Multiple Choice questions RRR

1. No correlation was found between the SASP grouped scores and:
	1. RRR Ranked Subscale I
	2. RRR Ranked Subscale III
	3. RRR Ranked Subscale V
	4. RRR Ranked Subscale VI
2. Visual-spatial skills enable learners:
	1. to expedite the differentiation of similarities and differences of visual input
	2. to perceive the position of objects related to their own body/or other objects
	3. identify and form letters, numbers, words
	4. to develop meaning from visual information for use in verbal output
3. Convergent validity testing is defined as:
	1. Testing the frame of reference against the construct
	2. Checking the operationalization against the identified content domain of the construct
	3. A comparison of an assessment with an existing measure of similar construct
	4. Testing the ability of the construct to predict future performance
4. This study was performed only on right handed learners
	1. True
	2. False
5. The assessment can only be conducted in a quiet room with individual learners
	1. True
	2. False
6. The subscales of the RRR were refined using:
	1. Rasch measurement model
	2. Discriminatory factor analysis
	3. Confirmatory factor analysis
	4. Theory based processing
7. In Year 2, there were:
	1. No learners in the below average category
	2. 13 learners in the average category
	3. 18 learners in the above average category
	4. 14 learners in the average category
8. The ranked results were compared using:
	1. Krustal-Wallis test
	2. Pearson Rank order Test
	3. Students’ T-Test
	4. ANOVA
9. A link between increasing age and increasing visual skill:
	1. Was found in all year group correlations
	2. Was only found in Year 1 to Year 3 correlations
	3. Was only found in Year 2 to Year 3 correlations
	4. Was only found between Year 1 and Year 2 and 3 correlations
10. At approximately which age should a learner no longer display regular letter or number reversals?
	1. 5 years
	2. 7 years
	3. 9 years
	4. Cannot be determined.