

Assessing, Preventing, and Overcoming Reading Difficulties

A professional learning series presented by David Kilpatrick, Ph.D.

Module 8 Session 1

*Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with
Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler*



COLORADO
Department of Education

Module 8: Assessing Word Identification and Reading Fluency

Session 1: Assessing Word Identification and Word Recognition



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission

The mission of the CDE is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

**Every student,
every step of the way**

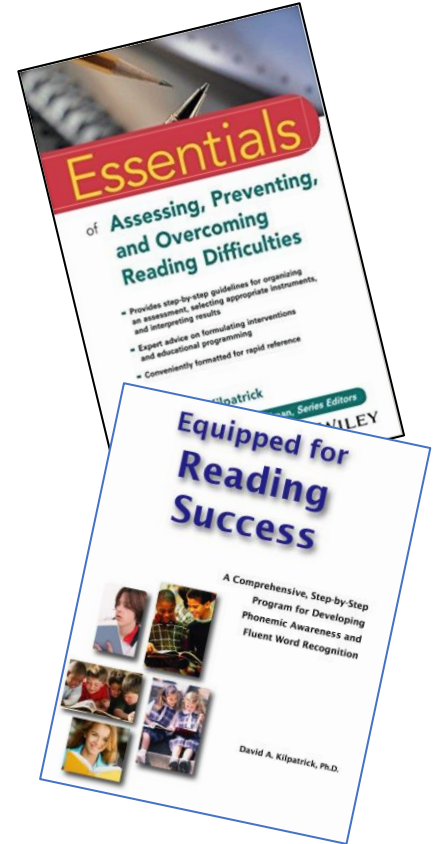
Reference and Disclaimer

- This on-demand webinar series, *Assessing, Preventing and Overcoming Reading Difficulties*, was developed by David Kilpatrick, Ph.D, in collaboration with the Specific Learning Disability Specialists in the Exceptional Student Services Unit of the Colorado Department of Education.
- Content of the webinar series was originally included in the book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015).
- This material was developed under a grant from the Colorado Department of Education. **The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.**

The Presenter



DAVID A. KILPATRICK, PHD is Associate Professor of Psychology for the State University of New York, College at Cortland. He teaches courses in learning disabilities and educational psychology. He is also a New York State Certified School Psychologist and has conducted over a thousand evaluations of students with reading difficulties during his 27 years with the East Syracuse-Minoa Central School District. David is currently involved in a number of research and writing projects. He facilitates professional development workshops for educators and presents regularly in districts, and at state and national conferences. He is the author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015), and *Equipped for Reading Success-A Comprehensive Step-by-Step Program from Developing Phonemic Awareness and Fluent Word Recognition*.



Series Designed for Use in Multiple Ways

1. **Complete all 13 modules:** Participants who engage in all thirteen modules will be provided a comprehensive learning experience encompassing research, impact, and critical elements of assessing, preventing, and overcoming reading difficulties.
2. **Complete individual modules:** Participants may view a session/s for specific information and guidance on topics related to assessing, preventing and overcoming reading difficulties. This format is ideal for short professional development opportunities, e.g., during an Impact Team meeting or Professional Learning Community.
3. **Complete as a book or chapter study:** Participants may view all or part of the series as a tandem companion or supplemental resource for supporting a study of the book: *The Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015)

Assessing, Preventing, and Overcoming Reading Difficulties

Objective:

Through engagement in this series of 13 on-demand webinars, participants will understand the current research, implications, and the essential elements necessary for assessing, preventing, and overcoming reading difficulties.



ASSESS

PREVENT

OVERCOME

Assessing, Preventing, and Overcoming Reading Difficulties

Webinar Series Modules

Module 1: Reading Research and the Research to Practice Gap

Module 2: Current Approaches to Reading Instruction: Why Many Learners Still Struggle

Module 3: The Simple View of Reading

Module 4: Word-Level Reading

Module 5: Reading Comprehension

Module 6: Introduction to Reading Assessment; Assessing Phonological Skills

Module 7: Assessing Phonics Skills

MODULE 8: Assessing Word Identification and Reading Fluency

Module 9: Assessing Reading Comprehension and Related Skills

Module 10: Effective Approaches for Preventing Reading Difficulties

Module 11: Effective Interventions for Reading Difficulties

Module 12: Case Examples of Reading Disabilities

Module 13: Specific Learning Disability Identification

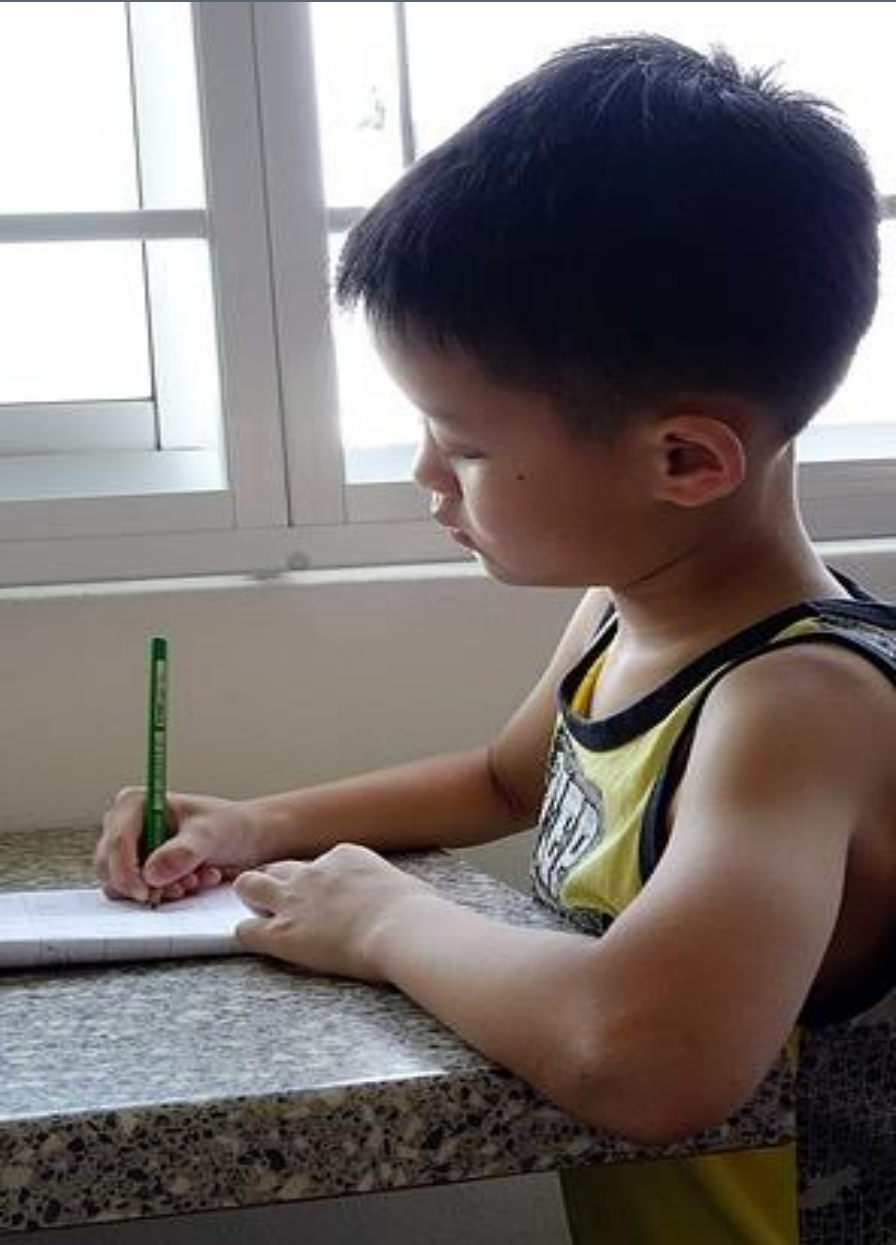
Module 8 Overview

Module 8: Assessing Word Identification and Reading Fluency

8.1: Assessing Word Identification and Word Recognition

8.2: Assessing Reading Fluency

Learning Intentions



Module 8 Session 1: Identification and Word Recognition

Participants will be able to:

- ✓ Distinguish between word identification and word recognition
- ✓ Describe the natural confound that exists in untimed word identification tests
- ✓ Identify the benefits of timed and untimed tests of word-level reading

Ways to Identify Words

Word Identification is an “umbrella” category

WORD IDENTIFICATION

Phonic Decoding

Guessing (multiple ways)

Analogy Reading

Set for Variability

Recognition of a Familiar Word

Word Identification vs. Word Recognition

- **Recognition** is not strategic
 - Familiar words are instantly and effortlessly accessible (“on sight”)
- **Identification** (without recognition) is strategic
 - Only needed for unfamiliar words
- Our common untimed, context-free word identification subtests confound word *identification* and word *recognition*
 - Subtests with a 3-5 second limit per word are “functionally” untimed
- A student gets a score of 1 whether the word was familiar or not
- Our word identification subtests confound: the *orthographic lexicon*, *phonic decoding*, *set for variability*, and *guessing*

Timed vs. Untimed Word Reading Tests

- Untimed word identification tests confound multiple skills
- Timed word reading tests limit that confound
- They are a better assessment of the orthographic lexicon
- The Sight Word Efficiency (SWE) subtest from the TOWRE-2 is an excellent test for K-4/5
 - Has more limited value in middle school and high school
 - Too many easy items in the 45 second time frame
 - Likely only flags most severe cases
- The Word Recognition Fluency subtest from KTEA-3
- Test of Silent Word Reading Fluency

Interpreting Word Reading Tests

- A timed and untimed word reading test cannot be used to support each other for the purpose of addressing subtest reliability
 - Timed must be compared with timed, and untimed with untimed
- Look for patterns
 - Lower timed in elementary school tells you the sight vocabulary is lower than the untimed measure would suggest
 - Older students with higher timed can mask a problem
 - TOWRE-2 words not challenging enough in 45 seconds
 - Low timed score in the presence of average RAN is particularly telling
- Untimed test tell you something untimed tests cannot
 - Indicate skill at figuring out words (even without context!)

Summary: Module 8 Session 1

- ✓ Word identification can occur via many routes, some are effortful
- ✓ Word recognition occurs with familiar words and is instant and effortless
- ✓ Word identification subtests confound instant recognition with strategic, effortful word reading
- ✓ At the elementary level, timed tests do a better job of estimating the size of the sight vocabulary than untimed tests



Reflect and Connect:

How might the ability to distinguish between word recognition and word identification help you to assess for reading difficulties?



Wrap Up

What was your biggest takeaway?

What questions do you still have?



Up Next

Module 8.2 **Assessing Reading Fluency**





Thank
You

Please visit the CDE Specific Learning Disability Website for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>