

# Reading Progress Indicator predicts success on the NWEA Measures of Academic Progress test

## Study Objectives

Reading Progress Indicator (RPI) was developed by a partnership between Bookette Software Company and Scientific Learning and was designed to measure the benefits of the Fast ForWord products. Prior studies have demonstrated the positive correlation between Reading Progress Indicator and nationally normed reading assessments as well as high-stakes reading tests from various states. The following study examined the relationship between RPI and the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment.

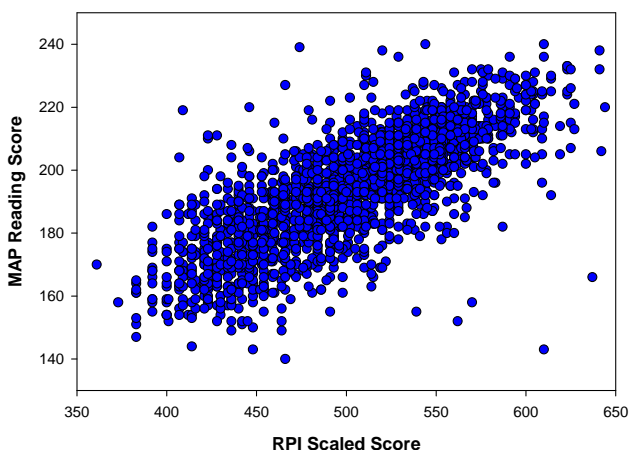
## Methodology

RPI and MAP scores were collected from students who had taken both assessments. Students took the MAP Language test, the MAP Reading test, or both. Several students took both RPI and the MAP tests multiple times – each RPI administration was paired uniquely with one MAP administration. Statistical methods were used to compare the scores from the two assessments, taking into consideration the time interval between the two and the students' grade level.

## Results

Across grade levels (second through ninth grade), there was a statistically significant positive alignment between the students' RPI and MAP scores. Students who scored higher on RPI performed better on both the MAP Reading and MAP Language tests. The analysis showed that 51.4% of the variability in a student's MAP Language score and 54.6% of the variability in a student's MAP Reading score was explained by their RPI score and grade level.

RPI Scaled Score vs. MAP Score



The adjacent scatter plot shows the relationship between the MAP Reading scores and RPI scores for 1,446 students in grades 2 through 9. A weighted correlation between MAP and RPI scores gave a statistically significant correlation coefficient of 0.73.

## Conclusion

Reading Progress Indicator scores have a strong and statistically significant positive alignment with MAP Reading and Language scores. This result is consistent with other studies that demonstrate that Reading Progress Indicator correlates positively with a variety of clinical and state assessments. These results support the overall validity of Reading Progress Indicator as an assessment tool and its relevance to state assessment needs.



## Study Overview

### School Years:

2007-2008  
2008-2009

### Number of Students:

1,446 students

### Number of Schools:

20 schools

### Grade Levels:

2<sup>nd</sup>-9<sup>th</sup> grade

### Assessment Tools Used:

Reading Progress Indicator  
Northwest Evaluation Association's  
Measures of Academic Progress  
Reading and Language Tests

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](http://www.scilearn.com/resultsreports)

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Phone: 888-358-0212 (US & Canada)  
Phone: 701-298-6376 (International)  
Email: [customerservice@scilearn.com](mailto:customerservice@scilearn.com)

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