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Linguistically Based Spelling Analysis and its Relation to Early School Literacy Success

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Linguistically Based Spelling Analysis and its Relation to Early School-Age Language and Literacy Success

Background & Rationale

- ❖ Spelling is a language/linguistically-based skill.
- ❖ Assessment practices that consider all linguistic foundational areas (PA, OA, MA, MGR, SA) may be more sensitive to overall literacy abilities.
 - PA- phonological awareness /sounds
 - OA- orthographic awareness/ letters
 - MA –morphological awareness /affixes
 - MGR – Mental (Graphemic) Representations
 - SA – semantic awareness/ vocabulary
- ❖ Current assessments of children’s literacy skills provide floor or ceiling effects and not provide etiological information for instruction



Research Question

Is Linguistic Analysis of spelling, compared to an all-or-none-scoring, 1) a more sensitive measure; and 2) significantly related to reading?

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Language and Literacy Success

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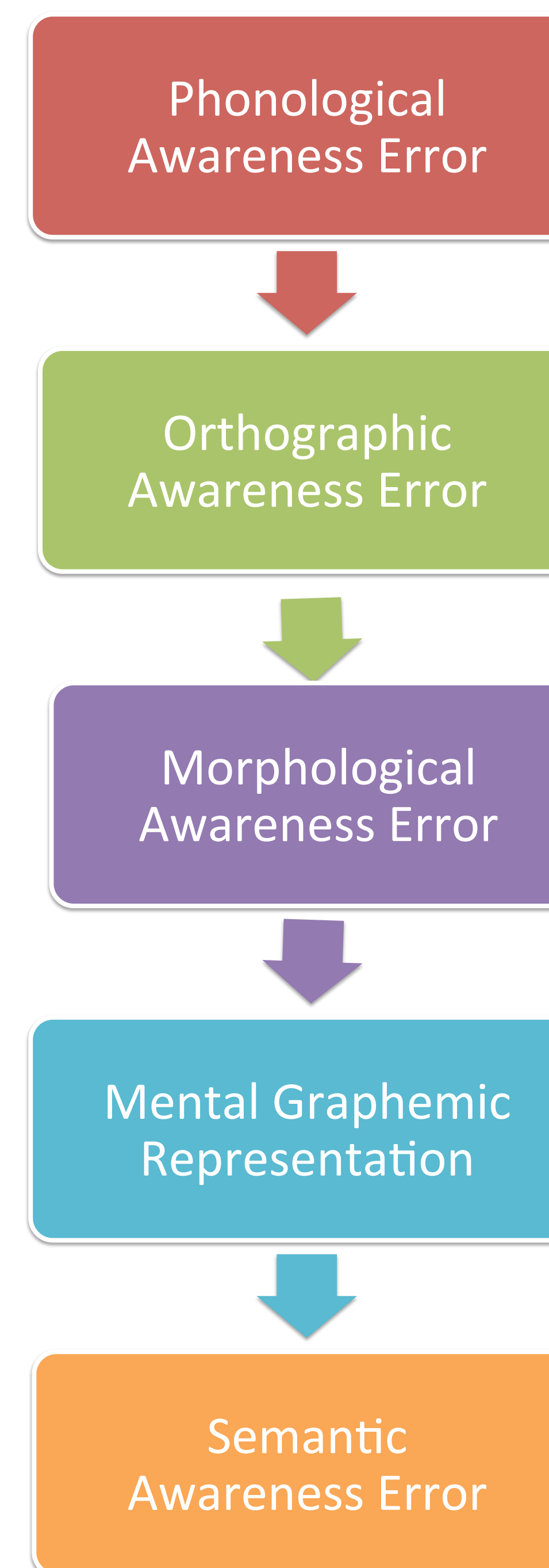
Mentor: Julie A. Wolter PhD, CCC-SLP

Methods

Participants:
65 Kindergarteners/
1st graders w/ typical
language & cognition
(M age = 6;8)

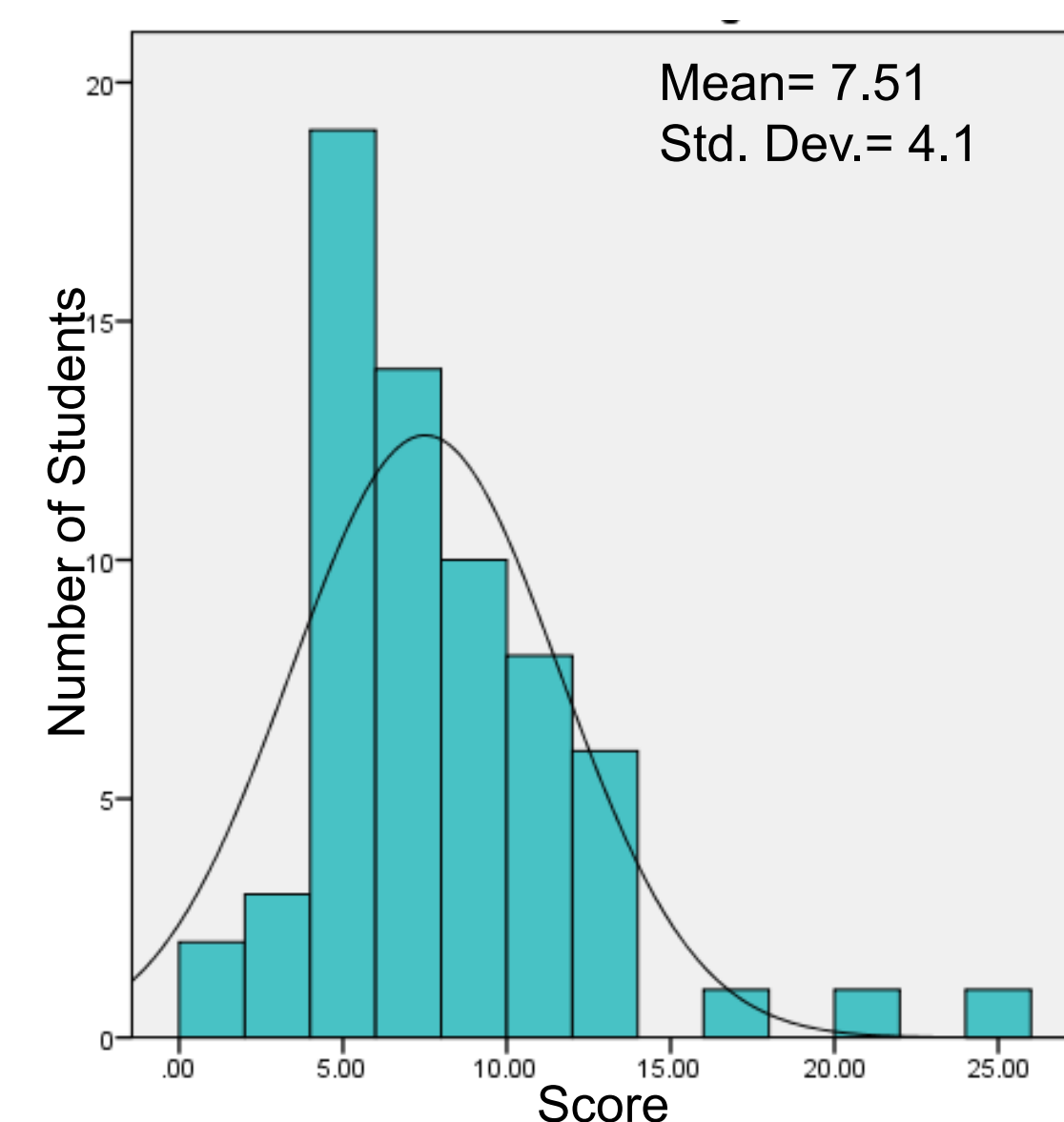
Assessments:
Primary Spelling Inventory
(Bear et al., 2015)
Woodcock Reading Mastery
Letter/Word ID & Word Attack
(Woodcock, 2011)

Scoring:
1) Traditional all-or-none
2) Linguistic Analysis
(Wolter, 2015)

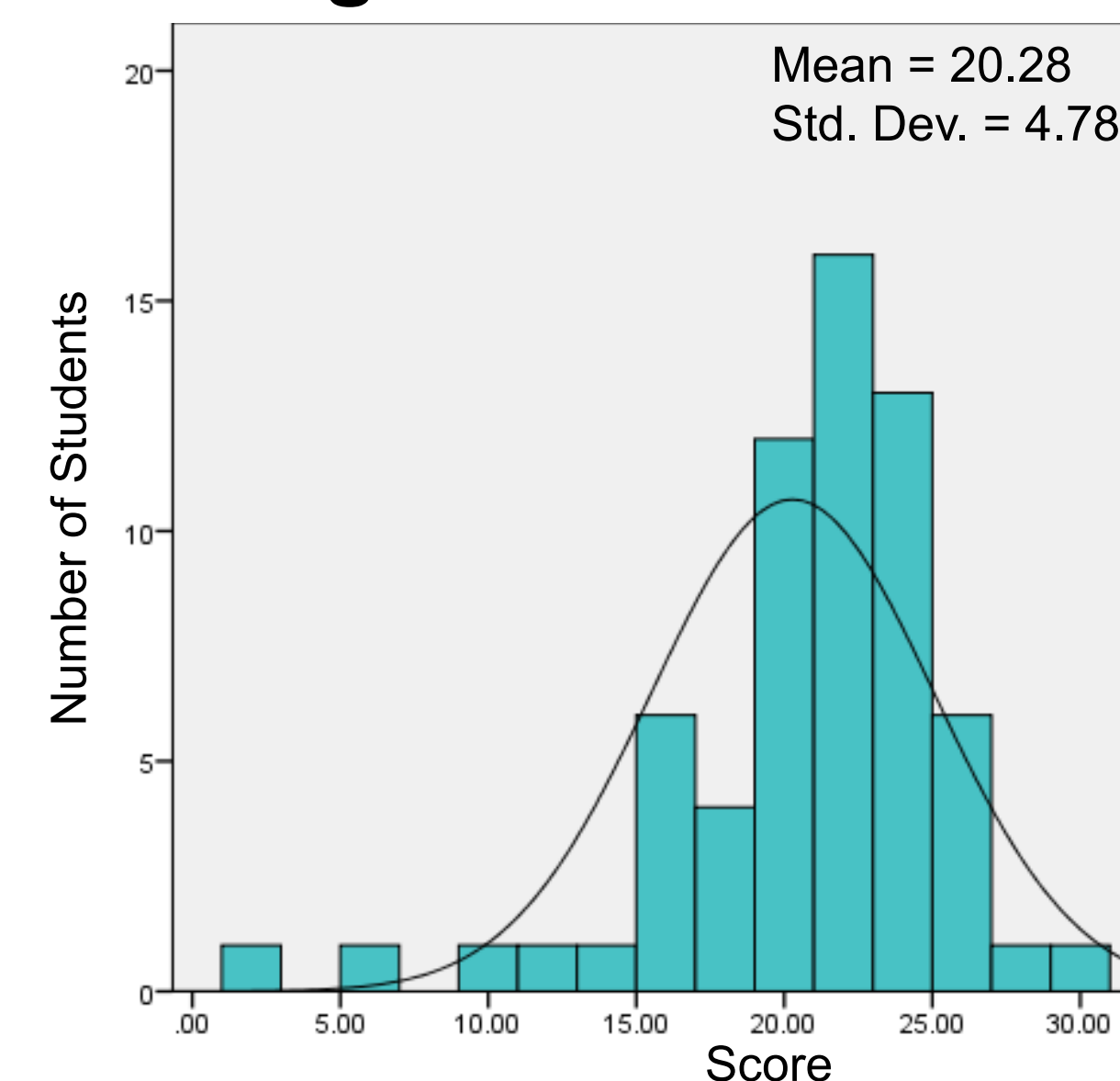


Results

Traditional Distribution



Linguistic Distribution



Correlations between Spelling Scoring Type and Literacy Assessments

	Linguistic Analysis	All-or-None	Word ID SS	Word Attack SS
Linguistic Analysis	-	-.889**	-.47**	-.60**
All-or None	-	-	.48**	.70**
Word ID SS	-	-	-	.65**
Word Attack SS	-	-	-	-

** Correlation is significant at the .01 level (2-tailed)

Discussion

Compared to traditional scoring methods, Linguistic Analysis of spelling appeared to be:

- 1) **more sensitive to a range of performance**
- 2) **significantly & moderately correlated to reading**

Future Directions

- ❖ Children with language and literacy deficits
- ❖ Predictive validity for future reading abilities
- ❖ Improve sensitivity via linguistic analysis

Clinical Implications

- ❖ Use as a dynamic assessment for children with language literacy impairments to determine multi-tiered systems of support (MTSS)
- ❖ Use to determine targets for intervention

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