

## Which Phonological Skills Should be Tested?

- The phonological-core deficit has a few possible features; struggling word readers may display one or more of them, usually more than one:
  - Poor phonemic awareness
  - Poor phonemic blending
  - Poor rapid automatized naming
  - Poor phonological working memory
  - Poor letter-sound skills/nonsense word reading
- These are the skills that should be assessed in evaluations of students who are poor word-level readers

## Issues with Assessing Phonology

- To address the issue of subtest reliability, use multiple test of the same skill
- Recognize that a subtest scaled score of 7 or 8, should not be treated as “average”
- It is important to distinguish phoneme analysis from synthesis (blending)
- Based upon how orthographic learning occurs, the role of phonemic awareness and blending should be clear
- Why evaluate phonological working memory (WM) and rapid automatized naming (RAN)?

## Why Evaluate RAAN and WM?

- They take very little time to evaluate and yield important information
- They are good predictors of later reading skills
- They are good predictors of who will be “treatment resisters”
- They can help explain why a student may struggle
- They may change the equation when interpreting other reading-related scores
- They can help with determining instructional strategies
- They can help with more validly diagnosing SLD in reading

## Phonemic Manipulation as “State of the Art”

- Many types of phonological awareness tests
- Only phonemic skills needed are segmentation and blending
- Manipulation tasks correlate higher with reading than other tasks
- Manipulation tasks have best data for reading interventions
- Consistent with orthographic learning