



READ ON TARGET RESEARCH

Using Reading Maps to Improve Reading Comprehension and to Increase Critical-Thinking Skills



Show What You Know® Publishing ***Read on Target Study, May 2003***

Background

The authors of the *Read on Target* series and its publisher, Show What You Know® Publishing, sought to evaluate the effectiveness of the reading comprehension tools contained in *Read on Target*. A study was conducted in May of 2003 in schools in the Dayton, Ohio area.

Questions Posed by the Study

- Does *Read on Target* help students better comprehend what they have read?
- Do the reading maps in *Read on Target* develop the student's ability to think critically?
- Will *Read on Target* help students improve their scores on a reading comprehension assessment?

About the Study

Correlation studies with pre-tests and post-tests were conducted. Students in the test groups used *Read on Target*. Students in the control groups did not use *Read on Target*. Data analysis is based on the following breakdown:

- In the first study (Group A), one teacher and 22 second grade students were in the test group; and one teacher and 8 second grade students were in the control group.
- In the second study (Group B), one teacher and nine sixth grade students were in the test group; and one teacher and nine sixth grade students were in the control group.
- In the third study (Group C), two teachers and 12 fourth grade students were in the control group; and one teacher and six fourth grade students were in the test group.
- In the fourth study (Group D), one teacher and four sixth grade students were in the control group; and one teacher and five sixth grade students were in the test group.

Two tests were designed for each study. The purpose of each test was to assess reading comprehension, based on the student's ability to analyze characters, predict from the text, and compare and contrast. The reading selections and questions contained in the tests were original and had never been previously published. Each test included nine multiple-choice questions, five short-answer questions, and one extended-response question. The questions were designed to reflect the types of questions put forth on standardized tests. For each test, the questions were based on one fiction piece and one non-fiction piece.

For the second-grade pre-test administration, half of the test group students received Test A and the other half received Test B. Likewise, half of the students in the control group received Test A while the other half received Test B. For the fourth-grade pre-test administration, half the test group students received Test C and the other half received Test D. The same was true for the control group. For both of the sixth-grade pre-test administrations, half of the students in the test groups received Test E and the other half received Test F. Again, the same was true for the control groups. There were a total of six tests administered to the following grades: second, fourth, and two sixth-grade classes.

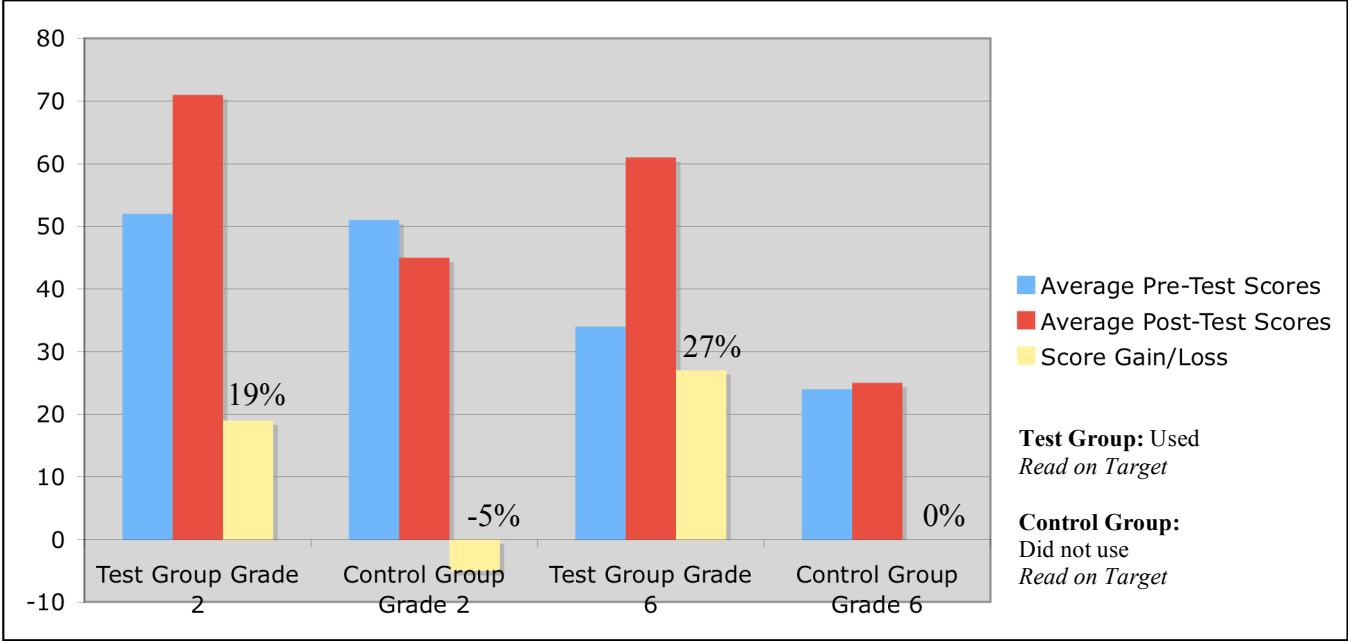
Following the pre-test administration, the teachers of the control groups were told which concepts to review—analyze characters, predict from the text, and compare and contrast—using any program other than *Read on Target*.

Summary of Results

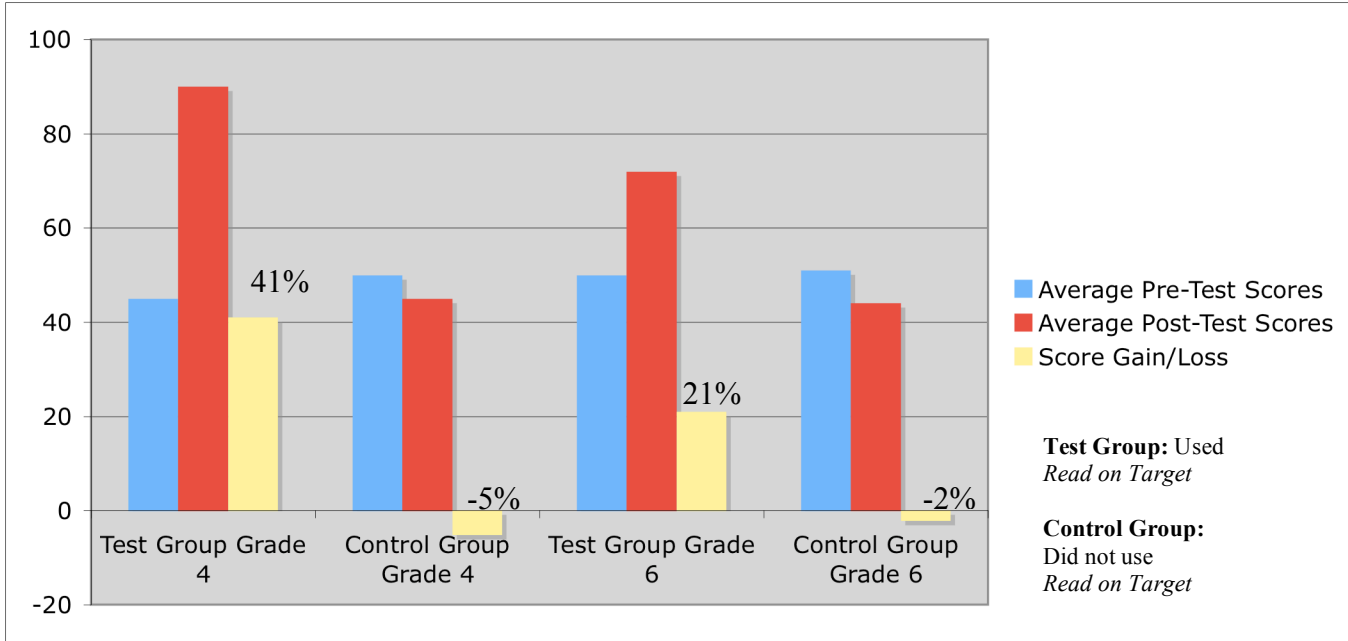
Students who used *Read on Target* (the test group) showed measurable gains on reading comprehension tests. These gains far exceeded scores posted by students who did not use *Read on Target* (the control group).

- Grade 2 test group students from Group A improved their scores by an average of 26.3%. The average change in scores from the pre-test to the post-test for Grade 2 control group students was a negative 7.1%.
- The average post-test score for Grade 2 test group students from Group A was 72.5%. The average post-test score for the Grade 2 control group students was nearly 25 points lower at 47.8%.
- Grade 6 test group students from Group B improved their scores by an average of 42.8%. The average change in scores from the pre-test to the post-test for Grade 6 control group students was a negative 13.7%.
- The average post-test score for Grade 6 test group students was 62.3%. The average post-test score for Grade 6 control group students was 35 points lower at 27%.
- Grade 4 test group students from Group C improved their scores by an average of 45.4%. The average change in scores from the pre-test to the post-test for Grade 4 control group students was a negative 11.3%.
- The average post-test scores for Grade 4 test group students from Group C was 89.1%. The average post-test score for Grade 4 control group students was nearly 40 points lower at 48.9%.
- Grade 6 test group students from Group D improved their scores by an average of 29.7%. The average change in scores from the pre-test to the post-test for Grade 6 control group students in this district was a negative 23.0%.
- The average post-test score for Grade 6 test group students from Group D was 73%. The average post-test scores of Grade 6 control group students was 28 points lower at 44.6%.

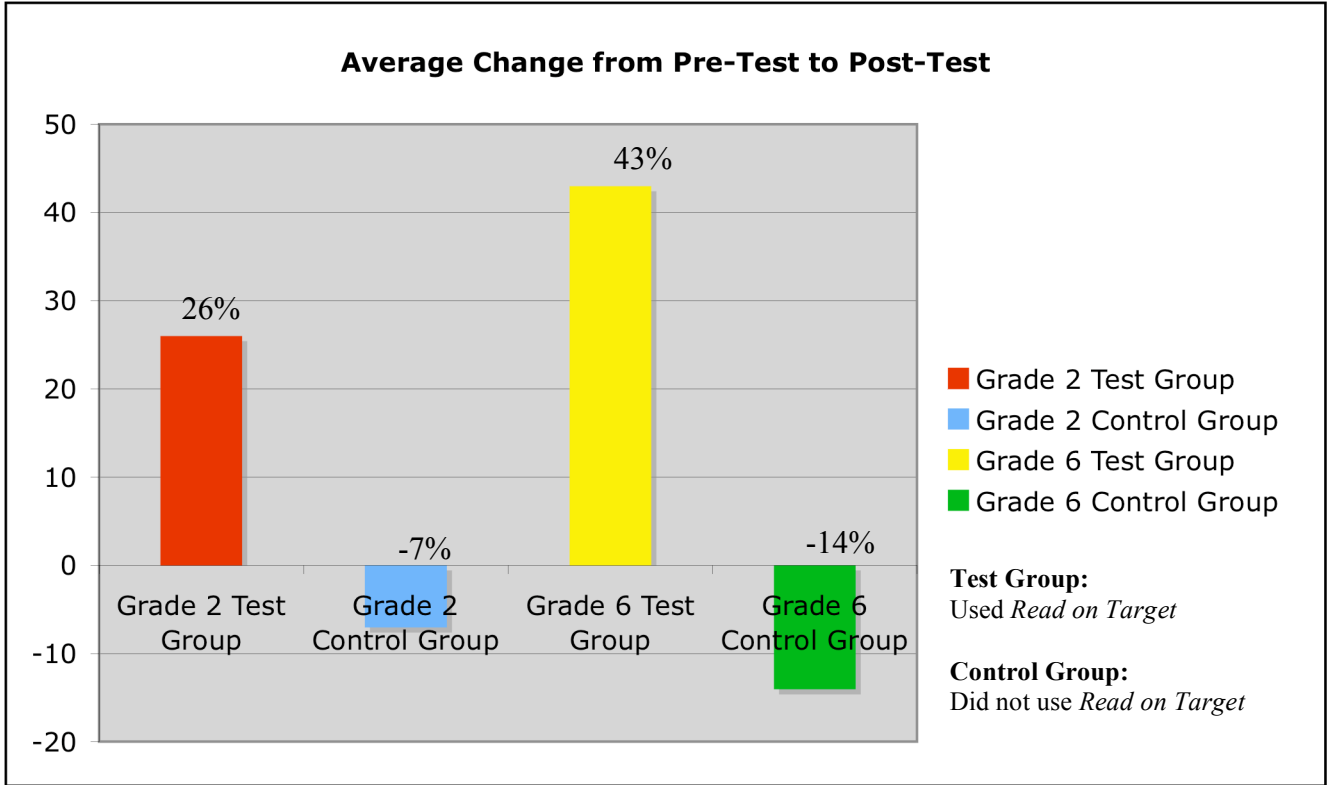
**Read on Target Comparative Summary
Groups A & B**



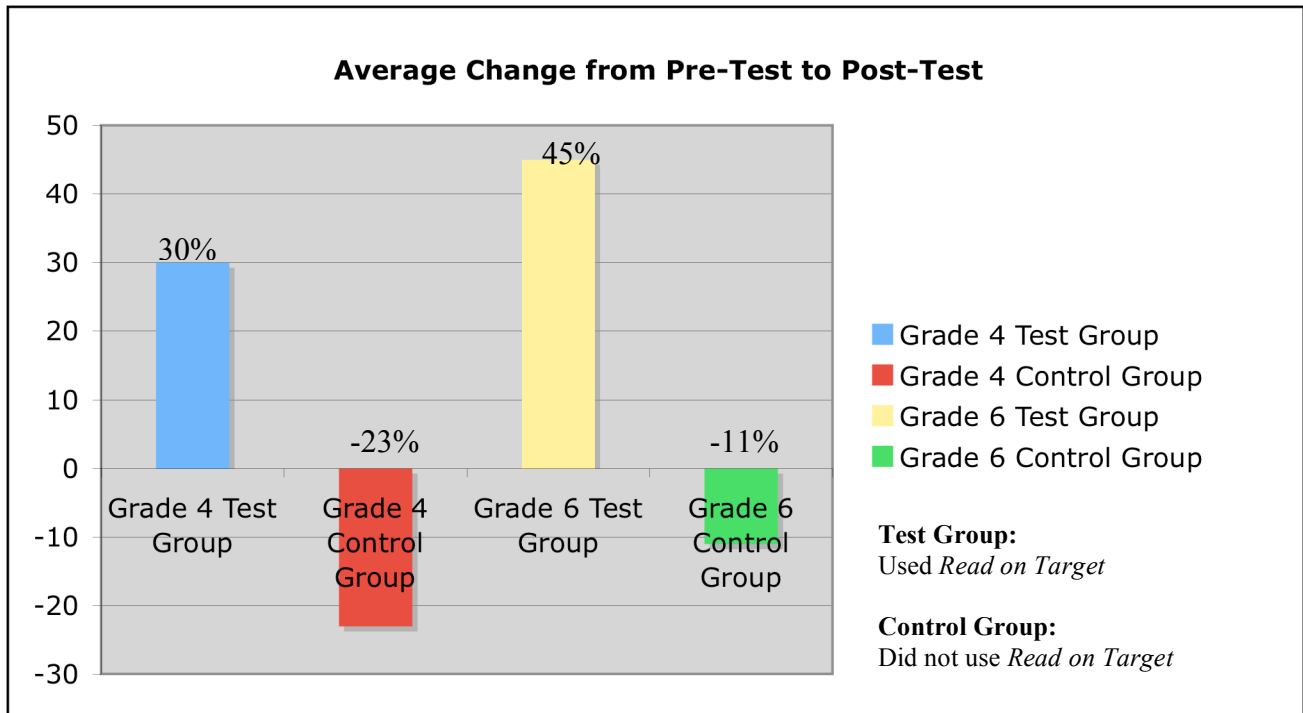
**Read on Target Comparative Summary
Groups C & D**



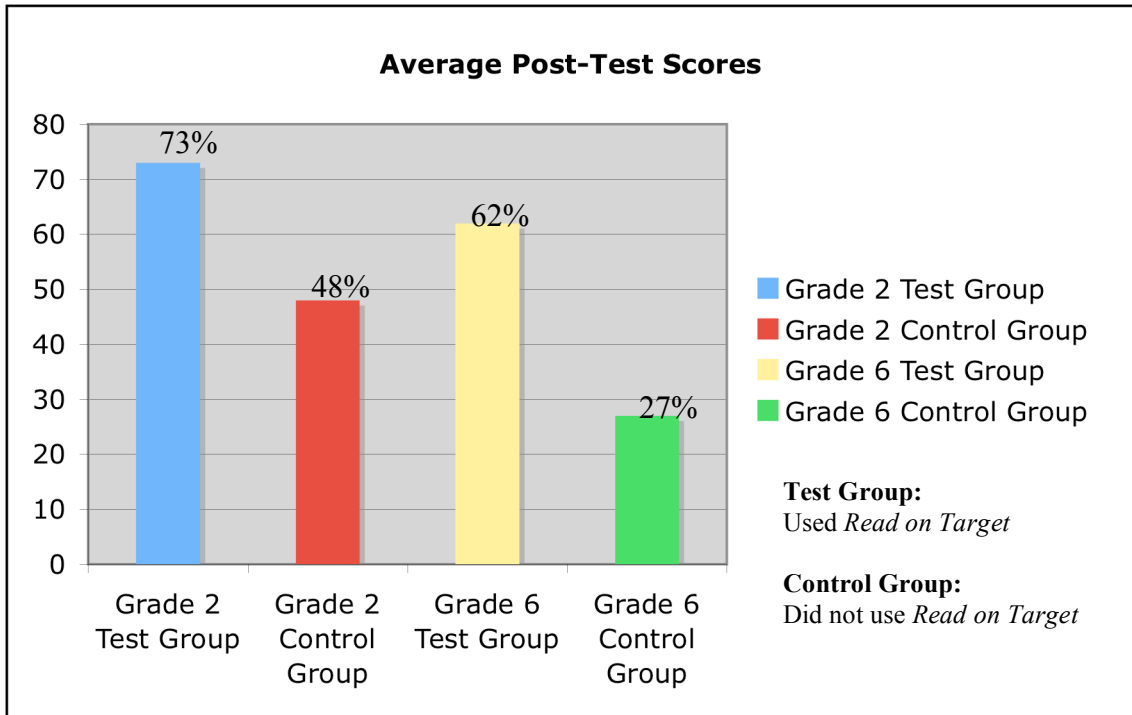
**Read on Target Average Change from Pre-Test to Post-Test
Groups A & B**



**Read on Target Average Change from Pre-Test to Post-Test
Groups C & D**



**Read on Target Post-Test Comparisons
Groups A & B**



**Read on Target Post-Test Comparisons+
Groups C & D**

