1

00:00:02,949 --> 00:00:08,000

welcome to assessing preventing and

2

00:00:05,899 --> 00:00:10,219

overcoming reading difficulties a

3

00:00:08,000 --> 00:00:12,950

professional learning series presented

4

00:00:10,219 --> 00:00:15,160

by David Kilpatrick sponsored by the

5

00:00:12,950 --> 00:00:18,200

exceptional student services unit and

6

00:00:15,160 --> 00:00:20,450

created in collaboration with specific

7

00:00:18,200 --> 00:00:24,230

learning disability specialists Jill

8

00:00:20,450 --> 00:00:26,510

Marshall and Veronica Fiedler the

9

00:00:24,230 --> 00:00:28,760

Colorado Department of Education vision

10

00:00:26,510 --> 00:00:30,830

is that all students in Colorado will

11

00:00:28,760 --> 00:00:33,289

become educated and productive citizens

12

00:00:30,830 --> 00:00:36,710

capable of succeeding in society

13

00:00:33,289 --> 00:00:39,530

the workforce and life the mission of

14

00:00:36,710 --> 00:00:42,589

the CDE is to ensure all students are

15

00:00:39,530 --> 00:00:45,230

prepared for success in society work and

16

00:00:42,589 --> 00:00:48,289

life by providing excellent leadership

17

00:00:45,230 --> 00:00:52,219

service and support to schools districts

18

00:00:48,289 --> 00:00:54,260

and communities across the state this

19

00:00:52,219 --> 00:00:57,519

series is designed for use in multiple

20

00:00:54,260 --> 00:00:59,690

ways you can complete all 13 modules

21

00:00:57,519 --> 00:01:01,729

participants who engage in all 13

22

00:00:59,690 --> 00:01:03,499

modules will be provided a comprehensive

23

00:01:01,729 --> 00:01:06,680

learning experience encompassing

24

00:01:03,499 --> 00:01:08,960

research impact and critical elements of

25

00:01:06,680 --> 00:01:12,020

assessing preventing and overcoming

26

00:01:08,960 --> 00:01:15,230

reading difficulties you can complete

27

00:01:12,020 --> 00:01:17,750

individual modules participants may view

28

00:01:15,230 --> 00:01:19,700

a session or sessions for specific

29

00:01:17,750 --> 00:01:22,280

information and guidance on topics

30

00:01:19,700 --> 00:01:24,770

related to assessing preventing and

31

00:01:22,280 --> 00:01:27,230

overcoming reading difficulties this

32

00:01:24,770 --> 00:01:29,570

format is ideal for short professional

33

00:01:27,230 --> 00:01:31,670

development opportunities for example

34

00:01:29,570 --> 00:01:34,310

during an impact team meeting or

35

00:01:31,670 --> 00:01:36,230

professional learning community you can

36

00:01:34,310 --> 00:01:39,440

also complete this as a book or chapter

37

00:01:36,230 --> 00:01:42,170

study participants may view all or part

38

00:01:39,440 --> 00:01:44,720

of the series as a tandem companion or

39

00:01:42,170 --> 00:01:46,730

supplemental resource for supporting a

40

00:01:44,720 --> 00:01:48,710

study of the book the essentials of

41

00:01:46,730 --> 00:01:50,590

assessing preventing and overcoming

42

00:01:48,710 --> 00:01:52,649

reading difficulties

43

00:01:50,590 --> 00:01:52,649

44

00:01:58,960 --> 00:02:01,020

45

00:02:04,140 --> 00:02:11,950

module 8 assessing word identification

46

00:02:08,110 --> 00:02:15,870

and reading fluency session 1 assessing

47

00:02:11,950 --> 00:02:18,160

word identification and word recognition

48

00:02:15,870 --> 00:02:20,290

hello this is David Kilpatrick and I'm

49

00:02:18,160 --> 00:02:22,870

your presenter for these 13 on-demand

50

00:02:20,290 --> 00:02:25,090

webinars as a result of these webinars

51

00:02:22,870 --> 00:02:27,040

our hope is that participants will come

52

00:02:25,090 --> 00:02:29,080

to a deeper understanding of the reading

53

00:02:27,040 --> 00:02:31,180

research as it pertains to assessment

54

00:02:29,080 --> 00:02:34,900

prevention and overcoming reading

55

00:02:31,180 --> 00:02:36,280

difficulties we are now at module 8 and

56

00:02:34,900 --> 00:02:38,680

we're going to look at the assessment of

57

00:02:36,280 --> 00:02:40,690

word reading and there are two sessions

58

00:02:38,680 --> 00:02:42,069

within module eight one that's going to

59

00:02:40,690 --> 00:02:43,810

look at word identification and word

60

00:02:42,069 --> 00:02:46,420

recognition and the second which will

61

00:02:43,810 --> 00:02:47,980

look at reading fluency as a result of

62

00:02:46,420 --> 00:02:49,959

this particular session participants

63

00:02:47,980 --> 00:02:52,140

will be able to distinguish between word

64

00:02:49,959 --> 00:02:54,580

identification and word recognition

65

00:02:52,140 --> 00:02:56,620

describe the natural confound that

66

00:02:54,580 --> 00:02:59,799

exists in untimed word identification

67

00:02:56,620 --> 00:03:03,690

tests and identify the benefits of timed

68

00:02:59,799 --> 00:03:05,950

and untimed tests for word level reading

69

00:03:03,690 --> 00:03:08,109

word identification is really an

70

00:03:05,950 --> 00:03:09,489

umbrella category and it includes a few

71

00:03:08,109 --> 00:03:13,720

different ways that we can identify a

72

00:03:09,489 --> 00:03:15,700

word one way we can identify word is to

73

00:03:13,720 --> 00:03:18,340

phonic decoding you sound out the word

74

00:03:15,700 --> 00:03:20,530

blend the sounds and you identify the

75

00:03:18,340 --> 00:03:23,650

word there are multiple ways of guessing

76

00:03:20,530 --> 00:03:26,530

as well analogy reading is when you know

77

00:03:23,650 --> 00:03:29,950

one familiar part of a word for example

78

00:03:26,530 --> 00:03:31,720

once the child knows the word cat he can

79

00:03:29,950 --> 00:03:34,810

read by analogy the word hat just by

80

00:03:31,720 --> 00:03:37,359

swapping out that first letter also set

81

00:03:34,810 --> 00:03:39,400

for variability is the ability to

82

00:03:37,359 --> 00:03:41,920

identify a properly mispronounced words

83

00:03:39,400 --> 00:03:46,690

so a child may look at the word said and

84

00:03:41,920 --> 00:03:47,799

say say it say it said and maybe if

85

00:03:46,690 --> 00:03:49,060

you've worked with children you've seen

86

00:03:47,799 --> 00:03:50,980

that happen where they come up with the

87

00:03:49,060 --> 00:03:52,299

correct pronunciation in spite of the

88

00:03:50,980 --> 00:03:55,630

fact that they did not pronounce it

89

00:03:52,299 --> 00:03:59,200

correctly but you can also identify a

90

00:03:55,630 --> 00:04:00,970

word by recognizing a familiar word the

91

00:03:59,200 --> 00:04:03,519

first four they're listed there all

92

00:04:00,970 --> 00:04:04,630

involves some kind of strategy of

93

00:04:03,519 --> 00:04:06,400

figuring out the word but with

94

00:04:04,630 --> 00:04:09,989

recognition you don't need to figure the

95

00:04:06,400 --> 00:04:12,250

word out it jumps out at you instantly

96

00:04:09,989 --> 00:04:13,750

so as a result we can distinguish

97

00:04:12,250 --> 00:04:15,850

between word identification and word

98

00:04:13,750 --> 00:04:16,930

recognition word recognition is a

99

00:04:15,850 --> 00:04:19,690

subcategory of word

100

00:04:16,930 --> 00:04:23,519

identification and recognition is not

101

00:04:19,690 --> 00:04:23,519

strategic it's automatic it's effortless

102

00:04:23,820 --> 00:04:27,490

identification that doesn't involve

103

00:04:25,509 --> 00:04:31,570

instant recognition is strategic and

104

00:04:27,490 --> 00:04:34,060

it's only used for unfamiliar words our

105

00:04:31,570 --> 00:04:36,370

common context-free word identification

106

00:04:34,060 --> 00:04:38,530

subtests usually working off a list or

107

00:04:36,370 --> 00:04:41,919

an easel they confound word

108

00:04:38,530 --> 00:04:43,479

identification in word recognition some

109

00:04:41,919 --> 00:04:46,270

subtests may allow a three or five

110

00:04:43,479 --> 00:04:47,830

second limit per word and those are

111

00:04:46,270 --> 00:04:49,389

functionally untimed so even though

112

00:04:47,830 --> 00:04:50,620

they may technically be timed in the

113

00:04:49,389 --> 00:04:53,080

sense that they can only spend a certain

114

00:04:50,620 --> 00:04:54,400

amount of time on a word if they haven't

115

00:04:53,080 --> 00:04:56,259

gotten it within the first second or

116

00:04:54,400 --> 00:05:00,039

second and a half chances are it is a

117

00:04:56,259 --> 00:05:01,900

word they don't know and whether it's a

118

00:05:00,039 --> 00:05:03,729

word a child instantly recognized as

119

00:05:01,900 --> 00:05:05,050

familiar or a word that the child

120

00:05:03,729 --> 00:05:06,580

figured out using one of those other

121

00:05:05,050 --> 00:05:10,300

strategies they still get a 1 in the

122

00:05:06,580 --> 00:05:11,889

test this means that our word

123

00:05:10,300 --> 00:05:13,720

identification subtests confound

124

00:05:11,889 --> 00:05:16,000

orthographic lexicon meaning the word

125

00:05:13,720 --> 00:05:18,160

you already know phonic decoding which

126

00:05:16,000 --> 00:05:20,080

is your ability to sound out words set

127

00:05:18,160 --> 00:05:22,270

for variability which is the ability to

128

00:05:20,080 --> 00:05:24,310

figure out a word even though you didn't

129

00:05:22,270 --> 00:05:26,320

pronounce it properly and of course

130

00:05:24,310 --> 00:05:28,599

guessing you can guess based on the

131

00:05:26,320 --> 00:05:30,460

length of the word the first sound or

132

00:05:28,599 --> 00:05:35,770

what it looks like kids seize lunch and

133

00:05:30,460 --> 00:05:37,870

says laugh or vice versa untimed word

134

00:05:35,770 --> 00:05:39,849

recognition tests confound multiple

135

00:05:37,870 --> 00:05:42,039

skills as we mentioned but timed word

136

00:05:39,849 --> 00:05:43,990

recognition tests limit that confound

137

00:05:42,039 --> 00:05:45,460

there a better assessment of the

138

00:05:43,990 --> 00:05:47,289

orthographic lexicon because if you're

139

00:05:45,460 --> 00:05:49,210

timed and you're reading a word list you

140

00:05:47,289 --> 00:05:52,479

don't have context to benefit from

141

00:05:49,210 --> 00:05:54,190

and if you try to sound it out the clock

142

00:05:52,479 --> 00:05:56,250

is ticking you get slowed down you're

143

00:05:54,190 --> 00:05:58,389

not going to do as well on that test a

144

00:05:56,250 --> 00:06:00,009

good example is the sight word

145

00:05:58,389 --> 00:06:02,680

efficiency sub test from the test of

146

00:06:00,009 --> 00:06:04,449

word reading efficiency I believe it's

147

00:06:02,680 --> 00:06:06,370

an outstanding test throughout the

148

00:06:04,449 --> 00:06:09,310

elementary years I used it with hundreds

149

00:06:06,370 --> 00:06:11,860

of children both in terms of evaluations

150

00:06:09,310 --> 00:06:13,330

that I did for reading difficulties but

151

00:06:11,860 --> 00:06:17,919

also I've used it in research studies

152

00:06:13,330 --> 00:06:19,720

with a wide range of skill levels I find

153

00:06:17,919 --> 00:06:21,490

that the value of that particular test

154

00:06:19,720 --> 00:06:23,440

is a little bit more limited in middle

155

00:06:21,490 --> 00:06:25,389

school in high school and I think part

156

00:06:23,440 --> 00:06:28,539

of that is because given the 45-second

157

00:06:25,389 --> 00:06:29,889

timeframe those older kids most of the

158

00:06:28,539 --> 00:06:30,380

older readers unless they have some of

159

00:06:29,889 --> 00:06:31,940

the most

160

00:06:30,380 --> 00:06:34,160

severe types of reading disabilities

161

00:06:31,940 --> 00:06:35,510

they can go down that first column they

162

00:06:34,160 --> 00:06:37,820

start at the same spot as the first

163

00:06:35,510 --> 00:06:39,620

grader and they're getting on and up and

164

00:06:37,820 --> 00:06:40,970

of and some of these other ones and the

165

00:06:39,620 --> 00:06:42,830

clock is ticking so they don't really

166

00:06:40,970 --> 00:06:45,650

get enough chance to get to the harder

167

00:06:42,830 --> 00:06:47,810

items nobody does as a result I found

168

00:06:45,650 --> 00:06:49,340

that it wasn't as useful across the

169

00:06:47,810 --> 00:06:51,080

board when I worked with

170

00:06:49,340 --> 00:06:52,220

middle schoolers and high schoolers you

171

00:06:51,080 --> 00:06:53,870

may have a different experience with

172

00:06:52,220 --> 00:06:55,760

this this was my experience I'm not

173

00:06:53,870 --> 00:06:57,560

trying to undermine the test of word

174

00:06:55,760 --> 00:06:59,120

reading efficiency in fact it has always

175

00:06:57,560 --> 00:07:01,130

been one of the strongest elements of my

176

00:06:59,120 --> 00:07:04,340

battery I couldn't imagine doing an

177

00:07:01,130 --> 00:07:06,170

evaluation without that test the word

178

00:07:04,340 --> 00:07:09,140

recognition fluency sub tests from the

179

00:07:06,170 --> 00:07:10,970

KTEA is timed and you can compare that

180

00:07:09,140 --> 00:07:13,270

with the other non timed word

181

00:07:10,970 --> 00:07:15,650

identification test from that battery

182

00:07:13,270 --> 00:07:18,080

also the test of silent word reading

183

00:07:15,650 --> 00:07:20,750

fluency that test is considered a bit

184

00:07:18,080 --> 00:07:22,760

inauthentic by some people because you

185

00:07:20,750 --> 00:07:24,470

basically have a whole long string of

186

00:07:22,760 --> 00:07:27,880

words and there's no spaces in between

187

00:07:24,470 --> 00:07:31,010

them and for children who are good at

188

00:07:27,880 --> 00:07:33,410

recognizing words it's a very easy task

189

00:07:31,010 --> 00:07:36,590

the task is to put a line in between the

190

00:07:33,410 --> 00:07:38,090

words and children that are good readers

191

00:07:36,590 --> 00:07:39,200

have no difficulty with the task and

192

00:07:38,090 --> 00:07:40,550

children that are struggling readers

193

00:07:39,200 --> 00:07:47,360

those words aren't jumping out of them

194

00:07:40,550 --> 00:07:48,980

so it's very difficult an untimed and a

195

00:07:47,360 --> 00:07:50,420

time word reading test should not be

196

00:07:48,980 --> 00:07:52,730

used to support each other for the

197

00:07:50,420 --> 00:07:55,160

purpose of dealing with the issue of sub

198

00:07:52,730 --> 00:07:57,440

test reliability if you want to address

199

00:07:55,160 --> 00:07:59,090

the sub test reliability issue by using

200

00:07:57,440 --> 00:08:03,170

multiple tests from different batteries

201

00:07:59,090 --> 00:08:05,480

you need to compare a time with a timed

202

00:08:03,170 --> 00:08:06,680

and a untimed with an untimed and then

203

00:08:05,480 --> 00:08:08,390

you want to look for some patterns I

204

00:08:06,680 --> 00:08:12,320

found that in elementary school level

205

00:08:08,390 --> 00:08:16,100

lower timed scores relative to untimed

206

00:08:12,320 --> 00:08:18,410

scores is very useful in fact I would

207

00:08:16,100 --> 00:08:23,090

often find children 10 points lower on

208

00:08:18,410 --> 00:08:25,310

the timed then the untimed that tells

209

00:08:23,090 --> 00:08:26,690

you that they they can get those words

210

00:08:25,310 --> 00:08:30,560

and they're getting those words based

211

00:08:26,690 --> 00:08:34,729

upon some combination of phonic decoding

212

00:08:30,560 --> 00:08:36,800

and guessing or set for variability it's

213

00:08:34,729 --> 00:08:39,770

not a word that's really secure in their

214

00:08:36,800 --> 00:08:42,290

mind but when you use a time test you're

215

00:08:39,770 --> 00:08:43,880

really getting at the number of words

216

00:08:42,290 --> 00:08:46,220

that are really secure in their memories

217

00:08:43,880 --> 00:08:48,260

system this isn't always the case the

218

00:08:46,220 --> 00:08:49,490

pattern may reverse itself in middle

219

00:08:48,260 --> 00:08:51,680

school in high school particularly high

220

00:08:49,490 --> 00:08:53,270

school where they may do much better on

221

00:08:51,680 --> 00:08:54,830

the test of word reading efficiency than

222

00:08:53,270 --> 00:08:57,290

they do on an untimed test and those

223

00:08:54,830 --> 00:09:00,220

untimed tests at the high school level

224

00:08:57,290 --> 00:09:02,750

they get to some pretty hard words and

225

00:09:00,220 --> 00:09:04,850

that may be a better assessment of their

226

00:09:02,750 --> 00:09:06,530

sight vocabulary in that case and these

227

00:09:04,850 --> 00:09:09,140

very difficult words aren't easy to

228

00:09:06,530 --> 00:09:10,430

sound out or guess at believe me if

229

00:09:09,140 --> 00:09:12,260

you've ever seen those you know what I'm

230

00:09:10,430 --> 00:09:15,200

talking about some of them I had to look

231

00:09:12,260 --> 00:09:16,790

up and with the test of word reading

232

00:09:15,200 --> 00:09:18,410

efficiency at that level once again

233

00:09:16,790 --> 00:09:21,350

they're racing through those earlier

234

00:09:18,410 --> 00:09:23,240

easier words and there is there are very

235

00:09:21,350 --> 00:09:24,920

few opportunities as you get to some of

236

00:09:23,240 --> 00:09:26,870

the harder words to distinguish among

237

00:09:24,920 --> 00:09:28,910

some of the average and low average

238

00:09:26,870 --> 00:09:30,470

readers once again that's my opinion

239

00:09:28,910 --> 00:09:31,730

that's my experience I can't point to a

240

00:09:30,470 --> 00:09:35,180

particular research study to support

241

00:09:31,730 --> 00:09:37,880

that if the child has a low time score

242

00:09:35,180 --> 00:09:39,020

and they have an average or better rapid

243

00:09:37,880 --> 00:09:41,060

 automatized naming that's

244

00:09:39,020 --> 00:09:42,680

particularly telling in the sense that

245

00:09:41,060 --> 00:09:44,360

that's telling you these are not words

246

00:09:42,680 --> 00:09:46,610

in their orthographic lexicon it's not

247

00:09:44,360 --> 00:09:47,810

just a matter of having poor rapid

248

00:09:46,610 --> 00:09:50,600

naming and their speed of access to

249

00:09:47,810 --> 00:09:52,310

words as a problem it's the fact that

250

00:09:50,600 --> 00:09:56,300

these words are not secure in their

251

00:09:52,310 --> 00:09:57,590

long-term memory untimed test on the

252

00:09:56,300 --> 00:10:00,320

other hand can tell you something that

253

00:09:57,590 --> 00:10:03,050

time test cannot untimed test will tell

254

00:10:00,320 --> 00:10:05,450

you a little bit about the skills of an

255

00:10:03,050 --> 00:10:07,690

individual in figuring out words the

256

00:10:05,450 --> 00:10:10,610

how scrappy are they are they able to

257

00:10:07,690 --> 00:10:12,610

bring to bear various types of skills

258

00:10:10,610 --> 00:10:14,780

and strategies to figure out words

259

00:10:12,610 --> 00:10:16,460

there's no context they can't use

260

00:10:14,780 --> 00:10:17,840

context they've got to use some kind of

261

00:10:16,460 --> 00:10:19,400

guessing based on the look of the word

262

00:10:17,840 --> 00:10:21,950

the length of the word a set for

263

00:10:19,400 --> 00:10:24,170

variability phonic decoding etc a time

264

00:10:21,950 --> 00:10:29,510

test won't really tell you that because

265

00:10:24,170 --> 00:10:32,330

you can't really use strategy word

266

00:10:29,510 --> 00:10:34,160

identification can occur in various ways

267

00:10:32,330 --> 00:10:35,690

some of those most of those are

268

00:10:34,160 --> 00:10:38,060

effortful word recognition is not

269

00:10:35,690 --> 00:10:40,070

effortful it's the recognition of

270

00:10:38,060 --> 00:10:43,160

familiar words and it's instant and its

271

00:10:40,070 --> 00:10:45,770

effortless and word identification sub

272

00:10:43,160 --> 00:10:48,230

tests confound that instant effortless

273

00:10:45,770 --> 00:10:50,630

recognition with two or three other

274

00:10:48,230 --> 00:10:53,510

strategic effortful word reading

275

00:10:50,630 --> 00:10:55,550

approaches and at the elementary level

276

00:10:53,510 --> 00:10:57,560

time tests do a really good job of

277

00:10:55,550 --> 00:11:01,010

estimating the size of the sight vocabulary

278

00:10:57,560 --> 00:11:02,990

in my belief untimed tests maybe not so

279

00:11:01,010 --> 00:11:04,070

much because children can figure out the

280

00:11:02,990 --> 00:11:09,980

word through other means

281

00:11:04,070 --> 00:11:11,540

besides recalling them from memory how

282

00:11:09,980 --> 00:11:13,399

might the ability to distinguish between

283

00:11:11,540 --> 00:11:16,610

word recognition and word identification

284

00:11:13,399 --> 00:11:23,570

help you evaluate children with reading

285

00:11:16,610 --> 00:11:27,850

difficulties next up we are going to

286

00:11:23,570 --> 00:11:27,850

look at evaluating reading fluency