



The Woodcock-Muñoz Foundation

RESEARCH BRIEF

DOCTORAL DISSERTATION ABSTRACT

PREDICTING BASIC READING SKILLS VIA AN APTITUDE CLUSTER VERSUS GLOBAL IQ

Michael Samuel O'Donovan
St. John's University

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Abstract

The present study was conducted to determine if a theoretically (i.e., Cattell-Horn-Carroll [CHC]) tailored Reading Aptitude Cluster (RAC) would better predict reading skills than global IQ. Participants in the study consisted of 63 first and second graders who were administered measures of Basic Reading Skills (BRS), measures of cognitive abilities, and a measure of global IQ. Data were analyzed via Hierarchical Multiple Regression Analyses. Initial results suggested that the RAC did not explain significant variance in BRS over and above that explained by global IQ. Limitations associated with this analysis were explained and possible reasons for the lack of predictive power of the RAC were offered. A posteriori analyses based on a reconceptualized regression model provided some support for using the RAC in cognitive assessments in lieu of global IQ for predicting reading achievement. Overall, the results demonstrated that Crystallized-Knowledge (*Gc*) is the single best predictor of reading outcomes. Implications for these results are discussed.

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