

Name _____ Date _____

School _____ District _____

Intervention for More Advanced Struggling Readers: Knowledge Assessment

Directions: Please circle the letter for the item that best answers the question.

1. The Higher Steps model for intervention is most appropriate for struggling readers who:
 - a. have received intervention, but seem unable to progress beyond the easiest preprimer text and alphabet skills.
 - b. seem to be “stuck” between primer and end-grade two reading levels and struggle with single syllables.
 - c. can read at an early 3rd grade level or higher, but are still struggling with fluency and polysyllabic words.
 - d. All of the above.
 - e. None of the above.

2. What is the primary goal(s) of asking struggling readers to reread familiar text on instructional level?
 - a. to help them develop confidence as readers.
 - b. to help them become more expressive readers.
 - c. to help them develop fluency in connected text.
 - d. All of the above.
 - e. None of the above.

3. The primary goal(s) of engaging struggling readers in assisted reading of new text is to help them:
 - a. develop confidence as readers.
 - b. “consume” new text that is very challenging.
 - c. “consume” new text that is slightly challenging.
 - d. All of the above.
 - e. None of the above.

4. What is the primary goal(s) of advanced word study for struggling readers?
 - a. To help them develop effective strategies for identifying unfamiliar words.
 - b. To help them develop automaticity for as many words as possible.
 - c. To help them become aware of common spelling patterns at the syllable level.
 - d. All of the above.
 - e. None of the above.

5. Tutors should check for mastery of core vowel patterns before moving onto polysyllabic word study because:
 - a. Core vowel pattern mastery is required for advanced word study.
 - b. Polysyllabic words are usually difficult enough that they require checking for mastery.
 - c. Core vowel pattern mastery proves knowledge of all blends and digraphs.
 - d. All of the above.
 - e. Core vowel pattern mastery is not required for advanced word study.

6. When a struggling reader makes an oral reading error, the tutor should:
 - a. Wait for the student to finish the page to preserve meaning, and then ask, “Did that make sense?”
 - b. Ignore the error and let the reading continue to preserve fluency.
 - c. Wait to see if the student self-corrects. If not, say, “This word tricked you. Start back here.”
 - d. All of the above.
 - e. None of the above.

7. What is the primary goal(s) of conducting a preview before assisted reading?
 - a. To build and activate the reader’s background knowledge for the text.
 - b. To practice fluent reading before reading new text.
 - c. To choose words for spelling practice during word study.
 - d. All of the above.
 - e. None of the above.

8. Which description best characterizes the instructional technique of echo reading?
 - a. If the student makes an oral reading error, the tutor repeats the error and then conducts a brief phonics mini-lesson.
 - b. The student repeats the previous lesson’s assisted reading text 3 times over 3 lessons.
 - c. The tutor reads a section of text aloud, and the student repeats that section aloud.
 - d. All of the above.
 - e. None of the above.

9. Which set(s) of data meet or exceed the criteria for moving a struggling reader up and out of end-of-3rd-grade level text and into beginning-4th-grade text?
 - a. 95% accuracy and 90 words per minute.
 - b. 88% accuracy and 110 words per minute.
 - c. 93% accuracy and 100 words per minute.
 - d. All of the above.
 - e. None of the above.

10. Which set(s) of data meet or exceed the criteria for moving a struggling reader up and out of easy 4th-grade level text and into moderate 4th-grade-text?
 - a. 95% accuracy and 100 words per minute.
 - b. 90% accuracy and 110 words per minute.
 - c. 95% accuracy and 90 words per minute.
 - d. All of the above.
 - e. None of the above.

11. It is appropriate to move forward in advanced word study when the reader:
 - a. seems to have enough confidence and seems to want to move on.
 - b. can automatically identify each polysyllabic word in the module by completing a sort, random check, and memory in 4 consecutive lessons.
 - c. can correctly read at least 30 polysyllabic words in a random flash presentation (speed check) with no more than 3 errors.
 - d. All of the above.
 - e. None of the above.

12. Which set(s) of word study procedures most emphasize word recognition accuracy?
 - a. Sort, memory.
 - b. Concept points, scoop-and-read.
 - c. Seek-and-find, go fish.
 - d. All of the above.
 - e. None of the above.

13. Which set(s) of word study procedures most emphasize word recognition fluency?
 - a. Sort, memory.
 - b. Poison star, oops.
 - c. Seek-and-find, go fish.
 - d. All of the above.
 - e. None of the above.

14. What is the primary reason(s) for helping a struggling reader achieve mastery of the syllable types common to written English?
 - a. Syllable types illustrate all possible vowel patterns that the student may encounter.
 - b. Syllable types provide the most effective, reliable way to identify unfamiliar polysyllabic words.
 - c. Syllable types are helpful for passing Higher Steps speed checks.
 - d. All of the above.
 - e. None of the above.

15. Which types of words are most appropriate to include in a struggling reader's word bank?
 - a. High frequency words that present a challenge in connected text.
 - b. Challenging spelling words.
 - c. Interesting words that are not yet part of the student's oral language.
 - d. All of the above.
 - e. None of the above.

16. Which set(s) of words include examples of closed syllables?
 - a. She, no, flu.
 - b. Corn, farmer, burn.
 - c. Shrimp, blunt, Bob.
 - d. All of the above.
 - e. None of the above.

17. Which set(s) of words include 3 examples of schwa in an uninflected syllable?
 - a. Robin, athlete, comment.
 - b. Salad, bucket, blank.
 - c. Chicken, consist, wagon.
 - d. All of the above.
 - e. None of the above.

18. Which statement is most accurate?
- The breve is used to mark the vowel in r-controlled syllables and the macron is used to mark the vowel in open syllables.
 - The breve is used to mark the vowel in open syllables and the macron is used to mark the vowel in closed syllables.
 - The breve is used to mark the vowel in closed syllables and the macron is used to mark the vowel in open syllables.
 - All of the above.
 - None of the above.
19. Which set(s) of words include examples of open-closed syllable words?
- Robin, athlete, comment.
 - Robot, minus, silent.
 - Locate, vanish, simple.
 - All of the above.
 - None of the above.
20. Why is it appropriate to rely on accuracy and rate scores (i.e., print-processing scores) rather than comprehension scores to place struggling readers in instructional level text?
- Print-processing scores are more subjective.
 - Passage comprehension measures produce unreliable and invalid scores.
 - Print-processing scores simply replicate comprehension scores.
 - All of the above.
 - None of the above.
21. Why is it important to collect rate and accuracy data regularly as students read aloud?
- To gauge their interest in the current text.
 - To evaluate their word recognition automaticity for core vowel patterns.
 - To determine which words belong in the student's word bank.
 - All of the above.
 - None of the above.
22. It is appropriate to move forward in text level when the struggling reader:
- seems to have enough confidence and wants to move on.
 - can independently read most of the new assisted reading text in the most difficult texts in that level.
 - has achieved satisfactory rate and accuracy scores in at least 2 out of 3 sections of difficult text for that level.
 - All of the above.
 - None of the above.