

Name _____ Date _____

School _____ District _____

Intervention for Struggling Readers: Knowledge Assessment

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

1. The Next 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.
 - b. seem to be “stuck” between primer and end-grade two reading levels.
 - c. seem to be at-risk for learning to read successfully in their first year of formal reading instruction.
 - 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 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.
 - d. All of the above.
 - e. None of the above.

5. Why should a tutor check for mastery of mixed, non-rhyming short vowels before moving onto vowel patterns?
 - a. Short vowel mastery makes it easier to learn more complex spelling patterns.
 - b. Vowel patterns are usually easier and will not require checking for mastery.
 - c. It confirms mastery of word family knowledge.
 - d. All of the above.
 - e. None of the above.

6. When a struggling reader makes an oral reading error, the tutor should:
- Wait for the student to finish the page to preserve meaning, and then ask, "Did that make sense?"
 - Ignore it and let the reading continue to preserve fluency.
 - Wait to see if the student self-corrects. If not, say, "This word tricked you. Start back here."
 - All of the above.
 - None of the above.
7. What is the primary goal(s) of conducting a preview before assisted reading?
- To build and activate the reader's background knowledge for the text.
 - To practice fluent reading before reading new text.
 - To choose words for spelling practice during word study.
 - All of the above.
 - None of the above
8. Which description best characterizes the instructional technique of echo reading?
- If the student makes an oral reading error, the tutor repeats the error and then conducts a thorough phonics lesson.
 - The student repeats the previous lesson's assisted reading text 3 times over 3 lessons.
 - The tutor reads a section of text aloud, and the student repeats that section aloud.
 - All of the above.
 - 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-1st-grade level text and into beginning-2nd grade text?
- 95% accuracy and 40 words per minute.
 - 88% accuracy and 50 words per minute.
 - 93% accuracy and 30 words per minute.
 - All of the above.
 - None of the above
10. Which set(s) of data **meet or exceed** the criteria for moving a struggling reader up and out of mid-2nd-grade level text and into end-2nd grade text?
- 95% accuracy and 50 words per minute.
 - 88% accuracy and 80 words per minute.
 - 95% accuracy and 60 words per minute.
 - All of the above
 - None of the above
11. It is appropriate to move forward in mixed short vowel and vowel pattern word study when the beginning reader:
- seems to have enough confidence and seems to want to move on.
 - can automatically identify each word in the sort, random check, and memory in 4 consecutive lessons.
 - can correctly read at least 35 words in a random flash presentation (speed check) with no more than 3 errors.
 - Any of the above
 - None of the above

12. Which set(s) of word study procedures emphasize word recognition accuracy?
- sort, random check, memory
 - black-out bingo, random check
 - sort, random check, go fish
 - All of the above.
 - None of the above.
13. Which set(s) of word study procedures emphasize word recognition fluency?
- sort, random check, memory.
 - black-out bingo, random check.
 - poison star, oops, speed.
 - All of the above.
 - None of the above.
14. What is the primary reason(s) for helping a struggling reader achieve mastery for core vowel patterns?
- Core vowel patterns illustrate all of the possible patterns the student may encounter.
 - Core vowel patterns present the most difficulty and require the most time and effort.
 - Core vowel patterns illustrate the most frequently occurring patterns for one syllable words.
 - All of the above.
 - None of the above.
15. Which types of words are most appropriate to include in a struggling reader's word bank?
- high frequency words that present a challenge in connected text.
 - challenging spelling words.
 - interesting words that are not yet part of the student's oral language.
 - All of the above.
 - None of the above.
16. What is the primary reason(s) for using vowel sound cards (e.g., a-apple-/a/) in regular drill practice with a struggling reader?
- Some struggling readers have extreme difficulty with vowel sounds.
 - Some vowel sounds (e.g., short i and short e) are hard to distinguish.
 - Memorizing a keyword may help struggling readers remember the vowel sound.
 - All of the above.
 - None of the above.
17. When a student's progress in word study seems inordinately slow (e.g., spending 15 or more lessons in one sort without passing a speed check), the tutor should:
- Move forward to the next sort.
 - Go back to the previous sort.
 - Use a 2x2 sort rather than a 4x4 sort.
 - All of the above.
 - None of the above.
18. Which is an accurate statement?
- Independent accuracy and rate criteria are the same as instructional criteria.
 - Independent accuracy and rate criteria are more stringent than instructional criteria.
 - Independent accuracy and rate criteria are less stringent than instructional criteria.
 - Independent accuracy and rate criteria are more appropriate for Early Steps students than for Next Steps students.
 - None of the above.

19. It is appropriate to use text with controlled vocabulary (e.g., pre-1987 basals) with struggling readers below a 3rd grade reading level because such text:
- provides an important form of support with word repetition.
 - uses a select corpus of words that spiral within and across levels.
 - uncontrolled text (e.g., tradebooks) do not repeat and reinforce a sufficient percentage of words.
 - 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 Next Steps text level when the struggling reader:
- seems to have enough confidence, makes no mistakes, 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.