

# The Relationship of the Components of Reading to IALS

John Strucker, EdD

World Education Inc.

[jstrucker@worlded.org](mailto:jstrucker@worlded.org)

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# *Reading Components Research In Adult Education*

Based on the idea that it is helpful to deconstruct the reading process into component skills (Curtis, M.E. 1980; Chall, J.S., 1983; Perfetti, C.A., 1985 ).

- “Print skills” – word analysis (phonics), word recognition, spelling, and...  
...oral reading fluency...
- “Meaning skills” – oral vocabulary, background knowledge, and reading comprehension

# *The “Components & IALS Study”\*at a glance*

**1,034 participants from five US states enrolled in Adult Basic Education (ABE), Adult Secondary Education (ASE) and English-as-a- Second Language (ESL) Classes, plus a household sample.**

<b>ABE</b>	<b>ASE</b>	<b>ESL</b>	<b>Household</b>
35%	27%	30%	8%
n(362)	n(283)	n(305)	n(84)

\* Strucker, J., Kirsch, I, & Yamamoto, K. (2007). Components and IALS.

[http://www.ncsall.net/fileadmin/resources/research/report\\_29\\_ials.pdf](http://www.ncsall.net/fileadmin/resources/research/report_29_ials.pdf)

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# Assessment Instruments

1. IALS Prose Literacy tasks (comprehension)
2. IALS Background Questionnaire
3. Vocabulary: PPVT-Y, a shortened version of the Peabody Picture Vocabulary Test (Dunn, et al., 1997).
4. Real word reading accuracy and speed: Test of Word Reading Efficiency sight word efficiency (TOWRE A) (Torgesen, Wagner, & Rashotte, 1999).

## Assessment instruments (con't)

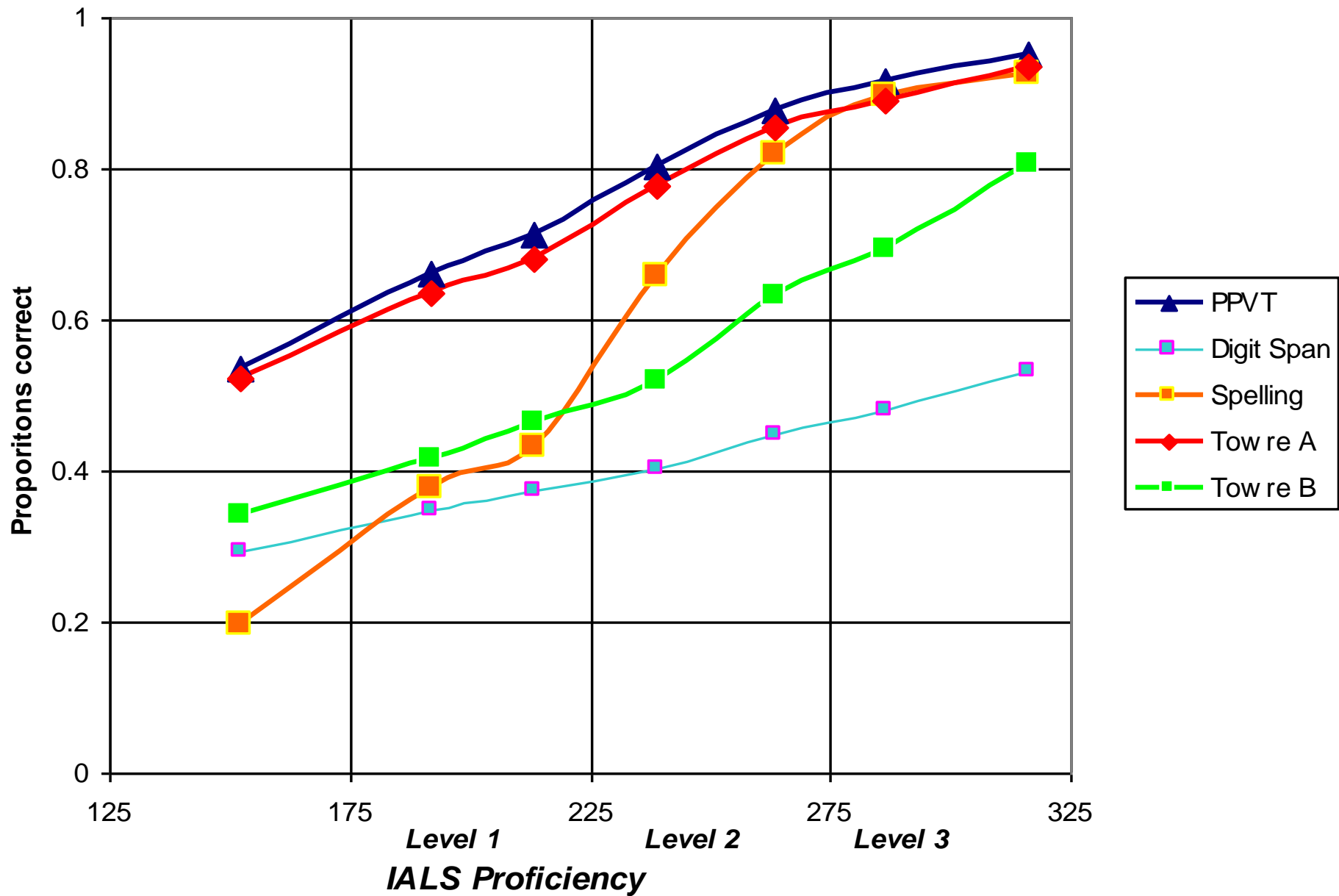
5. Pseudo-word reading accuracy and speed: Test of Word Reading Efficiency phonemic decoding efficiency (TOWRE B) (Torgesen, Wagner, & Rashotte, 1999).
6. Spelling: 15 words adapted from Moats (1995).
7. Working memory: Forward and backward Digit Span subtests from the Wechsler Adult Intelligence Scale-III (Wechsler, 1997).

# Research question #1

*Given that IALS Level 3 literacy ability is strongly associated with higher incomes, greater civic engagement, and improved health...*

...how close are IALS Level 1 and Level 2 participants to Level 3 participants in terms of their abilities in the components of reading?

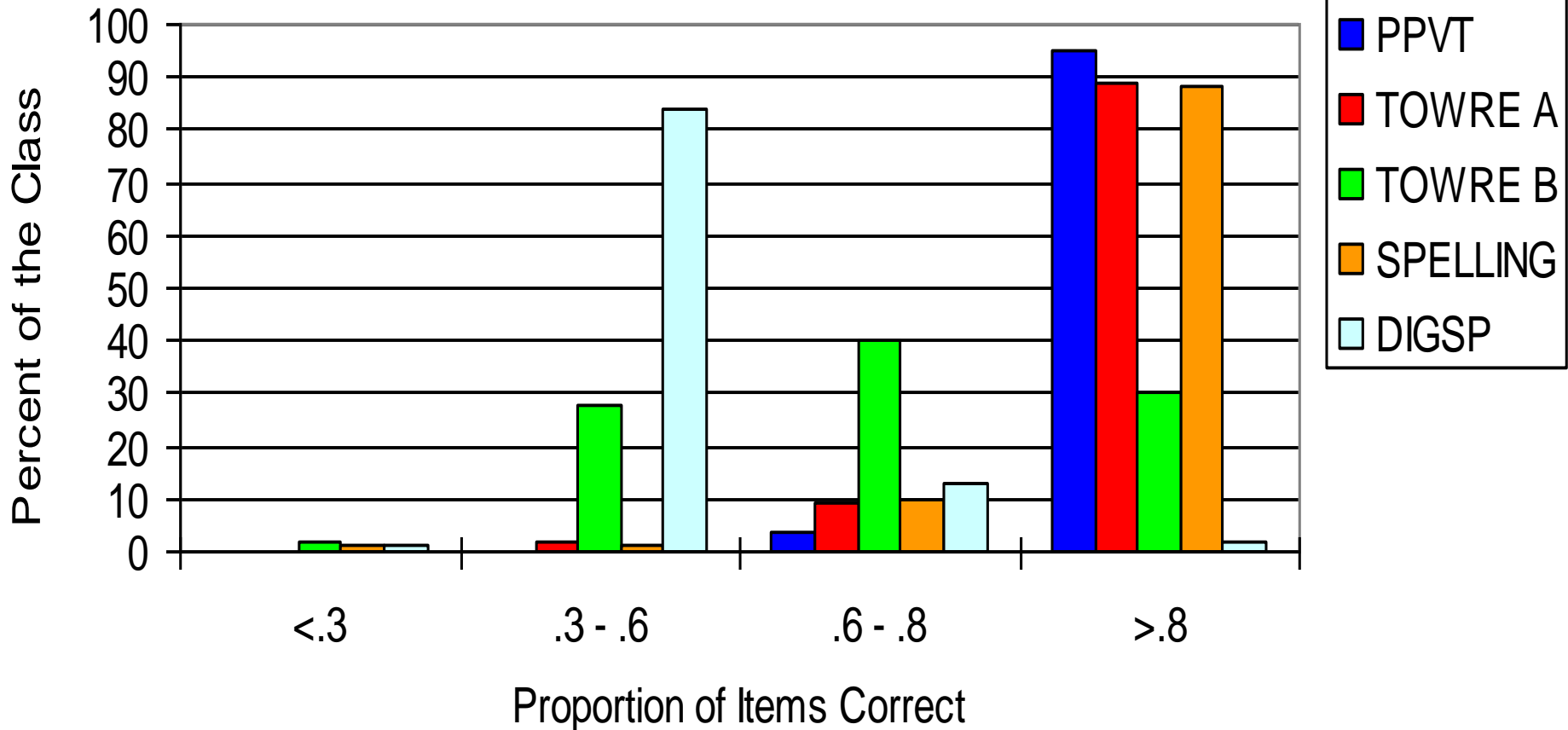
### Proportions Correct by IALS Prose Proficiency



# Research question #2

Can instructionally meaningful profiles of adult readers be created by combining IALS scores with the components of reading?

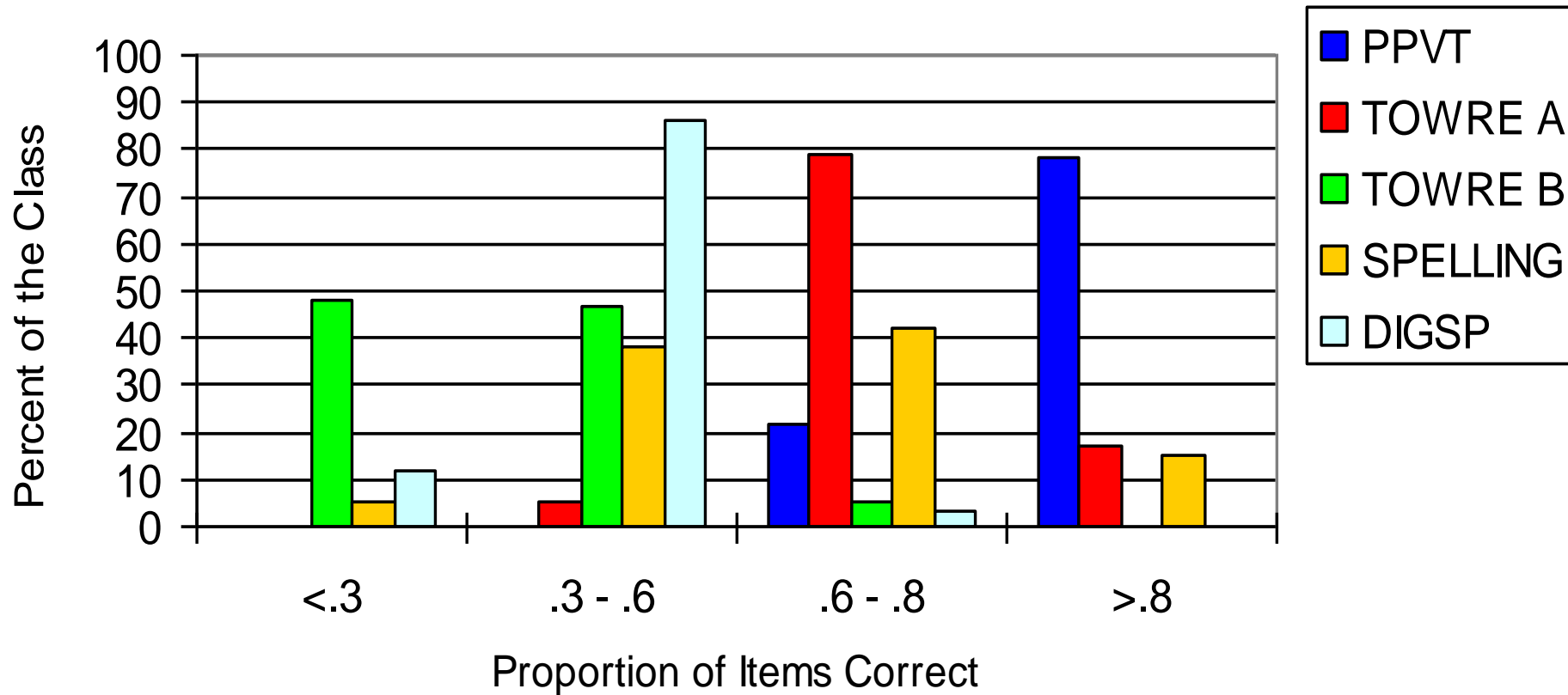
# Class 1 Strong decoding and vocabulary (47.7%)



# Class 1: Strong decoding and vocabulary

1. 5% Level 1; 49% Level 2; 46% Level 3
2. 86% are native speakers of Eng.
3. The 14% who are non-native Eng. speakers report reading and speaking Eng. “very well.”
4. Strong in all components: 80-90% show  $>.80$  proficiency in PPVT-Y, TOWRE A, and Spelling.
5. Youngest class overall: 50% aged 16-24.

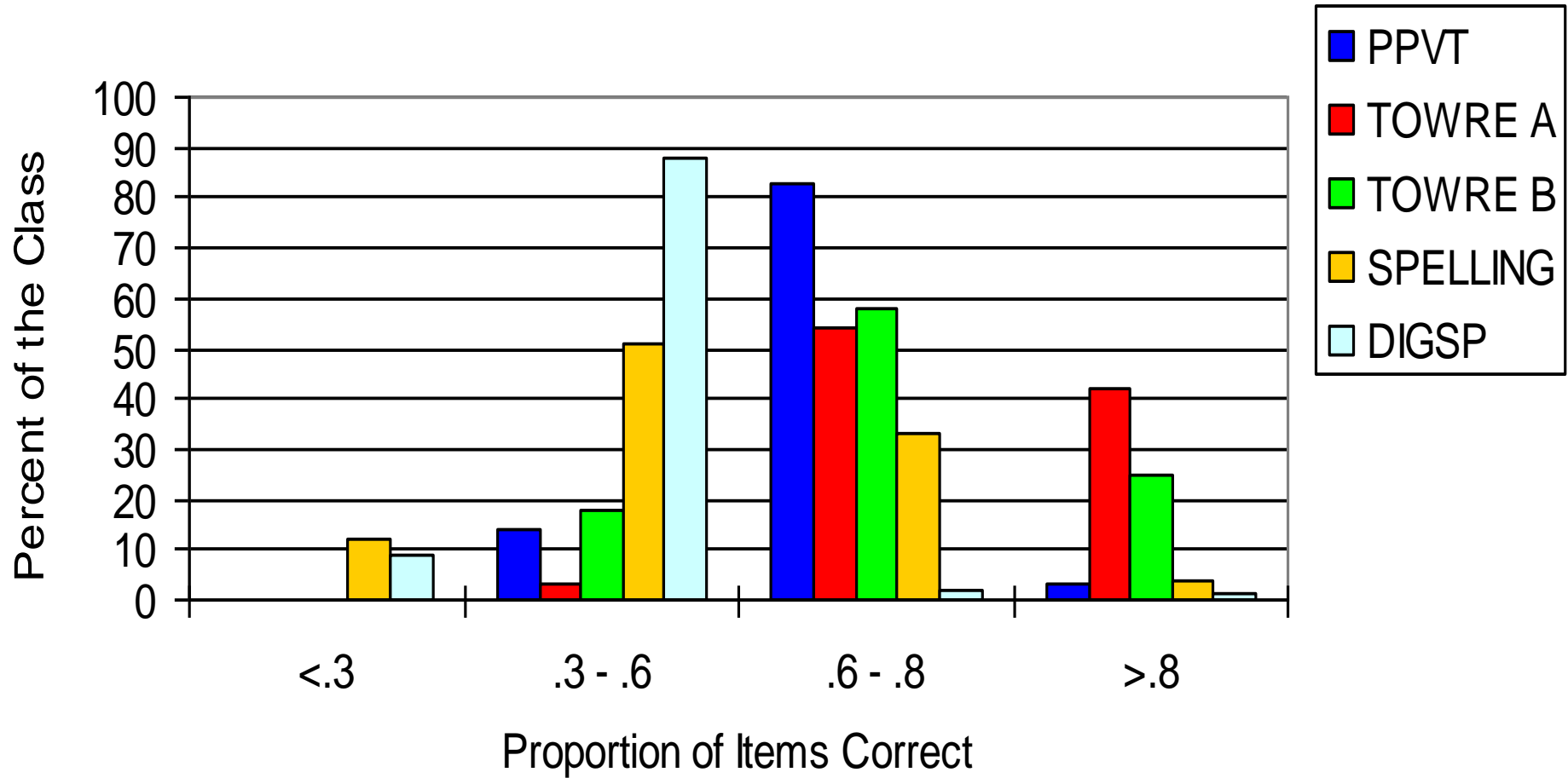
## Class 2 Weaker decoding, strong vocabulary (16.9%)



## Class 2: Weaker decoding, strong vocabulary

1. 26% Level 1; 61% Level 2; 13% Level 3
2. 72% Native speakers of English. 60% of non-native Eng. speakers are enrolled in ABE or ASE rather than ESL.
3. 67% of non-nat. Eng. speakers report reading and speaking Eng. “very well” or “well.”
4. 50% of nat. Eng. speakers report early reading trouble; 35% report learning disabilities.
5. More even age distribution.; only 37% aged 16-24.

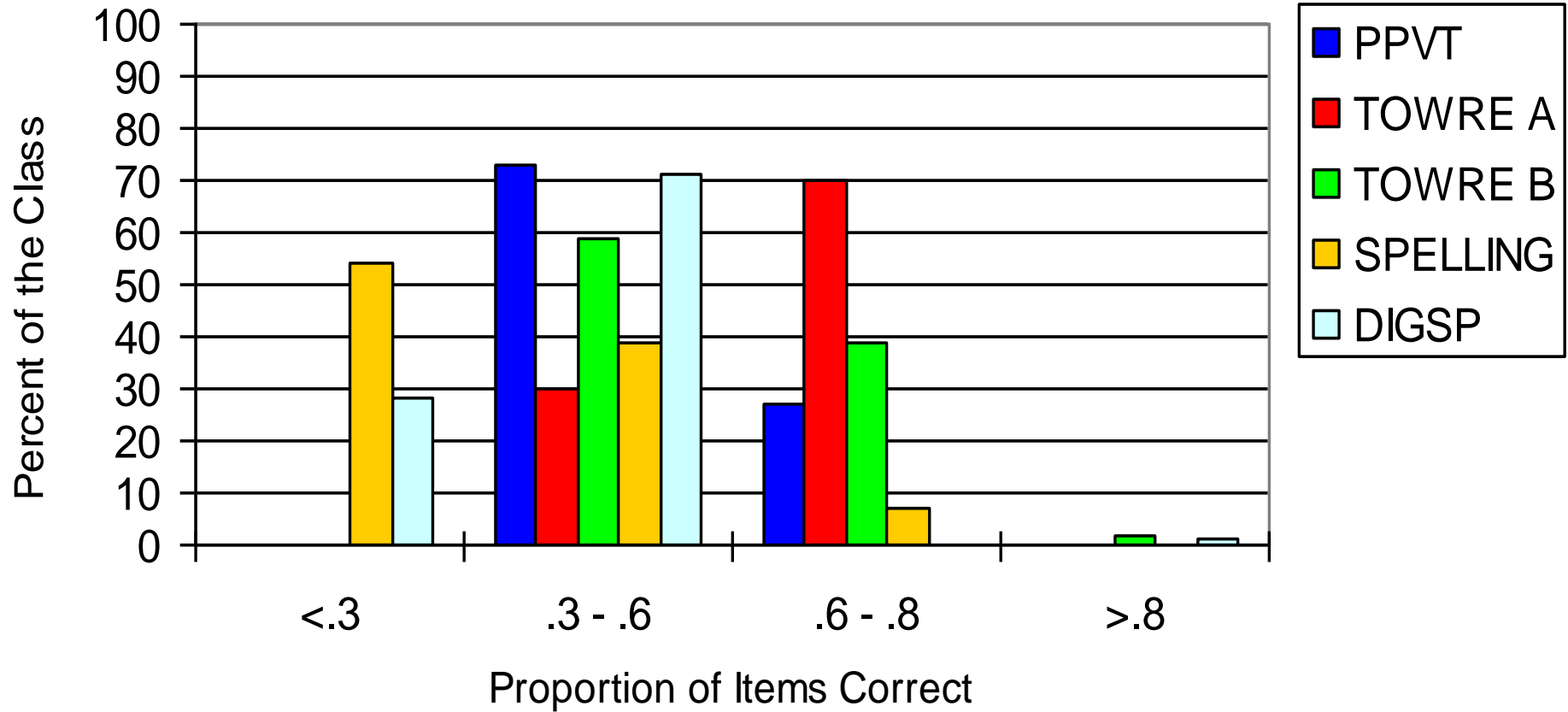
## Class 3 Advanced ESL and other non-native speakers of English (14.9%)



## Class 3: Advanced ESL and other non-native speakers of English

1. 32% Level 1; 62% Level 2; 6% Level 3.
2. 95% are non-native speakers of Eng., of whom 75% are enrolled in ESL classes.
3. TOWRE B proficiency is strong, but 82% have PPVT-Y at only .6-.8.
4. 3% reported speaking Eng. “very well,” 53% “well,” and 44% reported “not very well” Eng. Reading was a bit better, with 70% reporting they read Eng “well.”

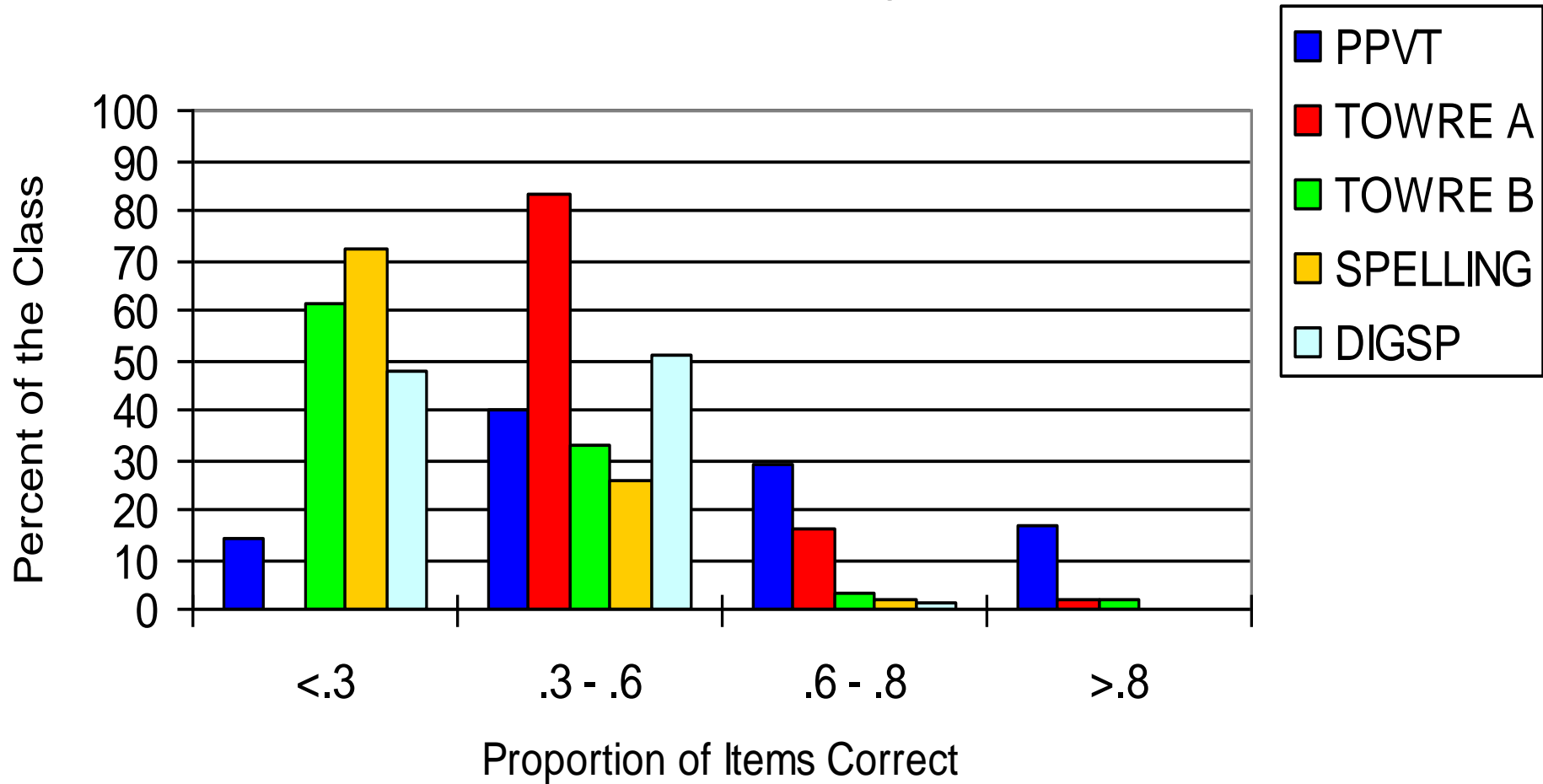
## Class 4 Intermediate ESL (11.9%)



# Class 4: Intermediate ESL

1. 68% Level 1(19% below <175); 29% Level 2; 3% Level 3
2. 99% are non-native Eng. speakers. 92% are enrolled in ESL classes.
3. 75% have .3-.6 PPVT-Y proficiency; TOWRE A stronger with 70% at .6-.8.
4. 55% report speaking Eng. “not well;” 39% report reading Eng. “not well.”

# Class 5 ESL low intermediates and reading disabled native speakers of English (8.6%)



## Class 5: ESL low intermediates and reading disabled native speakers of English

1. As a whole for Class 5: 83% Level 1 (38% <175); 8% Level 2; 0% in Level 3.
2. 63% are non-native speakers of Eng., of whom 85% are enrolled in ESL.
  - a. 55% report speaking Eng. “not well;” 53% report reading Eng. “not well.”
  - b. *24% reported difficulties with reading in early grades.*

## Class 5: (con't)

3. Of the 37% native Eng. speakers, 65% reported difficulties with reading in the early grades and 64% reported having a learning disability.
4. PPVT-Y is widely distributed: 17%  $>.8$ ; 29%  $.6-.8$ ; 40%  $.3-.6$ ; 13.5%  $<.3$ .
5. Print skills weaker and more tightly clumped with 80-90% of the class having TOWRE A, TOWRE B, and Spelling in the  $<.3$  and  $.3-.6$  ranges.

# Preliminary Conclusions

- \* “Tipping points” at the .80 proficiency level can be identified
- \* Meaningful classes or profile types can be identified with this approach
- \* Decoding ability and vocabulary knowledge appear to have the same relation to the NALS/IALS that they have been shown to have to more traditional, academic reading comprehension tests.

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# Conclusions (con't)

- \* Interesting that rate and fluency in TOWRE real word recognition are strongly related to IALS comprehension - even though IALS is an un-timed test.
- \* Components tests can provide governments with important additional information beyond IALS – not only about *how many* Level 1 and Level 2 adults there are in a society, but what their *instructional needs* might be.

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