

Reading Progress Indicator predicts success on the End-of-Grade Reading test

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Study Objectives

Scientific Learning's 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 North Carolina's End-of-Grade (EOG) Reading test.

Methodology

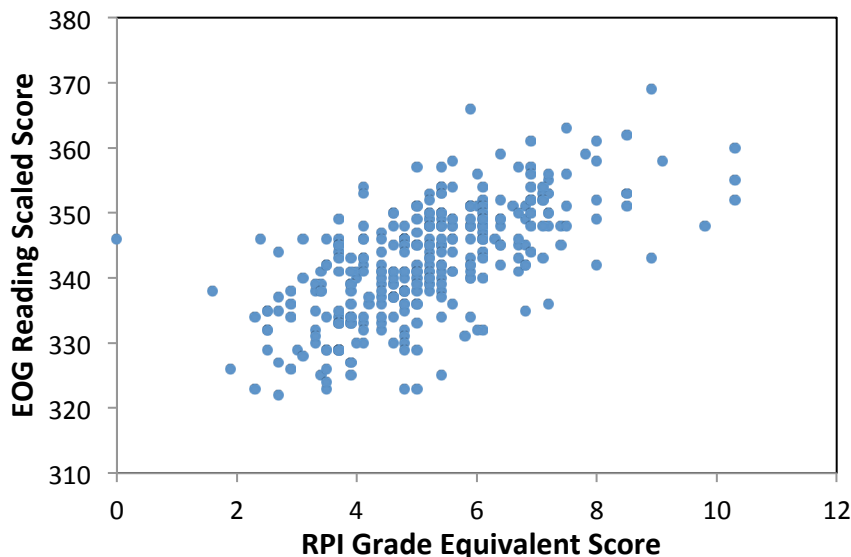
RPI and EOG scores were collected from students who had taken both assessments in close proximity (3 months). For each student one EOG test was paired with one administration of RPI. A generalized linear model was used to determine the strength of the association between the scores from the two assessments while taking into consideration students' grade level.

Results

Across grade levels (third through eighth grade), there was a statistically significant positive alignment between the students' RPI and EOG Reading scores. The analysis showed that 43% of the variability in a student's EOG Reading score was explained by their RPI score and grade level.

The grade-adjusted correlation between EOG and RPI scores was 0.65. This result was statistically significant, with $p < 0.01$. The figure below shows the relationship between the EOG Reading scores and RPI scores for 331 students in fourth grade.

RPI Scaled Score vs. EOG Reading Score
Data for 331 students



Conclusion

Reading Progress Indicator scores have a strong and statistically significant positive alignment with EOG Reading 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:

2007-2010

Number of Students:

1038 students

Number of Schools:

28 schools

Grade Levels:

3rd - 8th grade

Assessment Tools Used:

Reading Progress Indicator
End-of-Grade (EOG)

The results in this report are based on the data available in Scientific Learning's databases on the date the data were pulled.

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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