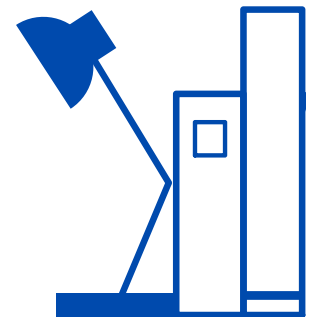# Measure reading comprehension before students can read!

STUDY PROCEDURES

The purpose of this study was to determine if the Narrative Language Measures (NLM) Listening and Reading subtests of the CUBED assessment produce comparable scores of comprehension. Three listening narrative samples and three reading narratives samples were collected from 110 culturally and linguistically diverse 2nd and 3rd graders.

RESULTS

There was a strong and significant correlation between scores on the NLM Listening and NLM Reading. Confirmatory factor analysis indicated that the listening and reading comprehension measures loaded onto one factor. The NLM Listening and NLM Reading have symmetry and equity across diverse students.

IMPLICATIONS FOR PRACTICE

Oral narrative retells, combined with listening comprehension questions and inferential vocabulary, are proxy measures for reading comprehension. This means that you can identify students with comprehension difficulties **BEFORE** they read proficiently and deliver **early and intensive language intervention**. You can also monitor students' progress toward the attainment of critical academic outcomes.

PINPOINT READING DIFFICULTIES: DECODING AND/OR LANGUAGE?

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Petersen, D. B., Spencer, T. D., Konish, A., Sellars, T. P., Foster, M. E., & Robertson, D. (2020). Using Parallel, Narrative-Based Measures to Examine the Relationship Between Listening and Reading Comprehension: A Pilot Study. Language, Speech, and Hearing Services in Schools, Vol. 51, No. 4, October 2020: 1097-1111.