

Student reading comprehension reaches 83% correct after Fast ForWord participation

Implementation Objectives

The Edgewood Independent School District was interested in evaluating the effects of the Fast ForWord products on the reading skills of its students. They used a case study involving the assessment of student reading ability before and after participation on the Fast ForWord products.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study with the Texas Primary Reading Inventory (TPRI) or El Inventario de Lectura en Español de Tejas (Tejas LEE). School personnel administered the assessments.

Educators were trained in:

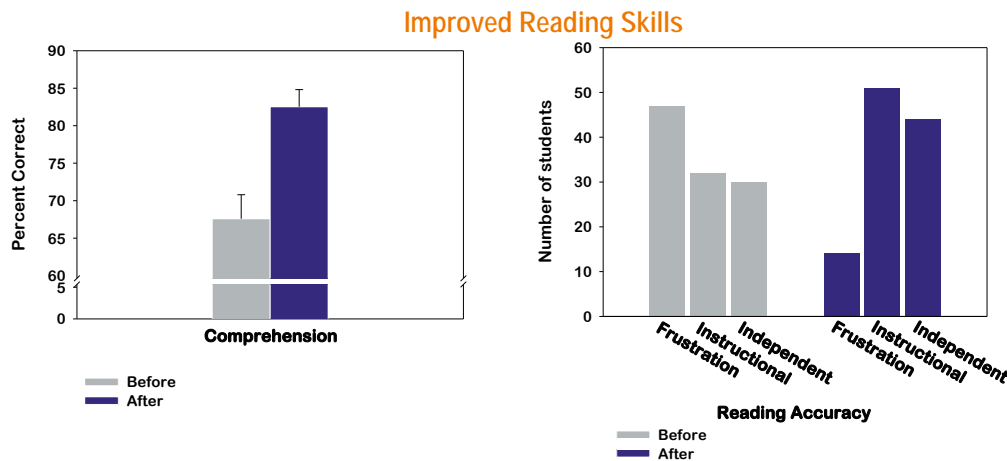
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after they have finished using the product

Schedule of Use

Students participated for 50 minutes per day, five days per week, for six to ten weeks and completed 56% of the Fast ForWord Language product. Many then went on to use the Fast ForWord Language to Reading product.

Assessment Results

The TPRI is a criterion-referenced assessment tool designed to provide a comprehensive picture of reading development for students in grades K-3, permitting teachers to provide differentiated instruction and monitor student progress. Structurally similar to the TPRI, the Tejas LEE is specifically designed to measure the reading development of students receiving primary instruction in Spanish, and all test content was developed in Spanish.



Before Fast ForWord participation, students typically answered comprehension questions correctly 68% of the time. After Fast ForWord participation, their comprehension scores improved significantly to an average of 83% correct. In addition, significantly more students attained higher levels of reading accuracy, with 87% scoring at the Instructional level or the Independent level following Fast ForWord product use.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading comprehension and accuracy.



Program Study Statistics

School year:
2005-2006

Number of Students:
114 students

Grade Level:
Kindergarten through third grade

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading

Assessment tools used:
Texas Primary Reading Inventory (TPRI)
El Inventario de Lectura en Español de Tejas (Tejas LEE)

School Structure:
Urban

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

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