Research Briefing – August 2007

Reading Progress Indicator effectively measures benefits of Fast ForWord products

Implementation Objectives

Scientific Learning partnered with Bookette Software Company to develop a computer-based reading assessment. The assessment, Reading Progress Indicator, was designed to rapidly measure the benefits of using Fast ForWord products. In the fall of 2005, Scientific Learning researchers worked with Bookette Software to conduct a study to evaluate whether or not Reading Progress Indicator effectively measures the benefits of the Fast ForWord products.

Participants

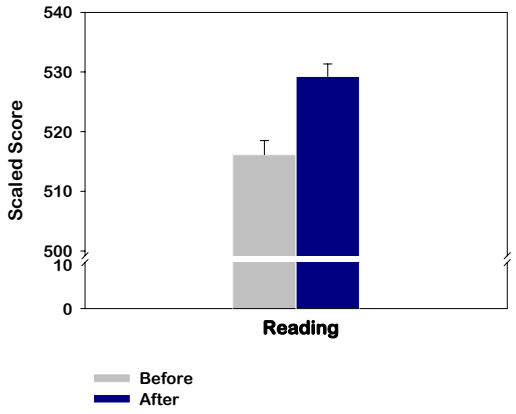
Eight hundred-twenty one students from 11 schools took part in the study. The nationally representative sample was composed of students in grades kindergarten through 10th grade.

Methodology

Participants from each school were randomly assigned to take either Form A or Form B of the appropriate grade level assessment. The initial assessment was given between November, 2006 and December, 2006. Following this initial assessment, participants used the Fast ForWord products. Participants were assigned the alternate form of the appropriate grade level assessment following Fast ForWord participation. Follow-up assessments occurred after participants used Fast ForWord products.

Study Results

A statistically significant improvement was found between the first and second test administrations. Across all grade levels, students improved from an average scaled score of 516 to an average scaled score of 529.



In addition, The Monte Carlo method was used to estimate the likelihood of detecting significant differences when groups of different sizes were tested. Random samples of 30, 40, or 50 students were drawn from the students who had both pre- and post-test results. Significant improvements were seen in more than 80% of the samples with large effects recorded for the sample sizes of 50 as compared to the sample sizes of 30 students. These results demonstrate that the larger the group size, the more consistent the results, and the more likely that the analyses will be able to detect significant differences between the populations following the use of Fast ForWord software.

Conclusion

The results found in this study demonstrate that Reading Progress Indicator effectively measures the benefits of the Fast ForWord products. Results are more consistent in larger groups.

Study Statistics

School year:
2005–-2006

Number of Students:
821 students

Grade Level:
Kindergarten through tenth grade

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Fast ForWord® by Scientific Learning