

Ways to Identify Words

- Phonic Decoding
- Analogy Reading
- Guessing
- Set for Variability
- Recognition of a Familiar Word

Word Identification vs. Word Recognition

- Recognition is not strategic
 - Familiar words are instantly and effortlessly accessible
- Identification 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 subtest confound: the orthographic lexicon, phonic decoding, set for variability, and guessing

Time 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

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
 - Low timed score in the presence of average RAN is particularly telling
- Untimed test tells you something untimed tests cannot
 - Indicate skill at figuring out words (without context)