

# Students with better Reading Assistant implementations show greater gains

Scientific Learning: Research Briefings 18(2)

## Implementation Objectives

During the 2013-14 school year, five schools participated in a study to evaluate the relationship between reading skill development and guided oral reading practice with a computer-based tutor that uses speech recognition technology to provide real-time corrective feedback. Participating students were evaluated with Reading Progress Indicator (RPI) before and after using the Reading Assistant™ software.

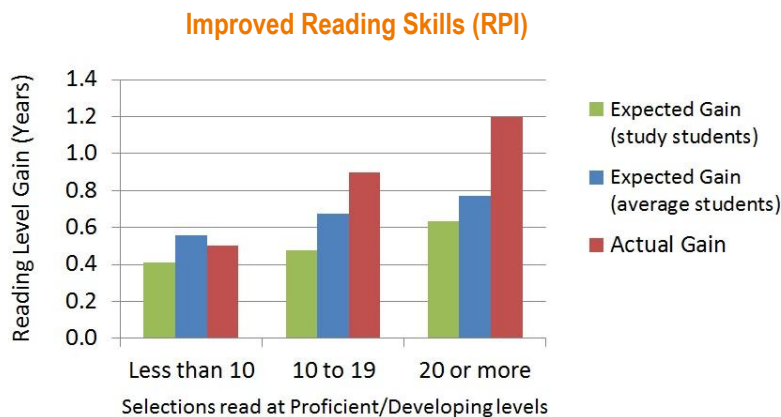
## Methodology

At each school, educators were trained in:

- Research findings on the importance of guided oral reading for building reading fluency
- Effective implementation techniques
- Use of MySciLEARN™ reports to monitor student progress
- Techniques for measuring gains students achieve after using the product

## Product Use

On average, study participants used the Reading Assistant software for 18 hours and completed 26 reading selections, over a 5 month period. Reading Assistant progress metrics indicated that the students improved their fluency from the first week to the last week (average words correct per minute increased from 76 to 89) despite progressing to more challenging material (average difficulty level increased from 2.2. to 3.8).



## Assessment Results

Reading Progress Indicator (RPI) is a standardized, computer-based assessment of four key skills: phonological awareness, decoding, vocabulary, and comprehension. At the beginning of the study, the students' average grade level was 3.5, while their average reading level on RPI was 2.7. After using the Reading Assistant software, their average reading level on RPI rose to 3.5. Given their historical performance, these students would be expected to gain 5 months in reading skill over a 6 month period between tests; after using Reading Assistant, the students made 8 months of gain, on average.

A closer examination of the data revealed moderate correlations between RPI gains and two product use factors: the number of selections completed ( $r = 0.32$ ), and the percentage of selections read at the Proficient or Developing performance levels ( $r = 0.35$ ). (Students working at these performance levels are reading at or near the target rate while maintaining high comprehension, so they are getting optimal fluency-building practice).

The graph above highlights the relationship between product use factors and reading gains for three groups of students. The group with the best use gained 1.2 years in an 8 month period, while the group with the weakest use gained just 5 months in a 6 month period.

## Educational Gains

The results found in this study indicate that students can exceed expected gains in reading skills by using the Reading Assistant software, especially if they complete a large number of selections at the Proficient or Developing performance levels .



## Program Study Statistics

**School Years:**  
2013-2014

**Number of Schools:**  
5

**Number of Students:**  
755

**Grade Levels:**  
K-8

**Product Used:**  
Reading Assistant

**Assessment Tools Used:**  
Reading Progress Indicator

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