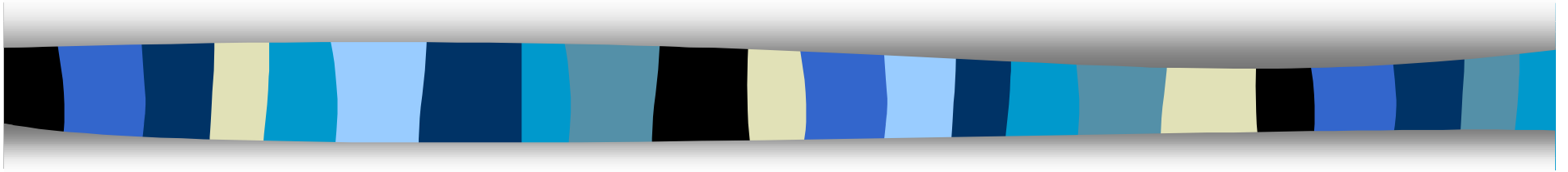
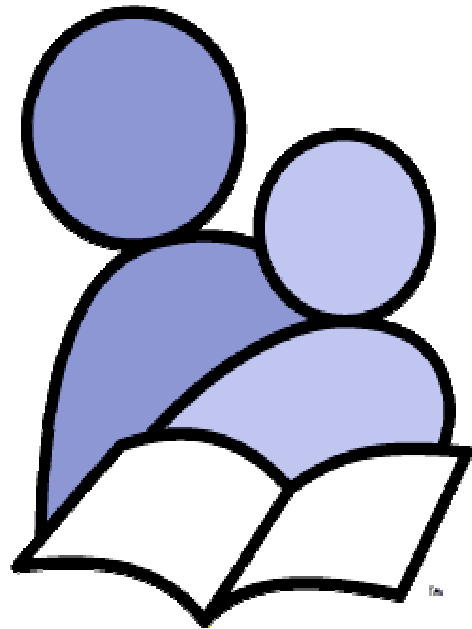


*Assessing Children's Reading
Progress in Summer School with
Various Tasks and Designs*



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Goals 2000: Summer 98

- K-3 programs in 6 MI cities evaluated
- Main data from 185 children in grades 1, 2, & 3 who had complete pre- and post-test data
- QRI-II given individually at beginning and end of summer school using the same passages at pre & post-test



Results on QRI-II

- Significant improvements on:
 - Words read correctly in lists
 - Oral reading accuracy
 - Oral reading rate
 - Comprehension
 - Retelling



Conclusions From Year 1

■ Good news:

- Children read same passages better after summer school
- Observations and teacher logs revealed features of effective programs

■ Worries:

- No control for practice effects on passages
- No control group w/o summer school



Another Concern: Validity

- We converted children's scores on the QRI-II and the DRA to DRP text difficulty units and computed the correlations among them:
 - DRA & QRI: $r = .75$
 - DRP & DRA: $r = .59$
 - DRP & QRI: $r = .41$
- Conclude: modest concurrent validity

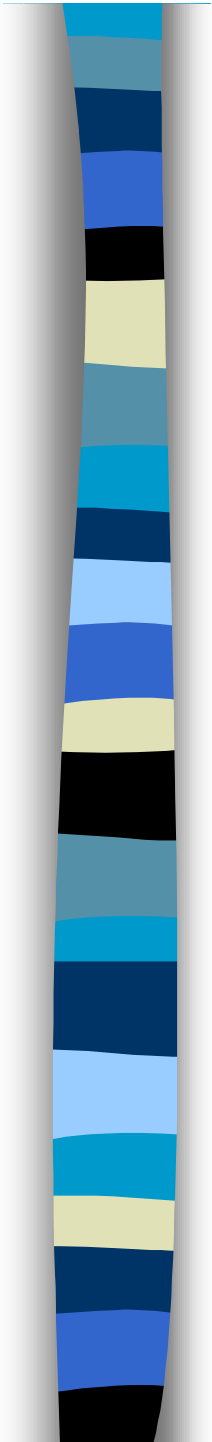


Goals 2000: Summer 99

- K-3 summer programs in 12 MI cities
- Tested >1000 children
- Pretest in spring and posttest in fall
- Reading assessments given pre & post:
 - Gates-MacGinitie Reading tests
 - Johns BRI
 - Literacy Habits
 - Student Opinions About Reading (SOAR)
 - MLPP tasks for nonreaders

Did Summer School Help Children Read Better?

- Yes
- No
- Hard to tell





Evidence for No Advantage

- Johns' BRI
- Literacy Habits
- SOAR (Attitudes)



Johns BRI

- Graded Word lists
- Reading Time & Words/Minute Read Correctly on Grade Level Passage
- Fluency (4 point rubric)
- Total & Significant Miscues
- Self-Corrections
- Propositions & Key Ideas Recalled
- Comprehension Questions



BRI Preliminary Results

- No differences between summer school children and control group

BUT

- BRI differences between Forms interacts with Groups
- Groups not equivalent



Literacy Habits Items

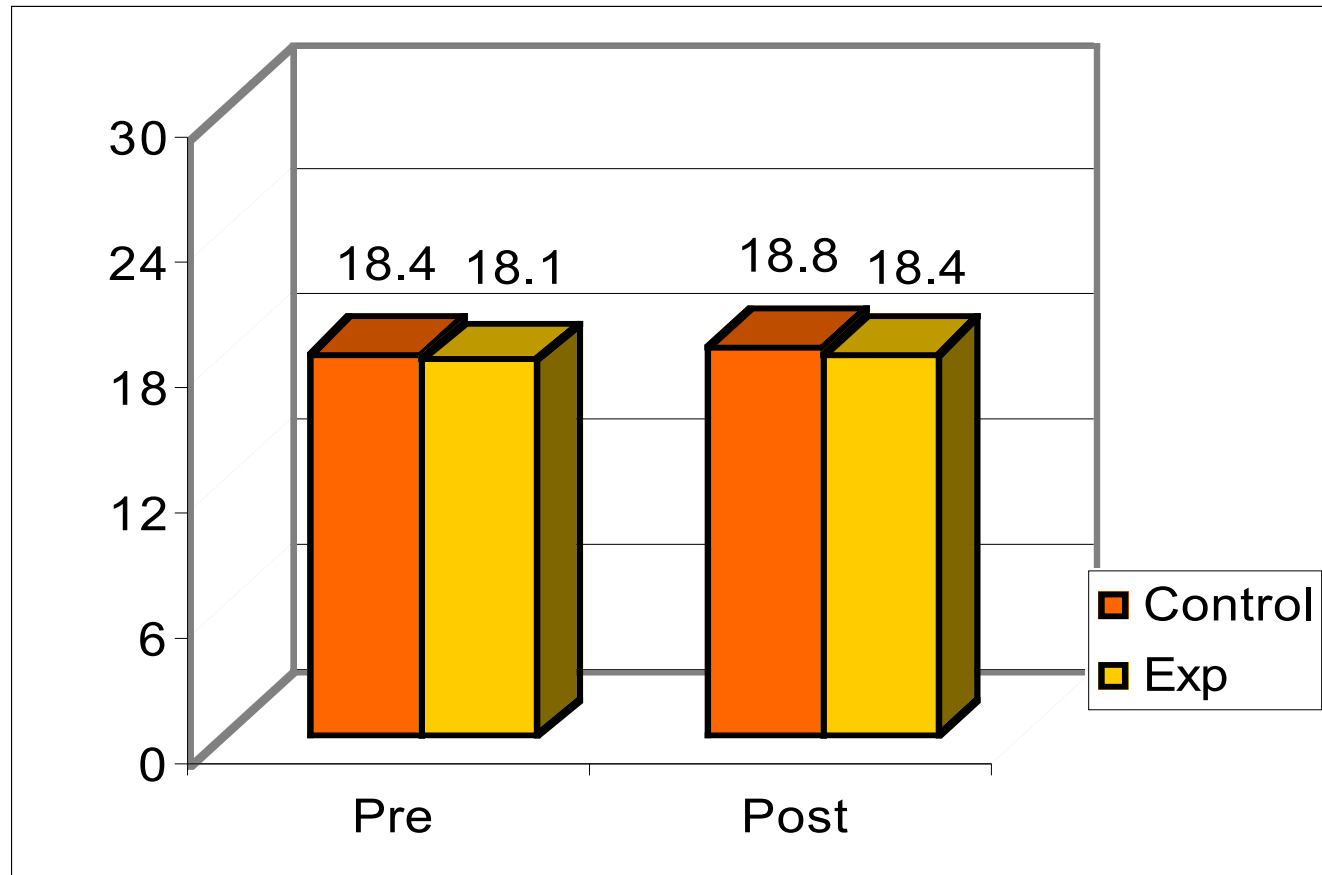
■ How often do you...

- visit the library or Bookmobile?
- write stories or poems at home just for fun?
- read at home for fun?
- read books or stories at bedtime?
- your parents help you read or write at home

■ Response options

Hardly ever About once a week Almost every day

Literacy Habits





K-1 SOAR Items

■ Opinions (8 items)

- I can say and understand many words.
- I like to read books with other people
- I try hard to do my best when I read
- I really like to look at books even when I don't have to

■ Response options

Not like me A little like me A lot like me
(smiley face scale)



Grade 2-3 SOAR Items

■ Opinions (16 items)

- I can read out loud in class without making many mistakes.
- I pay attention when I read in class.
- I choose to read things that really make me think.
- I think reading is fun.

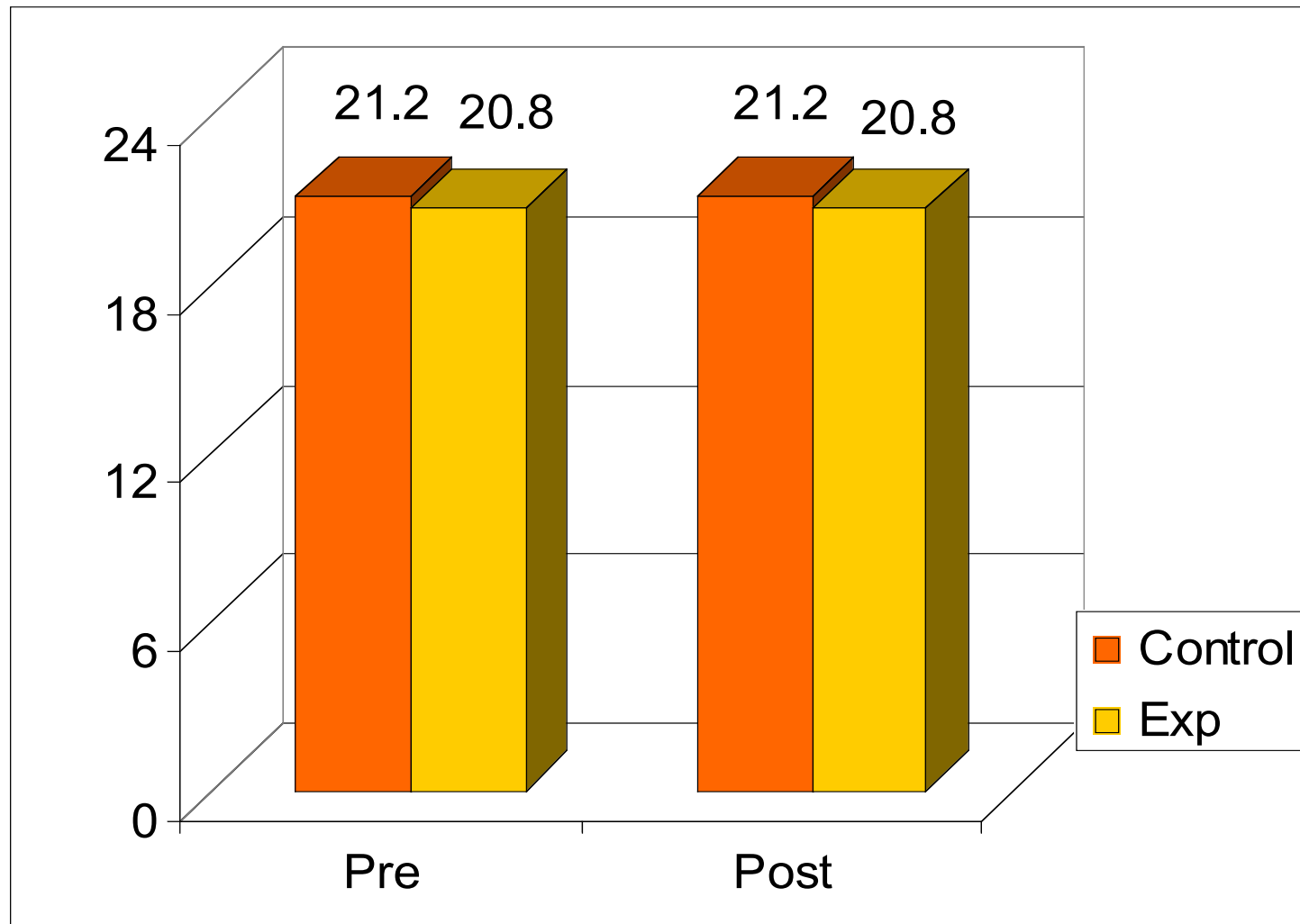
■ Response Options

Not like me

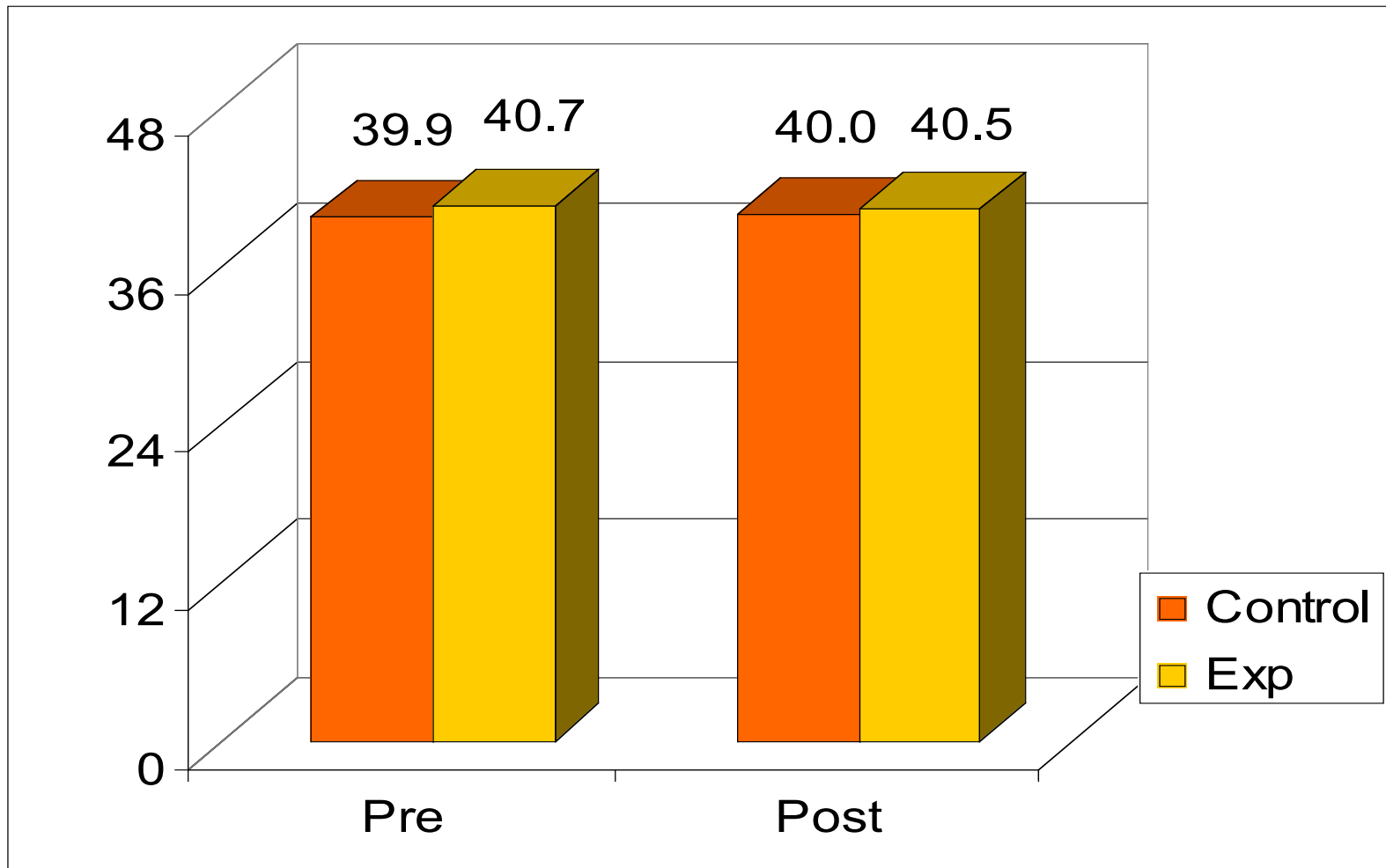
A little like me

A lot like me

K-1 SOAR



Grades 2-3 SOAR



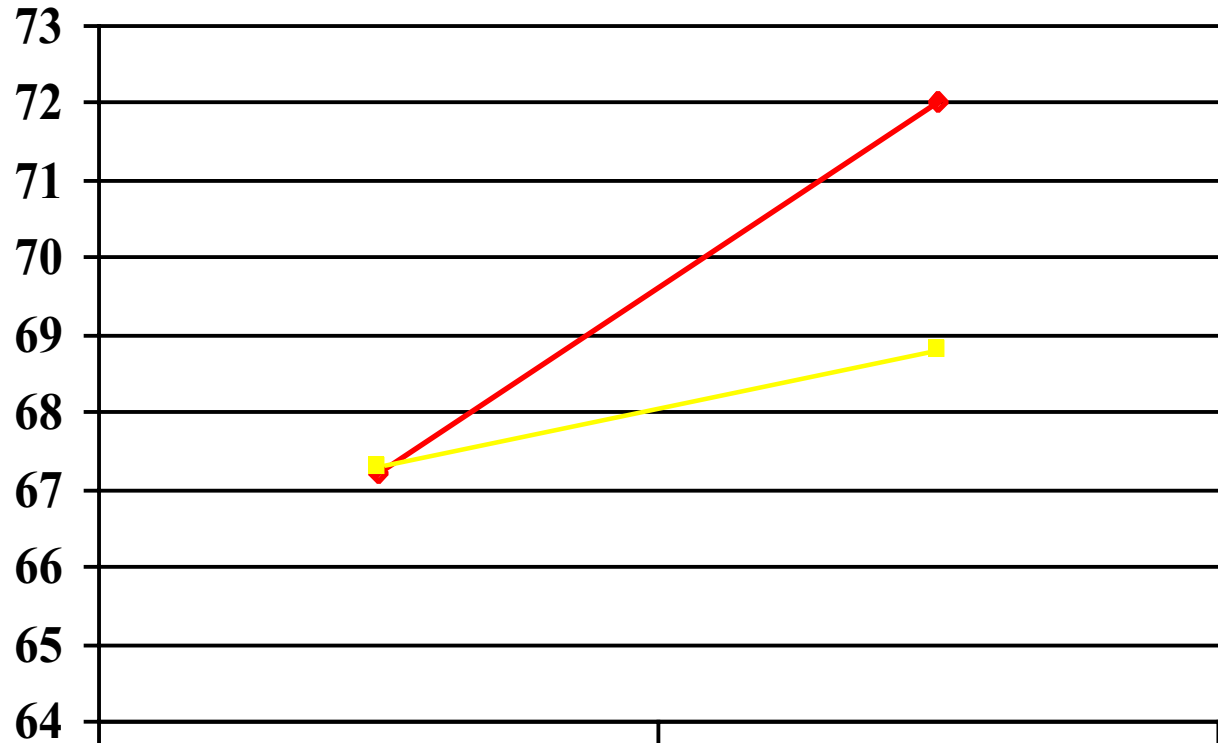


Evidence for Yes Advantage

- Gates-MacGinitie Reading tests
- Case studies of teachers who elicited High versus Low gains from students on the Johns BRI

Level PRE Results

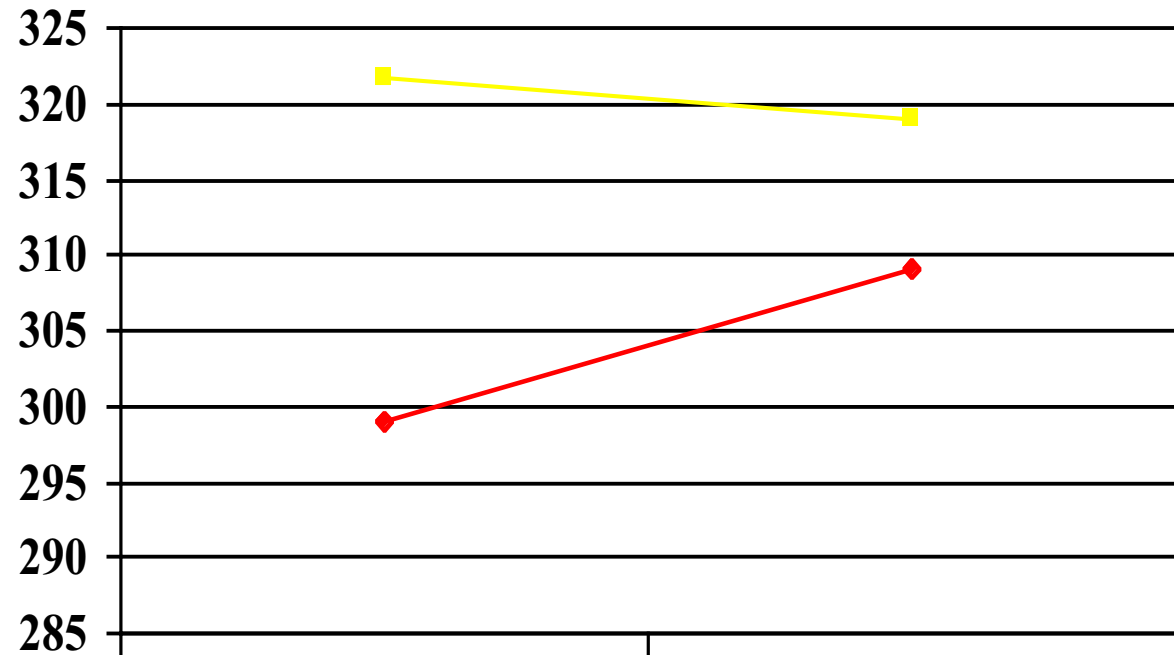
Raw Score



	Pretest	Posttest
Experimental	67.2	72
Control	67.3	68.8

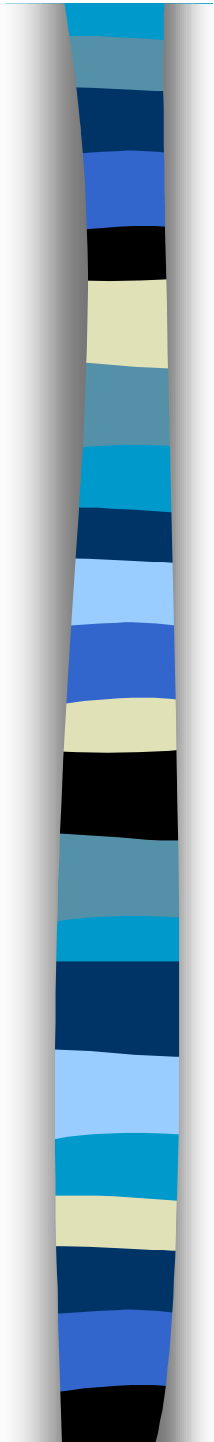
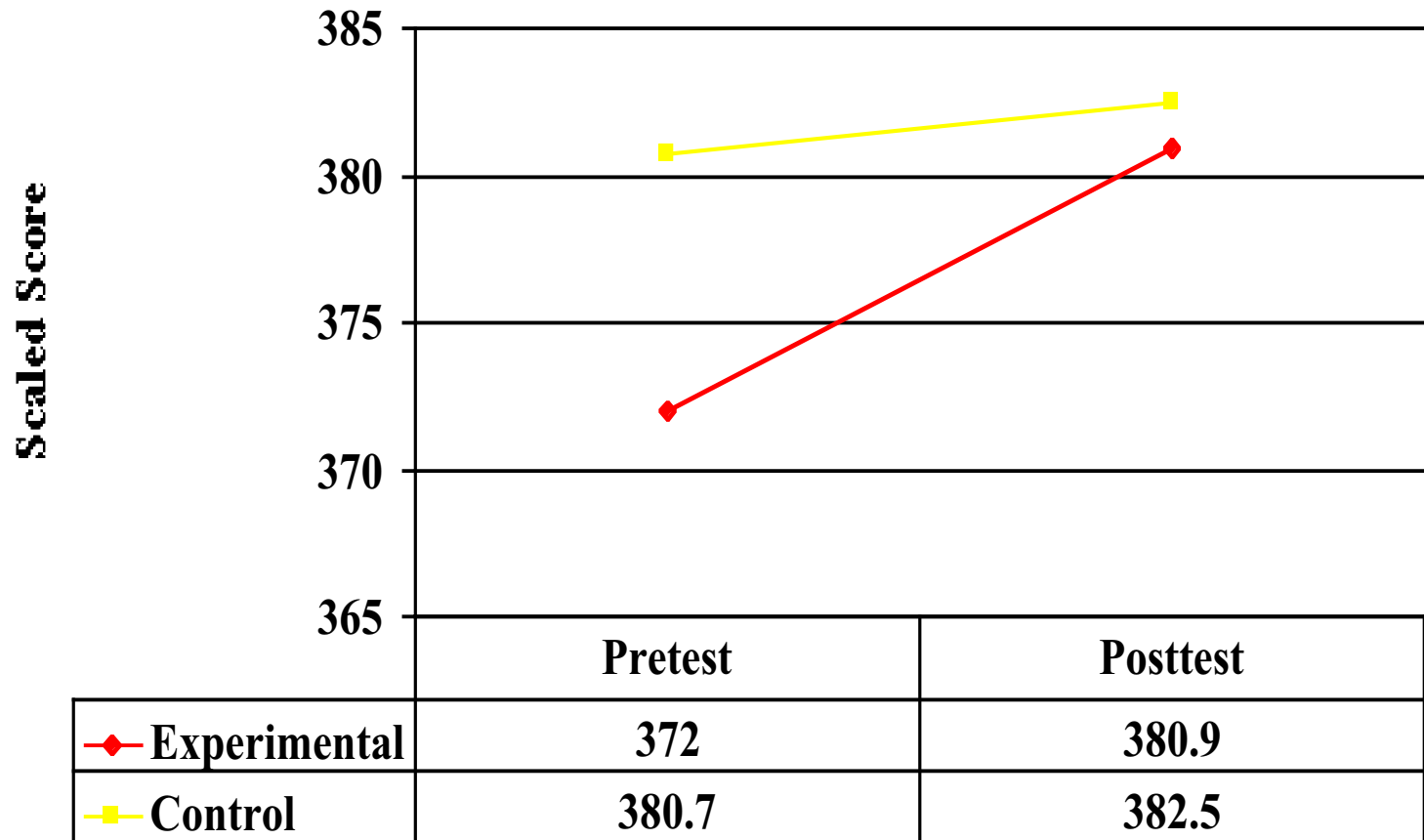
Level R Results

Scaled Score



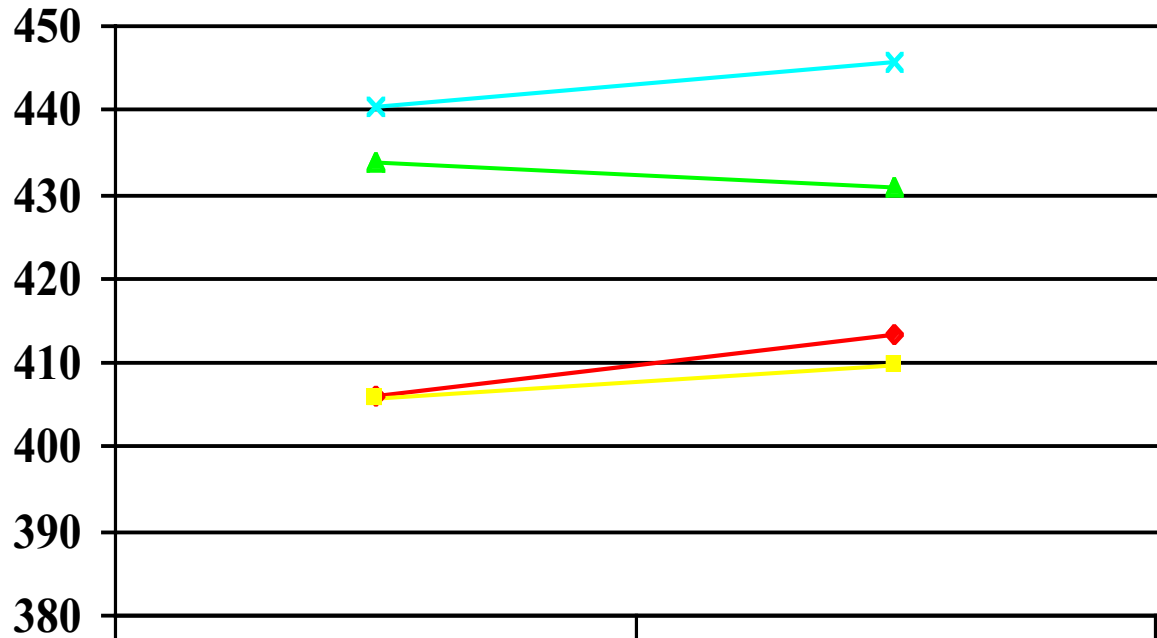
	Pretest	Posttest
Experimental	299	309.1
Control	321.7	318.9

Level 1 Results



Levels 2 & 3 Results

Scaled Score



	Pretest	Posttest
◆ Experimental - 2	406.1	413.5
■ Control - 2	405.8	409.8
▲ Experimental - 3	433.7	430.7
× Control - 3	440.3	445.7



Hard To Tell Because of Design Factors

■ Control Groups

- Not random; teacher nominated
- Why did they not attend summer school?
- Higher Gates pretests than Exp Ss so not comparable or equivalent groups at pretest
- Need to equate groups or match Ss - feasible?
possible?



Hard To Tell Because of Design Factors

■ Treatment Groups

- Not random; recruited/enlisted Ss
- Hawthorne effects, positive & negative
- Diverse etiology of reading problems
- Treatments/curricula vary by school & teacher
- Large teacher differences and teacher x treatment interactions
- Cost factors > curricula factors
- Assessments do not match curricula & instruction at each site



Hard To Tell Because of Design Factors

■ **Assessment Factors**

- **Did we have poor tasks?**
- **Were tasks ill-suited to curricula?**
- **Why did Gates scores change?**
- **Why didn't Habits and Attitudes change?**
- **How do you reconcile changes on some measures and not others?**



Conclusions About Designs

- Traditional Pre-Post x Exp-Control design is inadequate & impractical
- Need to examine the fit between assessment tasks and curriculum in each program
- Need to develop alternative evaluation designs



Practical Concerns & Models

- Schools need practical evaluation methods:
 - Limited budgets & time for evaluation
 - Accountability to parents & administration in practical terms
 - Small nonrandom samples; no comparable control Ss
 - Idiosyncratic curricula unless test prep
 - Variable teacher expertise
 - Longitudinal improvement more important than comparative achievement



A Possible Design

Assess personal growth in:

- Oral reading accuracy & fluency
- Understanding
- Literacy habits

Using:

- Reading same passages pre & post
- Optional comparison group for:
 - Pre-post differences
 - Practice effects
 - Norms or standards