Check yourself on Issues in Severe Discrepancy Measurement Answer Key

1. The requirement to identify a severe discrepancy between aptitude and achievement when qualifying a student for special education services with a specific learning disability diagnosis is found in

   A. the Education of all Handicapped Children Act of 1975
   B. the implementing rules and regulations for the Education of All Handicapped Children Act of 1975
   C. Executive Order 92-124
   D. all of the above
   E. none of the above

2. A severe discrepancy between aptitude and achievement is

   A. the sole criteria for a learning disability diagnosis
   B. one criteria for a learning disability diagnosis
   C. the main criteria for a learning disability diagnosis
   D. not necessary for a severe discrepancy diagnosis
   E. only necessary to demonstrate when diagnosing an aptitude disability

3. In order to be diagnosed with a specific learning disability a student must exhibit a severe discrepancy between aptitude and achievement in at least one of _____ areas.

   A. four
   B. five
   C. six
   D. seven
   E. eight

4. Which of the following is not an achievement area to be considered when making a specific learning disability diagnosis

   A. oral expression
   B. listening comprehension
   C. written expression
   D. science comprehension
   E. reading comprehension
5. A student should not be diagnosed with a specific learning disability if he/she exhibits a severe discrepancy between aptitude and achievement that is due to

A. visual, hearing, or motor impairment  
B. mental retardation  
C. emotional disturbance  
D. environmental, cultural or economic disadvantage  
E. any of the above

6. Federal special education regulations

A. specify a single formula for determining if a student exhibits a severe discrepancy between aptitude and achievement  
B. offer a variety of formulas appropriate for determining if a student exhibits a severe discrepancy between aptitude and achievement  
C. leave it to states to define how they will determine if a student exhibits a severe discrepancy between aptitude and achievement  
D. leave it to school districts to define how they will determine if a student exhibits a severe discrepancy between aptitude and achievement  
E. leave it to school psychologists to determine if a student exhibits a severe discrepancy between aptitude and achievement

7. At the time rules and regulations were being written for implementation of the Education of All Handicapped Children Act of 1975 a number of expectancy formulas were proposed for determining if a student exhibited a severe discrepancy between aptitude and achievement. They were rejected because

A. they were hard for teachers to understand  
B. they were hard to calculate  
C. they were mathematically inadequate  
D. they were theoretically inadequate  
E. better approaches were suggested

8. Deviation from grade level formulas tend to identify

A. more students with IQs below 100  
B. more students with IQs above 100  
C. more Hispanic students  
D. more black students  
E. more Caucasian students
9. Standard score comparison formulas tend to identify

A. more students with IQs below 100  
B. more students with IQs above 100  
C. more Hispanic students  
D. more black students  
E. more Caucasian students

10. Regression analysis severe discrepancy formulas

A. assume IQ and achievement are perfectly correlated  
B. do not assume IQ and achievement are perfectly correlated  
C. assume IQ and achievement are correlated .50  
D. assume IQ and achievement are correlated .60  
E. assume IQ and achievement are correlated 1.00

11. The regression analysis severe discrepancy formula recommended by a United States Department of Education Office of Special Education Programs work group

A. considers the correlation between IQ and achievement  
B. considers the reliabilities of the IQ and achievement tests administered  
C. considers the skew of the regression line  
D. A and B  
E. A and C

12. Estimator is a software program developed for Utah that incorporates a modification of the severe discrepancy formula recommended by a United States Department of Education Office of Special Education Programs work group. It was developed

A. so that test to test correlations required by the formula would be readily available  
B. so that test reliabilities required by the formula would be readily available  
C. so that calculations could be made quickly and accurately  
D. all of the above  
E. none of the above

13. A recent user evaluation of Estimator indicated that users like the program. In particular they thought the program

A. is easy to use and convenient  
B. is fast and saves time  
C. generates a good report  
D. all of the above  
E. none of the above
14. Recent research sponsored by the National Institute of Child Health and Human Development suggests

A. reading ability is a function of a number of processes the most important of which is phonological awareness
B. poor readers who exhibit a severe discrepancy between aptitude and achievement may not be different from poor readers who do not exhibit such severe discrepancy
C. reading disabilities can be diagnosed on the basis of reading achievement alone without reference to IQ and or severe discrepancy
D. all of the above
E. none of the above

15. National Institute of Child Health and Human Development research was considered in conjunction with the reauthorization of IDEA 97. It was decided

A. the severe discrepancy criteria for specific learning disability diagnosis should be dropped
B. the severe discrepancy criteria for specific learning disability diagnosis should be retained
C. the severe discrepancy criteria for specific learning disability diagnosis should be replaced with an achievement only criteria
D. phonological awareness testing should be added as a required diagnostic procedure
E. phonological awareness testing should replace the severe discrepancy criteria