**Module 5 Check for Understanding**

1. When is the NEDP Information Session given?
	1. After the client enrolls in NEDP
	2. Between Diagnostics and Generalized Assessment
	3. Before the client enrolls in NEDP
2. Which of the following is NOT a purpose of the NEDP Information Session?
	1. To determine if the prospective client’s ability in Reading, Math, and Writing is high enough to enter Generalized Assessment
	2. To describe the options for earning a high school credential at an agency
	3. To describe the requirements and phases of the NEDP to the prospective client
3. What are the four open diagnostic instruments? (answers may be given in any order)
	1. The College and Career Competency Inventory (CCCI)
	2. The O\*Net Occupational Interest Inventory (or simply “O\*Net”)
	3. The Self-Assessment of Competencies Checklist (or “SAC”)
	4. The Technology Self-Assessment Checklist (or “Tech SAC”)
4. What are the three closed diagnostic instruments?
	1. CASAS C or D Level Math Assessment
	2. CASAS C or D Level Reading Assessment
	3. Response to the Written Prompt
5. True or False: CASAS/NEDP recommends, but does not require, use of the CASAS Appraisal for NEDP clients.
6. An NEDP Advisor or Assessor (check all that apply)
	1. May not instruct his/her own NEDP clients
	2. May refer clients to tutors or other instructional resources
	3. May provide instruction, but only in the “notes to clients” field
	4. May share diagnostic results with client.
7. Portfolio Review should be completed
	1. After the Assessor evaluates all eight competency areas as “D”
	2. After the Assessor evaluates each competency area as “D”
	3. When a client requests a second opinion
8. Which of the following is NOT a Post-Task Assessment (PTA) rule?
	1. Clients can’t attempt a particular In-Office Check twice in one day
	2. Clients must wait a month or more after the third ND attempt at a question
	3. Clients can't start PTA if they have a new competency area to work on
9. Which of the following is NOT a purpose of mediation and consensus?
	1. To build inter-rater reliability
	2. To address client answers that aren't readily addressed by the evaluation criteria and guidelines
	3. To allow Assessors to continue to calibrate their evaluations
	4. To take the place of evaluation criteria