

Reading Progress Indicator correlates positively with the PSSA

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Implementation Objectives

Scientific Learning partnered with Bookette Software to develop a computer-based reading assessment. The assessment, Reading Progress Indicator, was designed to measure the benefits of using Fast ForWord products. In order to further establish the validity of Reading Progress Indicator, Scientific Learning conducted a study intended to measure the correlation of Reading Progress Indicator (RPI) to the Pennsylvania System of School Assessment (PSSA).

Participants

One hundred eighty-three elementary school students from 4th through 6th grade had scores available from both RPI and the PSSA and participated in this study: 64 students were in 4th grade, 55 were in 5th grade, and 64 were in 6th grade.

Methodology

During the 2007 – 2008 school year, 183 elementary school students took the Reading Progress Indicator assessment. Students were also evaluated with the Reading section of the Pennsylvania System of School Assessment (PSSA) in April.

Study Results

The Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment designed to evaluate a student's academic achievement relative to the Pennsylvania state standards. Results are given in terms of a grade-level dependent scaled score and a proficiency level.



Study Overview

School Years:

2007-2008

Number of Students:

183 students

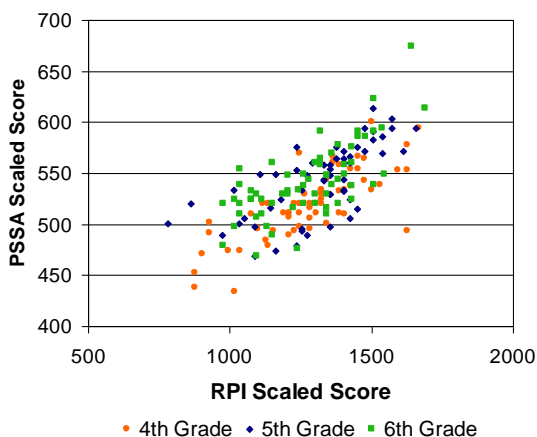
Reading Progress Indicator Levels:

4-6

Assessment Tools Used:

Reading Progress Indicator
Pennsylvania System of School Assessment (PSSA)

Validity: Reading Progress Indicator



Reading Progress Indicator scaled scores provide a continuous measure of a student's reading skills from kindergarten through 10th grade. RPI scores correlated positively with the PSSA scores for each grade. The correlation between RPI scores and PSSA scores ranged from 0.68 (fifth grade) to 0.78 (sixth grade). Results at all three grades levels were significant at a p- value of less than 0.01.

Conclusion

The results found in this study support other studies that demonstrate that Reading Progress Indicator correlates positively with other clinical and state assessments. These results contribute to the overall validity of Reading Progress Indicator as an assessment tool.

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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