

Article Review

**Complete APA bibliographic reference:**

Torgesen, J., Wagner, R., Simmons, K., & Laughon, P. (1990). Identifying phonological coding problems in disabled readers: Naming, counting, or span measures? *Learning Disability Quarterly*, 13, 236-243.

**Four or five descriptor names that best describe the topic:**

Main: Phonics, Reading disability, assessment, memory, phoneme-grapheme correspondence

**Type of Article:**

Other: Literature Review

**Levels:**

3-5 years  
Kindergarten  
Lower Elementary (1-3)  
Upper Elementary (4-5)

**Briefly stated major purpose(s) of the article:**

To provide an overview of the assessment practices commonly used to assess phonological coding problems in students with reading disabilities.

**“Other” article – summarize the major points in 2-4 sentences:**

This article focuses on memory span tests and the difficulties these assessments pose for accurately measuring phonological coding difficulties due to memory deficits or problems that many students with reading disabilities possess. Therefore, the authors suggest that the use of assessments that combine reliable measures of both auditory span and articulation rate may provide better information concerning the phonological coding processes of these students.

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