2025

BUILDING SKILLED READERS:

BEST PRACTICE IN READING INSTRUCTION

SESSION 3:

Assessing Reading Progress: Standardised, Diagnostic, and Formative Tools for Success

- Jacinta Conway

AND

Language Comprehension: A pathway to proficient reading

- Nancy Hennessy

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Experienced Educational Consultant & Literacy Specialist – Over 20 years of experience across diverse school systems in Australia and the UK, specialising in evidence-based literacy instruction.

Expert in Curriculum Development & Data-Driven Assessment – Focused on bridging research and practice, supporting Tier 3 interventions, RTI strategies, and inclusive education.

Director of a Thriving Tuition Business – Leads a team of tutors providing personalised learning, student acceleration, and targeted interventions.

Passionate About Transforming Educational Outcomes – Committed to empowering educators with impactful teaching strategies that support every learner's success.

We respectfully acknowledge the Traditional Custodians of this country where we are meeting today. Our conference is being held on the lands of the Wurundjeri people, part of the Kulin people, and I wish to acknowledge them as Traditional Owners.

I would also like to pay my respects to their Elders, past and present, and Aboriginal Elders of other communities who may be here today.' I also extend this respect to any Aboriginal and Torres Strait Islander peoples in attendance today.

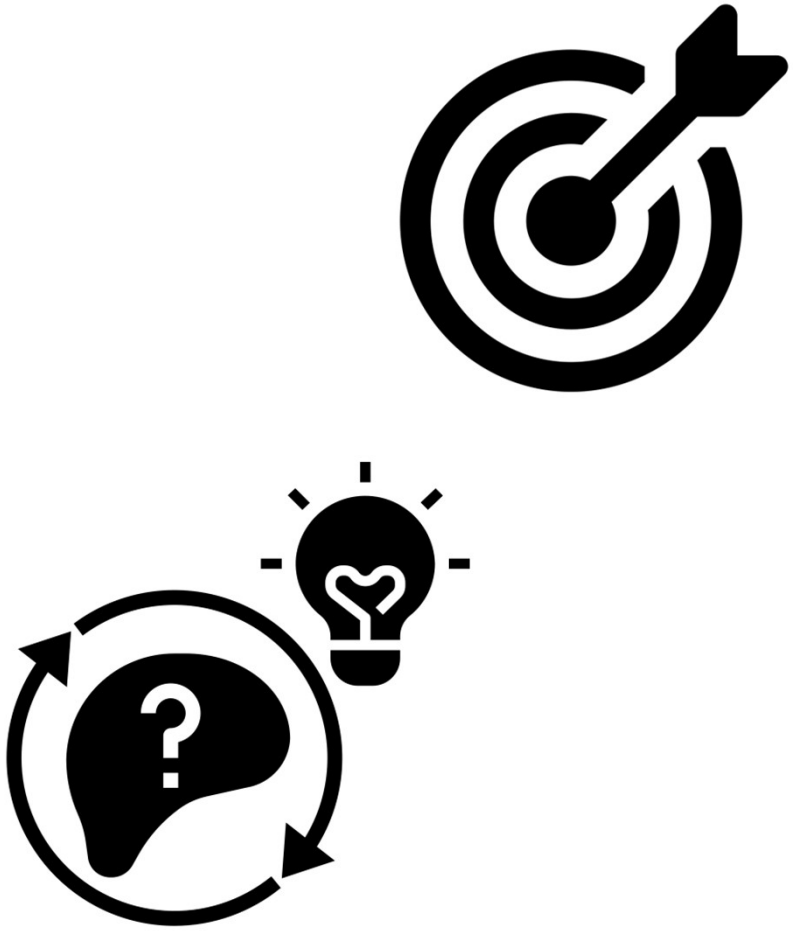
Jacinta Conway
EDUCATION CONSULTANT

Assessing Reading Progress

Standardised, Diagnostic and Formative Tools for Success

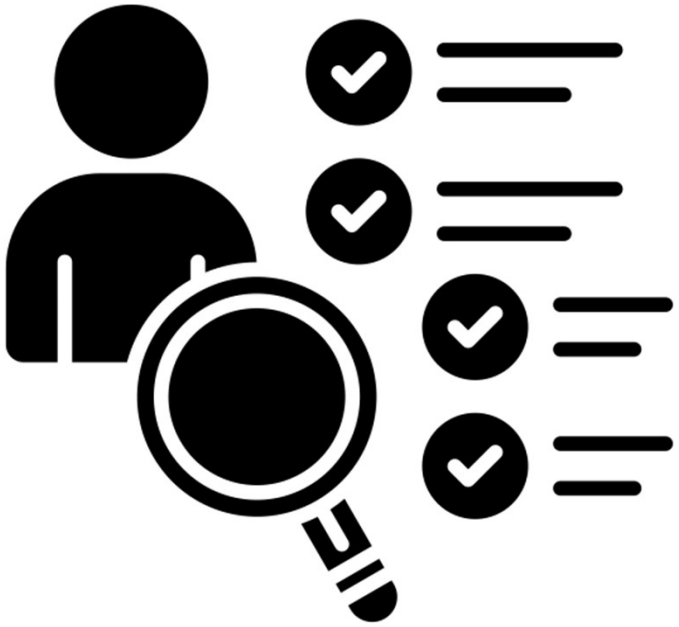
Why Reading Assessments are Crucial

- Identify struggling readers early to provide timely support.
- Guide teachers in tailoring instruction using data.
- Inform school-wide literacy planning and curriculum decisions.



The Purpose of Assessment

- Assessment is a process of drawing inferences about student learning.
- It serves both **formative** (guiding instruction) and **summative** (measuring achievement) purposes.
- The validity of an assessment depends on how its results are interpreted.



Validity, Reliability, and Common Pitfalls

- Validity is about **how well** an assessment measures what it claims to measure.
- Common threats to validity: **Construct Underrepresentation** – The test doesn't fully assess the skill.
- **Construct-Irrelevant Variance** – Unrelated factors affect scores (e.g., poor reading skills in a maths test).
- Reliability vs. validity trade-off: Increasing reliability can sometimes reduce depth.

Assessment Design & Decision-Making

Assessments should match their intended purpose.

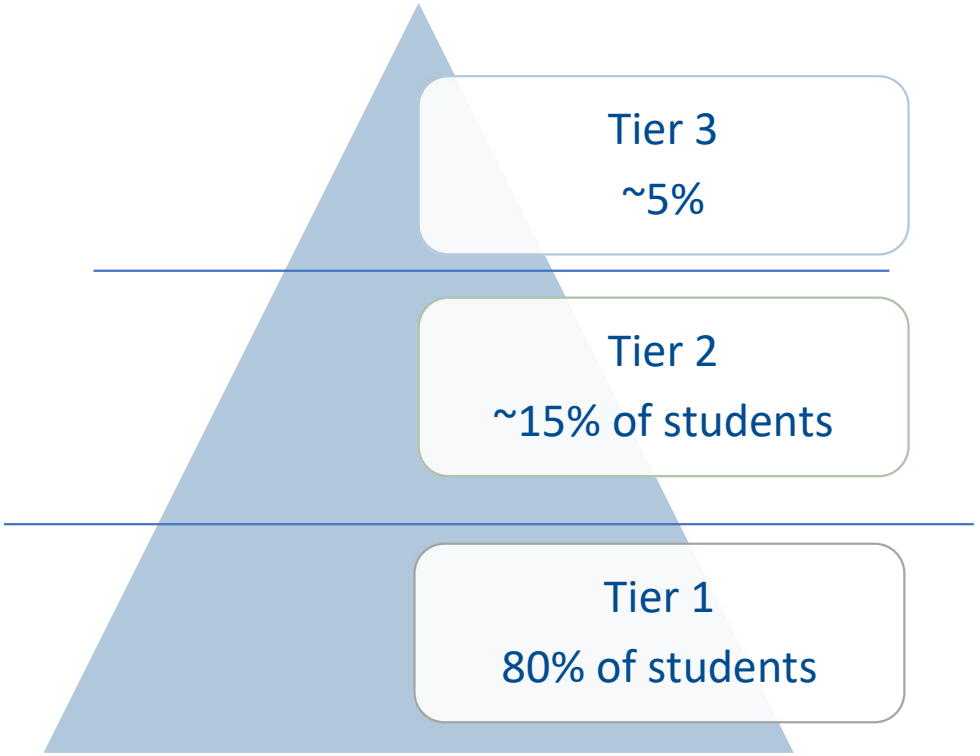
Standardised tests are often misused to judge school performance.

Measuring student **progress** over time is challenging due to score fluctuations.

All assessments involve trade-offs: Time assessing vs. time teaching.

Multi tiered Systems of Support

- **MTSS (Multi-Tiered System of Support)** is a framework that helps schools provide different levels of support to students based on their needs. It includes academic, behavioural, and social-emotional interventions to ensure all students succeed.

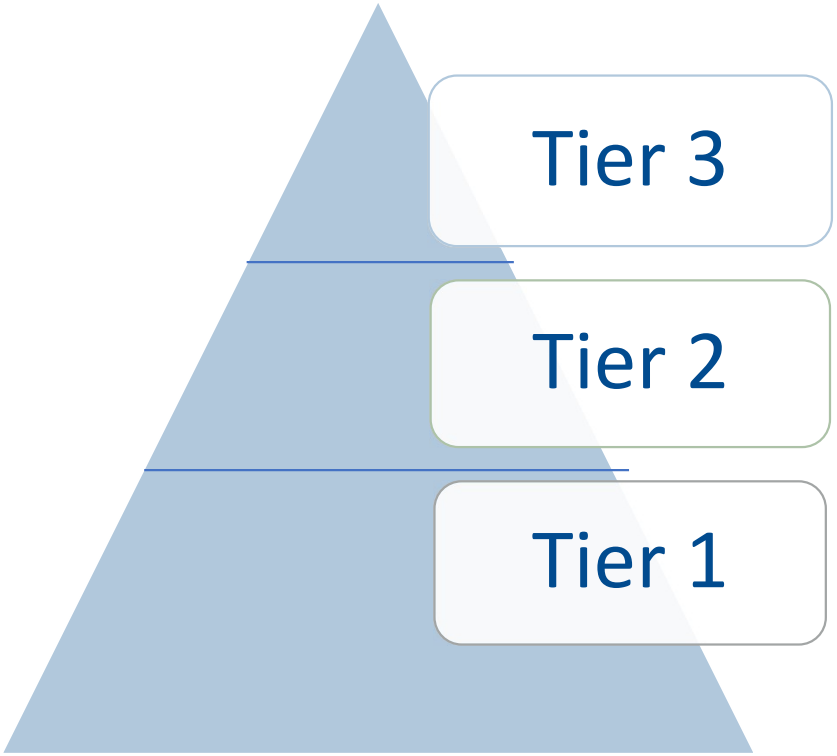


Types of Reading Assessments

Standardised	Formal, norm-referenced tests comparing performance to norms
Diagnostic	In-depth tests to pinpoint specific reading difficulties
Formative	Ongoing progress checks (often curriculum-based) to inform daily instruction

Types of reading assessments

- Screening
- Placement tests
- Curriculum-based Measures
- Progress Monitoring
- Norm-referenced
- Diagnostic



Assessment Schedules

Assessments in an RTI Framework

List of Assessments

	Phonological Awareness	Phonics & Word Recognition	Fluency	Vocabulary	Comprehension	Spelling
Acadience Reading K-6	1	1	1		1	1
Astronaut Invented Spelling Test 2nd ed. (AIST-2)	1				1	1
Castles and Coltheart 2 (CC2)		1				
CELF-5 A&NZ Screening Test				1	1	
A&NZ)				1	1	
(CELF P-3 A&NZ)						
Components of Spelling Test – Early Years (CoSTEY)		1				1
Components of Spelling Test 2nd ed. (CoST)		1				1
Comprehensive Test of Phonological Processing 2nd ed. (CTOPP-2)	1					
CUBED Dynamic Decoding Measures	1	1				
CUBED Narrative Language Measures			1	1	1	
Diagnostic Spelling Test – Irregular Words (DIST)						1
Diagnostic Spelling Test – Nonwords (DIST)		1				1
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th ed.	1	1	1		1	
Expressive Vocabulary Test 3rd ed. (EVT-3)				1		
Foundations of Early Language Assessment (FELA)	1					
Letter-Sound Test (LeST)		1				
Martin and Pratt Nonword Reading Test		1				
Neale Analysis of Reading Ability 3rd ed. (NARA-3)			1		1	
NIH Toolbox Vocabulary Subtest				1		
Peabody Picture Vocabulary Test 5th ed. (PPVT-5)				1		
Phonics Screening Check (PSC)	1	1				
Phonological Awareness Screening Test (PAST)	1	1				
Progressive Achievement Tests in Reading 4th ed. Comprehension (PAT-R)					1	
Progressive Achievement Tests in Reading 4th ed. Spelling (PAT-R)						1
Progressive Achievement Tests in Reading 4th ed. Vocabulary (PAT-R)				1		
Receptive and Expressive One-Word Picture Vocabulary Tests 4th ed. (ROWPVT-4 and EOWPVT-4)				1		
Renfrew Word Finding Vocabulary Test				1		
School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART)	1	1				
South Australian Spelling Test (SAST)						1
Sutherland Phonological Awareness Test – Revised (SPAT-R)	1					
Test of Integrated Language and Literacy Skills (TILLS)	1	1	1	1	1	1
Test of Narrative Language 2nd ed. (TNL-2)					1	
Test of Word Reading Efficiency 2nd ed. (TOWRE-2)	1	1				
Test of Written Spelling 5th ed. (TWS-5)						1
Tests of Reading Comprehension 3rd ed. (TORCH)					1	
Wechsler Individual Achievement Test 3 Australian and New Zealand (WIAT-3 A&NZ)	1	1	1	1	1	1
Wheldall Assessment of Reading Lists (WARL)		1	1			
Wheldall Assessment of Reading Nonwords (WARN)		1	1			
Wheldall Assessment of Reading Passages (WARP)			1			
Wheldall Sentence Comprehension Screener (WSCS)					1	
York Assessment of Reading for Comprehension – Early Reading (YARC-ER)	1	1				
York Assessment of Reading for Comprehension – Passage Reading (YARC-PR)		1	1	1	1	

- Align assessments to evidence
- Phonemic Awareness
- Systematic Phonics and Word Recognition
- Vocabulary
- Fluency
- Comprehension

Whole School Assessment Schedule

		Foundation	T1	T2	T3	T4	Y1	T1	T2	T3	T4
READING	Phonemic Awareness	English Online Interview (EOI)	☑				EOI	☑			
		DIBELS - Phonemic Segmentation Fluency PSF	☑	☑		☑	DIBELS - Phonemic Segmentation Fluency PSF		☑	☑	☑
		Comprehensive Test of Phonological Processing (CTOPP-2) Bottom 5% in class Individual					Comprehensive Test of Phonological Processing (CTOPP-2) Bottom 5%% in class Individual				
	Systematic Phonics & Decoding	DIBELS - Letter Naming Fluency LNF	☑	☑		☑	DIBELS - Letter Naming Fluency LNF		☑	☑	☑
		DIBELS - Nonsense Word Fluency NWF	☑	☑		☑	DIBELS - Nonsense Word Fluneyc NWF	☑	☑	☑	☑
		DIBELS - Word Reading Fluency WRF		☑	☑	☑	DIBELS - Word Reading Fluency WRF	☑	☑	☑	☑
		Core Phonics Assessments (Diagnostic		☑	☑	☑	Core Phonics Assessments (Diagnostic	☑	☑	☑	☑
		Test of Word Reading Efficiency (TOWRE) Bottom 25% in class Individual		☑	☑	☑	TOWRE for bottom 25%	☑	☑	☑	☑
	Vocabulary						PAT Vocabulary Task				
		Vocabulary Recognition Task (formative assessment tool)*				☑			☑		☑
		Vocabulary Knowledge Scale (formative assessment tool)*			☑	☑	Vocabulary Recognition Task*	☑	☑	☑	☑
		* To be determined by teams as to which assessment to use, in which context (Mathematics, Inquiry, English)			☑	☑	Vocabulary Knowledge Scale*	☑	☑	☑	☑
	Fluency	DIBELS - Oral Reading Fluency ORF		☑	☑	☑	DIBELS - Oral Reading Fluency ORF		☑	☑	☑
		(as above in Decoding - targets decoding & fluency)									
	Comprehension	CUBED Narrative Language Measures	☑	☑	☑	☑		☑	☑	☑	
		CELF-5 A&NZ Screening Test (requires additional training)					PAT Reading				☑
		York Assessment of Reading Comprehension (YARC) - Early Years (as required)					York Assessment of Reading Comprehension (YARC) - Primary (as required)				

Whole School Assessment Schedule

		Y2	T1	T2	T3	T4	Y3	T1	T2	T3	T4	Y4	T1	T2	T3	T4	Y5	T1	T2	T3	T4	Y6	T1	T2	T3	T4
READING	Phonemic Awareness	EOI	✓				PAST: students in bottom 25%ile	✓	✓	✓	✓	PAST: students in bottom 25%ile	✓	✓	✓	✓	PAST: students in bottom 25%ile	✓	✓	✓	✓	PAST: students in bottom 25%ile	✓	✓	✓	✓
		PAST: students in bottom 25%ile		✓	✓	✓																				
		TOWRE for bottom 25%																								
	Systematic Phonics & Decoding	DIBELS - Nonsense Word Fluneyc NWF	✓	✓	✓	✓	DIBELS - Nonsense Word Fluneyc NWF	✓	✓	✓	✓	DIBELS - Nonsense Word Fluneyc NWF	✓	✓	✓	✓	OPR Whole class formative	✓	✓	✓	✓	OPR Whole class formative	✓	✓	✓	✓
		DIBELS - Word Reading Fluency WRF	✓	✓	✓	✓	DIBELS - Word Reading Fluency WRF	✓	✓	✓	✓	DIBELS - Word Reading Fluency WRF	✓	✓	✓	✓	OPR Individual for bottom 25%	✓	✓	✓	✓	OPR Individual for bottom 25%	✓	✓	✓	✓
		Core Phonics Assessments (Diagnostic	✓	✓	✓	✓	Core Phonics Assessments (Diagnostic	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
		TOWRE for bottom 25%	✓	✓	✓	✓	TOWRE for bottom 25%	✓	✓	✓	✓	TOWRE for bottom 25%	✓	✓	✓	✓	TOWRE for bottom 25%	✓	✓	✓	✓	TOWRE for bottom 25%	✓	✓	✓	✓
	Vocabulary	PAT Vocabulary Task				✓	PAT Vocabulary Task				✓	PAT Vocabulary Task				✓	PAT Vocabulary Task				✓	PAT Vocabulary Task				✓
		Vocabulary Recognition Task*	✓	✓	✓	✓	Vocabulary Recognition Task*	✓	✓	✓	✓	Vocabulary Recognition Task*	✓	✓	✓	✓	Vocabulary Recognition Task*	✓	✓	✓	✓	Vocabulary Recognition Task*	✓	✓	✓	✓
		Vocabulary Knowledge Scale*	✓	✓	✓	✓	Vocabulary Knowledge Scale *	✓	✓	✓	✓	Vocabulary Knowledge Scale *	✓	✓	✓	✓	Vocabulary Knowledge Scale*	✓	✓	✓	✓	Vocabulary Knowledge Scale*	✓	✓	✓	✓
	Fluency	DIBELS - Oral Reading Fluency ORF	✓	✓	✓	✓	DIBELS - Oral Reading Fluency ORF	✓	✓	✓	✓	DIBELS - Oral Reading Fluency ORF	✓	✓	✓	✓	DIBELS - Oral Reading Fluency ORF	✓	✓	✓	✓	DIBELS - Oral Reading Fluency ORF	✓	✓	✓	✓
	Comprehension	DIBELS - MAZE	✓	✓	✓		DIBELS - MAZE	✓	✓	✓		DIBELS - MAZE	✓	✓	✓		DIBELS - MAZE	✓	✓	✓		DIBELS - MAZE	✓	✓	✓	
		PAT Reading				✓	TORCH		✓		✓	TORCH		✓		✓	TORCH		✓		✓	TORCH		✓		✓
		YARC - PRIMARY (as required)					PAT Reading	✓			✓	PAT Reading	✓			✓	PAT Reading	✓			✓	PAT Reading	✓			✓
							YARC - PRIMARY (as required)	✓				YARC - PRIMARY (as required)	✓				YARC - PRIMARY (as required)					YARC - PRIMARY (as required)				
							NAPLAN		✓								NAPLAN		✓							

Administration, Tiers, Timings

LITERACY ASSESSMENT SCHEDULE P-6

		Assessment	Tier	Administration	Time taken	Overview of assessment
READING	Phonemic Awareness	English Online Interview (EOI)	1	1:1	1 hour per student	This is a mandated government assessment . It drives the school and teachers na bit nuts, but because of their profsesionalism and commitment to the bigger picture.
		Phonological Assessment Screening Test (PAST)	1	1:1	7 minutes	The PAST is a screener that identifies strengths and weaknesses in phonological processing. It assesses a learner's ability to identify and delete syllables, onset and rime. Further is assesses basic
		DIBELS - Phonemic Segmentation Fluency PSF	1	1:1	1 minute	Assesses a child's ability to segment three- and four-phoneme words into their individual phonemes fluently. This subtest usually takes about 1 minute.
	Systematic Phonics & Decoding	Oral Phonogram Review (OPR)		whole class - daily by observation	5-8 minutes	
		DIBELS - Letter Naming Fluency LNF	1	1:1	1 minute	Measures the ability to recognize and name letters. Typically takes about 1 minute to administer.
		DIBELS - Nonsense Word Fluency NWF	1	1:1	1 minute	Evaluates a child's ability to decode phonetically regular (nonsense) words. The administration time is typically 1 minute.
		DIBELS - Word Reading Fluency WRF	1	1:1		
		Test of Word Reading Efficiency (TOWRE)	1, 2	individual for students in the bottom 25%	5 min	The TOWRE is a quantitative assessment tool that can be used to determine whether a child needs a more intensive instructional approach (intervention). It also provides measuring tools to monitor and
	Vocabulary	PAT Vocabulary Task				Purchase through ACER
		Vocabulary Recognition Task (formative assessment tool)*			varying times	The VAK can be found here from Reading Rockets. a great formative assessment tool to link to Units of Inquiry, Himanities, Science, Mathematics or any content areas that are
		Vocabulary Knowledge Scale (formative assessment tool)*				As Above
	Fluency	DIBELS - Oral Reading Fluency ORF	1-3	1:1	1 minute	Measures accuracy and fluency with connected text. ORF assessments generally take about 1 minute for the reading portion, though there's an additional few minutes needed for preparation and to provide instructions.
	Comprehension	DIBELS - MAZE	1-3	As per administration guidelines for resources	3 minutes	A measure of reading comprehension, wherein students are required to read a passage and fill in missing words from a provided list. Maze takes about 3 minutes to complete.
		PAT Reading				
		Tests of Reading Comrpehension (TORCH)	1-3			The TORCH is recommended because there is no multiple choice, and therefore more likely to represent student comrpehension. It only needs to be administered once a year, and could work alongside PAT
		YARC Comprehension	2-3			Recommended for Tier 3 as this takes longer. Can also use Test B for Listening Comprehension if student performs well below the expected level in decoding on Test A.

Assessments

Assessments in an RTI Framework

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

- **Measures:** Key early literacy skills through short one-minute fluency tests. For example: letter naming, phonemic segmentation, nonsense word decoding, and oral reading fluency.
- **When to Use: Universal screener and progress monitor** for grades K–8. Administer to all students at least three times a year (e.g. Fall, Winter, Spring) ; administer weekly or biweekly to at-risk students for progress monitoring. Quick and easy, typically given by classroom teachers or support staff.

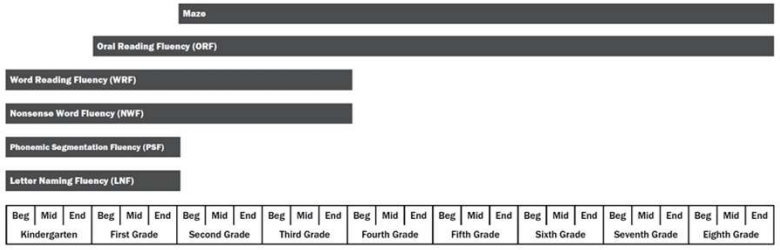
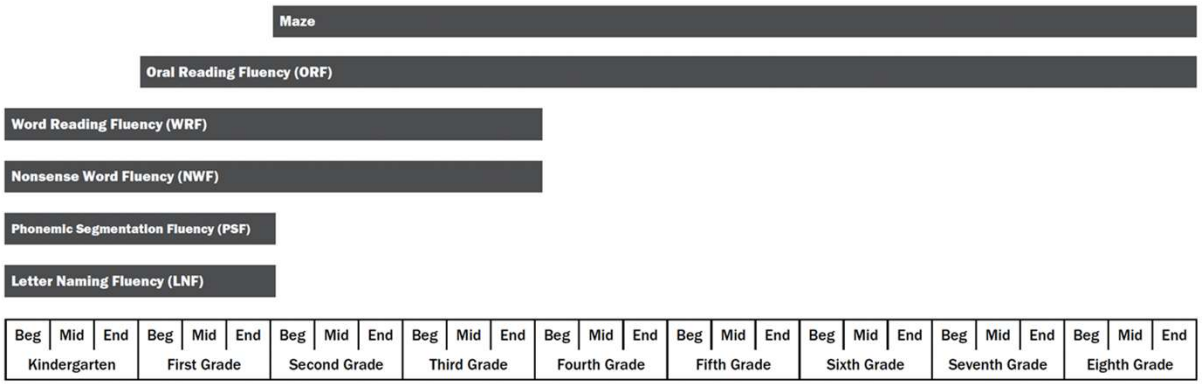


Figure 1.1 DIBELS 8th Edition Timeline of Subtest Availability by Grade

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

Interpreting Results: Each subtest has benchmark goals; compare student scores to grade-level benchmarks to identify risk status (e.g. below benchmark indicates need for intervention). Use **trend data** from repeated assessments to see if interventions are helping (are scores improving towards the goal?). Low scores in specific areas point to what skill to target – e.g. low nonsense word fluency suggests phonics deficit, low oral reading fluency suggests need for fluency practice.



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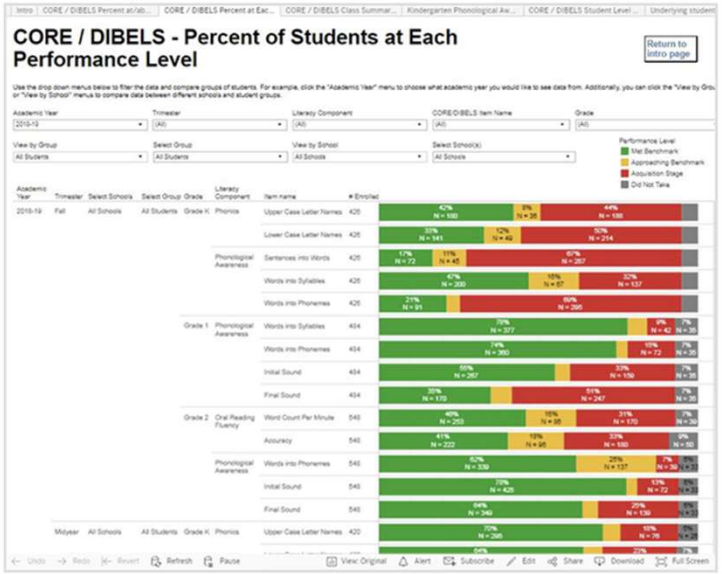
  *(Visual: **Placeholder for a DIBELS chart or screenshot of progress monitoring graph**)*

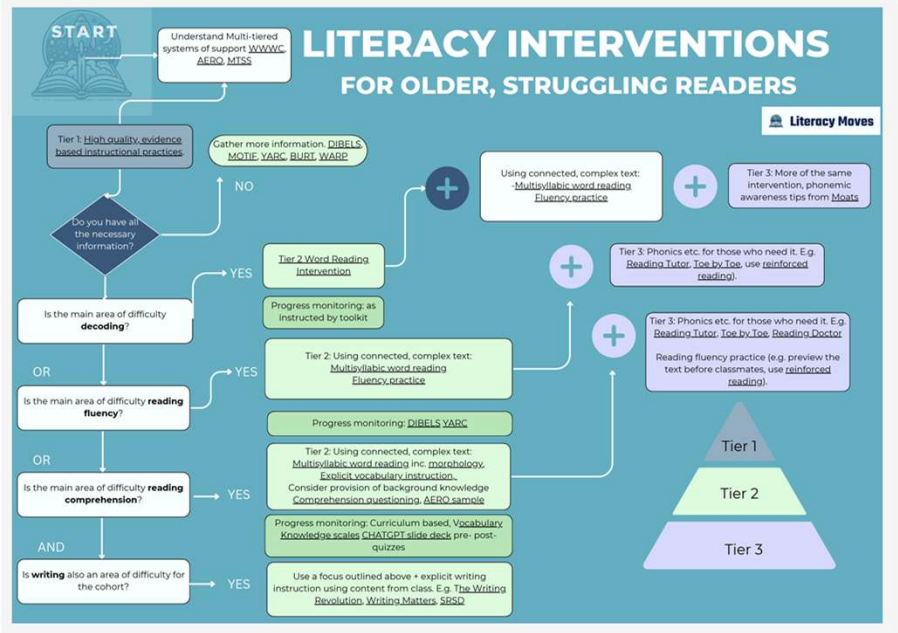


Assessment & Learning - Some reflections (2017)

- Disconnect Between Assessment and Learning Theories
- The Role of Assessment in Learning
- Types of Assessment and Their Challenges
- Assessment Design & Validity
- Assessment for Learning (AfL) & Formative Feedback
- Implications for Schools & Policymakers

Aligning Assessments with MTSS/RTI

- **Tier 1 (All Students):** Universal screening at beginning of year to identify risk; end-of-year outcome assessments.
- **Tier 2 (Some Students):** Diagnostics for at-risk students to target interventions; regular progress monitoring (e.g. bi-weekly).
- **Tier 3 (Few Students):** Intensive diagnostics (e.g. specialised evaluations) and very frequent progress checks to adjust individualized support.



De Haan, M. (2025). *Building skilled readers: Best practice in reading instruction*. [Webinar handout]. Learning Difficulties Australia. Webinar conducted on March 11, 2025.

WIAT-III (Weschler Individual Achievement Test) Reading

- **Measures:** Broad reading achievement – e.g. single-word reading, decoding of nonsense words, reading comprehension, oral reading fluency.
- **When to Use:** Standardised test administered individually (often by specialists) to get a comprehensive reading profile; typically used for in-depth evaluation or annually.
- **Interpreting Results:** Provides norm-referenced scores (percentiles, age/grade equivalents). Look for significant gaps between subtests (e.g. decoding vs comprehension) to identify specific needs.

Pearson Clinical. (2025). *Wechsler Individual Achievement Test - Third Edition (WIAT-III) Australian and New Zealand Standardised.* [Image of assessment materials]. Retrieved March 11, 2025, from https://www.pearsonclinical.com.au/en-au/Store/Professional-Assessments/Academic-Learning/Reading/Wechsler-Individual-Achievement-Test%2C-Third-Edition%3A-Australian-and-New-Zealand-Standardised/p/P100010035

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WIAT-III$^{A\&NZ}$ **Age Based Scores**

Subtest Score Summary

Subtest	Raw Score	Standard Score	90% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Year Equiv. (AU/NZ)	Age Equiv.	Growth Score
Listening Comprehension	-	74	66-82	4	13	2	2.4/3.4	7:10	493
Reading Comprehension	30[1]	93	82-104	32	40	4	3.4/4.4	9:0	510
Maths Problem Solving	50	93	89-97	32	40	4	6.3/7.3	11:8	574
Sentence Composition	-	102	94-110	55	53	5	9.2/10.2	15:8	524
Word Reading	51	90	87-93	25	36	4	5.3/6.3	10:8	578
Essay Composition	-	111	102-120	77	65	7	9.4/10.4	15:4	547
Pseudoword Decoding	38	93	89-97	32	40	4	7.3/8.3	12:0	565
Numerical Operations	28	89	83-95	23	35	4	5.3/6.3	10:8	555
Oral Expression	-	81	73-89	10	23	2	4.1/5.1	9:1	511
Oral Reading Fluency	101[1]	94	88-100	34	42	4	7.2/8.2	12:4	540
Spelling	32	90	85-95	25	36	4	6.1/7.1	11:4	604
Maths Fluency-Addition	36	102	93-111	55	53	5	9.2/10.2	14:0	662
Maths Fluency-Subtraction	26	92	83-101	30	39	4	7.1/8.1	12:0	590
Maths Fluency-Multiplication	18	88	80-96	21	33	3	5.4/6.4	10:8	571

- Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below year level item set.

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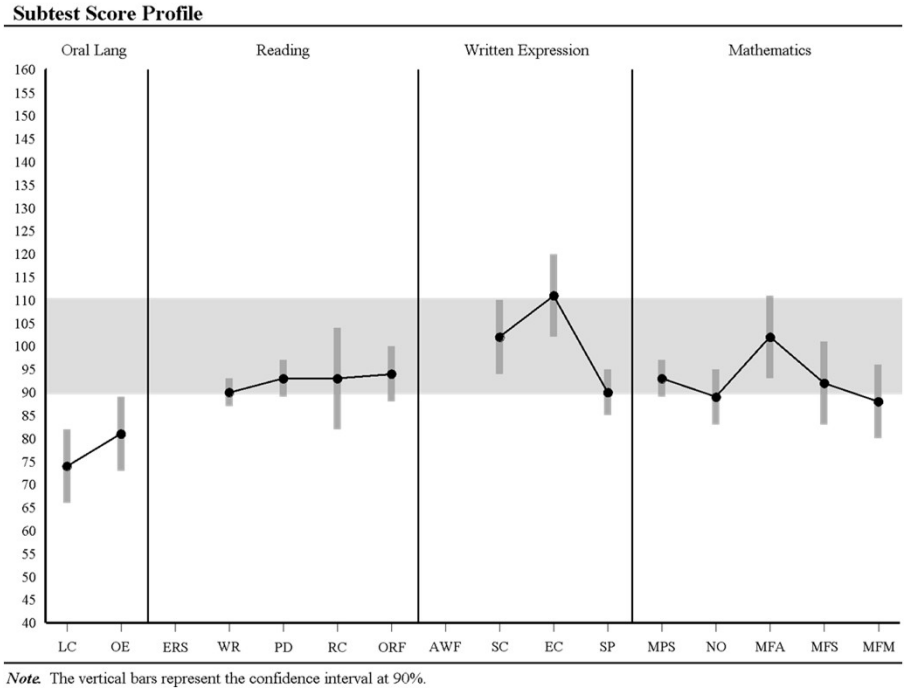
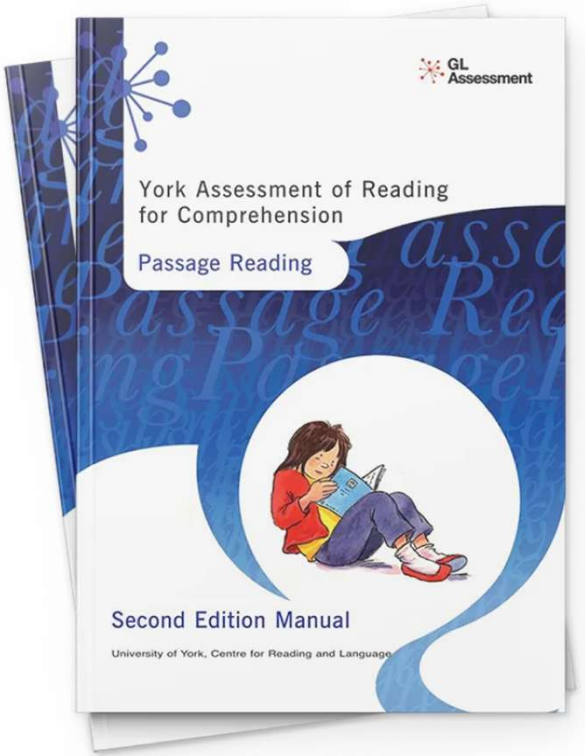


Note. The vertical bars represent the confidence interval at 90%.

YARC (York Assessment of Reading Comprehension)

- **Measures**: Reading accuracy, fluency, and comprehension in detail. Provides separate scores for decoding and comprehension aligned to the “Simple View of Reading”.
- **When to Use:** One-on-one diagnostic reading test for various ages (versions for early years, primary, secondary). Often used after initial screening to diagnose specific reading weaknesses or to monitor progress post-intervention (has parallel forms for re-testing).
- **Interpreting Results:** Yields reading ages/standard scores for different components. Analyse whether decoding or comprehension is lower – a discrepancy can guide targeted support (e.g. vocabulary instruction if comprehension lags decoding). Use progress data from re-tests to evaluate intervention impact.
  (Visual: Placeholder for YARC test materials or example student reading passage)



YARC (York Assessment of Reading Comprehension)

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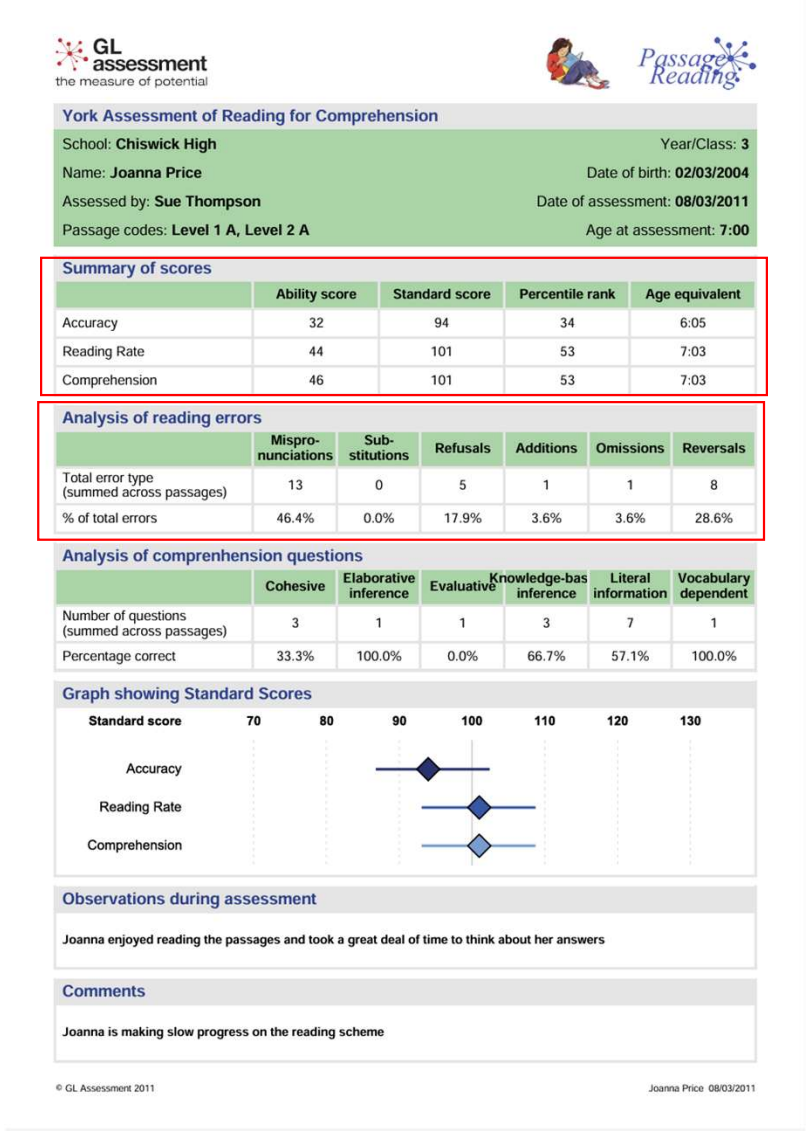
- **When to Use:** One-on-one diagnostic reading test for various ages (versions for early years, primary, secondary). Often used after initial screening to diagnose specific reading weaknesses or to monitor progress post-intervention (has parallel forms for re-testing).
- **Interpreting Results:** Yields reading ages/standard scores for different components. Analyse whether decoding or comprehension is lower – a discrepancy can guide targeted support (e.g. vocabulary instruction if comprehension lags decoding). Use progress data from re-tests to evaluate intervention impact.
  (Visual: Placeholder for YARC test materials or example student reading passage)



GL assessment
the measure of potential

Passage Reading

York Assessment of Reading for Comprehension

School: **Chiswick High** — Year/Class: **3**
Name: **Joanna Price** — Date of birth: **02/03/2004**
Assessed by: **Sue Thompson** — Date of assessment: **08/03/2011**
Passage codes: **Level 1 A, Level 2 A** — Age at assessment: **7:00**

Summary of scores

	Ability score	Standard score	Percentile rank	Age equivalent
Accuracy	32	94	34	6:05
Reading Rate	44	101	53	7:03
Comprehension	46	101	53	7:03

Analysis of reading errors

	Mispro-nunciations	Sub-stitutions	Refusals	Additions	Omissions	Reversals
Total error type (summed across passages)	13	0	5	1	1	8
% of total errors	46.4%	0.0%	17.9%	3.6%	3.6%	28.6%

Analysis of comprenhension questions

	Cohesive	Elaborative inference	Evaluative	Knowledge-bas inference	Literal information	Vocabulary dependent
Number of questions (summed across passages)	3	1	1	3	7	1
Percentage correct	33.3%	100.0%	0.0%	66.7%	57.1%	100.0%

Graph showing Standard Scores

Observations during assessment

Joanna enjoyed reading the passages and took a great deal of time to think about her answers

Comments

Joanna is making slow progress on the reading scheme

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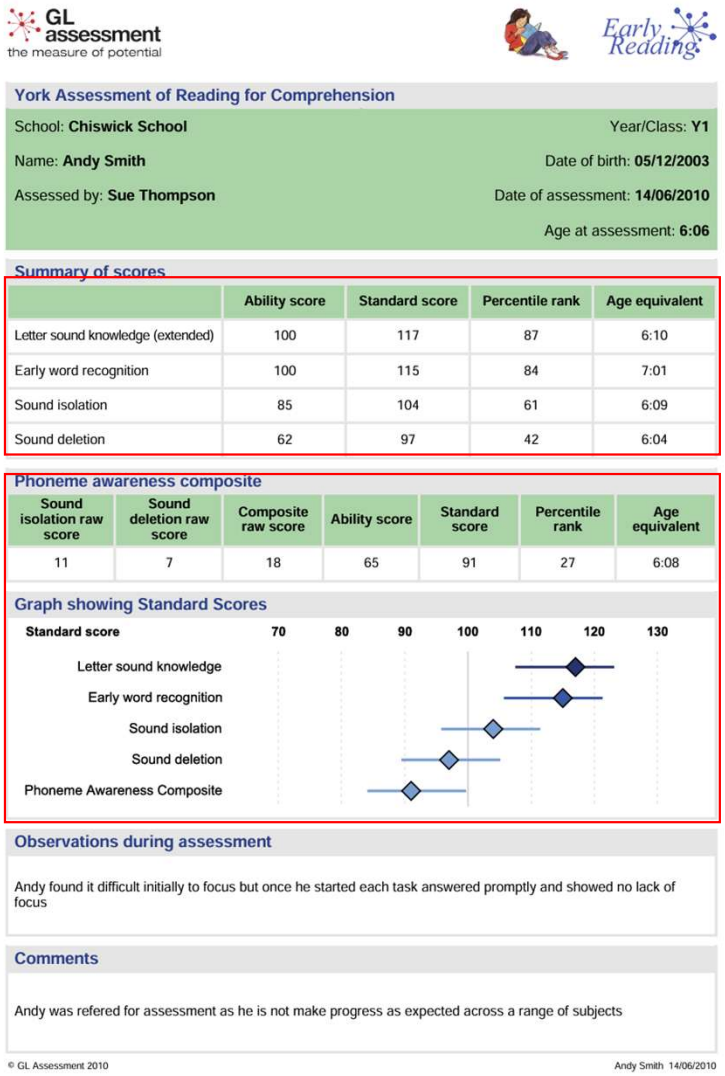

GL assessment
the measure of potential

Early Reading

York Assessment of Reading for Comprehension

School: **Chiswick School** Year/Class: **Y1**

Name: **Andy Smith** Date of birth: **05/12/2003**

Assessed by: **Sue Thompson** Date of assessment: **14/06/2010**

Age at assessment: **6:06**

Summary of scores

	Ability score	Standard score	Percentile rank	Age equivalent
Letter sound knowledge (extended)	100	117	87	6:10
Early word recognition	100	115	84	7:01
Sound isolation	85	104	61	6:09
Sound deletion	62	97	42	6:04

Phoneme awareness composite

Sound isolation raw score	Sound deletion raw score	Composite raw score	Ability score	Standard score	Percentile rank	Age equivalent
11	7	18	65	91	27	6:08

Graph showing Standard Scores

Observations during assessment

Andy found it difficult initially to focus but once he started each task answered promptly and showed no lack of focus

Comments

Andy was refered for assessment as he is not make progress as expected across a range of subjects

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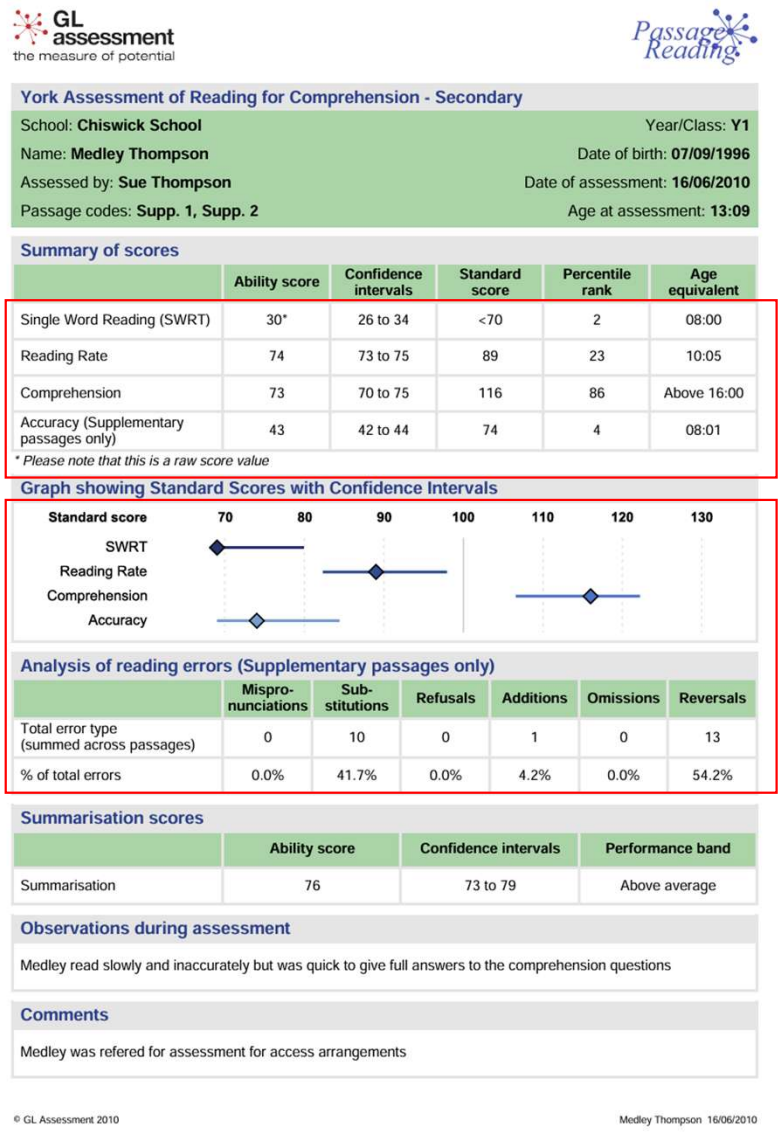


GL assessment
the measure of potential

Passage Reading

York Assessment of Reading for Comprehension - Secondary

School: **Chiswick School** Year/Class: **Y1**
Name: **Medley Thompson** Date of birth: **07/09/1996**
Assessed by: **Sue Thompson** Date of assessment: **16/06/2010**
Passage codes: **Supp. 1, Supp. 2** Age at assessment: **13:09**

Summary of scores

	Ability score	Confidence intervals	Standard score	Percentile rank	Age equivalent
Single Word Reading (SWRT)	30*	26 to 34	<70	2	08:00
Reading Rate	74	73 to 75	89	23	10:05
Comprehension	73	70 to 75	116	86	Above 16:00
Accuracy (Supplementary passages only)	43	42 to 44	74	4	08:01

** Please note that this is a raw score value*

Graph showing Standard Scores with Confidence Intervals

Analysis of reading errors (Supplementary passages only)

	Mispro-nunciations	Sub-stitutions	Refusals	Additions	Omissions	Reversals
Total error type (summed across passages)	0	10	0	1	0	13
% of total errors	0.0%	41.7%	0.0%	4.2%	0.0%	54.2%

Summarisation scores

	Ability score	Confidence intervals	Performance band
Summarisation	76	73 to 79	Above average

Observations during assessment

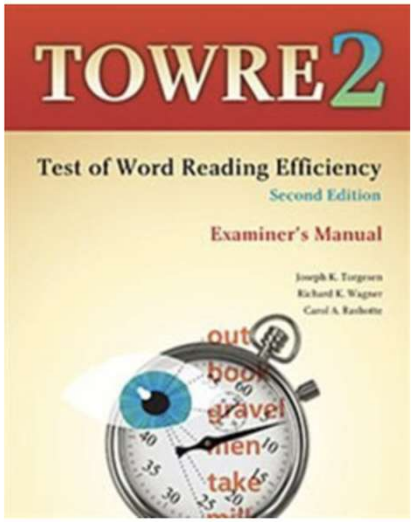
Medley read slowly and inaccurately but was quick to give full answers to the comprehension questions

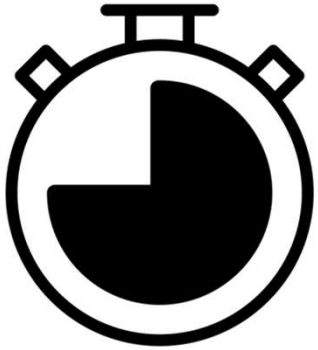
Comments

Medley was refered for assessment for access arrangements

TOWRE (Test of Word Reading Efficiency)

- **Measures:** Word-level reading **fluency** – two rapid subtests: **Sight Word Efficiency** (timed real word reading) and **Phonemic Decoding Efficiency** (timed pseudoword reading).
- **When to Use:** Quick (~5 minutes) standardized screening tool for ages ~6 through adult. Ideal for benchmarking basic reading skills or monitoring progress in interventions focused on decoding/fluency. Can be re-administered periodically (alternate forms available) to track growth in automatic word recognition.
- **Interpreting Results:** Yields standard scores and percentiles for word reading speed and accuracy. Low scores on TOWRE indicate difficulty with rapid word recognition (a hallmark of dyslexia). Use results to identify students who need fluency practice or phonics reinforcement; improving TOWRE scores over time reflects gains in reading automaticity.





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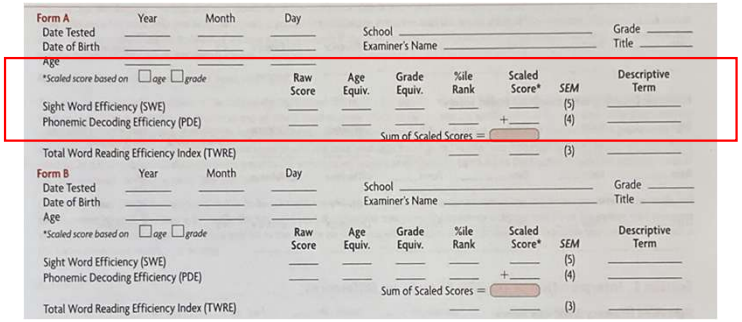
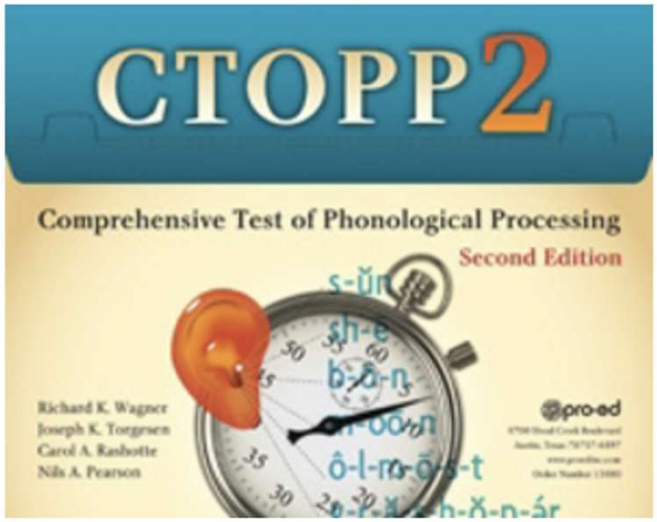


TOWRE (Test of Word Reading Efficiency)

PAT READING				TOTAL WORD EFFICIENCY			SIGHT WORD EFFICIENCY – TEST A						PHONEMIC WORD EFFICIENCY – TEST A					
Score	Scale	Stanine	Percentile	Percentile	Standard Score	Descriptive Term	Raw Score	Age Equivalence	Grade Equivalence	Percentile	Standard Score	Descriptive Term	Raw Score	Age Equivalence	Grade Equivalence	Percentile	Standard Score	Descriptive Term
13	90.6	5	57	99	147	VS	70	10-3	4.8	>99	145	VS	44	12-9	7.5	>99	145	VS
13	90.6	5	57	99	140	VS	60	8-6	3	>99	138	VS	40	11-3	5.5	>99	138	VS
14	102.7	7	81	95	125	Superior	59	8-6	3	99	135	VS	20	7-6	2.2	81	113	AA
19	106.2	6	63	95	125	Superior	69	9-9	4.5	96	126	S	40	11-3	5.5	93	122	S
12	94.3	4	35	95	124	Superior	64	8-9	3.5	93	122	S	38	10-6	4.5	95	124	S
9	88.8	3	23	92	121	Superior	68	9-6	4	89	118	AA	44	12-9	7.5	93	122	S
20	108	6	67	91	120	Above Average	45	7-6	2	97	127	S	25	8-0	2.5	65	106	A
20	108	6	67	90	119	Above Average	60	8-6	3	87	117	AA	36	10-0	4	89	118	AA
14	97.7	5	43	89	118	Above Average	34	8-9	3.2	90	119	AA	34	9-6	3.8	84	115	AA
25	119	7	87	86	116	Above Average	69	9-9	4.5	90	119	AA	34	9-6	3.8	79	112	AA
11	79.6	4	33	86	116	AA	44	7-6	2	90	119	AA	19	7-6	2	77	111	AA
12	84.2	5	43	84	115	AA	56	8-3	2.8	84	115	AA	29	8-3	2.8	84	115	AA
18	104.5	5	59	81	113	BA	58	8-6	3	84	115	BA	29	8-6	3	75	110	P
13	90.6	5	57	79	112	AA	65	9-0	3.5	77	111	AA	37	10-3	4.2	77	111	AA
12	84.2	5	43	77	111	Above Average	53	8-0	2.5	81	113	AA	23	7-9	2.5	68	107	A
11	92.5	4	31	77	111	Above Average	67	9-3	3.8	87	117	AA	26	8-0	2.8	58	1.3	A
13	90.6	5	57	70	108	A	50	7-9	2.5	75	110	A	21	7-6	2.2	63	105	A
5	79.9	2	10	65	106	Average	52	8-0	2.5	79	112	AA	17	7-3	1.8	50	100	A
6	62.7	2	8	65	106	A	36	7-0	1.5	79	112	AA	9	6-3	1.2	47	99	A
10	90.7	4	27	65	106	A	15	7-0	1.5	53	101	A	15	7-0	1.5	53	101	A
14	102.7	7	81	61	104	Average	48	7-9	2.2	70	108	A	17	7-3	1.8	50	100	A
22	111.9	6	75	58	103	Average	52	8-0	2.5	39	96	A	36	10-0	4	75	110	A
12	84.2	5	43	58	103	A	35	7-0	1.5	58	103	A	16	7-0	1.8	58	103	A
12	84.2	5	43	55	102	A	56	8-3	2.8	75	110	A	15	7-0	1.5	32	93	A
7	65.9	2	11	50	100	A	44	7-6	2	75	110	A	8	6-3	1	25	90	A
14	97.7	5	43	47	99	A	40	7-3	1.8	55	102	A	14	6-9	1.5	39	96	A
14	97.7	5	43	45	98	A	42	7-6	2	58	103	A	13	6-9	1.5	35	94	A
9	72.3	3	19	42	97	A	29	6-9	1.2	45	98	A	12	6-6	1.5	42	97	A
6	62.7	2	8	39	96	Average	34	7-0	1.5	55	102	A	8	6-3	1	25	90	A
6	62.7	2	8	37	95	Average	25	6-3	1	53	101	A	5	6-0	1	23	89	BA
10	90.7	4	27	35	95	Average	40	7-3	1.8	84	115	AA	10	6-3	1.2	5	76	BA
15	99.4	5	47	32	93	Average	58	8-6	3	55	102	A	16	7-0	1.8	16	85	BA
21	109.9	6	71	30	92	A	31	6-9	1.5	35	94	A	11	6-6	1.2	327	91	A
9	88.8	3	23	27	91	Average	29	6-9	1.2	30	92	A	11	6-6	1.2	27	91	A
12	84.2	5	43	25	90	Average	26	6-6	1.2	23	89	BA	11	6-6	1.2	27	91	A
6	62.7	2	8	14	84	BA	13	<6-0	<1.0	16	85	BA	4	<5	<1.0	16	85	BA
5	59.4	2	5	12	82	Below Average	14	6-0	<1.0	7	78	P	9	6-3	1	21	88	BA
5	79.9	2	10	3	73	Poor	34	7-0	1.5	7	78	P	6	6-0	1	2	70	P
8	86.8	3	19	3	73	P	40	7-3	1.8	13	83	BA	4	<6.0	<1.0	1	66	VP
2	69.5	1	2	1	68	Very Poor	15	6-0	<1.0	5	76	P	7	6-0	1	5	76	P

CTOPP (Comprehensive Test of Phonological Processing)

- **Measures:** Underlying phonological skills critical for reading: phonological awareness (e.g. blending, segmenting), phonological memory, and rapid naming (quick retrieval of names for letters/numbers/colours).
- **When to Use:** Diagnostic assessment for students with suspected reading disabilities (like dyslexia). Administered individually by specialists to identify deficits in sound processing. Not a routine test for all students – used when a student struggles with decoding or fluency despite intervention, or as part of a special education evaluation.
- **Interpreting Results:** Examine composite scores (PA, memory, rapid naming). Low scores indicate specific phonological processing weaknesses (e.g. poor phonemic awareness or slow naming speed). These results help target instruction (e.g. intensive phonemic awareness training if PA composite is low) and can support identification of dyslexia (significant below-average performance relative to age). Progress can be tracked by re-testing after intervention to see improvement in these foundational skills.



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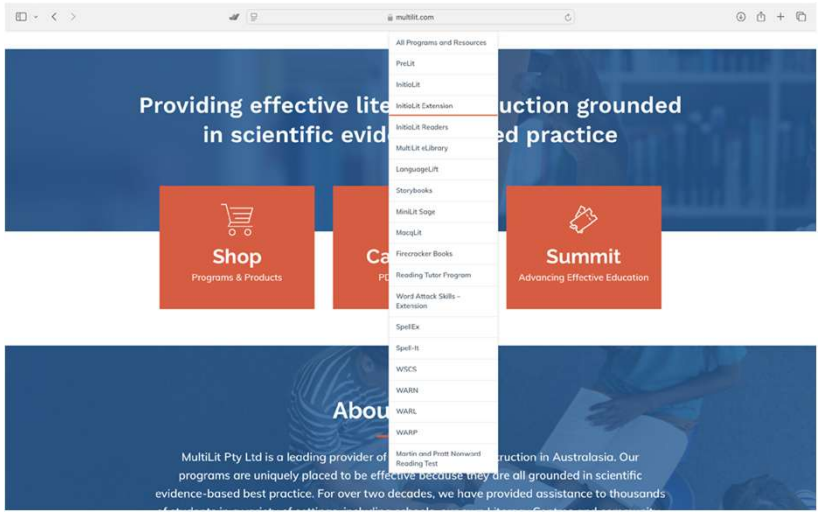
Descriptive Terms Corresponding to Scaled and Index Scores					
Subtest	Subtest Description	Cognitive Ability measured	Scaled Score	Percentile Rank	Qualitative Description
1. Ellison	Remove individual phonological segments from spoken words.	Phonetic Coding (PC): ability to process speech sounds (e.g. identifying, isolating, and blending) and general ability to learn phoneme-grapheme correspondences – similar to aspects of phonemic awareness and phonological sensitivity.	7	16	Below Average
2. Blending Words	Blend individual sounds to form words.		8	25	Average
3. Phoneme Isolation	Isolate individual sounds within words.		10	50	Average
4. Memory for Digits	Listen and repeat a sequence of digits of increasing difficulty.	Phonological Memory	6	9	Below Average
5. Rapid Symbolic Naming (RAN/LA)	Rapidly name numbers	Rapid Automatised Naming/Lexical Access (RAN/LA): The ease and automaticity with which objects, letters, numbers and quantities can be named.	7	16	Below Average
6. Rapid Digit Naming	Rapidly name letters.		8	25	Average
7. Blending Non-Words	Combine individual speech sounds to make non-words.		8	25	Average
8. Segmenting Non- Words	Say separate speech sounds that make up a non-word.		11	63	Average
			Composite Score	Percentile Rank	Qualitative Description
		Phonological Awareness	73	3	Below Average
		Phonological Memory	82	12	Poor
		Rapid Symbolic Naming	82	12	Below Average

MultiLit Literacy Assessment Suite

- **Measures:** A collection of tests covering key reading skills. For example, **WARP (Wheldall Assessment of Reading Passages)** for oral reading fluency, **Neale Analysis** for reading accuracy and comprehension, **Burt Word Reading Test** for single-word recognition, and **Martin & Pratt Nonword Test** for phonics (decoding) skills.
- **When to Use:** Part of the Australian *MultiLit* intervention program. Used to **diagnose the specific skill deficits** of struggling readers and place them at the right instructional level. Often administered at program entry (for placement), periodically to monitor progress, and at exit to measure gains. Useful for any structured literacy intervention framework to get a full picture of a student's reading profile.
- **Interpreting Results:** Look at each component test result to see where the student is strong or weak. For instance, a low WARP score (fluency) combined with a low nonword reading score indicates a decoding issue affecting fluency. If the Burt word reading score is low, the student's overall word recognition is below expectations. These diagnostics directly inform which reading components to target (phonics, fluency, comprehension, etc.). Progress is seen when each score improves—e.g., the student reads more words per minute on WARP after fluency practice.
*(Visual: **Placeholder for a composite image of MultiLit assessments – e.g. sample fluency passage and word list**)*

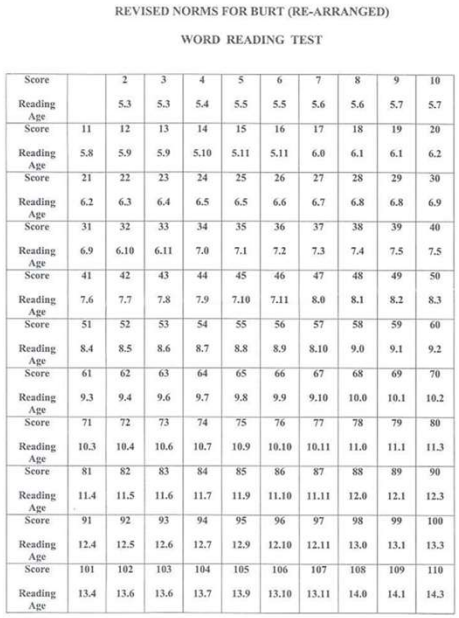


BURT Word Reading Test

- **Measures: Single-word reading ability**. Student reads aloud a graded list of words that increase in difficulty, without context. Often used to estimate a child's reading age (based on how far they get in the list).
- **When to Use:** Quick screening or placement test. Can be given one-on-one in a few minutes. Useful at the start of the year or intervention to gauge general reading level, or periodically to track growth in word recognition. Suitable for a broad age range (typically primary through early secondary years).
- **Interpreting Results:** Count the number of words read correctly and convert to a **reading age or standard score**. If a 8-year-old reads at a 6-year reading age, they are behind and need support. Watch for **error patterns** (e.g. frequent misses on longer words or specific phonics patterns) – though it's not a detailed diagnostic, errors can hint at phonics gaps or sight word gaps. An improving Burt score over time (e.g. reading age rising from 6 to 8 years within a year) indicates progress in overall word recognition ability.
  *(Visual: **Placeholder for an image of a student reading from a word list or sample Burt test word list**)*

Burt Reading Test (1974) Revised

to	is	up	he	at
for	my	sun	one	of
big	some	his	or	an
went	boys	that	girl	water
just	day	wet	pot	things
no	told	love	now	sad
nurse	carry	quickly	village	scramble
journey	terror	return	twisted	shelves
beware	explorer	known	projecting	tongue
serious	domineer	obtain	belief	luncheon



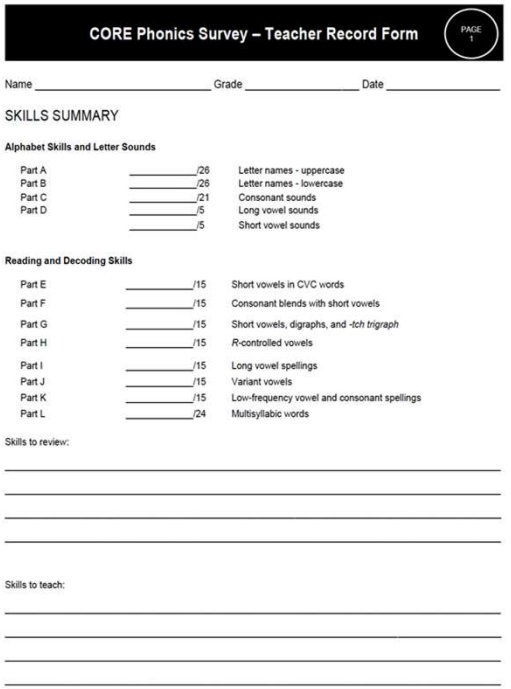
REVISED NORMS FOR BURT (RE-ARRANGED)

WORD READING TEST

Score		2	3	4	5	6	7	8	9	10
Reading Age		5.3	5.3	5.4	5.5	5.5	5.6	5.6	5.7	5.7
Score	11	12	13	14	15	16	17	18	19	20
Reading Age	5.8	5.9	5.9	5.10	5.11	5.11	6.0	6.1	6.1	6.2
Score	21	22	23	24	25	26	27	28	29	30
Reading Age	6.2	6.3	6.4	6.5	6.5	6.6	6.7	6.8	6.8	6.9
Score	31	32	33	34	35	36	37	38	39	40
Reading Age	6.9	6.10	6.11	7.0	7.1	7.2	7.3	7.4	7.5	7.5
Score	41	42	43	44	45	46	47	48	49	50
Reading Age	7.6	7.7	7.8	7.9	7.10	7.11	8.0	8.1	8.2	8.3
Score	51	52	53	54	55	56	57	58	59	60
Reading Age	8.4	8.5	8.6	8.7	8.8	8.9	8.10	9.0	9.1	9.2
Score	61	62	63	64	65	66	67	68	69	70
Reading Age	9.3	9.4	9.6	9.7	9.8	9.9	9.10	10.0	10.1	10.2
Score	71	72	73	74	75	76	77	78	79	80
Reading Age	10.3	10.4	10.6	10.7	10.9	10.10	10.11	11.0	11.1	11.3
Score	81	82	83	84	85	86	87	88	89	90
Reading Age	11.4	11.5	11.6	11.7	11.9	11.10	11.11	12.0	12.1	12.3
Score	91	92	93	94	95	96	97	98	99	100
Reading Age	12.4	12.5	12.6	12.7	12.9	12.10	12.11	13.0	13.1	13.3
Score	101	102	103	104	105	106	107	108	109	110
Reading Age	13.4	13.6	13.6	13.7	13.9	13.10	13.11	14.0	14.1	14.3

Core Phonics Survey

- Measures: A battery of phonics skills assessments – letter naming, letter sounds, reading and decoding of various phonics patterns (short vowels, blends, digraphs, long vowels, etc.), and some basic phonemic awareness/spelling tasks. Essentially, it checks which phonics patterns a student has mastered and which they have not.
- When to Use: Ideal for K–3 students. Often administered to all students in early grades 2–3 times a year (fall, mid-year, spring) to guide phonics instruction. Also used as a diagnostic for any student (even older) who is struggling with decoding – to pinpoint gaps in phonics knowledge. It's one-on-one and takes about 10-15 minutes per student.
- Interpreting Results: The survey is mastery-oriented. For each category (e.g. short vowels in CVC words, consonant blends, long vowel patterns), see which items the student missed. Any pattern where the student makes errors indicates a need for instruction in that area. Teachers use the results to form small instructional groups by need (for example, a group of students who haven't mastered digraphs). Progress is evident when, on the next administration, those categories show improvement (fewer errors or complete mastery). Ultimately, the goal is for the student to eventually get all or nearly all items correct, demonstrating a solid phonics foundation.
(Visual: Placeholder for a phonics survey record sheet showing skills categories and checkmarks)



CORE Phonics Survey – Teacher Record Form PAGE 1

Name _____ Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

Part A	_____/26	Letter names - uppercase
Part B	_____/26	Letter names - lowercase
Part C	_____/21	Consonant sounds
Part D	_____/5	Long vowel sounds
	_____/5	Short vowel sounds

Reading and Decoding Skills

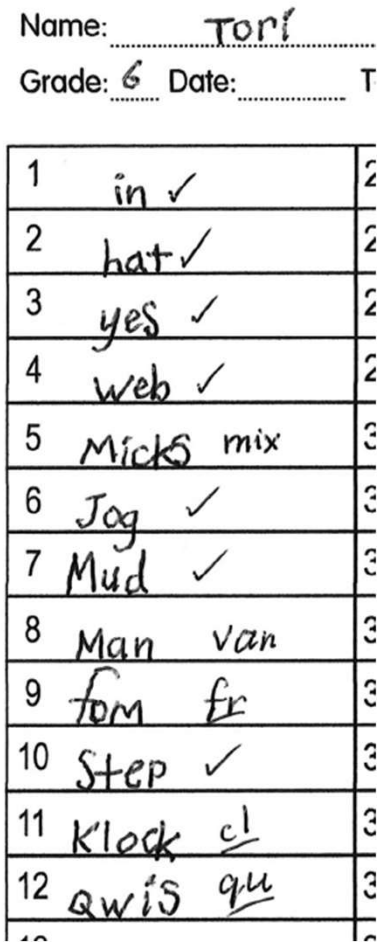
Part E	_____/15	Short vowels in CVC words
Part F	_____/15	Consonant blends with short vowels
Part G	_____/15	Short vowels, digraphs, and *-tch trigraph*
Part H	_____/15	*R*-controlled vowels
Part I	_____/15	Long vowel spellings
Part J	_____/15	Variant vowels
Part K	_____/15	Low-frequency vowel and consonant spellings
Part L	_____/24	Multisyllabic words

Skills to review:

Skills to teach:

Waddington Diagnostic Spelling Test

- Measures: Spelling proficiency across a range of word difficulties. Students spell a list of words (from easy to challenging) that assess knowledge of phonetic patterns, orthographic rules, and common spelling conventions. The test is standardized and provides a spelling age and diagnostic information about error patterns.
- When to Use: As a diagnostic tool for students with spelling difficulties or as a yearly benchmark for spelling skill. Often administered in late primary or early secondary grades to identify students needing spelling intervention. Could be given at the beginning and end of the year (or intervention period) to measure improvement in spelling.
- Interpreting Results: Convert the raw score to a Spelling Age and compare to the student's chronological age to determine if they are ahead, at, or below expected level. Analyse the types of errors made (e.g. phonetic errors, rule-based errors like dropping 'e' in "hopping" vs "hoping"). A significantly lower spelling age indicates the need for targeted spelling instruction. Successive administrations showing the spelling age rising or error patterns diminishing indicate progress.
  (Visual: Placeholder for an image of a student writing a spelling test or a sample answer sheet with marked spelling errors)


Name: Tori
Grade: 6 Date:

1	in ✓	2
2	hat ✓	2
3	yes ✓	2
4	web ✓	2
5	Micks mix	3
6	Jog ✓	3
7	Mud ✓	3
8	Man van	3
9	fom fr	3
10	Step ✓	3
11	Klock cl	3
12	qwis qu	3

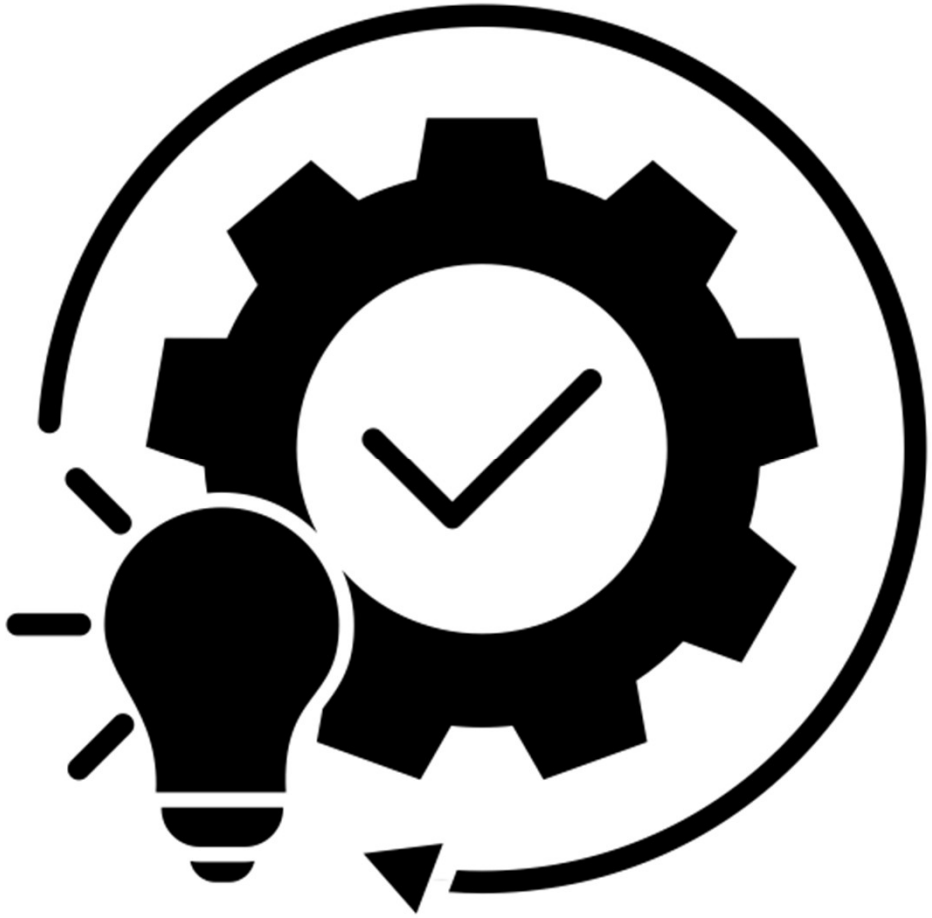
Waddington, N. J. (2019). *Waddington Diagnostic Spelling Test*. Waddington Educational Resources Pty Ltd. ISBN 1 875382 40 2.

Integrating Assessments

Into a Literacy Framework

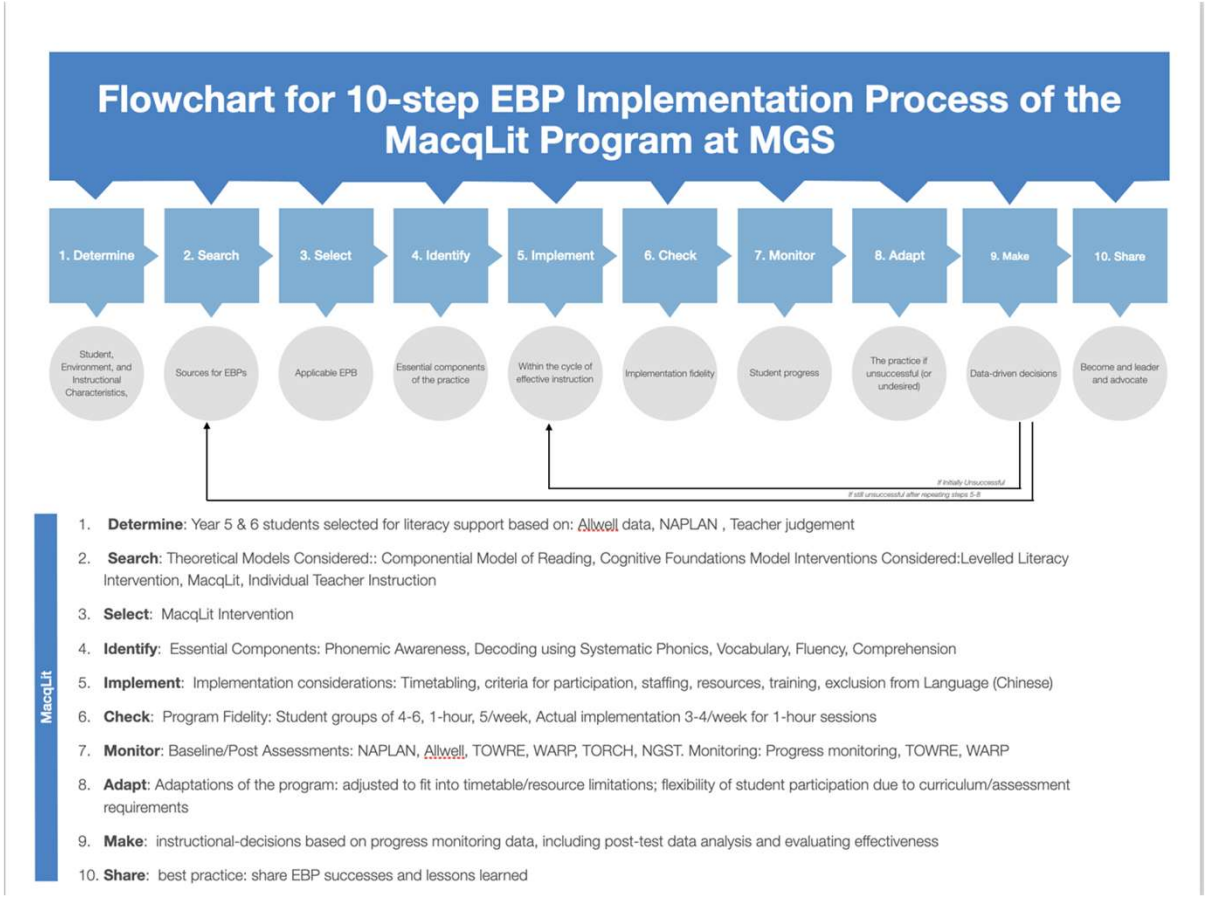
Implementation Assessments

- Holistic Planning
- Consistency and Training
- Data Management
- Collaboration



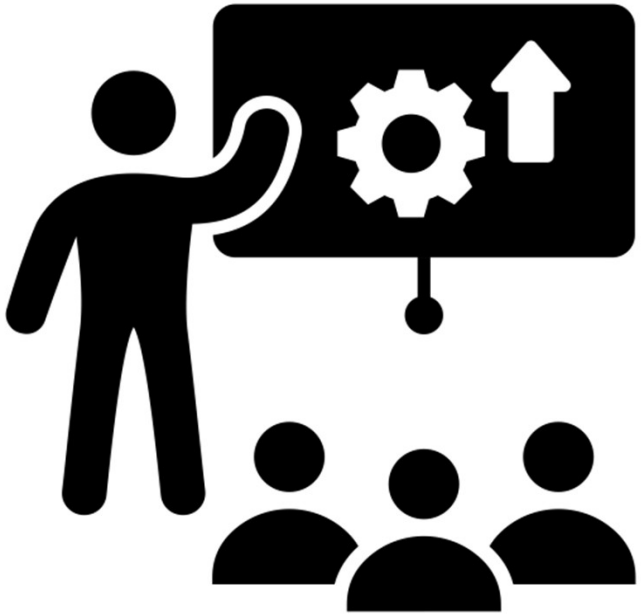
Holistic Planning

- **Holistic Planning:** Use a **combination of assessments** to cover all reading components (decoding, fluency, comprehension, etc.) – no single test gives a complete picture.



Torres, C., Farley, C. A., & Cook, B. G. (2012). A special educator's guide to successfully implementing evidence-based practices. *Council for Exceptional Children*, 45(1), 64-65.

Consistency & Training



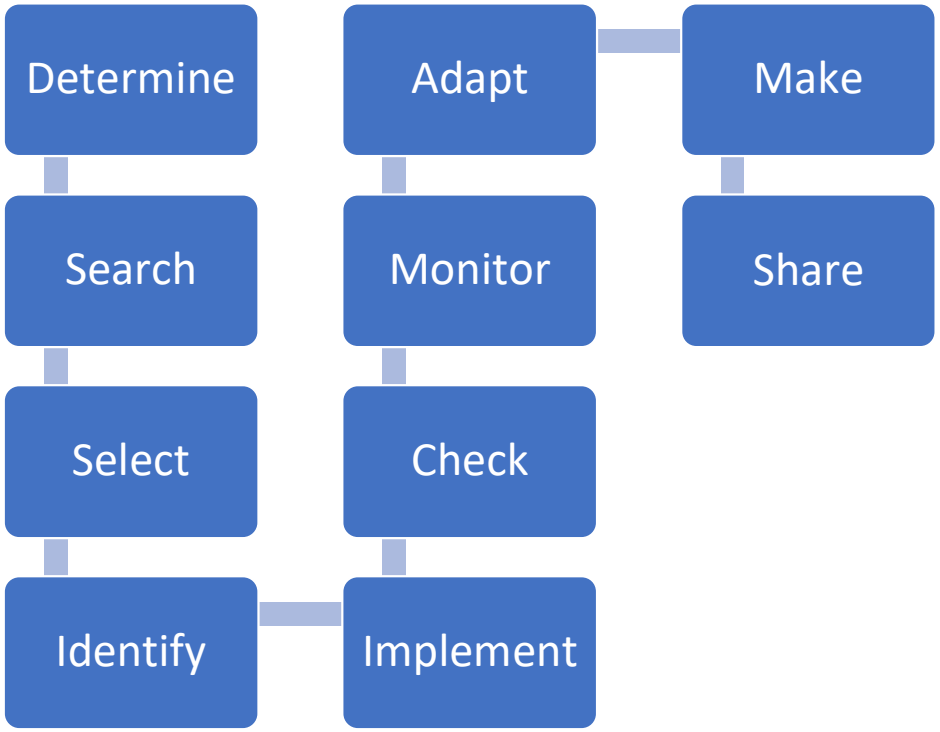
- Establish **standard procedures** for assessment administration and ensure staff are trained to administer and interpret each tool correctly. Make assessment a routine part of the literacy program, not an add-on.

Data Management

- Implement a system (spreadsheets or software) to record results from all these assessments in one place. This enables educators to easily see a student's profile and track growth over time, facilitating data-driven discussions.

Collaboration

- Regularly bring teachers, reading specialists, and administrators together to review the assessment data.
- Integrate assessment results into Professional Learning Community (PLC) meetings or data meetings to plan instruction and interventions collectively.



Integrating Assessments

- Holistic Planning
- Consistency and Training
- Data Management
- Collaboration

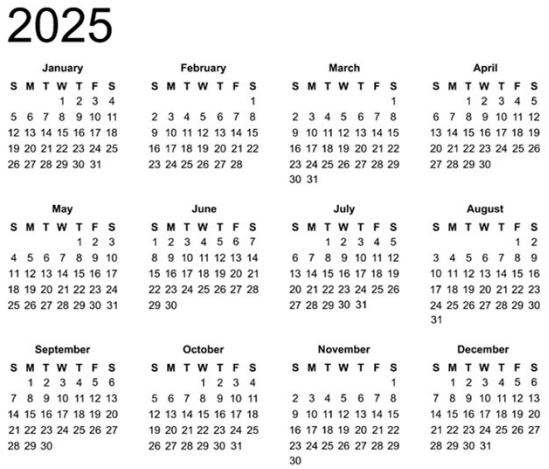
Building an MTSS Assessment Schedule

- **Beginning of Year: Universal screening** for all students (e.g. DIBELS benchmark, Burt Word test). Identify students for Tier 2/3 support. For those below benchmark, administer diagnostics (e.g. CORE Phonics, YARC) early in term to pinpoint needs.

- **Mid-Year** Second round of **screening/benchmark assessments** for all to check progress. Review Tier 1 effectiveness (most students should show growth). Tier 2 students: assess progress with tools like DIBELS progress monitoring or a fluency probe; consider additional diagnostics if making insufficient progress. Adjust intervention groups based on data.

- **Throughout Term: Progress monitoring** for Tier 2/3 students happens regularly (weekly or bi-weekly). Use quick measures (DIBELS, WARP) to track if interventions are working. Schedule team meetings every 6-8 weeks to review this data and regroup students or change strategies as needed.

- **End of Year: Summative assessments** for all (could be a standardised test and/or third DIBELS benchmark) to evaluate if grade-level outcomes were met. Tier 2/3 students might also re-take diagnostic tests (e.g. WIAT reading or Waddington Spelling) to measure growth due to interventions. Use this data to plan summer support or inform next year's grouping.



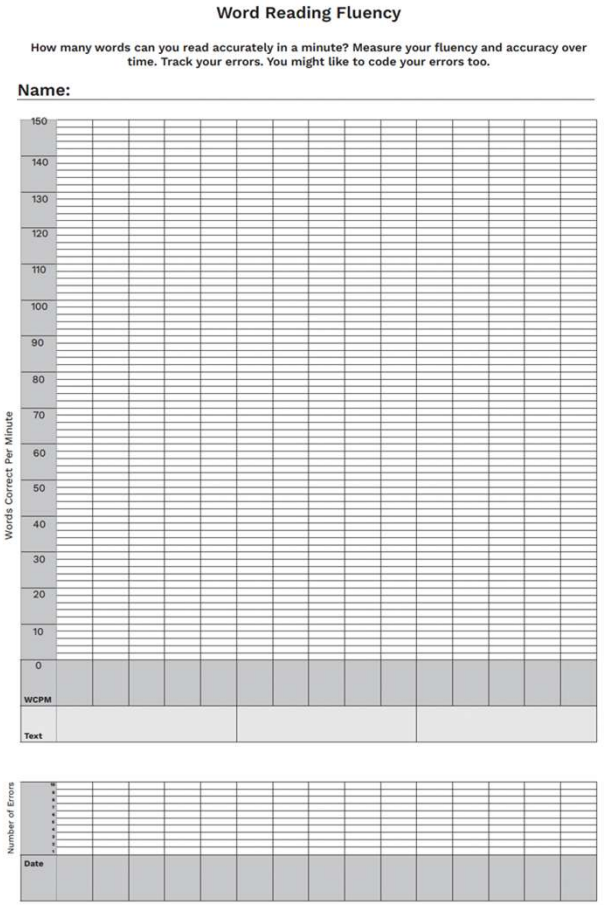
Using Assessment Data to Drive Instruction

- **Targeted Instructional Groups:** Use data to form **homogeneous groups** for specific skills. For example, group students who struggle with phonemic awareness for extra practice, based on CTOPP or CORE Phonics results. Regroup as data updates (flexible grouping).

- **Instructional Adjustments:** Let results inform what and how you teach in class. If a majority of the class shows weak comprehension (YARC results), increase focus on vocabulary and reading strategies in Tier 1. If an intervention group's progress monitoring is flat, try a new method or program for those students.

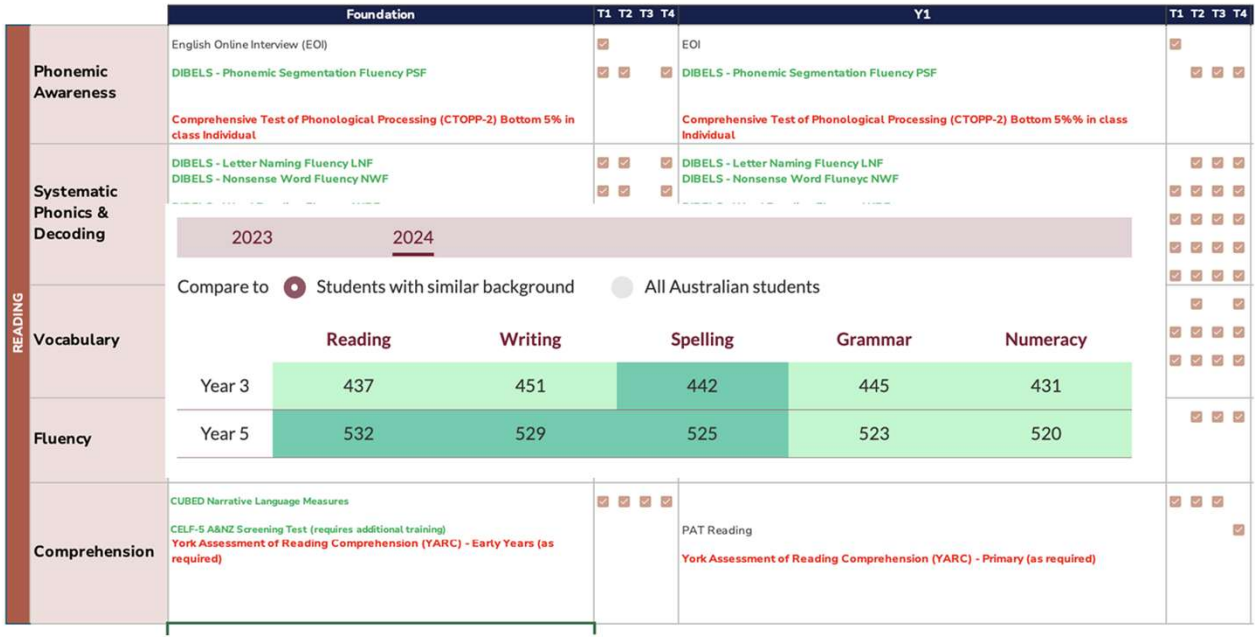
- **Setting Goals and Monitoring:** Establish **clear goals** for improvement (e.g. "By next month, John will read 50 WPM" or "Class average on phonics quiz will be 90%"). Use assessment data as the yardstick. Celebrate when data shows goals met; problem-solve when not.

- **Student Involvement:** Where appropriate, share simplified data with students to build ownership. For instance, show a student their growth chart in reading fluency or spelling. Teach them to set personal goals ("I want to increase my reading rate from 40 to 60 WPM"). This can motivate and make assessment less abstract.



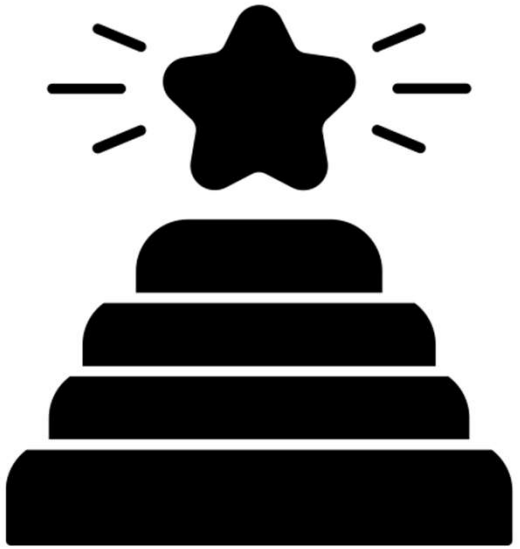
Case Study - Improving Literacy Outcomes with Structured Assessment

- Step 1 = Universal Screening Overhaul
- Step 2: Targeted Intervention
- Step 3: Data-Driven Adjustments
- Results



Key Takeaways for Schools

- **Balanced Assessment System:** Employ a **mix of assessment types** (screening, diagnostic, formative, summative) to capture all aspects of reading. Each serves a purpose; together they ensure no student's needs are overlooked.
- **Early and Often:** Assess **early in the year and frequently** thereafter. Early identification of issues (through tools like DIBELS or Burt) prevents "waiting to fail," and regular progress checks keep interventions on track.
- **Data-Driven Culture:** Foster a school culture that values data. Teachers and leaders should regularly examine assessment results and be willing to adjust instruction. Use data meetings and collaborative analysis to turn numbers into action.
- **Professional Development & Support:** Invest in training staff to administer and interpret assessments. Ensure teachers have time and support to analyse data. Knowledgeable staff can select the right assessment for a question and use results effectively (e.g. knowing when to use CTOPP vs. when to use a simple phonics check).
- **Student-Centred Decisions:** Always tie decisions back to student benefit. Whether deciding on purchasing a new assessment or shifting an intervention, ask: "How will this help us help students read better?"



Conclusion & reflection

- **Choosing the Right Tools:** Align assessment choices with your goals and student population. Consider practical factors (time to administer, cost, training required) and **pick assessments that will yield actionable insights**. Quality over quantity – better to effectively use a few good tools than to collect data no one uses.
- **Continuous Improvement:** Treat your assessment framework as evolving. Solicit feedback from teachers – what's working, what's burdensome? – and be willing to adjust. The aim is a sustainable system that consistently helps students.
- **Reflect on Current Practice:** *Are we identifying struggling readers as early as we could? Do our assessments pinpoint why students struggle? How effectively are we using the data we collect?* Engage your team in these questions. Small changes (like adding a phonics survey, or instituting data meetings) can make a big difference.
- **Commitment to Action:** Encourage each participant (educator or leader) to decide on one improvement to make in their reading assessment approach. It could be trying a new progress monitoring method, or ensuring to review data after each test. Collective commitment will drive school-wide progress.
- **Final Thought:** The ultimate goal is to **empower every student to become a confident reader**. Assessments, when used thoughtfully, are powerful tools to guide us on that journey – they illuminate the path from where a student is to where they need to be. Let's use that light to ensure all our students thrive in reading.

Questions

Language Comprehension: A Pathway to Skilled Reading

Nancy Hennessy
LDA Australia
nehennessy44@gmail.com

Currituck Sound
Kitty Hawk, North Carolina

Right to Read-Responsibility to Teach!






Literacy begins at birth. It is rooted in early social interactions and experiences that include regular exposure to oral language and print. ***Strong roots tend to produce stronger readers.***

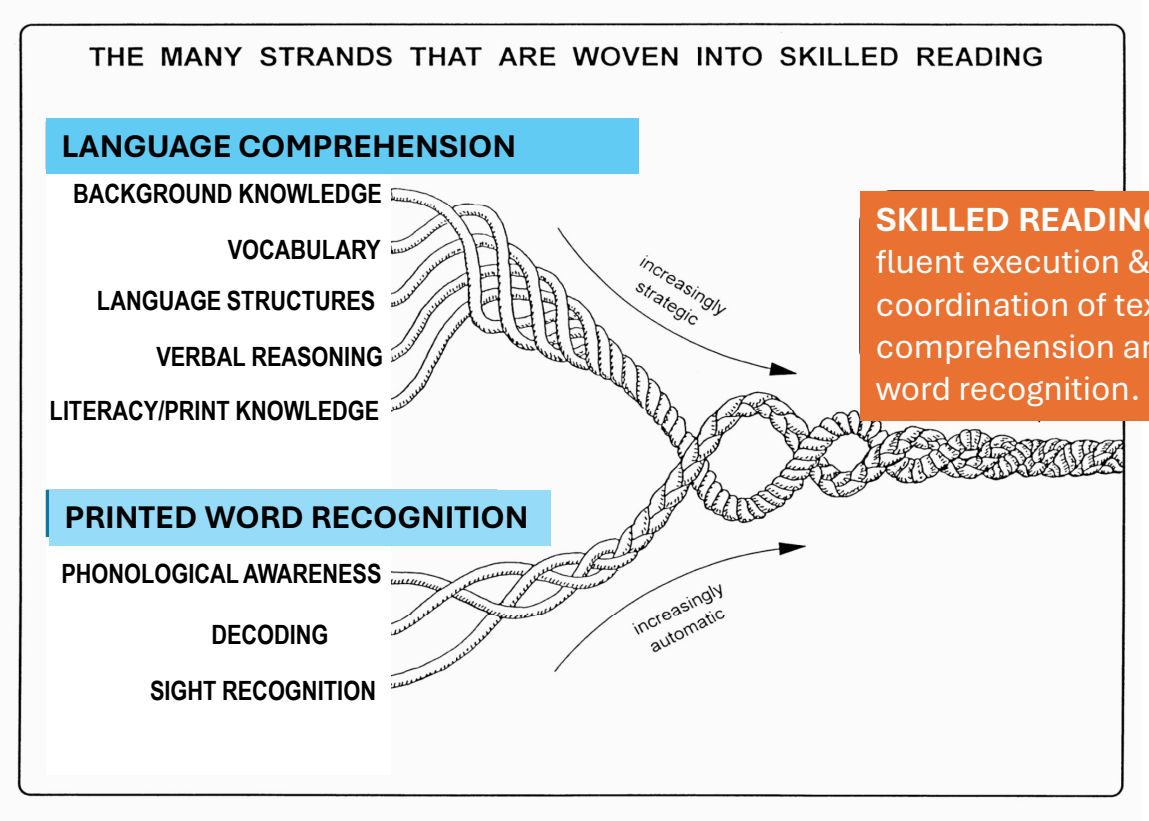
Ten Maxims

Reid Lyon

https://www.thereadingleague.org/media/what-we-have-learned-from-50-years-of-reading-science/

Gratitude

The Reading Rope, 2001
"A Visual Metaphor"



The Foundation

Even if the pronunciations of all of the letter strings in a passage are correctly decoded, the text will not be well comprehended if the child (a) does not know the words in their spoken form; (b) cannot parse the syntactic and semantic relationships among the words; or (c) lacks critical background knowledge or inferential skills to interpret the text appropriately and "read between the lines." Note that in such instances, ***"reading comprehension" deficits are essentially oral language limitations.***

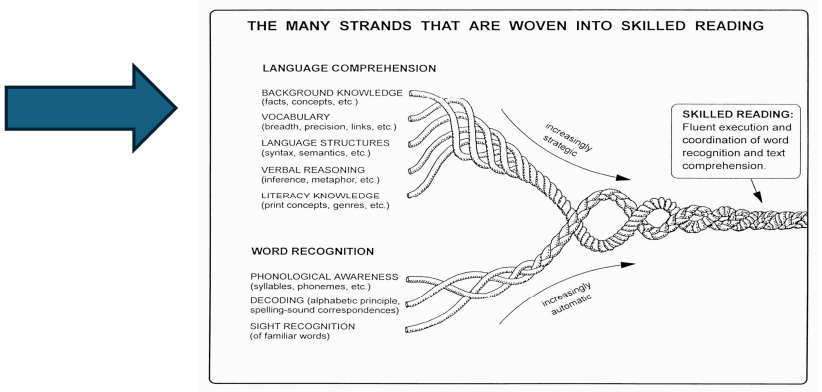
Scarborough, 2001

Wise Words…

It is customary to consider separately the strands involved in recognizing individual printed words from those involved in comprehending the meaning of the string of words that have been identified, even though ***those two processes operate (and develop) interactively*** *rather than independently.*

Scarborough, 2001

The Language Comprehension Strands



Connecting to the strands…

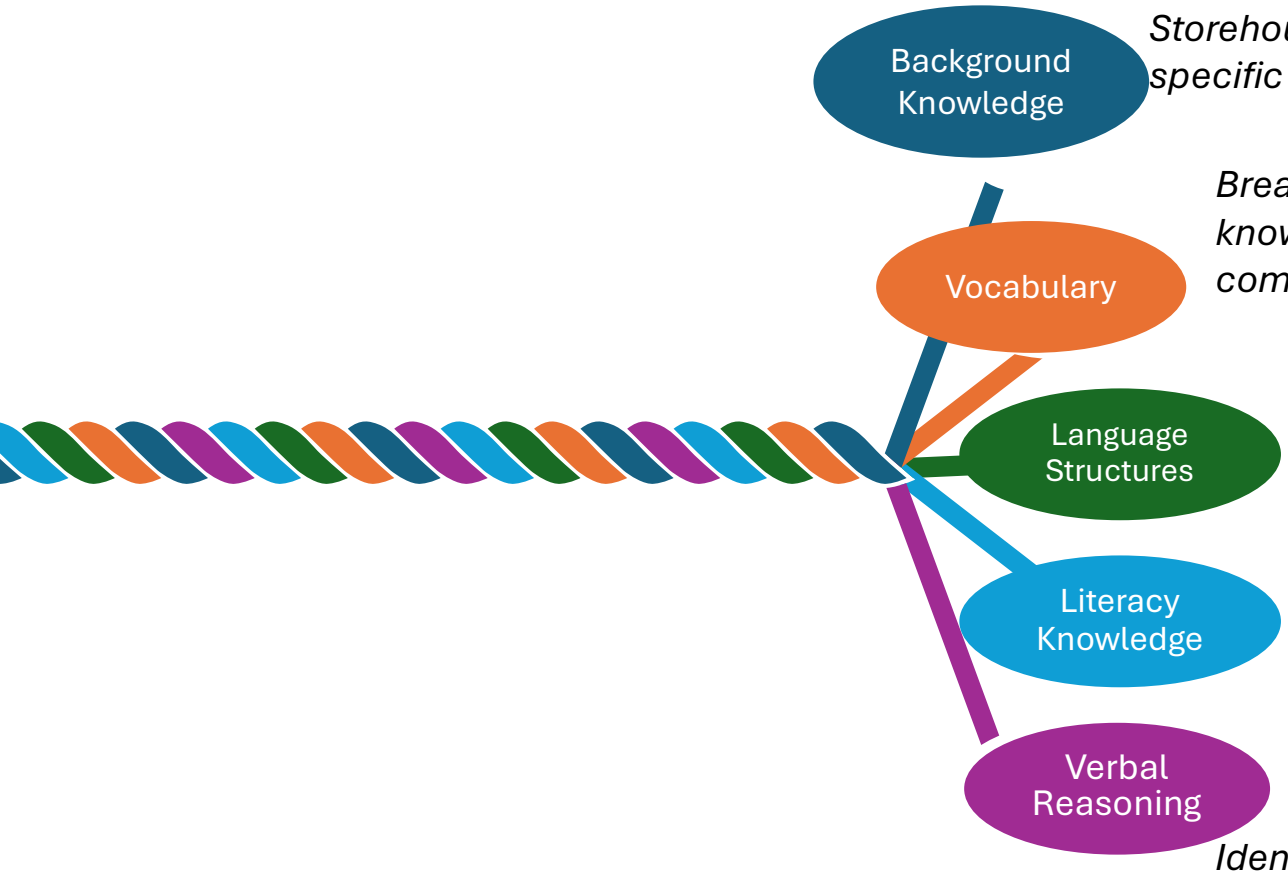
Storehouse of facts, concepts, experiences specific to the situations presented in the text.

Breadth, depth and precision of knowledge of word meanings used to convey ideas.

Syntax (word order) and semantics (knowledge of words, phrases, sentences) used to convey idea units.

Conventions, patterns & structures used to convey purpose in print.

Meaningful relations between the various parts of the text, and between those parts and the reader's background knowledge.



Storehouse of facts, concepts, experiences specific to the situations presented in the text.

Breadth, depth and precision of knowledge of word meanings used to communicate thought.

Use of syntax (word order)and semantics (knowledge of words, phrases, sentences) to convey idea units.

Conventions, patterns & text structures used to convey purpose in print.

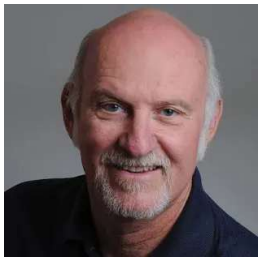
Identification of meaningful relations between the various parts of the text, and between those parts and the reader's background knowledge.

Reading Comprehension

Reading Comprehension

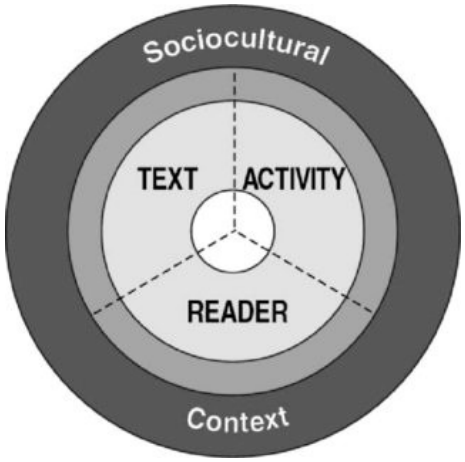
…is not a skill someone learns and then can then apply in different reading contexts. It is one of the most ***complex behavio****rs that we engage in on a regular basis and our ability to comprehend is dependent upon a* ***wide range of skills and knowledge.***

Catts, 2021-2022



…it is the ***orchestrated product*** *of a set* ***of linguistic and cognitive processes*** *operating on text and* ***interacting with background knowledge, features of the text, and the purpose and goals of the reading situation.***

Castles, Rastles & Nation, 2018

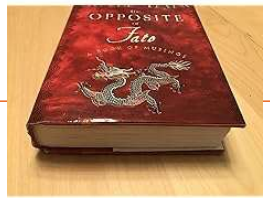


The Rand Reading Study Group Report Heuristic, 2002

Comprehension involves a dynamic interaction between the reader, text, task & context…

And then they arrived -- the minister's family and all my relatives in a clamor of doorbells and rumpled Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence.
Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and their family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fisheye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.

Amy Tan
Fish Cheeks, 1987



Meanings of words like clamor, grunted, existence, despair, platters, murmured, grimaced, plucked…

Knowledge of Chinese culture, holidays, manners…

Understanding personal narrative use of point of view…

What does this word, phrase, sentence mean? Which who or what is it this about? What's happening? Why, where, how, when?

Vocabulary & Sentence Comprehension

What did the author want me to understand from reading this text-the big ideas? What am I taking away from this text?

Mental Model & Knowledge

How do the ideas in this and these sentences connect? Are there words that are clues to these connections and what do they mean?

Sentence Comprehension

What does the structure tell me about purpose? What do I know that connects to what I am reading? How will that help me understand what the author meant but did not say?

Text Structure Background Knowledge & Inferencing

Do I understand what I am reading? What else do I need to do?

Comprehension Monitoring

Hennessy, 2020, 2023

Ultimate Goal: Knowledge

At the word level, the reader must decode individual word… access *meaning of the words* they hear or read.

At the sentence level, the comprehender needs to *work out the syntactic structure and sense of each sentence*. Simply deriving the meanings of individual words and sentences is insufficient.

In order to construct a mental model of the text, the comprehender needs to *integrate information from different sentences t*o establish local coherence and to *incorporate background knowledge and ideas* (retrieved from long term memory) to *make sense of* details that are only *implicitly mentioned*."

Oakhill & Cain, 2007

The All-Encompassing Environment: The Socio-Cultural Context

While we tend to think of the classroom as the primary environment for learning, our students bring varied experiences that are shaped not only by school but also by their social and cultural surroundings.

Differences in these surroundings are often related to income, race, ethnicity, native language, or neighborhood.

An awareness of these differences and possible related challenges is critical to providing effective instruction that is based in the science and responsive to the needs of diverse learners.

Connections to Comprehension Instruction

How do we “teach comprehension”?

“Comprehension will suffer if a word has been incorrectly recognized, if the text includes words that are not in the reader’s oral vocabulary, if the linguistic structure of the sentence is overly complex, or if the topic of the reading material is so unfamiliar that the reader cannot make inferences (“read between the lines”) that are necessary to understanding the text”.

Snow, C. E., Scarborough, H. S., & Burns, M. S. (1999). What speech-language pathologists need to know about early reading. *Topics in Language Disorders, 20*(1), 48–58. (p.51)

Weakness in ANY strand
can disrupt reading,
and
weakness in SEVERAL strands
can disrupt reading more.

Scarborough, 2018

Reflects fidelity with evidence

Curriculum agnostic

Identifies critical competencies for both processes & products

Calls for informed routines, strategies & activities

Structures & scaffolds instruction

Recognizes the ultimate goal of comprehension

The Reading Comprehension Blueprint

How

Blueprint for Comprehension Instruction

PREPARING FOR INSTRUCTION **CRITICAL UNDERSTANDINGS OF TEXT**	What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire? What texts will support these understandings?
PURPOSE FOR READING TEXT	What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?
TEXT READING **VOCABULARY**	Which words will your students need to know? Which are worth knowing? Which ones will you intentionally target and directly teach? Which ones will you incidentally-on-purpose teach? How, when? Which words will you purposefully discuss and incorporate into expressive language activities? How and when will you teach and foster the use of independent word learning strategies?
LANGUAGE STRUCTURES (phrases, clauses, sentence comprehension)	Are there phrases, clauses, and sentence structures that may be difficult for your students? How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences? How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectives? How and when will you teach students to work with these?
KNOWLEDGE **• Text structure** **• Background knowledge**	How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding? What background knowledge is critical to understanding the text? How and when will you teach students to access and ext?
LEVELS OF UNDERSTANDING AND INFERENCE	How will you teach students to construct meaning at different levels of understanding, including the surface code, textbase, and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text? How will you support your students' deep comprehension of text?
EXPRESSION OF UNDERSTANDING	What strategies and activities will you use for students to demonstrate understanding at different levels during and after reading? How will you support their oral and written expression of understanding?

Before, During, and After Reading: Strategies and Activities

Comprehension Monitoring

When & Where

What

Vocabulary

Which words will your students need to know?
Which are worth knowing?

Which ones will you intentionally target and directly teach?

Which ones will you incidentally-on-purpose teach?
How? When?

How and when will you directly teach and foster the use of independent word learning strategies?

Which words will you purposefully discuss and incorporate into expressive language activities?

Informed Framework

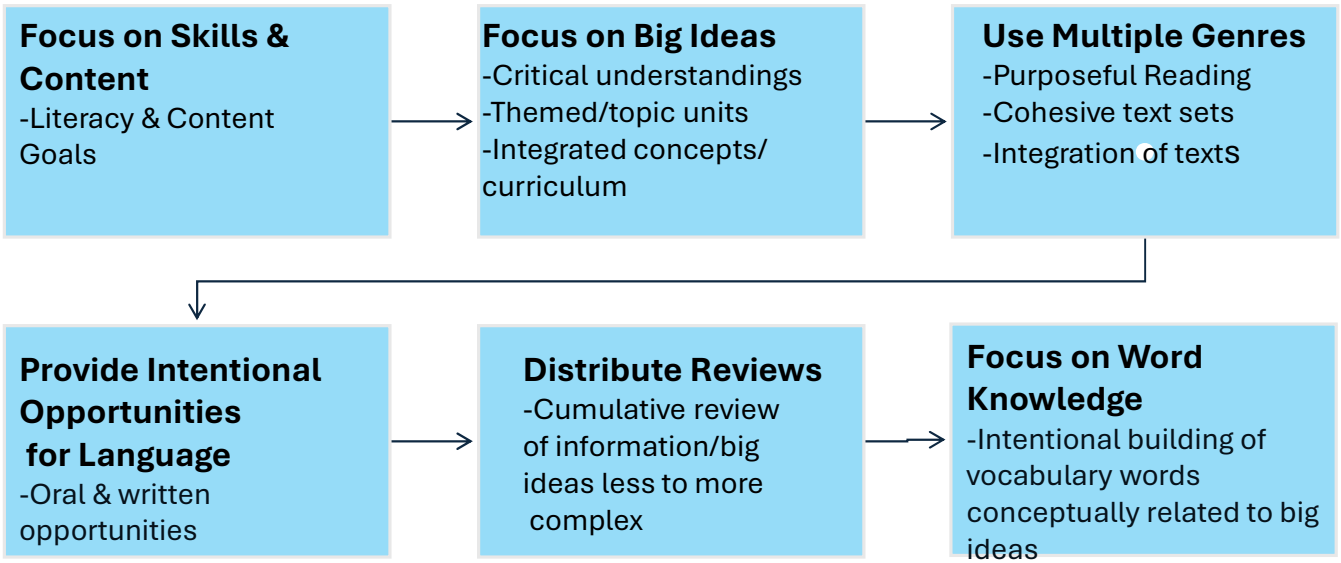
Intentional Instruction	Incidental on Purpose Instruction	Intentional Independent Word Learning Strategies Instruction
✓ **Word Choice** ✓ **Simple Instructional Routine: Definitional & Contextual Information** ✓ **Complex Instructional Routine: Processing & Practice Activities**	✓ Structured Point of Contact Teaching ✓ Structured Teacher-Student Talk ✓ Structured Shared Reading ✓ Structured Independent Reading	✓ Using the Dictionary ✓ Using Context Clues ✓ Using Morphemic Analysis
Word Consciousness	**Word Consciousness** *Purposeful Activities*	**Word Consciousness**

Background Knowledge

What background knowledge is critical to understanding the text?

How & when will I explicitly teach students to access, build their knowledge and integrate it with the text?

General Guidelines



Based on Based on Neuman, 2019 & Cabell, 2023

Reflect & Connect...

Does your curriculum and /or instruction explicit address:

__ the acquisition and use of word meanings

__ the comprehension of ideas conveyed by sentences?

__ the role of text structures and signal words in making meaning?

__ the activation, assessment, building & integration of necessary background knowledge.

__ inference making at the sentence & text level?

__ the development of big ideas, themes conveyed by the text?

Reading & writing are tools for learning!

Ultimate Goal of Comprehension: Knowledge

What?

So what?

What's next?

Gratitude!

nehennessy 44@gmail.com