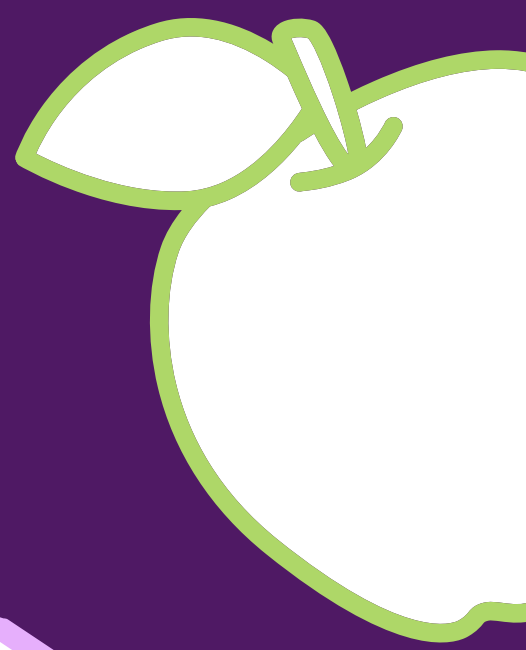


PREDICTING READING DIFFICULTY



IN FIRST GRADE



2 TYPES OF DYNAMIC ASSESSMENT OF DECODING WERE ADMINISTERED TO **>600** KINDERGARTENERS

ONE DYNAMIC ASSESSMENT FEATURED AN ONSET-RIME DECODING STRATEGY AND THE OTHER FEATURED A SOUND-BY-SOUND STRATEGY. THE CLASSIFICATION ACCURACY OF BOTH WERE COMPARED TO STATIC PRE-READING ASSESSMENTS

AT THE END OF FIRST GRADE, STUDENTS READING ABILITY WAS ASSESSED USING MULTIPLE READING MEASURES.

BOTH DYNAMIC ASSESSMENTS (**>80%**) YIELDED HIGHER SENSITIVITY AND SPECIFICITY THAN THE STATIC MEASURES (**33-51%**). THE SOUND-BY-SOUND STRATEGY HAD SLIGHTLY BETTER CLASSIFICATION ACCURACY THAN ONSET-RIME.

THE COMBINATION OF STATIC AND DYNAMIC MEASURES DID NOT IMPROVE THE CLASSIFICATION ACCURACY

DYNAMIC ASSESSMENT IS A PROMISING APPROACH TO CLASSIFYING YOUNG STUDENTS AT RISK FOR FUTURE READING DIFFICULTY, ESPECIALLY STUDENTS WHOSE CULTURE AND LANGUAGE DIFFER FROM THE MACROCULTURE OF SCHOOLS.