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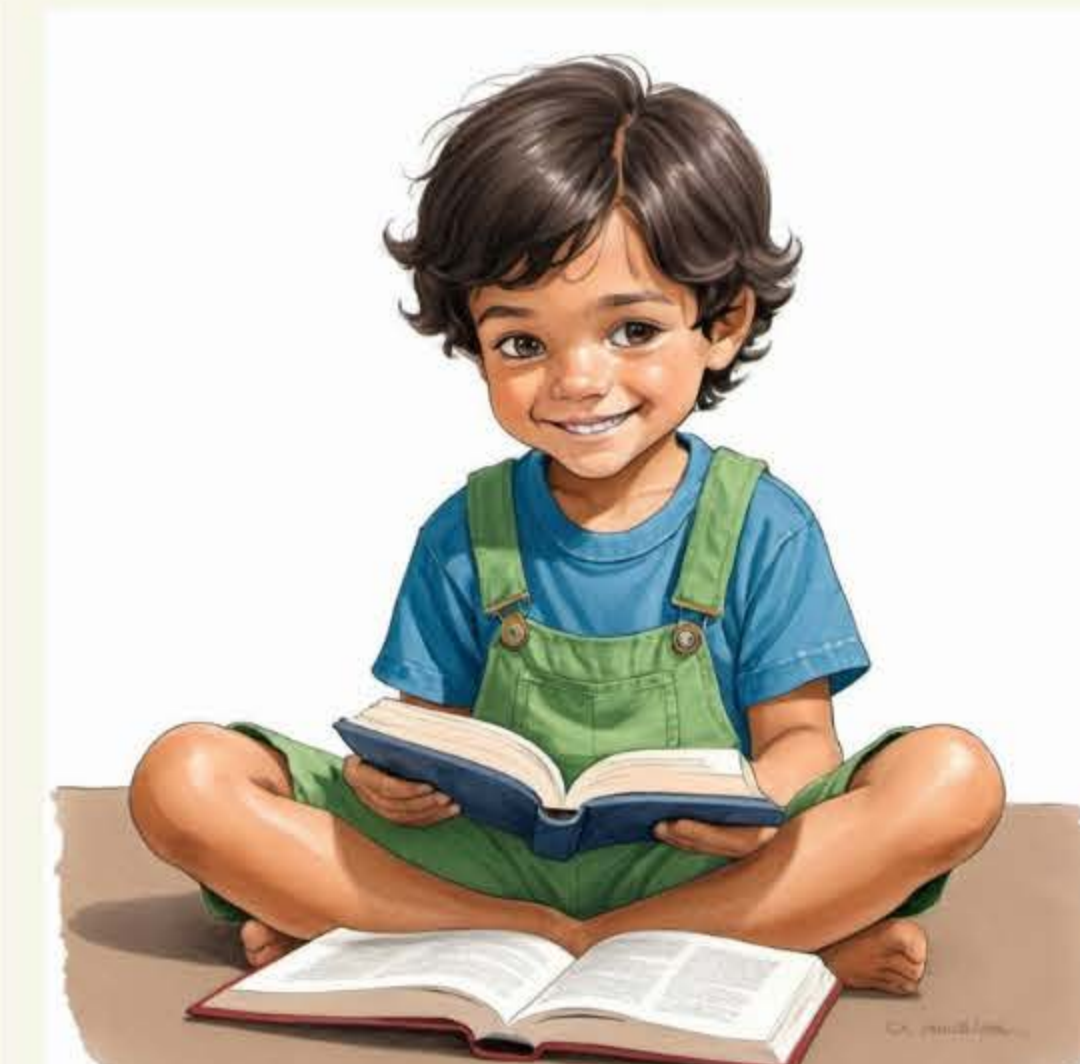
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Introduction

Comprehension monitoring is the reader's ability to reflect on and evaluate their understanding of a text and to take corrective actions if comprehension fails (Oakhill et al., 2005, Westby, 2004). Tests for monitoring typically involve detecting inconsistencies within texts (Baker et al., 1984, Oakhill et al., 2019). Studies show that it is an ability that is associated with reading comprehension proficiency (Sun et al., 2021), and also that children with comprehension difficulties struggle to detect incompatible information, despite having adequate word decoding skills (Oakhill et al., 2013).

Objective

This pilot study aims to analyze the psychometric properties of a locally adapted version of the REMICOM test, originally designed in Argentina, to assess reading comprehension monitoring in children aged 8 to 10.



Methods

Participants: The study involved 45 third-grade Spanish children (mean age = 102, SD = 3.6) from a school in Granada, Spain. Data from 7 children were excluded from the analyses due to specific educational support needs (NEAE) reported by the school or a score over 1.5 standard deviations below the mean of a reading efficiency test (TECLE).

REMICOM (Barreyro et al., 2020, Ammi, 2016): assesses children's ability to monitor their reading comprehension through short, unconnected texts, in four categories: (a) lexical inconsistencies, (b) internal inconsistencies, (c) prior knowledge inconsistencies, (d) no inconsistencies. Children underline information they consider incorrect or strange and indicate if a text has no dissonant information drawing a smiley face. 40 items were constructed for the Spanish adaptation, 10 of each category. Only items with inconsistencies were analyzed, as items with no error serve as controls.

Original Items

Anoche Sofía volvía del cine caminando a su casa que está al otro lado del parque. No había luz de luna por eso le costó mucho ver correctamente por dónde iba. Ella conocía un sendero corto del parque. Esa noche la luna iluminaba su camino. Pudo llegar finalmente sin problemas a su casa.

Por fin había llegado el gran día de Pedro, era su cumpleaños. Estaba muy emocionado porque esa tarde vendrían todos sus amigos a celebrarlo. Habían comprado globos y guirnaldas para adornar la habitación. Recordaron poner una gran televisión para colocarle las velas. Seguro que se lo pasarían genial.

Era un día de muchísimo frío. Cuando Pedro volvía caminando del trabajo a su casa, vio cómo dos coches chocaban. Abrió su mochila y sacó su celtrero para llamar y pedir ayuda. Rápidamente pudo ver una ambulancia que se acercaba para ayudar. Por suerte, no hubo heridos.

English Translation

Last night, Sofia was walking back home from the movies, crossing through the park. There was no moonlight, so it was very difficult for her to see where she was going. She knew a short path through the park. That night, the moon illuminated her way. She finally arrived home without any problems.

Finally, Pedro's big day had arrived; it was his birthday. He was very excited because all of his friends were coming to celebrate that afternoon. They had bought balloons and streamers to decorate the room. They remembered to set up a large television to place the candles on. Surely, they would have a great time.

It was a very cold day. When Pedro was walking home from work, he saw two cars crash. He opened his backpack and took out his celtrero to call for help. He quickly saw an ambulance approaching to assist. Fortunately, there were no injuries.

Category

Internal inconsistency

Prior knowledge inconsistency

Lexical inconsistency

Results

Criteria for retaining an Item:

- Item-total correlation greater than .30.
- Discrimination indices larger than .20 (Figure 1).
- Factor loadings greater than .40 in Exploratory Factor Analysis.
- Higher communalities.
- A range of difficulty indices, ensuring the inclusion of both easier and more difficult items.

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Final version:

- 5 items per category.
- Internal consistency: = .89 (95% CI = .82, .93).

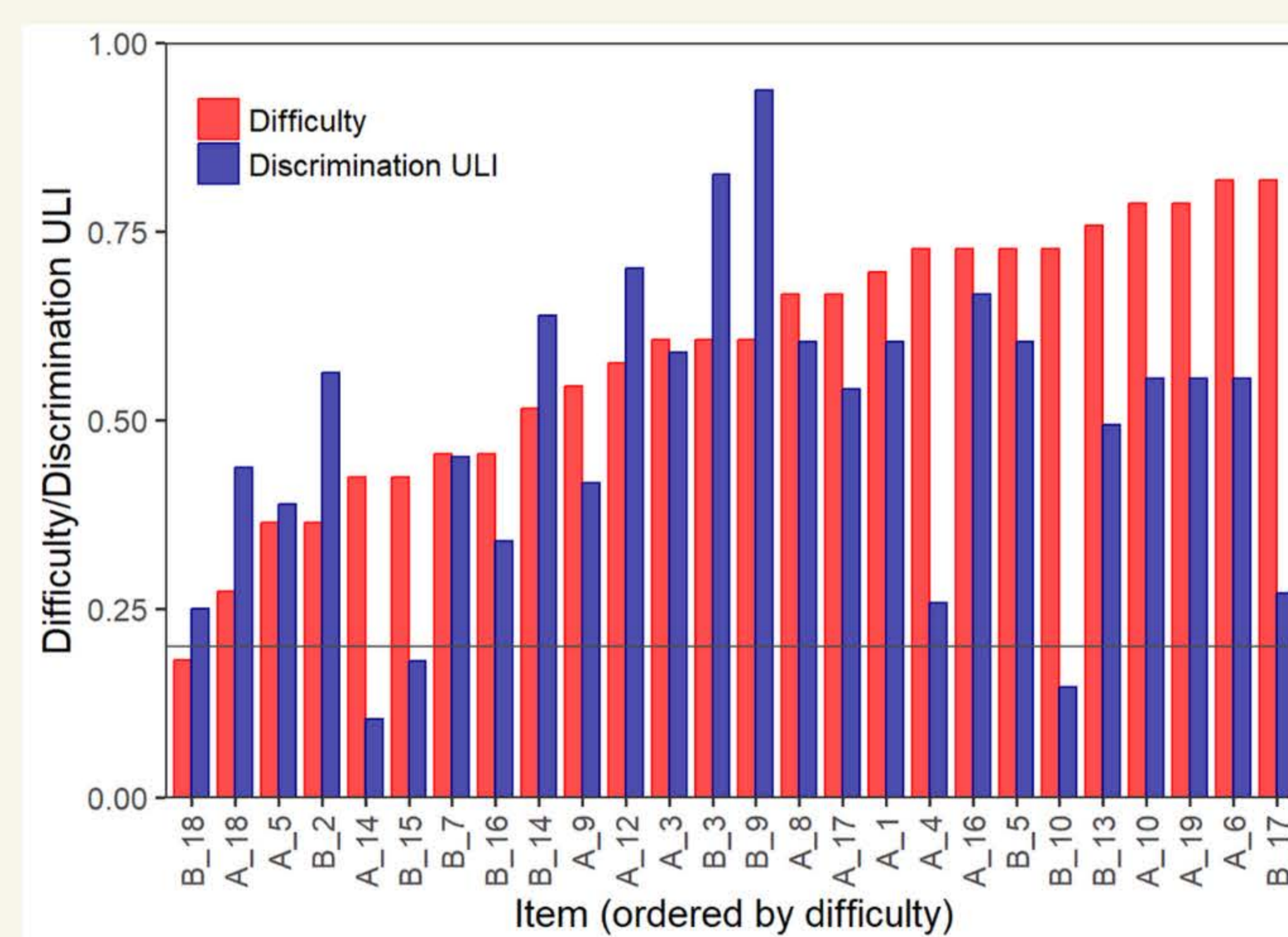
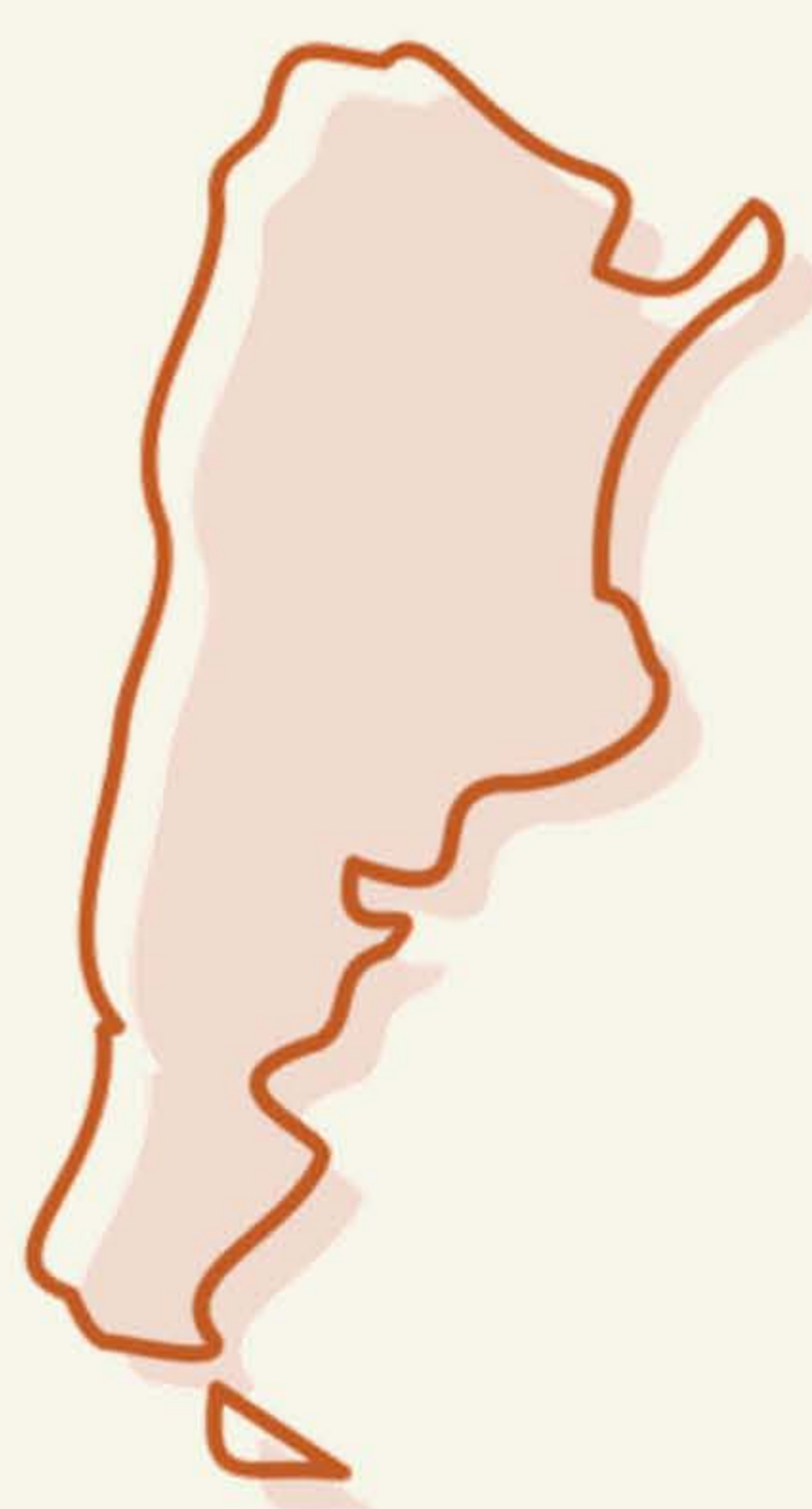


Figure 1. Discrimination and difficulty indices.

Conclusion

The presented work compiles the analyses conducted on a pilot sample of third-grade children from Granada. These preliminary results suggest that the adapted version of REMICOM is a valid and reliable measure for monitoring reading comprehension. This version of the test will be administered again to children from third to sixth grade, along with text comprehension tests, to evaluate concurrent validity and the stability of the factorial structure.



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