

Chapter 2 Test Items

Supporting All Learners

Multiple Choice

1. What percentage of the high school dropout population report safety concerns in their decision to leave school?
 - a. 20%
 - b. 10%
 - c. 5%
 - d. 15%
2. What percentage of fourth graders and eighth graders scored at the Basic level or below, on the mathematics subtest of the National Assessment of Educational Progress?
 - a. 60% of fourth graders and 67% of eighth graders
 - b. 64% of fourth graders and 66% of eighth graders
 - c. 36% of fourth graders and 34% of eighth graders
 - d. 33% of fourth graders and 25% of eighth graders
3. Mr. Maxwell is researching techniques to use in teaching students in his inclusive third grade classroom. Which of the following is the best approach that ensures that students make the largest gains possible?
 - a. Ask parents what techniques they prefer.
 - b. Research what techniques previous teachers used.
 - c. Identify techniques with data to verify their effectiveness.
 - d. Ask parent organizations what techniques they recommend for use.
4. The evidence-based practice movement originated in the field of _____.
 - a. medicine
 - b. architecture
 - c. vocational rehabilitation
 - d. mental health
5. Dr. Scott is conducting a study of the effectiveness of a new strategy for teaching writing to eighth graders in inclusive classrooms. His study population consists of two middle schools in the same district. Schools are randomly assigned for implementation into either intervention or control. He administers a test of written language to all students. However, Dr. Scott teaches the new strategy to students in one school but uses a traditional approach to teaching writing in the second school. He again tests students and compares results. What research approach is he using?
 - a. Error analysis
 - b. Single-case design
 - c. Progress monitoring
 - d. Randomized controlled trials
6. Teachers must implement evidence-based practices with fidelity. What does this mean?
 - a. Teachers must follow the same procedures used by the researcher who validated the practice.
 - b. Teachers must follow the same procedures used by the previous teacher.

- c. Teachers must follow the same procedures outlined in district manuals.
 - d. Teachers must follow the same procedures detailed in the IEP.
7. Ms. Dell is researching the Waldorf technique for teaching fractions to her inclusive fifth grade classroom. She found pre-post studies conducted by researchers using the Waldorf technique. She also found meta-analysis that included the results of lower-quality studies. What can she conclude concerning whether the Waldorf technique is supported by rigorous evidence?
- a. The technique is supported by strong evidence.
 - b. The technique is supported by possible evidence.
 - c. The technique is not supported by evidence of effectiveness.
 - d. The technique is supported by pre/post studies of effectiveness.
8. All the following are reasons why the use of evidence-based practices is not enough **EXCEPT** _____.
- a. students have a wide range of learning abilities and characteristics
 - b. some students are passive learners and others are active learners
 - c. some students are eager to learn, while others are completely disengaged
 - d. parents are not trained to implement practices with fidelity
9. The following legislations address Universal Design for Learning **EXCEPT** _____.
- a. Individuals with Disabilities Education Act of 2004
 - b. The Education for All Handicapped Children Act of 1975
 - c. Higher Education Opportunity Act of 2008
 - d. Every Student Succeeds Act of 2015
10. Mr. Bell, a social studies teacher, is teaching a sixth-grade unit on the civil war in middle Tennessee. He uses a video showing a reenactment of several of the battles fought in the region. He takes the class on a field trip where they tour actual battlefields. He uses PowerPoint slides to present key content. Which Universal Design for Learning principle is Mr. Bell using?
- a. Provide Multiple Means of Representation
 - b. Provide Multiple Means of Action and Expression
 - c. Provide Multiple Means of Engagement
 - d. Provide Multiple Means of Parent Involvement
11. Mr. Bell is designing the means of evaluating students' understanding of the content in the unit he is creating on the civil war in middle Tennessee. He decides to administer a traditional paper and pencil test at the end of the unit. He also decides to offer students the choice of using artistic means (e.g., creating a musical piece, a poem, a dance, etc.) to describe what they learned about the civil war in middle Tennessee. Which Universal Design for Learning principle is Mr. Bell using?
- a. Provide Multiple Means of Representation
 - b. Provide Multiple Means of Action and Expression

- c. Provide Multiple Means of Engagement
 - d. Provide Multiple Means of Parent Involvement
12. How does universal design differ from universal design for learning?
- a. The terms can be used interchangeably.
 - b. Universal design has a focus on architectural changes.
 - c. Universal design has a focus on curriculum.
 - d. Universal design has a focus on learning for all students.
13. _____ is an educational approach in which teachers adjust the curriculum, instruction, and assessment to address the learning needs of all students.
- a. Universal design
 - b. Universal design for learning
 - c. Differentiated instruction
 - d. Response to intervention
14. Mr. Black has all students in her first-grade class complete the same instructional activity. However, she varies the level of difficulty based on her students' readiness levels. What instructional element of differentiation is she using?
- a. Process
 - b. Content
 - c. Product
 - d. Material
15. Central to this method of differentiation is the expectation that the method through which student learn may vary. What instructional element of differentiation does this statement reflect?
- a. Process
 - b. Content
 - c. Product
 - d. Material
16. Which of the following is a key similarity between UDL and differentiated instruction?
- a. They are both an educational framework.
 - b. They are both proactive measures.
 - c. They are both responsive measures.
 - d. They are both implemented when designing the curriculum.
17. _____ is monitoring students' progress and using those results to help guide instruction directed towards improving students' learning outcomes.
- a. Response to intervention
 - b. Differentiated instruction
 - c. Data based decision making
 - d. Universal design
18. Mr. Greubar is planning a unit on fractions for his fifth-grade class. He designs and implements a pretest before he begins teaching the unit. What type of assessment is conducted before an instructional period begins?
- a. Diagnostic
 - b. Formative

- c. Summative
 - d. Explorative
19. Mr. Blue is teaching his sixth-grade class addition of decimals. He gives students exit tickets, with related problems to complete at the end of the class period. Strategically he walks around the class and observes students as they work on each task during the lesson. What type of assessment is he using?
- a. Diagnostic
 - b. Formative
 - c. Summative
 - d. Explorative
20. Mr. Blue is trying to determine what type of progress monitoring would be best for the unit on decimals. If he wants to focus on a variety of skills concerning decimals (e.g., addition, subtraction, multiplication, division), which type progress monitoring would serve that purpose?
- a. Mastery measurement
 - b. General outcome measures
 - c. Dibels
 - d. Error analysis
21. _____ incorporates multiple levels of support, with increasing intensity, for students.
- a. Multitiered systems of support
 - b. Tertiary intervention
 - c. Diagnostic assessment
 - d. Dibels
22. Which level of response to intervention provides intensive individualized interventions to students?
- a. Tertiary intervention
 - b. Primary prevention
 - c. Secondary intervention
 - d. Special education
23. At Carver Elementary School, all students are given an assessment at the beginning of the school year to identify those whose skills are not at required expected levels, and thus at risk for academic failure. Which step is this in the response to intervention process?
- a. Tertiary intervention
 - b. Universal screening
 - c. Secondary intervention
 - d. Primary instruction
24. What percentage of students will not make adequate academic progress at the primary instruction level and will require additional support, with continuous progress monitoring?
- a. 25% to 30%
 - b. 10% to 15%
 - c. 5%
 - d. 1%

25. Which of the following is a multitiered framework aimed at preventing problem behaviors and providing evidence-based interventions when problems do occur?
- PBIS
 - RTI
 - IRIS
 - ABA

Essay

- List, explain, and give an example for each of the principles of Universal Design for Learning (UDL).
- Compare differentiated instruction and universal design for learning.
- Explain each of the core principles of positive behavioral intervention and support. Select one principles and provide an example.

Answer Key

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Multiple Choice

1. B 2. A 3. C 4. A 5. D 6. A 7. C 8. D 9. B 10. A 11. B 12. B
13. C 14. B 15. A 16. A 17. C 18. A 19. B 20. B 21. A 22. A 23. B 24. B
25. A

Essay

- List, explain, and give an example for each of the principles of Universal Design for Learning (UDL).** Answer should include the following three principles of UDL: provide multiple means of representation (the way that the content is provided, the what of learning); provide multiple means of action and expression (the way that students

demonstrate what they have learned, the how of learning); provide multiple means of engagement (the way in which students are motivated by or interested in their own learning, the way of learning) Answers must include examples for each principle. Examples can be taken from the figure found in Topic 2.3 and from the chart "Universal Design for Learning Guidelines." Examples must reflect the selected principle.

- 2. Compare differentiated instruction and universal design for learning.** Answer should indicate that both are educational frameworks in which teachers implement a variety of strategies and evidence-based practices to increase student engagement and to monitor students' outcomes. Both enhance learning not only for students with typical development but also for those with special learning needs. Key differences between UDL and differentiated instruction involve when and how changes are made to address students' needs. UDL is a proactive measure that is implemented when designing curriculum. Differentiated instruction is a responsive measure that is incorporated when planning and implementing instruction.
- 3. Explain each of the core principles of positive behavioral intervention and support. Select one principles and provide an example.** The answer should include the core principles of PBIS as listed in Topic 2.7 and in the chart "Core Principles of PBIS" found in the specific section of the chapter. While selection may vary, for one of the principles, the answer should include an example.