



Overview: Written Language

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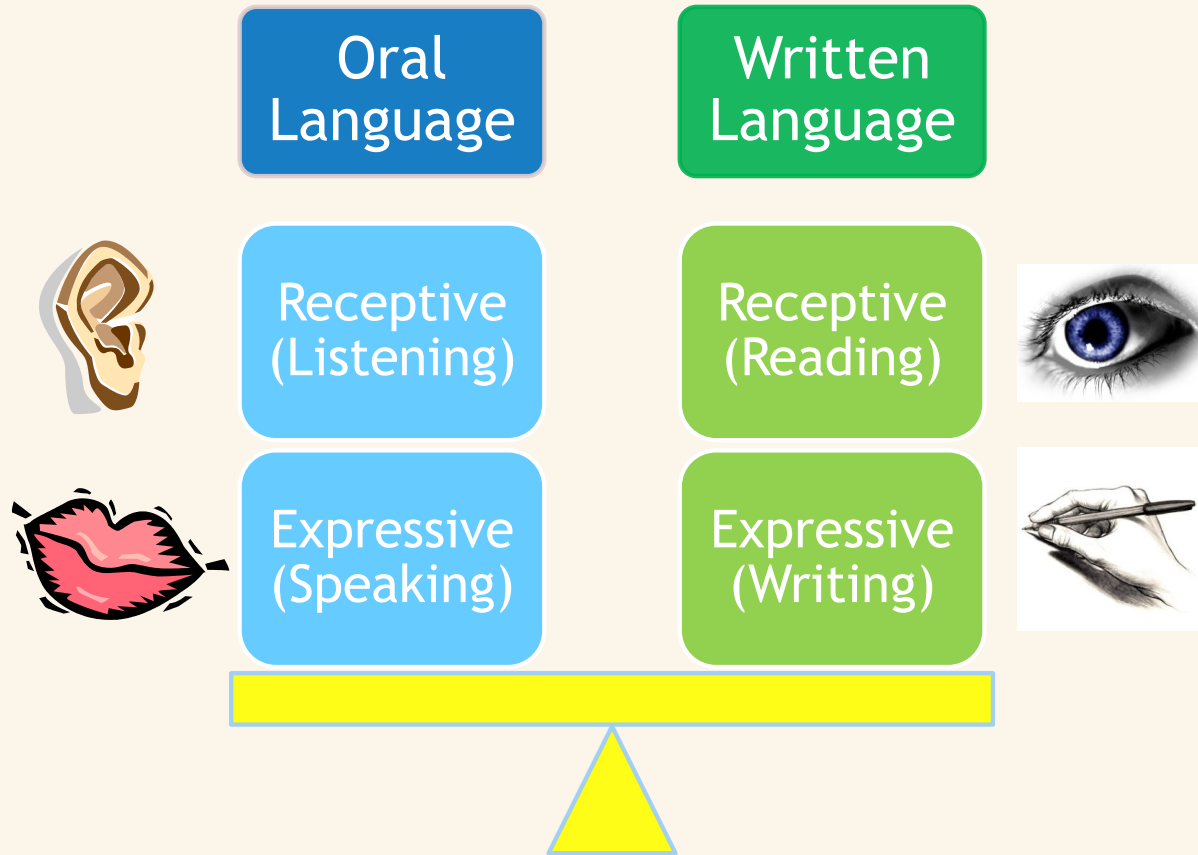
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- 4. The Neuropsychology of Reading Disorders: A Framework for Effective Interventions**
 - Presenter: Steven G. Feifer, DEd, NCSP, ABSNP

What is KTEA-3?

- **Norm-referenced and individually administered measure of Academic Achievement.**
 - Measures achievement in reading, mathematics, written language, and oral language
 - Allows the examiner to administer a single subtest or any combination of subtests to assess achievement in one or more domains.
- **Provides measures of all eight specific learning disability areas identified in IDEA (2004), as well as the areas of impairment specified by DSM-V.**

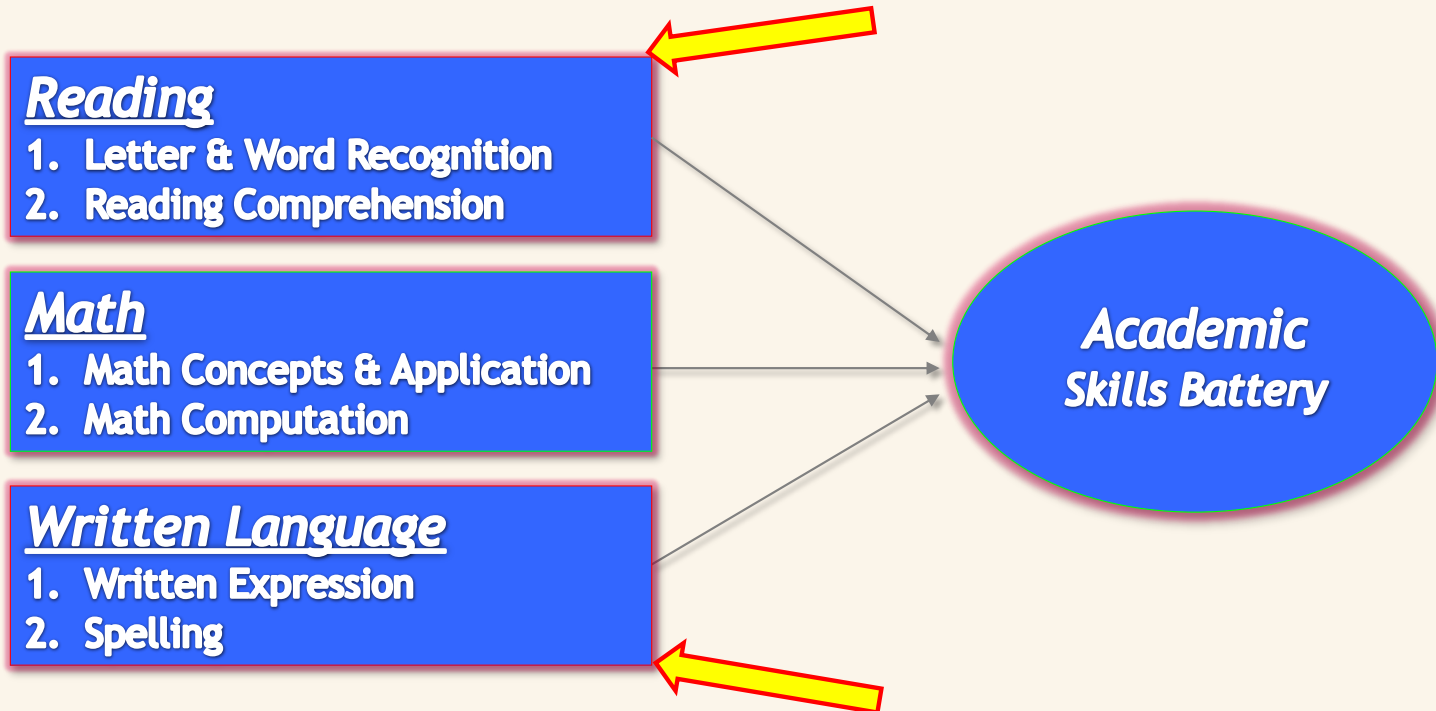
Language (Typical)





Composites and Subtests

Core Composites



Reading-Related Composites

Sound-Symbol

1. Phonological Processing
2. Nonsense Word Decoding

Decoding

1. Letter & Word Recognition
2. Nonsense Word Decoding

Reading Understanding

1. Reading Comprehension
2. Reading Vocabulary

Reading Fluency

1. Word Recognition Fluency
2. Decoding Fluency
3. Silent Reading Fluency

Written Language Related Cross-Domain Composites

Orthographic Processing

1. Spelling
2. Letter Naming Facility
3. Word Recognition Fluency

Academic Fluency

1. Writing Fluency
2. Math Fluency
3. Decoding Fluency

Comprehension

1. Reading Comprehension
2. Listening Comprehension

Expression

1. Written Expression
2. Oral Expression

Oral Language Composites

Oral Fluency

1. Associational Fluency
2. Object Naming Facility

Oral Language

1. Associational Fluency
2. Listening Comprehension
3. Oral Expression

Basic Reading

Basic Reading Subtests

- **Letter & Word Recognition**
 - Pre-K - 12+ (Ages: 4 - 25)
 - The student identifies letters and pronounces words of gradually increasing difficulty.
- **Nonsense Word Decoding**
 - 1 - 12+ (Ages: 6 - 25)
 - The student applies phonics and structural analysis skills to decode nonsense words of increasing difficulty.

Response Style

___ letter-by-letter

___ chunking

___ whole word

Reading Understanding

Reading Understanding Subtests

- **Reading Comprehension**
 - Pre-K - 12+ (Ages: 4 - 25)
 - This untimed test of silent reading comprehension includes:

Score		Error Category			
		Literal	Inferential	Narrative	Expository
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				

- Early items require matching a symbol or word(s) with its corresponding picture.
- Subsequent items require reading a simple instruction and responding by performing the action.
- Later items involve reading passages of increasing difficulty and answering literal and/or inferential questions about them.
- The most difficult items require rearranging five sentences into a coherent paragraph, and then answering questions about the paragraph.

Reading Understanding Subtests (cont.)

- **Reading Vocabulary**
 - 1 - 12+ (Ages: 6 - 25)
 - Early items require the student to point to one of three words with the same meaning as a picture and target word.
 - Each of the remaining items requires the examinee to read a sentence (silently or aloud) and say or point to the word in the sentence that has a similar meaning to the target word.

Reading Fluency

Reading Fluency Subtests

- **Word Recognition and Decoding Fluency**
 - **Word Recognition Fluency (1 - 12+; Ages 6 - 25)**
 - The student reads isolated words aloud as quickly as possible during two 15-second trials.
 - **Decoding Fluency (3 - 12+; Ages 8 - 25)**
 - The student reads isolated nonsense words aloud as quickly as possible during two 15-second trials.

Reading Fluency Subtests (cont.)

- **Silent Reading Fluency**
 - 1 - 12+ (Ages: 6 - 25)
 - The student silently reads simple sentences and marks yes or no in the Response Booklet to indicate whether the statement is true or false, completing as many items as possible within a two-minute time limit.

Written Language

Written Language Subtests

- **Written Expression**
 - Pre-K - 12+ (Ages: 4 - 25)
 - Pre-K and K students trace and copy letters, and write letters, words, and a sentence from dictation.
 - At grades 1 and higher, students complete writing tasks in the context of a grade-appropriate story format.
 - Items at those levels include writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing sentences, combining sentences, writing compound and complex sentences, and writing an essay based on the story.

KTEA-3 Written Expression Skills

Skill	Grade Range		
	1–2 (Level 2)	3–5 (Level 3)	6–12+ (Level 4)
Complete sentences		X	X
Subject-verb agreement		X	X
Correct verb tense		X	X
Meaningful content	X	X	X
Unity			X
Quantity	X	X	X
Punctuation	Grade 2	X	X
Capitalization	Grade 2	X	X
Complex sentences		X	X
Smooth transitions		X	X
Consistent use of person			X

Written Language Subtests (cont.)

- **Spelling**
 - K - 12+ (Ages: 5 - 25)
 - The easiest items require students to write single letters that represent sounds. The remaining items require students to write increasingly difficult (regular and irregular) words from dictation.
- **Writing Fluency**
 - 2 - 12+ (Ages: 7 - 25)
 - The student writes one sentence for each picture presented in the Response Booklet and completes as many items as possible within a five-minute time limit.

Language Processing

Language Processing Subtests

- **Phonological Processing**
 - Pre-K - 12+ (Ages: 4 - 25)
 - The student responds orally to items that require manipulation of sounds.
 - Tasks include:
 - Rhyming
 - Sound Matching
 - Blending and Segmenting Phonemes
 - Deleting Sounds

Error Analysis	
Error Category	# Errors
1. Blending	
2. Rhyming	
3. Sound Matching	
4. Deleting Sounds	
5. Segmenting	

Language Processing Subtests (cont.)

- **Object and Letter Naming Facility**
 - **Object Naming Facility (Pre-K - 12+; Ages 4 - 25)**
 - The student names pictured objects as quickly as possible during two short trials.
 - **Letter Naming Facility (K - 12+; Ages 5 - 25)**
 - The student names a combination of upper and lower case letters as quickly as possible during two short trials.

Oral Language

Oral Language Subtests

- **Listening Comprehension**

- Pre-K-12+ (Ages: 4-25)

- Each item requires the examinee to listen to either a sentence read by the examiner (for the early items) or a recorded passage played from the Audio CD. After listening to each sentence or passage, the student responds orally to literal and/or inferential comprehension questions asked by the examiner.

Score		Error Category			
		Literal	Inferential	Narrative	Expository
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				
0	1				

Oral Expression

- **Oral Expression**
 - Pre-K - 12+ (Ages: 4 - 25)
 - The student responds orally with complete sentences describing the photographs presented in the Stimulus Book. As items progress in difficulty, one or two target words are required in the student's response. The most difficult items require a response beginning with a phrase or target word(s).

Oral Language Subtests (cont.)

- **Associational Fluency**
 - Pre-K - 12+ (Ages: 4 - 25)
 - The student says as many words as possible in 60 seconds that belong to a given semantic category.
 - *Foods and colors in Form A; animals and games in Form B*
 - The fluency of speech and word retrieval is important for effective speaking, writing, and reading.
 - Verbal fluency is predictive of writing quality among normally achieving students (Altemeier, Jones, Abbott, & Berninger, 2006).
 - Verbal fluency measures can help differentiate students with dyslexia from their normally achieving peers (Brosnan et al., 2002; Reiter, Tucha, & Lange, 2005)

Written Language Assessment and SLD Identification

KTEA-3 Scores That Correspond to DSM-V Areas

	DSM-V specific areas of impairment	Corresponding KTEA-3 subtests
Impairment in reading	Word reading accuracy	<ol style="list-style-type: none">1. Letter & Word Recognition subtest2. Nonsense Word Decoding subtest3. Decoding composite
	Reading rate or fluency	<ol style="list-style-type: none">1. Word Recognition Fluency subtest2. Decoding Fluency subtest3. Silent Reading Fluency subtest4. Reading Fluency composite
	Reading comprehension	<ol style="list-style-type: none">1. Reading Comprehension subtest2. Reading Understanding composite

KTEA-3 and CHC

Reading	Broad Ability	Narrow Ability
Letter & Word Recognition	<i>Grw</i>	Reading Decoding (RD)
Nonsense Word Decoding	<i>Grw</i> <i>Ga</i>	Reading Decoding (RD) Phonetic Coding (PC)
Reading Comprehension	<i>Grw</i>	Reading Comprehension (RC)
Reading Vocabulary	<i>Gc</i> <i>Grw</i>	Language Development (LD) Reading Comprehension (RC)
Reading Fluency	Broad Ability	Narrow Ability
Word Recognition Fluency	<i>Grw</i>	Reading Speed (RS)
Decoding Fluency	<i>Grw</i> <i>Grw</i> <i>Ga</i>	Reading Speed (RS) Reading Decoding (RD) Phonetic Coding (PC)
Silent Reading Fluency	<i>Grw</i>	Reading Speed (RS)

KTEA-3 and CHC

Writing	Broad Ability	Narrow Ability
Written Expression	<i>Grw</i> <i>Grw</i> <i>Gc</i>	Writing Ability (WA) English Usage (EU) Grammatical Sensitivity (MY)
Spelling	<i>Grw</i>	Spelling Ability (SG)
Writing Fluency	<i>Gs/Gps</i>	Writing Speed (WS)
Oral Language	Broad Ability	Narrow Ability
Listening Comprehension	<i>Gc</i> <i>Glr</i>	Listening Ability (LS) Meaningful Memory (MM)
Oral Expression	<i>Gc</i> <i>Gc</i>	Communication Ability (CM) Grammatical Sensitivity (MY)
Associational Fluency	<i>Glr</i>	Ideational Fluency (FI)
Language Processing	Broad Ability	Narrow Ability
Phonological Processing	<i>Ga</i>	Phonetic Coding (PC)
Object Naming Facility	<i>Glr</i> <i>Gs</i>	Naming Facility (NA) Rate-of-Test-Taking (R9)
Letter Naming Facility	<i>Glr</i> <i>Gs</i>	Naming Facility (NA) Rate-of-Test-Taking (R9)

	Input	Process	Output
Written Expression	<ul style="list-style-type: none"> ■ Spoken directions ■ Pictures ■ Words and sentences on a page ■ Spoken stimuli ■ Time limit for essay 	<ul style="list-style-type: none"> ■ Acquired knowledge and achievement: writing ability, English usage, grammar/syntactic knowledge ■ Verbal working memory ■ Executive functions: planning, strategy use 	<ul style="list-style-type: none"> ■ Written response ■ Open ended ■ Constrained
Phonological Processing	<ul style="list-style-type: none"> ■ Brief spoken directions ■ Spoken stimuli ■ Sample and teaching items ■ Pictures 	<ul style="list-style-type: none"> ■ Acquired knowledge and achievement: phonological awareness ■ Lower-level processing: auditory perception and discrimination ■ Higher-level processing: phonetic analysis and synthesis (sequencing, assembly, and segmentation) ■ Verbal working memory 	<ul style="list-style-type: none"> ■ Pointing response ■ Spoken formulation/retrieval ■ Open ended ■ Multiple choice
Nonsense Word Decoding	<ul style="list-style-type: none"> ■ Brief spoken directions ■ Teaching items ■ Nonwords on a page 	<ul style="list-style-type: none"> ■ Acquired knowledge and achievement: decoding ■ Higher-level processing: phonetic analysis ■ Verbal working memory 	<ul style="list-style-type: none"> ■ Spoken response ■ Oral formulation ■ Open ended

Example of CCSS and KTEA-3 Test Map

Subtest CCSS Domain	Grade											
	K	1	2	3	4	5	6	7	8	9–10	11–12	
Phonological Processing												
Phonological Awareness	•	•										
Letter & Word Recognition												
Print Concepts	•	—										
Phonics and Word Recognition	•	•	•	•	•	•						
Nonsense Word Decoding												
Phonics and Word Recognition	—	•	•	•	•	•						
Reading Comprehension												
Craft and Structure	—	—	•	•	•	•	•	•	•	—	—	—
Key Ideas and Details	—	•	•	•	•	•	•	•	•	—	—	—
Phonics and Word Recognition	—	•	•	•	•	•						
Vocabulary Acquisition and Use	•	•	•	•	•	•	•	•	•	—	—	—
Reading Vocabulary												
Vocabulary Acquisition and Use	•	•	•	•	•	•	•	•	•	•	•	•
Written Expression												
Conventions of Standard English	•	•	•	•	•	•	•	•	•	•	•	•
Print Concepts	•	•										
Text Types and Purposes	—	•	•	•	•	•	•	•	•	—	—	—

How to decide which tests to administer...

Guidance is given in the manual.

Referral for Reading Difficulties

- Strongly Recommended Subtests: Letter & Word Recognition, Reading Comprehension
 - **For word recognition weaknesses:**
 - Phonological Processing, Nonsense Word Decoding, Spelling, Word Recognition Fluency, and Letter Naming Facility (to evaluate rapid automatic naming); and
 - Associational Fluency (to evaluate possible word retrieval problems)
 - **For comprehension weaknesses:**
 - Listening Comprehension, Reading Vocabulary
 - **For fluency weaknesses:**
 - Silent Reading Fluency, Word Recognition Fluency, and Decoding Fluency (these three combine to form the Reading Fluency composite); and
 - Math Fluency, Writing Fluency, and Decoding Fluency (which combine to form the Academic Fluency composite)

Additionally...

- For all reading referrals:
 - Evaluate verbal reasoning, perceptual reasoning, verbal working memory, and areas of executive functioning, such as inhibition, by using behavioral observations on the KTEA-3 and/or administering other norm-referenced tests.

Sample Referral Questions Related to KTEA-3 Reading Subtests

- **Letter & Word Recognition**
 - How well does the student read real words under untimed conditions? Compare performance on sight words and words with unpredictable patterns with regular words.
- **Reading Comprehension**
 - How well does the student comprehend literal and inferential information from written narrative and expository passages?

Sample Referral Questions Related to KTEA-3 Reading Subtests

- *If Reading Comprehension skills are weak, also administer:*
- **Listening Comprehension**
 - How well does the student comprehend literal and inferential information from oral narrative and expository passages? Are comprehension weaknesses general or specific to reading?
- **Reading Vocabulary**
 - How well can the student identify or infer the meaning of words he or she reads? If performance is weak, consider evaluating oral receptive vocabulary as well

Sample Referral Questions Related to KTEA-3 Reading Subtests

- **Phonological Processing**
 - Does the student demonstrate weaknesses in areas of phonological processing that might be contributing to decoding and spelling problems?
- **Nonsense Word Decoding**
 - How well is the student able to decode unfamiliar words?
- **Associational Fluency**
 - Are there weaknesses in fluent word retrieval that might be contributing to reading problems?
- **Word Recognition Fluency**
 - How fluently (quickly and accurately) can the student read real words under timed conditions?
 - Are weaknesses in word identification primarily in speed, accuracy, or both?

Sample Referral Questions Related to KTEA-3 Reading Subtests

- **Decoding Fluency**
 - How fluently (quickly and accurately) can the student decode nonsense words under timed conditions?
- **Spelling**
 - How well can the student spell regular and irregular words?
 - Do spelling errors suggest weaknesses in phonological and/or orthographic awareness?
- **Silent Reading Fluency**
 - How quickly and accurately can the student read and comprehend words in context?
- ***Choose based on age or letter knowledge:***
 - **Letter Naming Facility**
 - Does the student have a rapid naming weakness that contributes to word identification and reading fluency problems?

or

 - **Object Naming Facility (preferred if letter names are not well-learned)**
 - For preschool/young elementary grades: is the student at risk for learning disabilities or reading disorder?

Remember: Subtests with Similar Formats Help with Comparative Analyses

- Pairs of subtests – **Reading Comprehension and Listening Comprehension**, and **Written Expression and Oral Expression** – were developed to have similar formats to enable useful comparisons to be made between each pair of subtests.
- These comparisons will help you distinguish specific problems in reading or writing from more general language problems.

Coming Soon...



- **Q-global**
 - Scoring and Reporting
 - Combo report (WISC-V, KTEA-III, WIAT-III)



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