

Dyslexia Training Practice Test (Sample)

Study Guide



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SAMPLE

Questions

- 1. Dyslexia is classified as what type of disorder?**
 - A. Emotional disorder**
 - B. Neurological disorder**
 - C. Behavioral disorder**
 - D. Developmental disorder**
- 2. Effective Tier 1 instruction should adequately meet the needs of what percentage of students in a school?**
 - A. 60-70%**
 - B. 80-85%**
 - C. 90-95%**
 - D. 100%**
- 3. How many phonemes are in the word 'skin'?**
 - A. 2**
 - B. 3**
 - C. 4**
 - D. 5**
- 4. How do various reading difficulties relate to overall comprehension?**
 - A. Weak reading ability often leads to strong comprehension skills.**
 - B. Strong reading skills correlate with weak comprehension.**
 - C. The type of reading difficulty does not affect comprehension.**
 - D. Reading difficulties can reflect specific comprehension challenges.**
- 5. What is one purpose of collecting progress monitoring data?**
 - A. To evaluate teacher performance**
 - B. To determine if an intervention is helping an individual student to make the gains needed to meet grade-level expectations**
 - C. To assess the overall effectiveness of a school**
 - D. To analyze standardized test scores**

- 6. How many morphemes are present in the word "teachers"?**
- A. 2**
 - B. 3**
 - C. 4**
 - D. 1**
- 7. What is the correct segmentation of the phonemes in the word 'thought'?**
- A. th/ought/t**
 - B. th/ou/gh/t**
 - C. th/ough/t**
 - D. th/u/ght**
- 8. What is the role of modeling during handwriting instruction?**
- A. To encourage creativity in letter formation**
 - B. To show correct strokes visually and verbally**
 - C. To test students' memorization of letters**
 - D. To speed up the learning process without explanation**
- 9. What is the correct understanding of dyslexia?**
- A. It is best defined by the ability to see letters backwards.**
 - B. It is simply a result of poor reading habits.**
 - C. It is primarily characterized by phonological processing difficulties.**
 - D. It only occurs in individuals who lack motivation.**
- 10. Which of the following can be used as part of the diagnostic assessment for reading concerns?**
- A. Standardized tests**
 - B. Curriculum-based measures**
 - C. Teacher observations**
 - D. Parental feedback**

Answers

SAMPLE

- 1. B**
- 2. B**
- 3. B**
- 4. D**
- 5. B**
- 6. B**
- 7. C**
- 8. B**
- 9. C**
- 10. B**

SAMPLE

Explanations

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1. Dyslexia is classified as what type of disorder?

- A. Emotional disorder**
- B. Neurological disorder**
- C. Behavioral disorder**
- D. Developmental disorder**

Dyslexia is classified as a neurological disorder because it involves the way the brain processes written and spoken language. It fundamentally affects the ability to read accurately and fluently, and it is linked to differences in the brain's structure and function. Studies have shown that individuals with dyslexia often have variations in brain areas responsible for language processing, which evidences its neurological basis. While it can also be associated with developmental disorders (as it commonly coexists with other learning disabilities), the primary classification focuses more specifically on the neurological aspects. Emotional and behavioral disorders relate more to psychological or emotional well-being and behaviors rather than the inherent cognitive processing issues associated with dyslexia. Understanding dyslexia as a neurological disorder helps educators, clinicians, and parents develop effective intervention strategies tailored to the unique challenges faced by individuals with dyslexia.

2. Effective Tier 1 instruction should adequately meet the needs of what percentage of students in a school?

- A. 60-70%**
- B. 80-85%**
- C. 90-95%**
- D. 100%**

Effective Tier 1 instruction is designed to provide high-quality, universal teaching strategies that benefit the majority of students in a school. Research indicates that a well-implemented Tier 1 framework should meet the needs of approximately 80-85% of students. This level is considered optimal because it ensures that most learners receive the foundational skills and content necessary for academic success without the need for additional interventions. The focus of Tier 1 is to create an inclusive learning environment where differentiation and supportive teaching strategies are employed. When effective, this instruction addresses various learning styles and needs, allowing a majority of students to engage with the curriculum effectively. If the percentage were lower, such as 60-70%, it would imply that the instruction is not sufficient for a significant number of students, leading to an increased need for interventions. Conversely, if the goal were set at 90-95% or even 100%, it would not realistically account for the natural variation in learners' needs and could result in unattainable expectations for teachers and schools. This broad applicability ensures that intervention strategies can be reserved for the smaller percentage of students who may require more targeted support.

3. How many phonemes are in the word 'skin'?

- A. 2
- B. 3**
- C. 4
- D. 5

The word 'skin' contains three phonemes, which are the distinct sounds represented by the letters in the word: /s/, /k/, and /ɪn/. To break it down, the initial sound /s/ corresponds to the letter 's', the middle sound /k/ is represented by the letter 'k', and the final sound /ɪn/ encompasses the letters 'i' and 'n' coming together to make the nasal sound /n/. In phonemic terms, each individual sound contributes to the pronunciation of the word, making a total of three phonemes. Thus, identifying the distinct sounds helps in understanding why the answer is indeed three.

4. How do various reading difficulties relate to overall comprehension?

- A. Weak reading ability often leads to strong comprehension skills.
- B. Strong reading skills correlate with weak comprehension.
- C. The type of reading difficulty does not affect comprehension.
- D. Reading difficulties can reflect specific comprehension challenges.**

The chosen answer highlights an important relationship between reading difficulties and comprehension skills. When individuals experience reading difficulties, such as problems with decoding or fluency, these issues can hinder their ability to understand and process what they read. This is because comprehension relies heavily on the ability to recognize words and phrases quickly and accurately; if a person struggles with these fundamental reading skills, it can directly impact their ability to make meaning from texts. Different types of reading difficulties can present unique challenges to comprehension. For instance, someone with dyslexia may have trouble decoding words, which can result in misinterpretation or slower processing of information. Meanwhile, a person with specific comprehension deficits might grasp individual words well but struggle to connect ideas or infer meaning from the text. Recognizing that specific reading difficulties can indicate particular comprehension challenges is crucial for tailoring interventions and support. Understanding this relationship helps educators and clinicians to prioritize strategies that address both the reading difficulties and the associated comprehension issues, leading to more effective teaching and learning outcomes.

5. What is one purpose of collecting progress monitoring data?

A. To evaluate teacher performance

B. To determine if an intervention is helping an individual student to make the gains needed to meet grade-level expectations

C. To assess the overall effectiveness of a school

D. To analyze standardized test scores

Collecting progress monitoring data serves the essential purpose of determining if an intervention is effectively helping an individual student. This data provides valuable insights into a student's academic performance and growth over time, allowing educators to evaluate whether the strategies being implemented are successful in meeting the student's specific learning needs. By regularly assessing progress, teachers can identify areas where the student may still be struggling and make informed decisions on how to adjust interventions accordingly. This targeted approach ensures that instruction is personalized and responsive, ultimately helping students to reach grade-level expectations. Monitoring progress in this way is crucial for supporting students with learning differences, such as dyslexia, as it allows for timely interventions that can significantly impact their educational journey.

6. How many morphemes are present in the word "teachers"?

A. 2

B. 3

C. 4

D. 1

The word "teachers" consists of three morphemes, which are the smallest units of meaning in a language. To break it down: 1. The base morpheme "teach" denotes the core meaning related to the act of instructing or imparting knowledge. 2. The derivational morpheme "-er" indicates someone who performs the action of the verb, in this case, a person who teaches. 3. The inflectional morpheme "-s" signifies the plural form, indicating that there is more than one teacher. Together, these three morphemes combine to convey the complete meaning of "teachers" as multiple individuals who teach. Understanding morphemes is crucial in linguistics and literacy education, as it helps in decoding and understanding complex words, especially for individuals with dyslexia, who may benefit from a clear breakdown of word structure.

7. What is the correct segmentation of the phonemes in the word 'thought'?

- A. th/ought/t**
- B. th/ou/gh/t**
- C. th/ough/t**
- D. th/u/ght**

The phonemic segmentation of the word 'thought' involves breaking it down into its distinct sound units, or phonemes. The correct segmentation as "th/ough/t" represents the way the word is pronounced. In this breakdown, "th" corresponds to the initial th sound, which is a single phoneme. The "ough" in the middle represents the vowel sound often pronounced as 'aw' in certain contexts, as it is in this case. Lastly, "t" represents the final consonant sound in the word. This specific segmentation aligns with the auditory perception of the phonemes involved when pronouncing 'thought,' highlighting the unique way English can represent sounds with various letter combinations, particularly with the diphthong "ough." Understanding this phonemic structure is crucial for training in dyslexia, as it emphasizes the relationship between sounds and their orthographic representations.

8. What is the role of modeling during handwriting instruction?

- A. To encourage creativity in letter formation**
- B. To show correct strokes visually and verbally**
- C. To test students' memorization of letters**
- D. To speed up the learning process without explanation**

Modeling plays a crucial role in handwriting instruction as it provides students with a clear and accurate example of how letters are formed. By demonstrating the correct strokes both visually and verbally, instructors help learners understand the necessary movements and techniques involved in writing each letter. This practice not only clarifies the physical aspect of handwriting but also enhances cognitive understanding, allowing students to internalize the proper techniques more effectively. When an instructor models handwriting, they engage the students' visual and auditory senses, reinforcing how each letter looks and sounds during the writing process. This approach aids in developing fine motor skills and muscle memory, making it easier for students to replicate the movements independently. Other choices do not encapsulate the primary purpose of modeling in handwriting instruction. For example, encouraging creativity may lead to inconsistent letter formation, which is not the goal when students are learning standard handwriting techniques. Testing memorization does not contribute to skill acquisition as much as modeling does, since memorization alone does not teach the physical execution required for handwriting. Finally, attempting to speed up the learning process without proper explanation could result in confusion or the development of poor habits, which modeling directly addresses by providing thoughtful and guided instruction.

9. What is the correct understanding of dyslexia?

- A. It is best defined by the ability to see letters backwards.
- B. It is simply a result of poor reading habits.
- C. It is primarily characterized by phonological processing difficulties.**
- D. It only occurs in individuals who lack motivation.

The understanding of dyslexia is best characterized by phonological processing difficulties. Individuals with dyslexia typically struggle with the ability to manipulate sounds in language, which affects their reading, spelling, and writing skills. This phonological weakness means that they may find it challenging to decode words, recognize sound-letter associations, and segment sounds in words, which are all crucial skills for proficient reading. This definition aligns with current research that shows dyslexia is a neurobiological condition, not simply an issue of visual perception, bad habits, or motivation levels. Recognizing dyslexia as a specific difficulty with phonological processing allows educators and professionals to implement targeted interventions that address these specific challenges, fostering better educational support and strategies tailored to students' needs. Additionally, understanding dyslexia in this context moves the focus away from common misconceptions that can hinder effective support for individuals experiencing these difficulties.

10. Which of the following can be used as part of the diagnostic assessment for reading concerns?

- A. Standardized tests
- B. Curriculum-based measures**
- C. Teacher observations
- D. Parental feedback

Curriculum-based measures are an effective component of the diagnostic assessment for reading concerns because they provide direct insight into a student's academic performance through the evaluation of their work within the curriculum they are being taught. These measures often include regular assessments tied to specific learning objectives, allowing educators to monitor student progress and identify areas where the student may be struggling. This approach is invaluable as it focuses specifically on a student's current learning context and performance, providing a real-time snapshot of their skills in relation to grade-level expectations. By using curriculum-based measures, teachers can gather essential data on how students are performing in reading tasks that are meaningful and relevant to their learning experience, facilitating targeted intervention strategies. While the other options can also contribute valuable information to the assessment process, they do not provide the same degree of direct measurement of a student's day-to-day educational progress regarding reading skills. Standardized tests often compare a student's performance against a broader population, potentially missing specific issues tied to the student's curriculum. Teacher observations are subjective and can vary significantly between educators, and parental feedback, while useful, may be biased or anecdotal without direct correlation to academic performance.