**Test Item Bank**

**Matching**

Match the theory of reading with its description.

1. Simple View of Reading
2. Scarborough’s Rope Model
3. Adams’s Model of the Skilled Reading Process

A This theory suggests that reading comprehension is the product of decoding and linguistic comprehension.

C This theory suggests that skilled reading results from various processes working together simultaneously.

B This theory suggests that word recognition and language comprehension skills are woven together to achieve skilled reading.

Match each of Ehri’s Phases of Word Recognition Development with the correct description of student abilities.

1. Pre-Alphabetic Phase
2. Partial Alphabetic Phase
3. Full Alphabetic Phase
4. Consolidated Alphabetic Phase
5. Automatic Phase

D Multi-letter patterns are consolidated in memory; Readers use chunks to decode, rather than individual phonemes; Most mature form of reading

A Visual cues (e.g., shape, logo); Semantic rather than phonological relationships; Arbitrary rather than systematic connections

C Words are accessed through phonological recoding; Graphemes are converted into phonological representations; Dramatically more reliable than phonetic cue reading

E Highly developed strategies; Accurate, automatic decoding of unfamiliar words; Use of multiple strategies (decoding, structural, contextual)

B Emerging use of grapheme-phoneme connections (phonetic cue reading); Connections are incomplete; More reliable than visual cue reading; Provides no way to read novel words in print

**True/False**

F A sign of dyslexia is writing letters backwards or upside down.

T Dyslexia is neurobiological in origin.

F Dyslexia is caused by problems in visual perception.

F If you just give them enough time, children will outgrow dyslexia.

T Manifestations of dyslexia change over time.

F Dyslexia only affects people who speak English.

F Individuals with dyslexia will benefit from colored text overlays or lenses.

T Dyslexia, like all learning disabilities, is a spectrum disorder that varies in the level of impact.

F A person with dyslexia can never learn to read.

T Students with dyslexia typically demonstrate a core deficit in phonological processing.

**Multiple Choice**

The double-deficit hypothesis suggests difficulty in what two areas?

1. visual processing and phonological processing
2. rapid naming and visual processing
3. **phonological processing and rapid naming**
4. directionality and phonological processing

What type of assessment uses quick measures administered at regular intervals to identify instructional needs?

1. screening
2. **progress monitoring**
3. outcome assessment
4. diagnosis

**Fill in the Blank**

According to Adlof & Hogan, children with DLD have an unexpected deficit in   language   abilities despite adequate environmental stimulation and cognitive abilities.

According to Kearns, individuals with dyslexia have different patterns of brain   activation  .

Decoding    Dyslexia is a grassroots organization formed by parent activists with the goal of raising dyslexia awareness, empowering families to support their children, and informing policy-makers on best practices to identify, teach, and support students with dyslexia .

**Short Answer**

Briefly explain the Simple View of Reading.

What does the term “statistical learning” refer to in relation to reading and choosing text?