

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