1

00:00:06,020 --> 00:00:13,380

module 8 assessing word identification

2

00:00:09,750 --> 00:00:18,240

and reading fluency session to assessing

3

00:00:13,380 --> 00:00:20,340

reading fluency hello my name is David

4

00:00:18,240 --> 00:00:23,460

Kilpatrick and I am your presenter for

5

00:00:20,340 --> 00:00:24,750

these 13 on-demand webinars these

6

00:00:23,460 --> 00:00:26,250

webinars are going to present reading

7

00:00:24,750 --> 00:00:28,289

research in some of the most practical

8

00:00:26,250 --> 00:00:30,269

aspects of reading research to help with

9

00:00:28,289 --> 00:00:33,059

assessing preventing and overcoming

10

00:00:30,269 --> 00:00:36,449

reading difficulties here's an overview

11

00:00:33,059 --> 00:00:38,610

of those 13 modules and within module 8

12

00:00:36,449 --> 00:00:42,809

we are going to be looking at the second

13

00:00:38,610 --> 00:00:44,129

session assessing reading fluency as a

14

00:00:42,809 --> 00:00:46,020

result of this particular session

15

00:00:44,129 --> 00:00:47,399

participants will be able to distinguish

16

00:00:46,020 --> 00:00:50,879

among the different types of reading

17

00:00:47,399 --> 00:00:52,770

fluency assessments interpret word

18

00:00:50,879 --> 00:00:54,090

reading fluency tasks relative to the

19

00:00:52,770 --> 00:00:59,789

Student’s broader reading assessment

20

00:00:54,090 --> 00:01:02,969

profile reading fluency correlates with

21

00:00:59,789 --> 00:01:04,890

reading comprehension reading fluency is

22

00:01:02,969 --> 00:01:07,229

best understood is a byproduct of the

23

00:01:04,890 --> 00:01:09,180

size of one's orthographic lexicon in

24

00:01:07,229 --> 00:01:10,860

other words the sight vocabulary kids

25

00:01:09,180 --> 00:01:12,479

that already know a lot of words before

26

00:01:10,860 --> 00:01:15,659

they start reading move through text

27

00:01:12,479 --> 00:01:17,700

pretty smoothly children that lack a

28

00:01:15,659 --> 00:01:19,700

large sight vocabulary there are too many

29

00:01:17,700 --> 00:01:21,990

words that they have to figure out

30

00:01:19,700 --> 00:01:24,000

reading fluency is also affected by

31

00:01:21,990 --> 00:01:26,840

other factors such as rapid automatized

32

00:01:24,000 --> 00:01:29,150

naming and of course reading experience

33

00:01:26,840 --> 00:01:32,280

reading fluency and grade level material

34

00:01:29,150 --> 00:01:36,290

requires the coordination of multiple

35

00:01:32,280 --> 00:01:38,820

lower-level processes as a result

36

00:01:36,290 --> 00:01:43,320

reading fluency is a useful barometer of

37

00:01:38,820 --> 00:01:45,150

reading skill reading fluency can be

38

00:01:43,320 --> 00:01:47,009

tested in a number of different ways and

39

00:01:45,150 --> 00:01:49,290

researchers have used all these types of

40

00:01:47,009 --> 00:01:52,799

tests one way is to look at word reading

41

00:01:49,290 --> 00:01:55,380

fluency in timed lists such as the test

42

00:01:52,799 --> 00:01:57,060

of word reading efficiency such tests

43

00:01:55,380 --> 00:01:59,430

correlate very strongly with sentence

44

00:01:57,060 --> 00:02:01,020

and paragraph reading fluency however in

45

00:01:59,430 --> 00:02:03,210

this session we're going to focus on

46

00:02:01,020 --> 00:02:06,420

sentence level and paragraph level

47

00:02:03,210 --> 00:02:08,610

reading fluency Universal screeners and

48

00:02:06,420 --> 00:02:11,519

progress monitoring tools often evaluate

49

00:02:08,610 --> 00:02:13,049

paragraph reading a number of correct

50

00:02:11,519 --> 00:02:15,360

words per minute is one of the most

51

00:02:13,049 --> 00:02:15,980

common indices for children's progress

52

00:02:15,360 --> 00:02:19,190

in school

53

00:02:15,980 --> 00:02:22,310

based progress-monitoring sentence-level

54

00:02:19,190 --> 00:02:24,709

fluency tasks I believe can be useful

55

00:02:22,310 --> 00:02:26,120

early on but I have found working at the

56

00:02:24,709 --> 00:02:29,450

middle school and high school that some

57

00:02:26,120 --> 00:02:31,360

of the sentence level fluency tasks may

58

00:02:29,450 --> 00:02:33,680

not necessarily give you a good read on

59

00:02:31,360 --> 00:02:36,440

fluency for older students this is

60

00:02:33,680 --> 00:02:39,920

because in these tests and the Woodcock

61

00:02:36,440 --> 00:02:41,750

Johnson and the KTEA the passages don't

62

00:02:39,920 --> 00:02:43,940

necessarily get more difficult as you go

63

00:02:41,750 --> 00:02:45,890

on they pretty much stabilized out at

64

00:02:43,940 --> 00:02:47,420

about a third grade reading level so in

65

00:02:45,890 --> 00:02:49,310

a sense if you're testing a ninth grader

66

00:02:47,420 --> 00:02:50,480

you're looking at how well a ninth

67

00:02:49,310 --> 00:02:53,200

grader can read third grade level

68

00:02:50,480 --> 00:02:55,310

passages and how quickly and granted

69

00:02:53,200 --> 00:02:56,900

typically developing ninth graders are

70

00:02:55,310 --> 00:02:58,879

going to read way more of those passages

71

00:02:56,900 --> 00:02:59,959

than third graders even though they may

72

00:02:58,879 --> 00:03:04,129

be written at a third or fourth grade

73

00:02:59,959 --> 00:03:06,049

level however children that struggle in

74

00:03:04,129 --> 00:03:08,989

reading if their problem is mild to

75

00:03:06,049 --> 00:03:11,629

moderate they have mastered all those

76

00:03:08,989 --> 00:03:12,890

four second and third grade words so

77

00:03:11,629 --> 00:03:14,870

that they are coming out of their

78

00:03:12,890 --> 00:03:17,989

orthographic lexicon just as quickly as

79

00:03:14,870 --> 00:03:20,690

students who are stronger readers so I'm

80

00:03:17,989 --> 00:03:23,389

not convinced that this necessarily is a

81

00:03:20,690 --> 00:03:25,430

useful way of looking at fluency I've

82

00:03:23,389 --> 00:03:27,650

seen so many students who may come out

83

00:03:25,430 --> 00:03:29,540

perfectly average they'll get a 106 on

84

00:03:27,650 --> 00:03:31,700

this and yet they may come out with an

85

00:03:29,540 --> 00:03:34,549

82 in the nonsense word reading and an

86

00:03:31,700 --> 00:03:36,620

86 on the real word reading one way I

87

00:03:34,549 --> 00:03:38,269

would put this is that these tasks lack

88

00:03:36,620 --> 00:03:41,419

sensitivity but they have a lot of

89

00:03:38,269 --> 00:03:43,519

specificity this is what I mean they are

90

00:03:41,419 --> 00:03:45,340

not sensitive to reading difficulties

91

00:03:43,519 --> 00:03:48,079

for the reasons that I just mentioned

92

00:03:45,340 --> 00:03:49,880

but they do have specificity so in other

93

00:03:48,079 --> 00:03:51,470

words if a student does poorly on one of

94

00:03:49,880 --> 00:03:53,620

these you can feel confident that they

95

00:03:51,470 --> 00:03:56,209

have a problem with reading fluency

96

00:03:53,620 --> 00:03:58,220

however if they do okay on one of these

97

00:03:56,209 --> 00:04:02,030

you have not necessarily ruled out a

98

00:03:58,220 --> 00:04:04,010

reading problem when you look at passage

99

00:04:02,030 --> 00:04:05,540

level of fluency tests you're going to

100

00:04:04,010 --> 00:04:08,269

find on some sub tests or tests

101

00:04:05,540 --> 00:04:10,760

batteries those passages tend to involve

102

00:04:08,269 --> 00:04:13,280

increasing difficulty as you as you move

103

00:04:10,760 --> 00:04:14,810

up and they intend to be more

104

00:04:13,280 --> 00:04:17,840

influenced by general comprehension

105

00:04:14,810 --> 00:04:20,949

processes as you go up as well because

106

00:04:17,840 --> 00:04:23,210

the older children get the more language

107

00:04:20,949 --> 00:04:26,030

determines the reading skill compared to

108

00:04:23,210 --> 00:04:27,890

simply word reading word level and

109

00:04:26,030 --> 00:04:29,490

sentence level and paragraph levels

110

00:04:27,890 --> 00:04:32,370

fluency tasks all corrolate

111

00:04:29,490 --> 00:04:33,660

with each other based on group data but

112

00:04:32,370 --> 00:04:35,340

you're going to find differences among

113

00:04:33,660 --> 00:04:39,210

individuals in terms of their

114

00:04:35,340 --> 00:04:40,889

performance fluency is one of the three

115

00:04:39,210 --> 00:04:45,330

areas of reading disability according to

116

00:04:40,889 --> 00:04:47,400

IDEA in fact it's the primary symptom

117

00:04:45,330 --> 00:04:48,740

of dyslexia in consistent written

118

00:04:47,400 --> 00:04:50,729

languages like Spanish or Italian

119

00:04:48,740 --> 00:04:52,590

children learning to read those more

120

00:04:50,729 --> 00:04:55,080

consistent languages even those with

121

00:04:52,590 --> 00:04:56,729

reading problems tend to pick up on the

122

00:04:55,080 --> 00:04:58,710

sound symbol skills much more easily

123

00:04:56,729 --> 00:05:01,860

than they do in English because English

124

00:04:58,710 --> 00:05:05,280

has so many exceptions however children

125

00:05:01,860 --> 00:05:06,960

reading those consistent languages still

126

00:05:05,280 --> 00:05:09,300

have the phonological core deficit

127

00:05:06,960 --> 00:05:11,039

issues and as a result they do not

128

00:05:09,300 --> 00:05:13,650

remember the words they read very well

129

00:05:11,039 --> 00:05:15,449

what that means is that they are able to

130

00:05:13,650 --> 00:05:18,599

sound out almost any word in their

131

00:05:15,449 --> 00:05:21,240

language but their reading fluency is

132

00:05:18,599 --> 00:05:23,039

very weak because they are not reading

133

00:05:21,240 --> 00:05:24,389

words out of a memory bank they haven't

134

00:05:23,039 --> 00:05:26,240

built up that memory bank because

135

00:05:24,389 --> 00:05:30,840

they're not good at orthographic mapping

136

00:05:26,240 --> 00:05:32,159

in those consistent languages when

137

00:05:30,840 --> 00:05:34,169

children have mastered their

138

00:05:32,159 --> 00:05:36,060

letter-sound skills maybe a little bit

139

00:05:34,169 --> 00:05:39,210

later than they're typically developing

140

00:05:36,060 --> 00:05:41,880

peers the only symptom of dyslexia and

141

00:05:39,210 --> 00:05:43,229

poor reading for them is slow reading in

142

00:05:41,880 --> 00:05:45,180

English that may be the case as well

143

00:05:43,229 --> 00:05:48,000

because many kids especially older

144

00:05:45,180 --> 00:05:50,550

students eventually may master the

145

00:05:48,000 --> 00:05:54,659

basics of English reading and decoding

146

00:05:50,550 --> 00:05:56,820

but they are still not sufficient in

147

00:05:54,659 --> 00:05:58,500

their phonemic proficiency skills to

148

00:05:56,820 --> 00:06:00,389

become good at orthographic mapping and

149

00:05:58,500 --> 00:06:02,240

so their sight vocabulary has grown at a

150

00:06:00,389 --> 00:06:07,139

much slower pace compared to their peers

151

00:06:02,240 --> 00:06:08,849

so even for English readers the only

152

00:06:07,139 --> 00:06:13,349

symptom of their reading problem might

153

00:06:08,849 --> 00:06:15,479

be fluency if you may have decent word

154

00:06:13,349 --> 00:06:16,800

reading skills and you have decent

155

00:06:15,479 --> 00:06:18,449

reading comprehension but you lack

156

00:06:16,800 --> 00:06:19,979

fluency that's something that still

157

00:06:18,449 --> 00:06:23,400

should be acknowledged and addressed I

158

00:06:19,979 --> 00:06:24,780

think evaluating and finding out if they

159

00:06:23,400 --> 00:06:26,460

have the underlying skills to be

160

00:06:24,780 --> 00:06:30,479

efficient in orthographic mapping giving

161

00:06:26,460 --> 00:06:31,440

them a good time phonemic task give them

162

00:06:30,479 --> 00:06:32,880

a good time

163

00:06:31,440 --> 00:06:34,860

nonsense weird reading tasks and that's

164

00:06:32,880 --> 00:06:36,509

going to tell you if there are skills

165

00:06:34,860 --> 00:06:39,029

that can be worked on I'm not here

166

00:06:36,509 --> 00:06:40,440

talking about determining a learning

167

00:06:39,029 --> 00:06:42,830

disability I'm talking about helping

168

00:06:40,440 --> 00:06:45,210

kids become better readers

169

00:06:42,830 --> 00:06:46,860

also rapid automatized naming tasks

170

00:06:45,210 --> 00:06:48,479

should be considered if you have a child

171

00:06:46,860 --> 00:06:50,370

that has average or better rapid automatized

172

00:06:48,479 --> 00:06:51,930

naming and poor reading fluency

173

00:06:50,370 --> 00:06:53,580

I think that's telling you something

174

00:06:51,930 --> 00:06:55,469

important that's telling you this isn't

175

00:06:53,580 --> 00:06:57,060

just a matter of the child being slow at

176

00:06:55,469 --> 00:06:59,189

things and slow access to rote

177

00:06:57,060 --> 00:07:01,199

information ROTE automatic

178

00:06:59,189 --> 00:07:03,090

information that there are limits to

179

00:07:01,199 --> 00:07:06,389

this individual site vocabulary that are

180

00:07:03,090 --> 00:07:07,860

influencing the reading fluency and then

181

00:07:06,389 --> 00:07:10,620

of course I've mentioned on multiple

182

00:07:07,860 --> 00:07:12,449

occasions the compensator compensators

183

00:07:10,620 --> 00:07:14,610

tend to have very strong language skills

184

00:07:12,449 --> 00:07:18,479

and that pretty much the top third of a

185

00:07:14,610 --> 00:07:21,240

language and their reading fluency may

186

00:07:18,479 --> 00:07:23,340

sound pretty good but they're putting

187

00:07:21,240 --> 00:07:25,379

effort into identifying words and

188

00:07:23,340 --> 00:07:26,699

therefore it's drawing away from their

189

00:07:25,379 --> 00:07:28,610

reading comprehension so when you see

190

00:07:26,699 --> 00:07:31,020

children whose reading comprehension is

191

00:07:28,610 --> 00:07:33,120

substantially below their general

192

00:07:31,020 --> 00:07:35,310

language comprehension to give an

193

00:07:33,120 --> 00:07:36,930

example let's say if the child has 115

194

00:07:35,310 --> 00:07:39,960

verbal IQ but their reading

195

00:07:36,930 --> 00:07:42,509

comprehension scores are around 100 I've

196

00:07:39,960 --> 00:07:44,370

seen many kids of this sort and their

197

00:07:42,509 --> 00:07:48,180

word reading might not be too bad maybe

198

00:07:44,370 --> 00:07:49,979

low to mid-90s but their phonemic skills

199

00:07:48,180 --> 00:07:52,349

and their phonics decoding skills at

200

00:07:49,979 --> 00:07:54,779

least if it's time are often much much

201

00:07:52,349 --> 00:07:56,039

lower and kind of dragging them down so

202

00:07:54,779 --> 00:07:59,129

this is something I think we need to be

203

00:07:56,039 --> 00:08:01,469

aware of not all fluency is

204

00:07:59,129 --> 00:08:03,750

legitimate most of the time it is but we

205

00:08:01,469 --> 00:08:06,210

at least need to be aware that there are

206

00:08:03,750 --> 00:08:08,370

some cases of children who sound fluent

207

00:08:06,210 --> 00:08:10,770

but reading is effortful and my

208

00:08:08,370 --> 00:08:12,120

experience with these kids is I get the

209

00:08:10,770 --> 00:08:13,500

feedback from the parents saying that

210

00:08:12,120 --> 00:08:15,240

the kids don't like to read they don't

211

00:08:13,500 --> 00:08:19,550

want to read homework is a big problem

212

00:08:15,240 --> 00:08:19,550

so reading is too effortful for them

213

00:08:21,020 --> 00:08:26,370

reading fluency can be assessed at

214

00:08:23,639 --> 00:08:28,589

multiple levels at the word level based

215

00:08:26,370 --> 00:08:30,599

on a list sentence reading paragraph

216

00:08:28,589 --> 00:08:35,099

reading all of these are very highly

217

00:08:30,599 --> 00:08:36,930

inter-correlated with one another reading

218

00:08:35,099 --> 00:08:39,360

fluency may be the only indication of a

219

00:08:36,930 --> 00:08:41,880

struggle in reading as mentioned it is

220

00:08:39,360 --> 00:08:43,469

the only symptom of reading problems

221

00:08:41,880 --> 00:08:46,110

among kids past about second or third

222

00:08:43,469 --> 00:08:49,079

grade in consistent written languages

223

00:08:46,110 --> 00:08:51,839

like Spanish or Italian and differing

224

00:08:49,079 --> 00:08:55,310

fluency subtest may be more useful at

225

00:08:51,839 --> 00:08:55,310

different grade levels

226

00:08:57,929 --> 00:09:02,619

what type of reading fluency test have

227

00:09:00,309 --> 00:09:09,639

you used and how have you interpreted

228

00:09:02,619 --> 00:09:12,869

them up next we're going to look at

229

00:09:09,639 --> 00:09:12,869

reading comprehension tests