



Assessment for Reading Difficulties and Dyslexia

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Meet Our Presenter



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What We Will Cover Today

Assessment for Reading Difficulties and Dyslexia:

- Identifying the Right Assessment for the Right Purpose
- How to Assess the Continuum of Reading Skills
- Why Focus on Phonics Skills
- Commonly Used Phonics Assessments
- Linking Assessment to Instruction

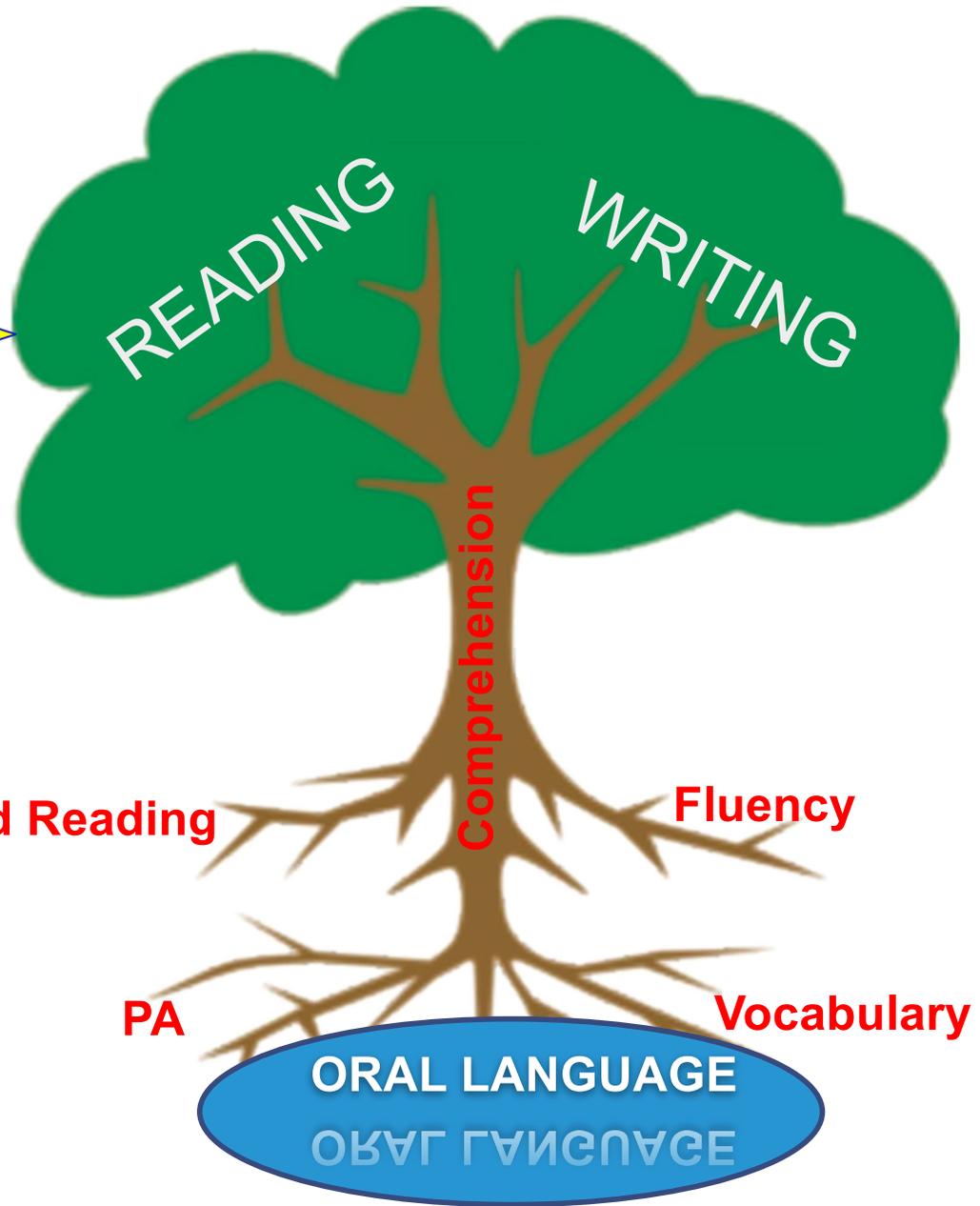
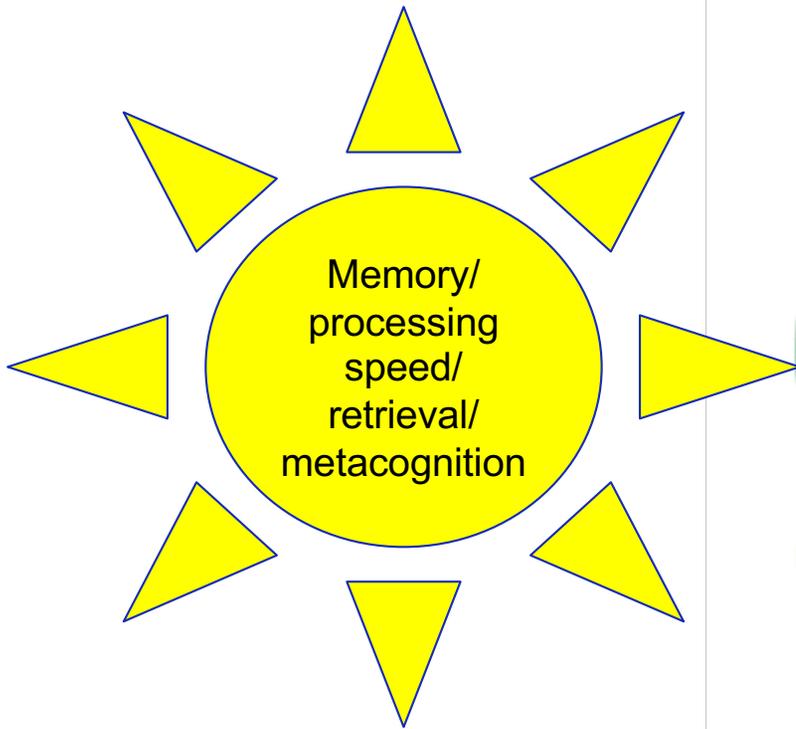
Dyslexia Defined

- Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.
- These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
- Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Lyon, G.R., Shaywitz, S. E., Shaywitz, B.A. (2003).

We usually reserve the term “dyslexic” for children whose reading, spelling and language difficulties persist even when they receive excellent instruction.

(Moats & Dakin, 2008)



THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

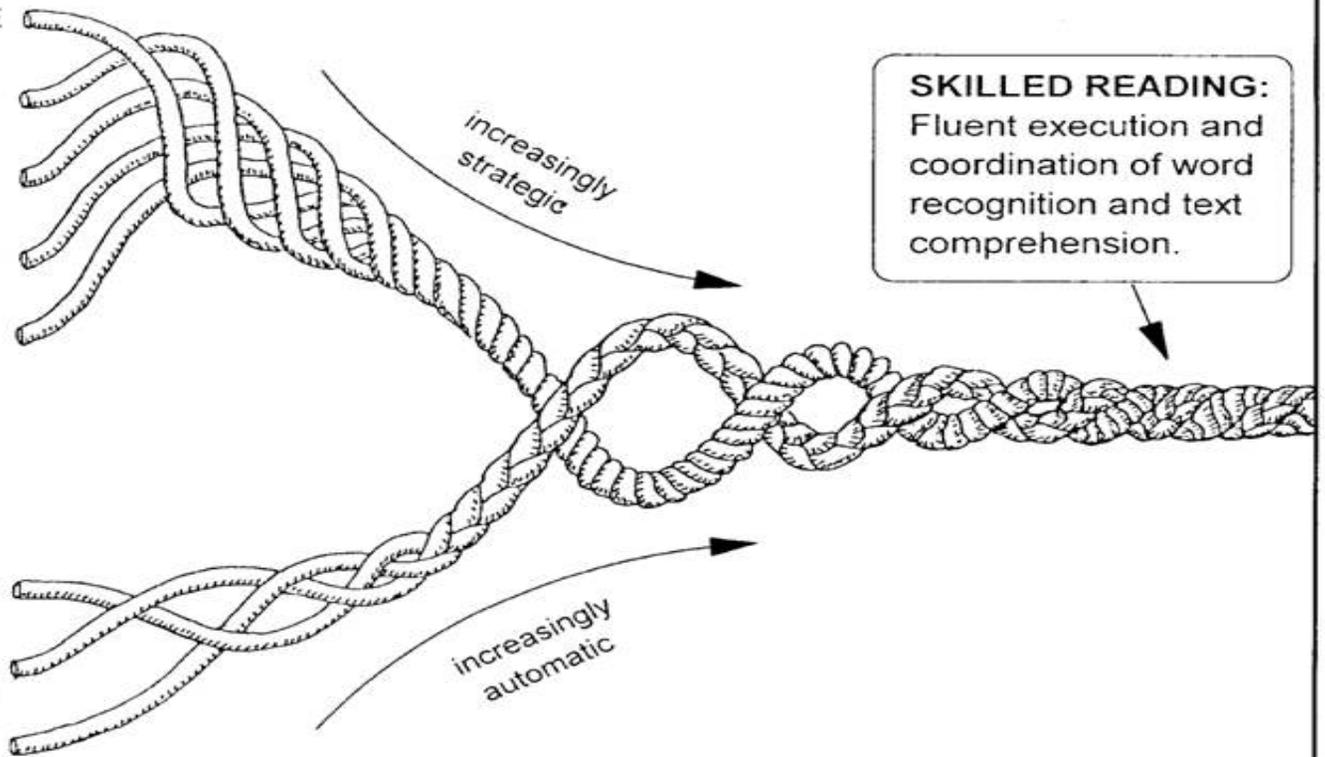
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)





**PURPOSE OF ASSESSMENT
DEPENDS ON ONE THING...**

The Power of Asking the Right Questions

- Allows educators to *test smarter* allowing for *more instructional time*
- Gather data to inform instructional decisions at different levels:
 - District
 - Schools
 - Grades
 - Classrooms
 - Individual Students

Different Assessments for Different Purposes

- ***Outcome:*** administered to ALL students to determine proficiency on grade level content
- ***Universal Screening:*** administered to ALL students to identify which students are at-risk for failure
- ***Progress Monitoring:*** administered to a FEW students to determine if they are benefiting from targeted/ differentiated instruction
- ***Diagnostic:*** administered to a FEW students to determine specific areas of instructional need

Match the Question to the Right Assessment

Universal Screening
Progress Monitoring
Outcome
Diagnostic

- * Is this student responding positively to the reading intervention they are receiving? **Progress Monitoring**
- * Are phonics skills improving across the year (3x) for the majority of our students? **Universal Screening**
- * Which specific phonics skills has this student already mastered? **Diagnostic**
- * What percentage of our 5th grades are proficient in reading on the Statewide Assessment? **Outcome**
- * Which students are at-risk for not being proficient in reading by the end of the year? **Universal Screening**
- * What specific phonics patterns does this student need instruction on? **Diagnostic**
- * Is this student learning at a rate that will ensure they will become a proficient reader? **Progress Monitoring**

What is Universal Screening?

Universal Screening is a process of systematically **seeking early warning signs** of a later problem (i.e., predictive).

Screening systems **MUST** be:

- An assessment of **all students** in the population.
- **Efficient.**
- Measure the right **warning signs.**
- Linked to **instructional priorities.**

What Makes an Assessment Diagnostic?

Specific skills assessed should align with specific skills that **NEED** to be taught:

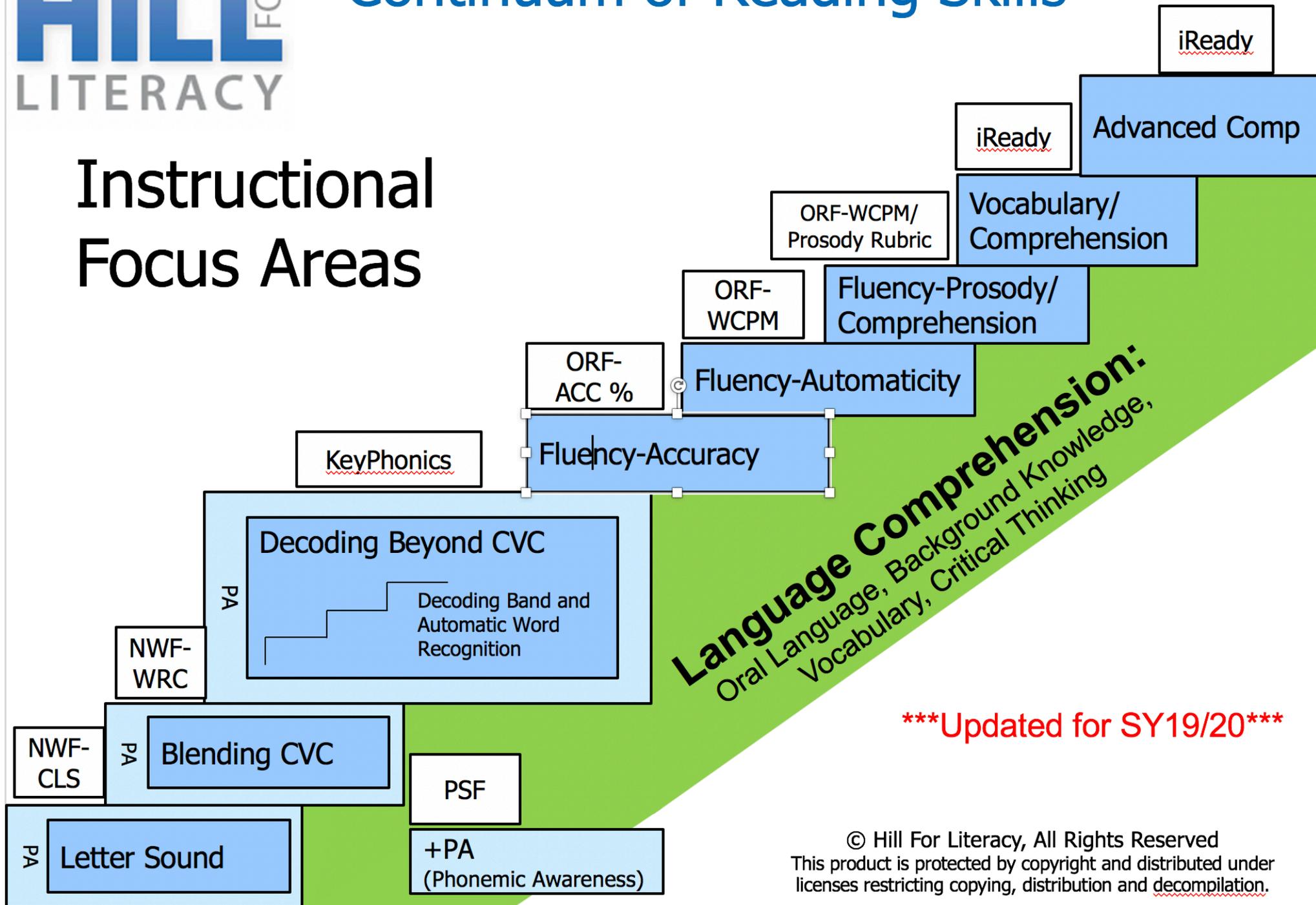
- Targets skills necessary for reading (e.g., phonics skills that represent most common patterns in words)
- Includes a continuum of skills (e.g., phonics skills from CVC up to multisyllabic words)
- Provides multiple opportunities to respond (e.g., each skill is measured greater than chance, at least 3 times)
- Is scored at the error level (e.g., phonics: specific sounds versus whole word)

Questions to Ask That Inform Instruction

- What area of reading is the student struggling in? (PA, **Phonics**, Fluency, Vocabulary, Comprehension)
- What data confirms this? (next slide)
- Within that area:
 1. Which skills have been mastered?
 2. Which skills are emerging?
 3. Which skills need be taught?

Continuum of Reading Skills

Instructional Focus Areas



Updated for SY19/20

Why Teach phonics?

- Poor phonics skills is a common variable among students with reading disorders (Fletcher, Lyon, Fuchs, & Barnes, 2007)
- Word reading is a strong predictor of reading difficulties (Good, Simmons, & Kame'euni, 2001)
- Word reading has high correlations with overall reading (Fuchs, Fuchs, Hosp, & Jenkins, 2001)
- Adequate word reading can be accompanied by poor reading comprehension BUT Adequate reading comprehension cannot be accompanied by poor word reading (Stanovich, 1991)

Phonics helps kids break the code

About 40 - 44 speech sounds (phonemes) & 70 (graphemes)

20 phonemes spelled predictably more than 90% of the time

10 phonemes spelled predictably more than 80% of the time

Vowels less predictable than consonants

(Hanna, Hanna, Hodges, & Rudorf, 1966, as reported in Moats, 2000; Fry, 2004)

- ❖ Nearly 96% spelled predictably when also factor in position, surrounding letters, and origin (Moats & Tolman, 2009).

How about a little nonsensical Dr. Seuss?

glikker

humpf-humpf-dumfer

wumbus

yuzz

bippo-no-bungus

obsk

gootch

bef

vipper



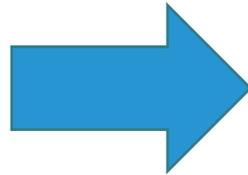
Dr. Seuss--automatic application of phonics in multisyllabic words

- Analogy (beft)
- letter-sound correspondences (yuzz)
- common patterns (obsk)
- common chunks (syllable/ types morphemes) (vipper)
- generalize emphasis/accented syllables based on experience (glikker)

Commonly Used Phonics Assessments

Evaluated decoding tests that:

- 1) Are commonly used in research and practice
- 2) Use word lists
- 3) Demonstrate evidence of reliability and validity



20 tests included

- 8 tests used nonsense words
- 11 used real words
- 1 used a combination

The Status of Decoding Tests in Instructional Decision-Making (Kern & Hosp, 2018)

Table 2. Skills (Assuming All Test Items Administered) and Administration Features of Word List Decoding Tests.

Test, Decoding Subtest (All Items Given)	Discrete Letter-Patterns Represented ≥ 3 Times	Total Discrete Letter- Patterns	Total Test Items (Percent Multisyllabic Words)	Decodable Sight Words	Irregular Sight Words	Timed	Discontinue Rule
Names Test	13	51	70 (53)				
Early Names Test	10	23	60 (0)	1	1		
CORE-PS ^a	10	62	129 (18)	29			
Test, Decoding Subtest (Number of Items Is Typically Restricted)							
TOWRE-2, Sight Word Efficiency	24	68	108 (57)	64	16	45 s	
easyCBM, Word Reading	23	55	116 (28)	91	12	1 min	
KTEA-3, Letter and Word Recognition	17	68	79 (72)	18	15		4 items
TOWRE-2, Phonemic Decoding Efficiency	14	45	66 (33)			45 s	
WIAT-III, Word Reading	12	73	75 (61)	16	9	30 s ^b	4 items
KTEA-III, Nonsense Word Decoding	11	53	52 (56)				4 items
WIAT-III, Pseudoword Decoding	11	60	52 (44)			30 s ^b	4 items
WJ-IV, Letter-Word Identification	9	66	68 (65)	24	14		6 items
WRMT-3, Word Identification	9	42	46 (61)	15	8		4 items
DIBELS 6th, NWF	7	10	50 (0)			1 min	
Aimsweb, NWF	5	8	75 (0)			1 min	
FastBridge, DWR	5	6	50 (0)	9		1 min	
FastBridge, NWR	5	6	50 (0)			1 min	
FastBridge, SWR	4	23	50 (2)	36	14	1 min	
WRMT-3, Word Attack	3	26	26 (27)				4 items
WIF	3	33	50 (24)	38	11	1 min	
WJ-IV, Word Attack	2	37	32 (31)				6 items

Table 3. Discrete Skills Represented ≥ 3 Times on Word List Decoding Tests Assuming All Test Items Administered.

Broad Skill Category Test, Decoding Subtest (Total Patterns Coded)	Short Vowel			Long Vowel			VT (21)	RC (6)	Consonant Groupings		Affixes		Cle (1)	ə (1)
	VC (5)	CVC (5)	CVCC (5)	V (5)	CV (6)	CVCe (5)			DG (8)	BL (15)	PF (28)	SF (35)		
Names Test ^a		a, e, o	e		o, y	a		er, or	sh, th	fl				ə
Early Names Test ^a		a, e, i, o, u	a, e			a			ng					
CORE-PS ^{a,b}		a, e, i, o	e, a					er, or, ur		st				
TOWRE-2, Sight Word Efficiency	a, e, i	a, e, i, o	e, i		a, e, i, y	i	ou	ar, er, or		pl, pr, st		tion	Cle	ə
easyCBM, Word Reading	e, i	i	a, e, i		e	a, i	ea, ee, oo, ou, ow	ar, er, or	th	gr, st, tr	in			ə
KTEA-III, Letter & Word Recognition	a	a, e, i		a, o	e, i, o			ar, er, or				ed, tion, y	Cle	ə
TOWRE-2, Phonemic Decoding Efficiency		a, e, i, u	a, e, i		a	a		er, or		cr, dr, st				
WIAT-III, Word Reading		e, i			i, o	u	ea	ar, er	ph			ous, y		ə
KTEA-III, Nonsense Word Reading		a, e	e, i	i				or	sh	bl		est, ing, ous		
WIAT-III, Pseudoword Decoding	a	i	a, e, u	i	a, e, u					fl			Cle	
WJ-IV, Letter-Word Identification	a	a, e, i, u						ar, er		br				ə
WRMT-3, Word Identification	i	a, e, o	i		u		ou				ex			ə
DIBELS 6th, NWF	e, i	a, e, i, o, u												
Aimsweb, NWF		a, e, i, o, u												
FastBridge, DWR		a, e, i, o, u												
FastBridge, NWR		a, e, i, o, u												
FastBridge, SWR	i	i			e		oo							
WRMT-3, Word Attack			e, i, o											
WIF								er	th	st				
WJ-IV, Word Attack		e	e											

Results indicated:

90% are scored at the **word** level

25% do NOT include ANY multisyllabic words of those that did, typically had **fewer than 50%** multisyllabic words

No test included all of the phonics skills students are expected to master

Most tests, **72%**, did not measure all 5 short vowels in a CVC pattern (the most basic decoding skill students need to master)

NO test diagnostically (**3 attempts per pattern**) measured comprehensive representation of patterns

(Kern & Hosp, 2018)

How to Linking Assessment to Instruction

Questions to ask at Grade Level?

1. Are our students demonstrating mastery of the phonics skills that have been taught?
2. Are there phonics skills all students need instruction on?
3. Are phonics skills improving across the year?

Questions to ask at Classroom Level?

1. Does the classroom level data confirm the grade level needs?
2. Are there classrooms that need more support than others?
3. Which students should be grouped together for phonics interventions?

Questions to ask at Student Level?

1. Which skills does the student need help with?
2. Are these skills going to be addressed whole grade/class?

How to Linking Assessment to Instruction: Using Sample Data from KeyPhonics

Questions to ask at Grade Level?

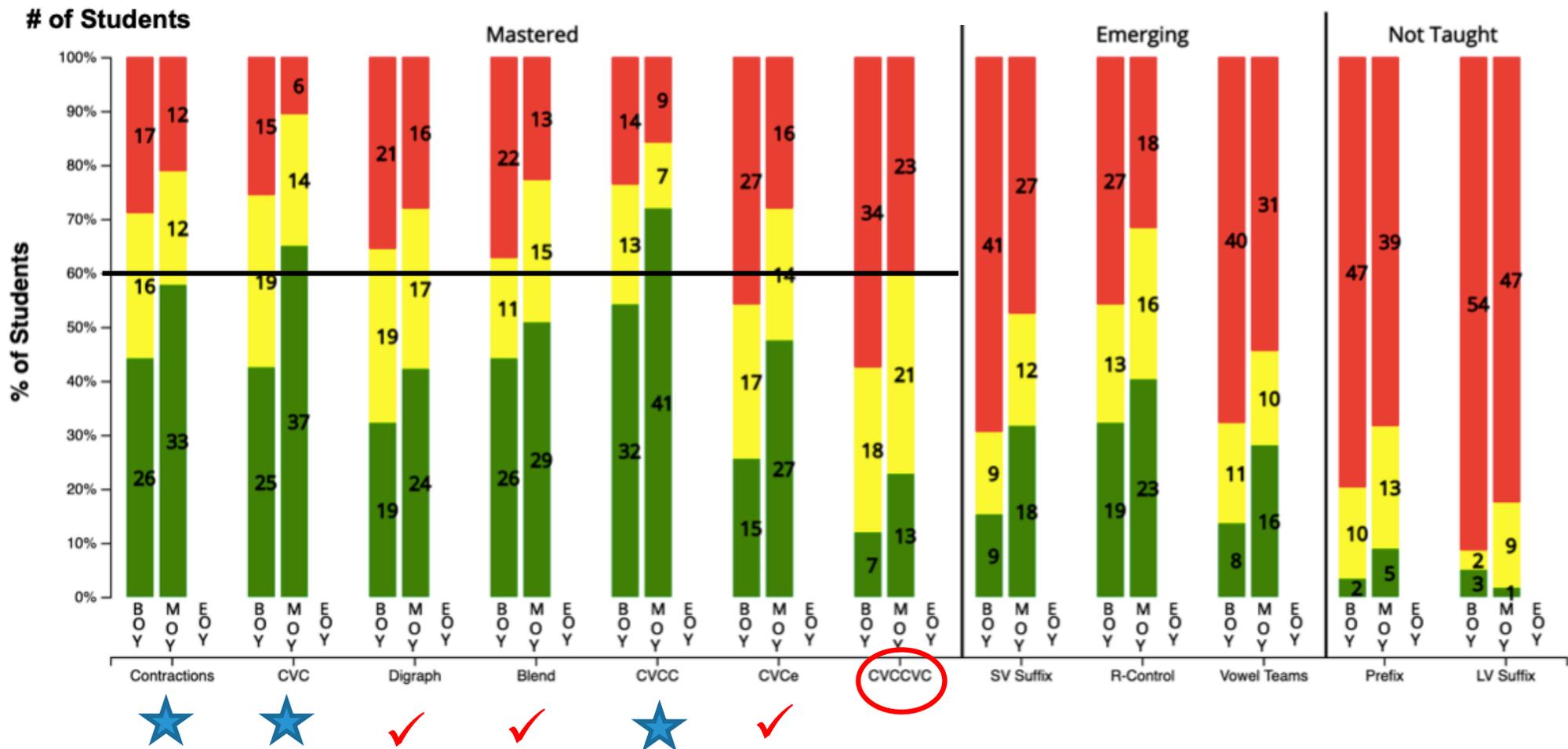
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Questions to ask at Classroom Level?

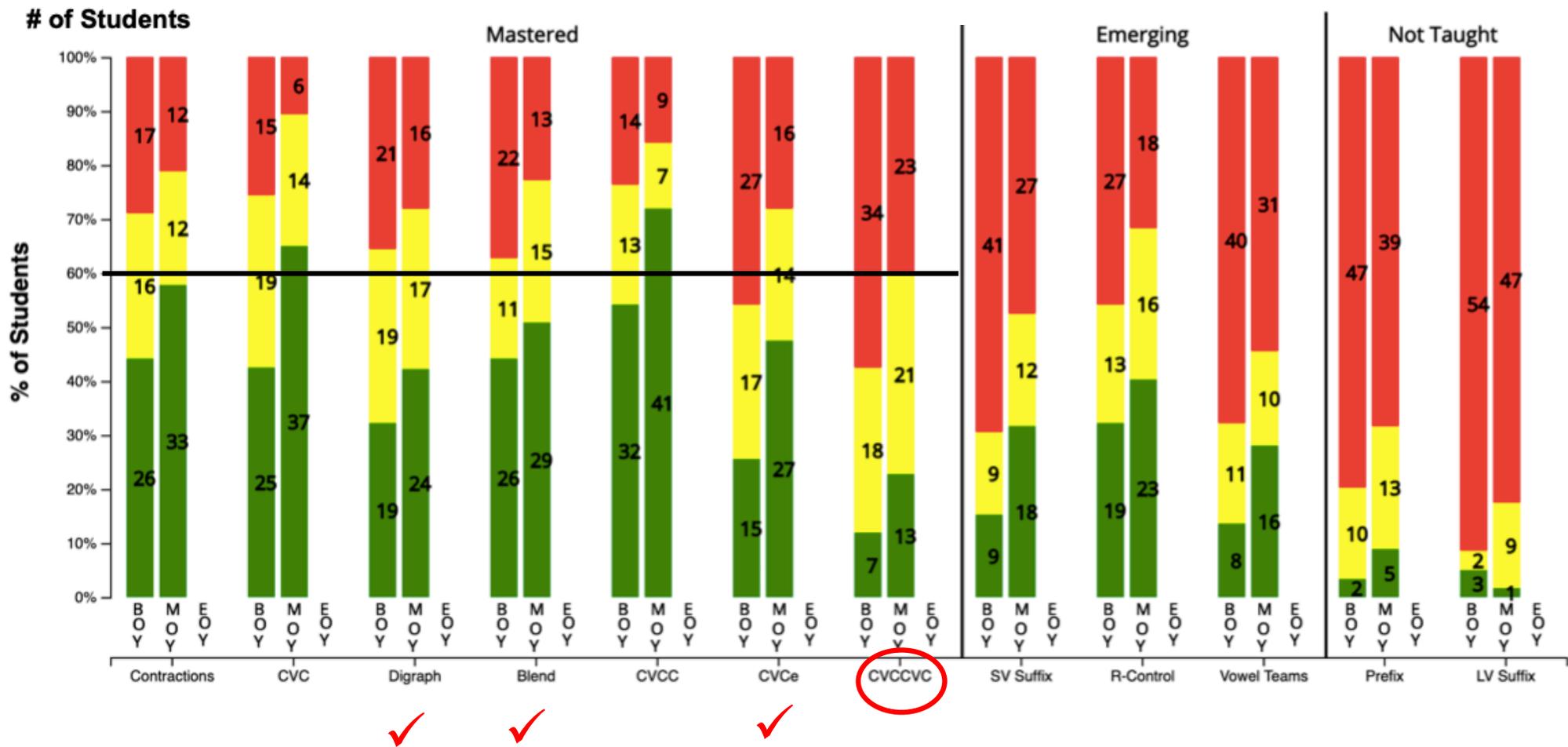
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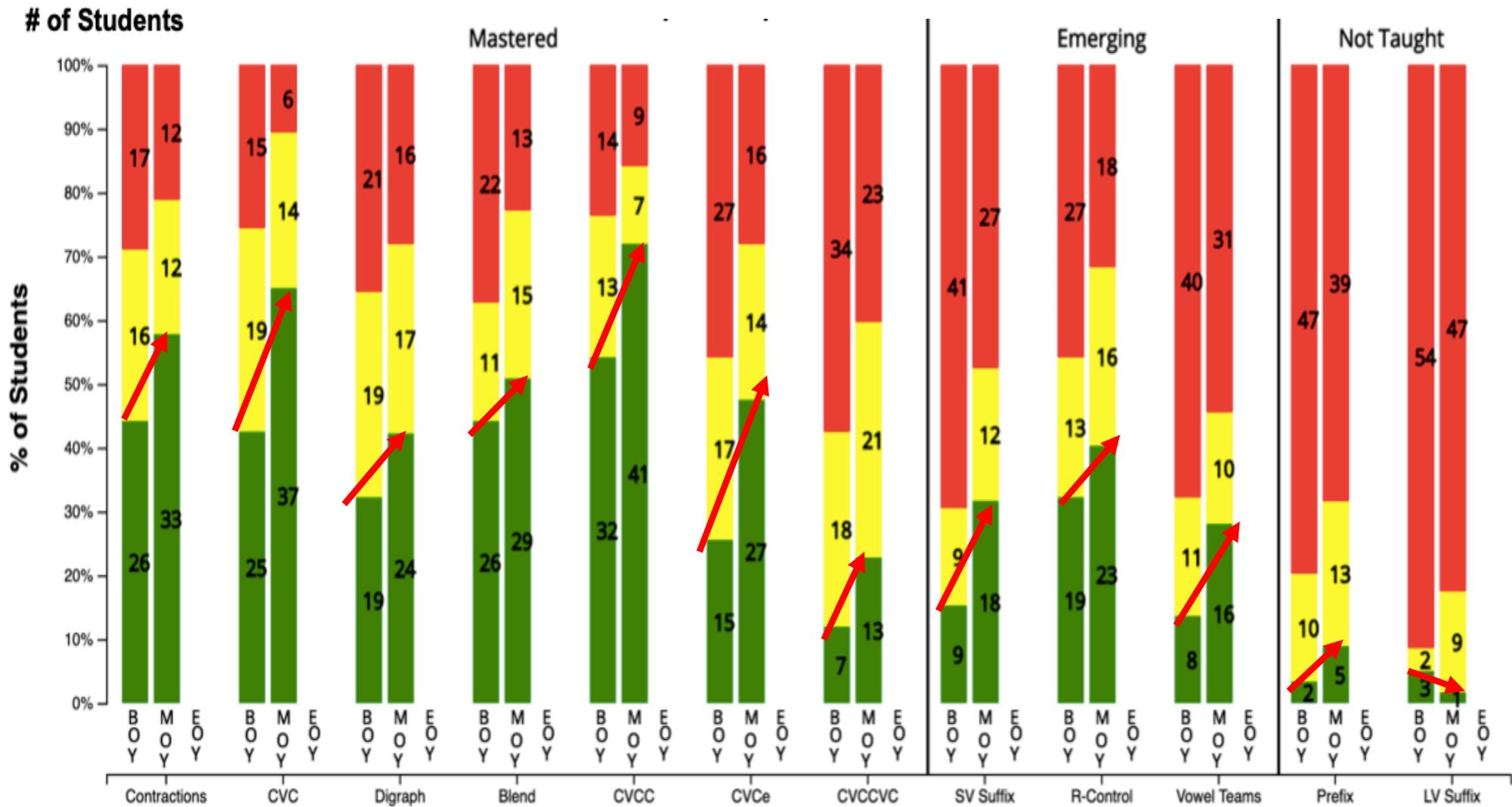


1. Are our students demonstrating mastery of the phonics skills that have been taught?



2. Are there phonics skills all students need instruction on?

Can this be confirmed with Classroom Data?



3: Are phonics skills improving across the year?

How to Linking Assessment to Instruction

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Classroom 1

		Contractions	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
Mastered		11	14	8	7	14	8	3	5	11	6	2	1
% Mastered		55%	70%	40%	35%	70%	40%	15%	25%	55%	30%	10%	5%
Not Mastered		9	6	12	13	6	12	17	15	9	14	18	19
First Name	Last Name												
		3	3	3	3	3	3	3	3	3	3	3	2
		3	3	3	3	3	3	3	3	3	3	2	3
		3	2	3	3	3	3	2	3	3	3	3	2
		3	3	3	2	3	3	2	2	2	3	2	2
		3	3	3	3	3	2	2	2	3	3	1	0
		3	3	3	2	3	3	2	0	3	3	1	1
		3	3	3	3	3	2	2	1	1	1	1	0
		2	3	3	2	3	1	3	2	2	2	2	1
		3	3	2	1	3	1	2	3	3	1	2	1
		2	3	2	2	3	2	2	1	3	2	1	2
		1	3	2	3	2	1	2	3	3	1	2	2
		3	3	2	2	3	3	0	0	2	1	0	0
		2	2	2	2	3	2	1	1	3	2	1	1
		2	1	2	3	2	3	2	0	3	0	1	1
		3	3	2	0	1	3	1	1	3	0	1	1
		2	2	2	1	3	2	1	0	2	0	1	1
		2	2	1	2	3	2	0	2	2	0	0	0
		3	3	1	0	2	0	1	0	2	0	1	0
		2	3	1	0	1	1	0	0	1	0	0	0
		0	2	2	2	2	0	0	1	0	0	0	0

Classroom 2

		Contractions	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
	Mastered	12	13	10	10	14	11	4	7	8	7	3	0
	% Mastered	75%	81%	63%	63%	88%	69%	25%	44%	50%	44%	19%	0%
	Not Mastered	4	3	6	6	2	5	12	9	8	9	13	16
First Name	Last Name												
		3	3	3	3	3	3	3	3	2	3	3	2
		3	3	3	3	3	3	3	3	3	3	3	1
		3	3	3	3	3	3	3	3	3	3	2	1
		3	3	3	3	3	3	2	3	3	1	2	0
		3	2	3	3	3	3	2	3	3	3	1	1
		2	3	3	3	3	3	3	3	3	2	1	0
		3	3	3	3	3	2	2	2	3	3	2	0
		3	3	1	3	3	3	2	2	2	3	3	0
		3	3	1	3	3	3	2	2	1	3	1	0
		3	3	2	2	3	2	2	3	1	2	2	0
		3	3	3	2	2	3	1	1	3	2	2	0
		3	3	3	2	3	3	1	2	0	0	1	1
		2	3	1	2	3	3	2	1	2	1	0	2
		1	2	3	3	3	1	2	1	2	2	1	0
		3	2	1	2	3	0	2	1	3	0	1	1
		1	3	2	1	2	0	1	1	1	0	1	0

How to Linking Assessment to Instruction

Questions to ask at Grade Level?

- a) Are our students demonstrating mastery of the phonics skills that have been taught?
- b) Are there phonics skills all students need instruction on?
- c) Are phonics skills improving across the year?

Questions to ask at Classroom Level?

- a) **Does the classroom level data confirm the grade level needs?**
- b) **Are there classrooms that need more support than others?**
- c) **Which students should be grouped together for phonics interventions?**

Questions to ask at Student Level?

- a) Which skills does the student need help with?
- b) Are these skills going to be addressed whole grade/class?

Classroom 1

	Contractions	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
Mastered	10	9	6	12	12	8	6	6	4	3	0	0
% Mastered	50%	45%	30%	60%	60%	40%	30%	30%	20%	15%	0%	0%
Not Mastered	10	11	14	8	8	12	14	14	16	17	20	20
First Name	Last Name											
		3	3	3	3	3	3	3	3	3	2	2
		3	3	3	3	3	3	3	3	2	1	1
		2	3	3	3	3	3	3	3	2	2	0
		3	3	2	3	3	3	2	2	3	2	1
		3	3	2	3	3	2	2	3	3	1	1
		3	3	3	2	3	2	3	3	2	1	0
		3	3	3	3	3	3	2	1	1	1	1
		3	2	3	3	3	3	1	2	3	1	0
		3	2	2	3	3	3	1	3	2	1	0
		3	2	1	3	2	2	3	2	0	1	0
		3	2	1	3	3	1	1	1	2	1	0
		1	3	2	3	3	2	1	1	1	0	1
		1	3	2	3	1	3	2	1	1	1	0
		1	2	1	2	1	0	0	0	1	0	0
		2	1	1	1	1	0	0	0	0	0	0
		1	1	0	1	3	0	0	0	0	0	0
		1	2	1	1	0	0	0	0	0	1	0
		2	0	1	0	0	2	0	0	0	0	0
		1	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0

Classroom 2		Contractions	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
	Mastered	12	13	10	10	14	11	4	7	8	7	3	0
	% Mastered	75%	81%	63%	63%	88%	69%	25%	44%	50%	44%	19%	0%
	Not Mastered	4	3	6	6	2	5	12	9	8	9	13	16
First Name	Last Name												
		3	3	3	3	3	3	3	3	2	3	3	2
		3	3	3	3	3	3	3	3	3	3	3	1
		3	3	3	3	3	3	3	3	3	3	2	1
		3	3	3	3	3	3	2	3	3	1	2	0
		3	2	3	3	3	3	2	3	3	3	1	1
		2	3	3	3	3	3	3	3	3	2	1	0
		3	3	3	3	3	2	2	2	3	3	2	0
		3	3	1	3	3	3	2	2	2	3	3	0
		3	3	1	3	3	3	2	2	1	3	1	0
		3	3	2	2	3	2	2	3	1	2	2	0
		3	3	3	2	2	3	1	1	3	2	2	0
		3	3	3	2	3	3	1	2	0	0	1	1
		2	3	1	2	3	3	2	1	2	1	0	2
		1	2	3	3	3	1	2	1	2	2	1	0
		3	2	1	2	3	0	2	1	3	0	1	1
		1	3	2	1	2	0	1	1	1	0	1	0

How to Linking Assessment to Instruction

Questions to ask at Grade Level?

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Questions to ask at Classroom Level?

1. Does the classroom level data confirm the grade level needs?
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Questions to ask at Student Level?

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Classroom 2		Contractions	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
	Mastered	12	13	10	10	14	11	4	7	8	7	3	0
	% Mastered	75%	81%	63%	63%	88%	69%	25%	44%	50%	44%	19%	0%
	Not Mastered	4	3	6	6	2	5	12	9	8	9	13	16
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		3	3	3	3	3	3	3	3	3	3	3	1
		3	3	3	3	3	3	3	3	3	3	2	1
		3	3	3	3	3	3	2	3	3	1	2	0
		3	2	3	3	3	3	2	3	3	3	1	1
		2	3	3	3	3	3	3	3	3	2	1	0
		3	3	3	3	3	2	2	2	3	3	2	0
		3	3	1	3	3	3	2	2	2	3	3	0
		3	3	1	3	3	3	2	2	1	3	1	0
		3	3	2	2	3	2	2	3	1	2	2	0
		3	3	3	2	2	3	1	1	3	2	2	0
		3	3	3	2	3	3	1	2	0	0	1	1
		2	3	1	2	3	3	2	1	2	1	0	2
		1	2	3	3	3	1	2	1	2	2	1	0
		3	2	1	2	3	0	2	1	3	0	1	1
		1	3	2	1	2	0	1	1	1	0	1	0

Group students with similar phonics needs



How to Linking Assessment to Instruction

Questions to ask at Grade Level?

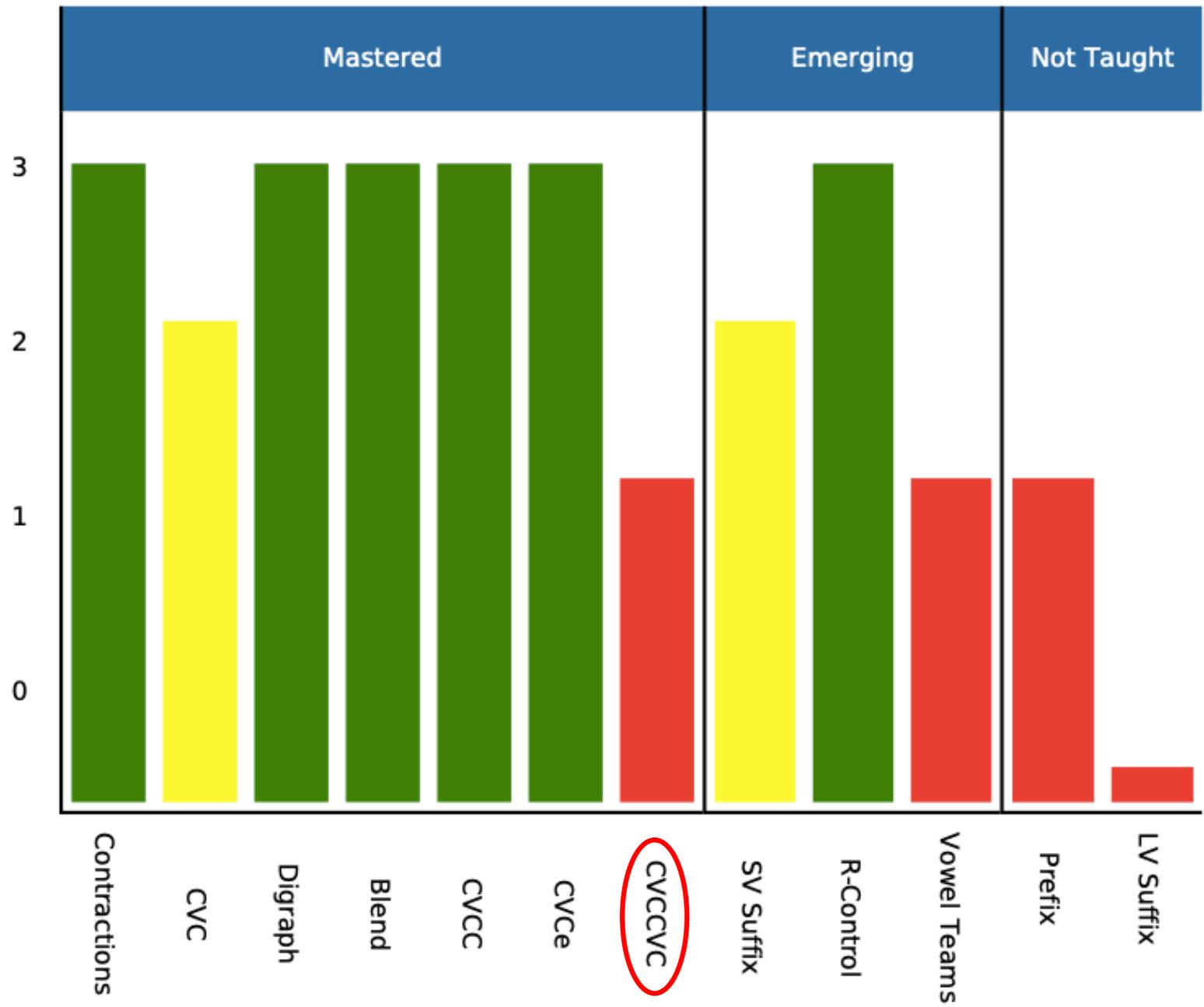
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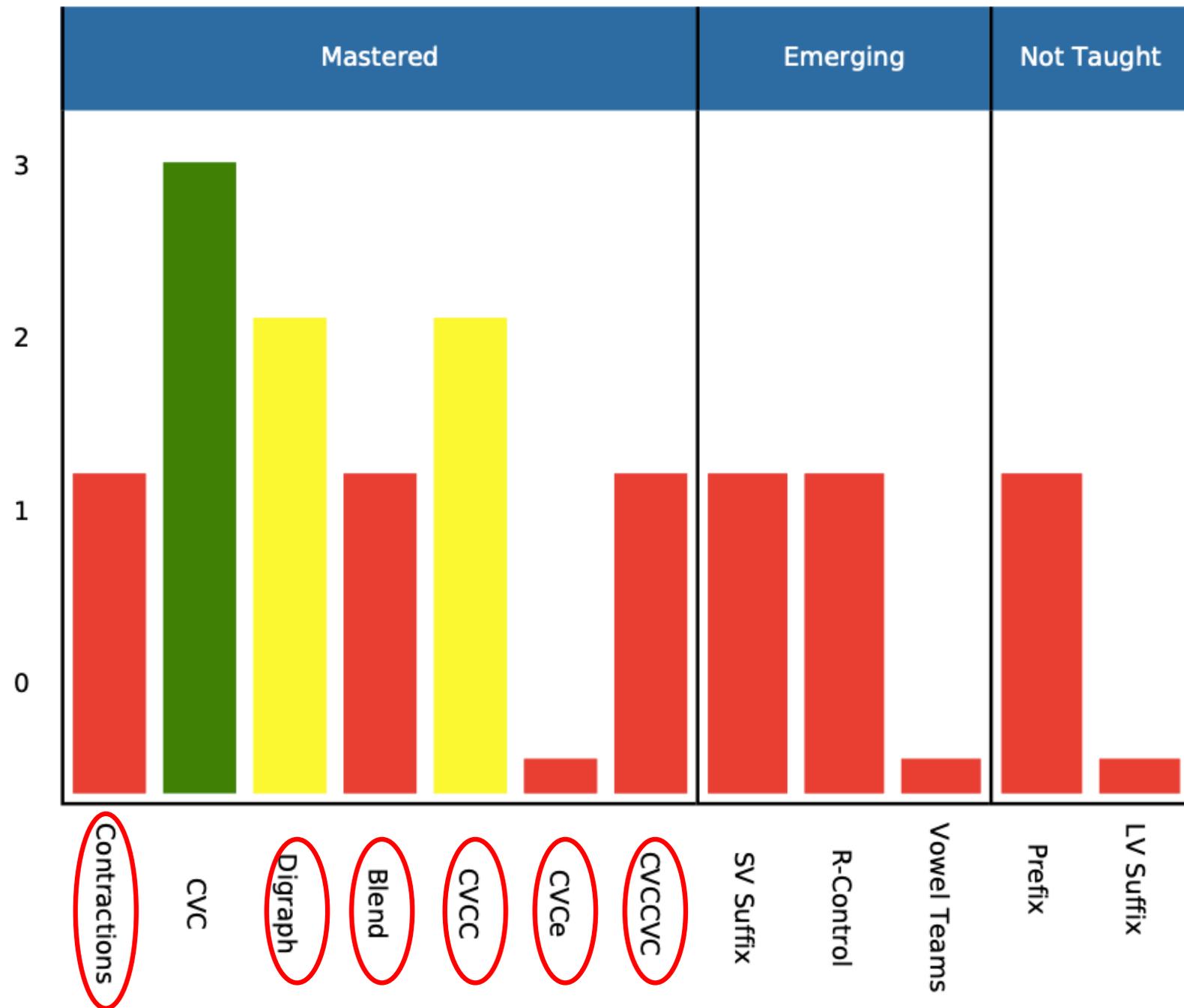
Questions to ask at Classroom Level?

1. Does the classroom level data confirm the grade level needs?
2. Are there classrooms that need more support than others?
3. Are there phonics skills that should be taught whole class?
4. Which students should be grouped together for phonics interventions?

Questions to ask at Student Level?

1. **Which skills does the student need help with?**
2. **Are these skills going to be addressed whole grade/class?**



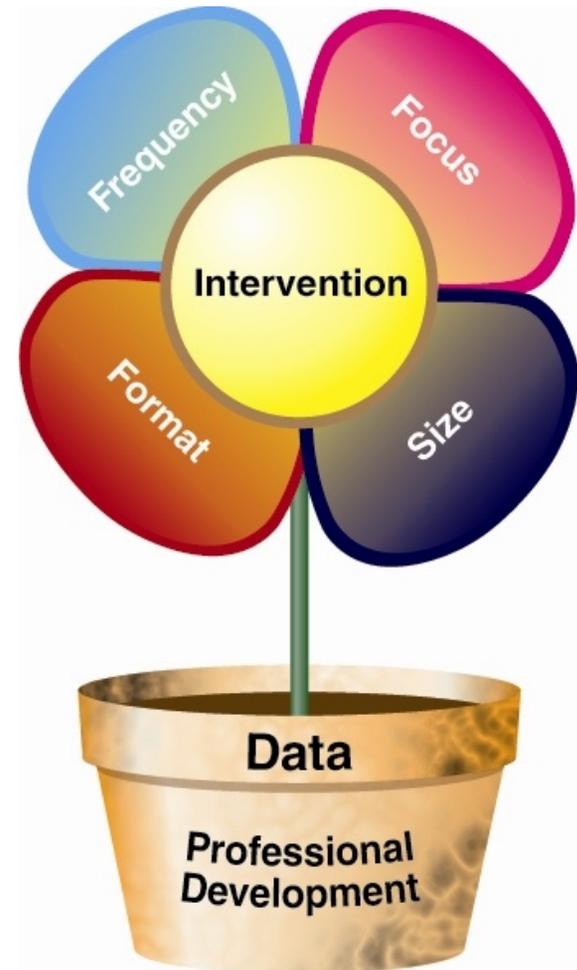


What Should Instruction Look Like

- **What:** Started with the easiest phonics skills
- **Who:** identify which students have **not** mastered the skill and determined the size of intervention groups based on make-up of students
- **When:** During ELA differentiated groups (15 minutes X 5 times a week)
- **Skills:** **Phonics**, connected text, spelling, writing, and vocabulary
- **Materials:** Word sorts and words lists to send home; A to Z Readers and other decodable books; spelling words from word sorts; taped words to desk and students incorporated them into writing assignments; highlighted patterns found in vocabulary work
- **Assessment:** Re-administered phonics assessment to determine growth

Three F's and one S of intervention design

- **Frequency** and duration of instruction sessions
- **Focus** of instruction
- **Format** of lesson
- **Size** of instructional group



Crawford, Torgesen, & Bice, 2007

Effective Format of Instructional Practices

Step 1: Present a clear goal/objective for each lesson

Step 2: Give a reason for the importance of learning the skill

Step 3: Show/demonstrate the skill and the criterion of acceptable performance

Step 4: Practice the skill with the student

Step 5: Observe the student performing the skill

Step 6: Provide immediate and explicit feedback about the performance

Step 7: Additional practice of the skill

Confirm the intervention has documented efficacy

- Evidence-based, scientifically-based, etc.
- Primary research sources
- Best Evidence Encyclopedia (www.bestevidence.org)
- Center on Instruction (www.centeroninstruction.org)
- Evidence Based Intervention Network (ebi.missouri.edu)
- Florida Center for Reading Research (www.fcrr.org)
- Meadows Center (meadowscenter.org)
- National Center on Intensive Interventions (www.intensiveintervention.org)
- What Works Clearinghouse (ies.ed.gov/ncee/wwc/)

Questions



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Questions?



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