her critical thinking and comprehension skills.

3. Use informal assessment tools such as data collection, observation, and running records to monitor Mary’s progress.

Score 2
The strategies a special education teacher could use to help Mary improve reading comprehension skills are—

1. Take an interest inventory and have Mary choose the book she wants to read.

2. Provide three predicting questions and let Mary choose one to answer.

3. Use informal assessment tools to grade Mary’s progress.

Score 1
I would give Mary a few books to read and begin to understand what she likes. As a whole group we will select a book and then read by taking turns. Then the class has to respond to comprehension questions in their notebooks for assessment. The final step is to discuss the story grammar of a book the class reads and explain each part.

Score 0
Mary needs to improve her reading skills because she is reading at a second-grade level. She needs to read at third-grade level by the end of the school year. One way to help Mary is to have her read a few books and help her with difficulties.
Chapter 9
Sample Responses for the Constructed-Response Questions and How They Were Scored
CHAPTER 9

This chapter presents actual sample responses to the questions in the practice test in chapter # and explanations for the scores they received.

As discussed in chapter 5, each question on the Special Education: Core Knowledge and Mild to Moderate Applications test is scored on a scale from 0 to 3. The general scoring guides used to score these questions are similar to each other and are reprinted here for your convenience.

General Scoring Guide

Score 3

The response demonstrates a thorough understanding of the aspects of special education relevant to the question.

A response in this category

- Appropriately addresses all parts of the question
- Shows a thorough understanding of any stimulus material presented
- Exhibits a strong knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- Provides strong explanations that are supported by details

Score 2

The response demonstrates a basic or general understanding of the aspects of special education relevant to the question.

A response in this category

- Appropriately addresses all or most parts of the question
- Shows a general understanding of any stimulus material presented
- Exhibits a basic knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- Provides basic explanations that are somewhat supported by details

Score 1

The response demonstrates a weak or limited understanding of the aspects of special education relevant to the question.

A response in this category

- Appropriately addresses some parts of the question
- Shows a weak understanding of any stimulus material presented
CHAPTER 9

• Exhibits a weak knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
• Provides weak explanations that are not well supported by details

Score 0

The response demonstrates little or no understanding of the aspects of special education relevant to the question.

A response in this category
• Fails to address appropriately any parts of the question or simply restates the prompt
• Shows no understanding of any stimulus material presented
• Exhibits no knowledge or has serious misconceptions of students, subject matter, pedagogy, and/or facts relevant to the question

We will now look at three scored responses to Task 2 and see comments from the scoring leader about why each response received the score it did.

Commentary on sample response of a 3

This response answered all parts of the question fully and provided specific details to support the strategies that were provided. The response used the information in the scenario to answer the questions. The response provided evidence that the candidate understood Asperger syndrome and how to support the student in accomplishing his IEP goal. It was thorough and the details that were provided were targeted specifically for the student described.

Commentary on sample response of a 2

This response provides some evidence of understanding of the student but in some strategies listed, has expectations of this student that would not be appropriate given his disability. There is not sufficient evidence that these strategies would support the achievement of the IEP goal which is related to social and communication skills.

Commentary on sample response of a 1

This response does not provide evidence of knowledge of a student with Asperger syndrome and the strategies that would support his skill gains. Although the response does refer to some strategies, there are few details provided. Some of the strategies mentioned would not be appropriate for this student.

Commentary on sample response of a 0

This response provided little to no knowledge of a student with Asperger syndrome or the strategies that would be appropriate to use in order to meet the IEP goal.
Chapter 10
Are You Ready? Last-Minute Tips
Checklist

Complete this checklist to determine whether you’re ready to take the test.

☐ Do you know the testing requirements for your teaching field in the state(s) where you plan to teach?
☐ Have you followed all of the test registration procedures?
☐ Do you know the topics that will be covered in each test you plan to take?
☐ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
☐ Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?
☐ Are you familiar with the test directions and the types of questions for the test?
☐ Are you familiar with the recommended test-taking strategies and tips?
☐ Have you practiced by working through the practice test questions at a pace similar to that of an actual test?
☐ If you are repeating this Praxis™ assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?
The day of the test

You should have ended your review a day or two before the actual test date. And many clichés you may have heard about the day of the test are true. You should

- Be well rested;
- Take photo identification with you;
- Take a supply of well-sharpened #2 pencils (at least three) if you are taking a multiple-choice test;
- Take blue or black ink pens for the constructed-response section of the test;
- Eat before you take the test to keep your energy level up;
- Be prepared to stand in line to check in or to wait while other test takers are being checked in.

You can’t control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if the test doesn’t start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you’ve trained, and prepared, and rested, give it everything you’ve got. Good luck.
Appendix A
Study Plan Sheet
## Study Plan Sheet

See Chapter 1 for suggestions on using this Study Plan Sheet.

<table>
<thead>
<tr>
<th>Content covered on test</th>
<th>How well do I know the content?</th>
<th>What material do I have for studying this content?</th>
<th>What material do I need for studying this content?</th>
<th>Where could I find the materials I need?</th>
<th>Dates planned for study of content</th>
<th>Dates completed</th>
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Appendix B

For More Information
For More Information

Educational Testing Service offers additional information to assist you in preparing for The Praxis Series™ Assessments. Tests at a Glance booklets and the Information Bulletin are both available without charge (see below to order). You can also obtain more information from our website: www.ets.org/praxis.

General Inquiries

Phone: 800-772-9476 or 609-771-7395 (Monday–Friday, 8:00 a.m. to 7:45 p.m., Eastern Time)
Fax: 973-735-0384 or 609-530-0581
E-mail: praxis@ets.org

Mailing Address

ETS—The Praxis Series
P.O. Box 6051
Princeton, NJ 08541-6051

Overnight Delivery Address

ETS—The Praxis Series
Distribution and Receiving Center
225 Phillips Blvd.
Ewing, NJ 08628-7435

Extended Time

If you have a learning disability or if English is not your primary language, you can apply to be given more time to take your test. The Information Bulletin tells you how you can qualify for extended time.

Disability Services

Phone: 866-387-8602 or 609-771-7780 (Monday–Friday, 8:00 a.m. to 5:30 p.m., Eastern Time)
Fax: 609-771-7165
TTY (for deaf or hard-of-hearing callers): 609-771-7714
E-mail: stassd@ets.org

ETS Disability Services Mailing Address

ETS Disability Services
P.O. Box 6054
Princeton, NJ 08541-6054