

Inclusion of Special Populations

Checks for Understanding

1-7

(Answer Key)



Office of Assessment and Accountability
Division of Assessment and Accountability Support

The following information is a direct representation of the Inclusion of Special Populations regulation training provided by the Kentucky Department of Education. This document is provided as a resource service to Kentucky public school districts for training purposes only.

Inclusion of Special Populations
Checks for Understanding (1) Answer Key

1. There are _____ sections found in 703 KAR 5:070 (which is the Inclusion of Special Populations regulation).

There are 6 sections.

2. What is the age in Kentucky when students age out and are no longer eligible to receive services?

- A. 19 years old
- B. 25 years old
- C. 21 years old
- D. 23 years old

C. 21 years old is the correct answer.

3. There are significant differences between an accommodation and a modification. True or False?

True is the correct answer.

4. What are the 3 testing options for students eligible to receive services in Kentucky?

- A. No accommodations, with accommodations, alternate assessment.
- B. Partial accommodations, permanent accommodations, due process.
- C. Inclusion, non-inclusion 504.
- D. IEP's, 504's and PSP's.

A is the correct answer.

5. If a state assessment is modified it can change the intent of the assessment item and invalidate test questions. True or False?

True. It can change the intent of the assessment item and invalidate test questions.

Inclusion of Special Populations

Checks for Understanding (2) Answer Key

1. In part 2 of the Inclusion of Special Populations training "Under these Conditions" where can you find a detailed breakdown of each condition?

- A. Regulation 5:070 on page 49.
- B. Notes section slides 11 and 12.
- C. Appendix P.
- D. Both A and C.

The correct answer is B, in the notes section of slides 11 and 12.

2. A student's plan should never be changed near or during a testing window? True or False?

The correct answer is false. Plans can change at any time as long as they are supported by data, evidence and everyone involved with testing is made aware when those changes occur. Based on a year to year rotation an annual meeting is specific to the date it is to be conducted. Sometimes these dates occur around testing windows at the end of the year.

3. An educational plan (which is referencing an IEP, 504 or Program Service Plan) should always be based on a _____ need and not a disability.

Any plan should be based on an individual need and never on a specific disability type.

4. Why is it encouraged to fade an accommodation over time?

- A. Student Independence.
- B. Plan is Outdated.
- C. Parent Refusal.
- D. Due Process.

The correct answer is A. Student Independence.

5. Changing a plan for "testing purposes only" is always wrong and can often lead to the student performing poorly on the test. True or False?

The correct answer is true.

Inclusion of Special Populations
Checks for Understanding (3) Answer Key

1. Once a student reaches an age where they understand their plan and its development it is important for them to participate because:

- A. The student will not care.
- B. The student should understand and have a say in their plan.
- C. By law, the student must participate
- D. The plan will expire.

Once a student has reached a point where they understand and feel comfortable with the plan he/she is provided, he/she should be involved in the process. In reality the student should understand their capabilities better than most and have the ability to make important decisions. B is the correct answer.

2. EL students only receive a first year (one- time exemption); the second year and beyond requires full participation. True or False?

The correct answer is true, a student new to the U.S. and enrolled in a public school receives a one- time exemption for accountability. The student is still asked to participate to a small degree, but the scores are not to be held accountable. The second year and beyond the student participates fully.

3. Forms for medical emergencies should always remain in the _____.

Forms for medical emergencies should always remain in the district.

4. State agency children and students in a hospital setting are expected to take the state assessment unless an approved non-participation has been granted. True or False?

True is the correct answer.

5. To qualify for the Kentucky Alternate Assessment, which parts of the participation guidelines must be answered with "yes"?

- A. All parts.
- B. Half the parts.
- C. Only questions 1 and 2.
- D. A, B and C are incorrect.

In order to qualify for participation in the Kentucky Alternate Assessment, all parts of the participation guidelines must be answered yes. A is the correct answer.

Inclusion of Special Populations

Checks for Understanding (4) Answer Key

1. When administering the online version of the state assessment instead of paper/pencil, what can a reader do differently to help a student take the test?
 - A. Re-read questions.
 - B. Read with inflection.
 - C. Read from an internet enabled cell phone screen.
 - D. The rules are the same.

The answer is D. As discussed in module 4 of this training, what an accommodator is allowed to do and not do remains the same whether a test is given online or via paper and pencil.

2. Which of the following is not a requirement prior to providing accommodations?
 - A. Read all manuals and testing literature for the test being given.
 - B. Read from a computer screen if giving an online test.
 - C. Have inclusion of special populations and administration code training.
 - D. Verify all accommodations are current for the student prior to providing them.

The answer is B. While this may be appropriate for students that have a human reader accommodation, this is not a requirement for administering state tests.

3. If a test administrator has given one online state test early in the school year, do they already understand how to provide accommodations for another online state test later in the school year?

True or False?

The answer is false. While what an accommodation can do remains the same from test to test – for instance, a reader may never provide answers to questions regardless of the test or testing format – how the accommodation is provided must be compatible with the testing platform. So while the role of a reader or scribe remains unchanged, how those accommodations are provided can differ from test to test. Always read the literature for providing accommodations for the specific test you are administering.

4. Depending on the accommodation, the rules that govern accommodations that will be taught in this training change depending on whether the state test given is administered online or paper and pencil.

True or False?

The answer is false. The rules for each accommodation remain unchanged from the regulation regardless of what format the test is being given.

5. The test administrator is providing scribing services for a student taking the state assessment online. What is the best way to find out how that accommodation should be provided?

- A. Review the inclusion of special populations regulation for the answer.
- B. Review the testing manual for the test being given for proper instruction.
- C. Review this training again.
- D. Ask a colleague down the hall.

The answer is B. For that specific test, the best resource for determining how to provide the scribe accommodation would be the testing literature. While this training and the regulation would certainly help to understand what a scribe can and cannot do when providing the scribing accommodation, neither one will instruct on how to perform the scribe accommodation within the platform that specific test is being administered.

Inclusion of Special Populations

Checks for Understanding (5) Answer Key

1. Why should technology be considered as an early accommodation?
 - A. It is easier
 - B. They provide essential modifications
 - C. Technology carries over to post-school activities
 - D. Dependence on technology is ideal

The answer is C. Technology helps foster independence and can carry over to post-school activities for the child once they exit the public education system.

2. A student is familiar with two forms of reading accommodations, the classroom teacher reading to him and using a text reader. What is one important reason the text reader might be considered a first option?
 - A. Text Readers provide necessary modifications.
 - B. The teacher cannot go with the student after they graduate, text readers can.
 - C. The teacher cannot read as fluently or accurately as a text reader.
 - D. Text Readers foster dependence.

The answer is B. The goal of using technology to provide accommodations is to help foster independence. Once that student enters adult life, the teacher will not be there to read for him/her. Knowing how to use a screen reader, however, will allow the student to have those services even as an adult.

3. Manipulatives should be a one to one accommodation because they are unique to each student?
True or False?

The answer is true. Any accommodation which is unique to a student should be given in a 1 to 1 environment. This includes the use of manipulatives.

4. Manipulatives should be placed where in the testing room?

- A. The student's desk.
- B. A separate room.
- C. A central location, away from the student's desk, that the student may get up and access during the test.
- D. On a computer or electronic device.

The answer is C. Manipulatives should always be placed in a location away from the student's desk, but is easily accessible by the student during testing.

5. A student not taking the alternate assessment may have a 3 x 5 notecard among their manipulatives as long as what condition(s) are met?

- A. Only labels but no content is on the index card.
- B. No content, writing or labels are allowed to be on the card.
- C. Graphic organizers are allowed as long as they are writing and content free.
- D. Both B and C are correct.

The answer is D. For a student taking a general assessment, their 3x5 notecard may not have any writing, content or labels of any kind on them. Graphic organizers are okay as long as there are zero labels, content or writing on them.

Inclusion of Special Populations

Checks for Understanding (6) Answer Key

1. Which of the following is NOT a role of the reader?
- A. Reading the test book cover to cover.
 - B. Pointing out parts of questions or tasks skipped by the student.
 - C. Re-read any part of the test if the student requests it
 - D. Read individual words or abbreviations the text or audio reader mispronounces

The answer is B. As a reader it is not allowed to point out mistakes or errors the student has previously and/or is actively making. The only allowed job is to read the test booklet for the student.

2. If a student does not understand a word or phrase in a passage or question, is it okay to summarize or explain that text to the student in language they understand?
- A. Always no.
 - B. Always yes.
 - C. Yes, if they have paraphrasing or simplified language accommodations.
 - D. No, paraphrasing or simplified language accommodations apply to directions only.

The answer is A. (or D) Even if a student has a paraphrasing or simplified language accommodation, that only applies to directions. It is never okay to summarize or explain anything within the assessment portion of a testing booklet to a student. This is a tricky question because D could also seem to be a correct answer, however it does not fully answer the question and the answer seems to imply it would be okay otherwise. The more appropriate and correct answer is A, it is NEVER okay.

3. A student is provided a reader, scribe and paraphrasing accommodation in their IEP. The test administrator is reading the test. The student requests the reader to re-read the passage and define a word that is not understood. Is this allowed?

- A. Yes to both, the student has reader and paraphrasing and re-reads are allowed.
- B. No to both, re-reads are not allowed.
- C. Yes to the re-read. The re-read is allowed, but paraphrasing test content is not allowed.
- D. No to the re-read. Re-reads are not allowed, but the paraphrasing is okay.

The answer is C. The student is allowed to request a re-read and that may be fulfilled. However, test content, even with a paraphrasing accommodation, may not be defined, summarized or changed under any circumstances.

4. Who cannot serve as a scribe even if they have received the Inclusion of Special Populations training?
- A. Special Ed Teacher.
 - B. Peer Tutor.
 - C. Substitute Teacher.
 - D. Counselor.

The answer is B. The regulation specifically bans peer tutors from being a scribe.

5. Which of the following must a scribe do to ensure they prevent an allegation?
- A. Record only the exact information a student provides in the answer box.
 - B. Re-read the answer the student provided and require the student to provide all edits to the answer.
 - C. Never read the answer back to the student under any circumstances.
 - D. Correct all mistakes within the written answer for the student.

The answer is A. As a scribe the only job is to record the exact information provided by the student within the answer box of the test. The student must direct or provide any edits.

Inclusion of Special Populations
Checks for Understanding (7) Answer Key

1. If a student qualifies for a calculator accommodation the student may use the calculator on any test, including the non-calculator portions of exams?
True or False?

The answer is true. If a student qualifies for a calculator accommodation they are permitted to use a calculator on any test, whether that test allows the use of a calculator or not.

2. Which of the following examples of paraphrasing or simplified language may be provided on a state test?
A. Paraphrasing the directions embedded within a test item.
B. Simplifying a test question by changing words to their simpler words.
C. Simplifying the directions provided prior to the test beginning.
D. Both A and C.

The answer is C. Only directions provided prior to the test are allowed to be paraphrased or simplified.

3. Which of the following is not true about the usage of Bilingual Dictionaries?
A. They must be printed.
B. They should only provide word to word translations without definitions.
C. They may be electronic.
D. Internet or any additional capabilities must be turned off.

The answer is A. This is a tricky question because bilingual dictionaries may be printed copies – those however do not have to be. Electronic copies are allowed as well.

4. If a student is denied extended time on a state test, the test administrator should do the following:

- A. Take thorough notes on why the decision was made.
- B. Contact the building assessment coordinator and inform them of why the decision was made and provide them with the notes.
- C. Both A and B.
- D. None of the above.

The answer is C. If a student is denied extended time on a state test, the test administrator should take thorough notes on why that decision was made and provide those notes and notification as soon as possible to the building assessment coordinator for proper documentation.

5. A student has behavior modifications on his/her IEP and routinely disrupts normal classroom instruction. What needs to be done to test this student one-to-one?

- A. Contact KDE for prior approval.
- B. Contact USED for prior approval.
- C. Choose not to test the student.
- D. Follow district procedures, KDE will leave this decision to local school systems.

The answer is D. This is a local decision that does not require the involvement of KDE or USED. Simply follow the district procedures. If you are unsure what those procedures are, contact your Building Assessment Coordinator or District Assessment Coordinator.