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## Special Education Core Skills (Birth to Age 21)

### Subtest 1 Sample Items

**1. In typical human development, which of the following receptive language skills is usually developed *last*?**

- A. understanding the meaning of common adjectives (e.g., *happy*, *sad*, *hard*, *soft*)
- B. responding to directions to bring a familiar object to a caregiver
- C. identifying immediate family members by looking at them when asked (e.g., "Where is Mommy?")
- D. shaking one's head to respond to yes/no questions

**2. Which of the following criteria must be met for a student to be identified with an emotional or behavioral disorder (EBD)?**

- A. demonstrates age-inappropriate social behavior in all environments due to deficits in cognitive functioning
- B. exhibits below-average adaptive behavior consistently in all educational settings
- C. presents a repetitive pattern of behavior that primarily affects social interactions in all environments
- D. demonstrates a pattern of behavior that severely interferes with academic progress in at least two educational settings

**3. Which of the following aspects of starting kindergarten would likely be most difficult for a five-year-old child who has Asperger syndrome?**

- A. learning the classroom rules
- B. developing positive relationships with peers
- C. participating in literacy-based activities
- D. following a daily schedule

**4. A fifth-grade student has been referred for an evaluation for special education services due to difficulty comprehending textbook assignments. When selecting a formal assessment instrument to include in this evaluation, which of the following questions should a special education teacher consider *first*?**

- A. Is the content of the test relevant to the curriculum?
- B. Are the instructions for test administration clear?
- C. Is the format of the test able to be adapted?
- D. Are the criteria for scoring the test easy to interpret?

**5. Adam is a sixth-grade student who has a specific learning disability (SLD) in reading. In the course of monitoring Adam's Individualized Education Program (IEP) goals, the special education teacher notes that Adam has not made adequate progress due to increasing difficulty with comprehension of content-area texts. At Adam's annual IEP meeting, Adam's IEP team should document this information as part of which of the following IEP components?**

- A. recent evaluation results
- B. present level of educational performance
- C. special education and related services
- D. extended school year

### Answer Key

Item Number	Correct Response	Subarea	Objective
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Item Number	Correct Response	Subarea	Objective
1	A	I. Understanding Students with Disabilities	0001
2	D	I. Understanding Students with Disabilities	0001
3	B	I. Understanding Students with Disabilities	0002
4	A	II. Assessing Students and Developing Programs	0003
5	B	II. Assessing Students and Developing Programs	0004

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