

About Reading Progress Indicator & the Gains Report

About Reading Progress Indicator

Reading Progress Indicator (RPI) is an assessment that measures a students' reading growth after using Fast ForWord products. RPI measures these four skills:

1. Phonological Awareness
2. Decoding
3. Vocabulary
4. Comprehension

The skills are measured through online assessments provided at four levels based on the grade entered within MySciLEARN: K-1, 2-3, 4-6, and 7-13+. The assessments aren't timed and students may complete them over more than one session.

Introducing RPI to Students

In MySciLEARN, every student receives RPI by default the first time he/she logs in. It is important that students understand the importance of the assessment. Below is a sample introduction which you may read to your students before they take RPI for the first time. Communicating tips for taking the test is most important. Keep this handy to remind students of how to proceed when they encounter follow-up assessments.

1. *This is a test like any other! Try your best.*
2. *For the questions that are read to you, you may listen a second time. Even if you are sure of your answer, press the blue speaker button and listen to the question again.*
3. *Some of the questions will be about made-up words. Listen closely and read everything carefully so that you can pick the best answer..*
4. *When you reach the section of the test that has stories for you to read, FIRST read the questions and the options you have for answers. NEXT read the COMPLETE story. You need to read the story ALL THE WAY THROUGH because sometimes you think you have found the answer when really the correct answer may be found in a later sentence; your first instinct may be incorrect. After you have read the story, then go back and re-read the question and answer as best you can.*
5. *TAKE YOUR TIME! There is NO time limit on this test. I would rather have you focus, do your best, and take a little longer to finish than rush through the test and get a low score.*
6. *FOCUS on the test so that you receive the best possible score. Do not allow outside distractions to interrupt you. Keep your headphones on the entire time, even when you are not being read a question.*
7. *Take a deep breath and relax. Put on your headphones and prepare yourself by making sure they are turned up so you can hear. If you need help, raise your hand and I will assist you.*

You may wish to use the Elementary Kids PowerPoint presentation, available in the Resource Library. It includes some introductory screenshots to prepare them for what they will see.

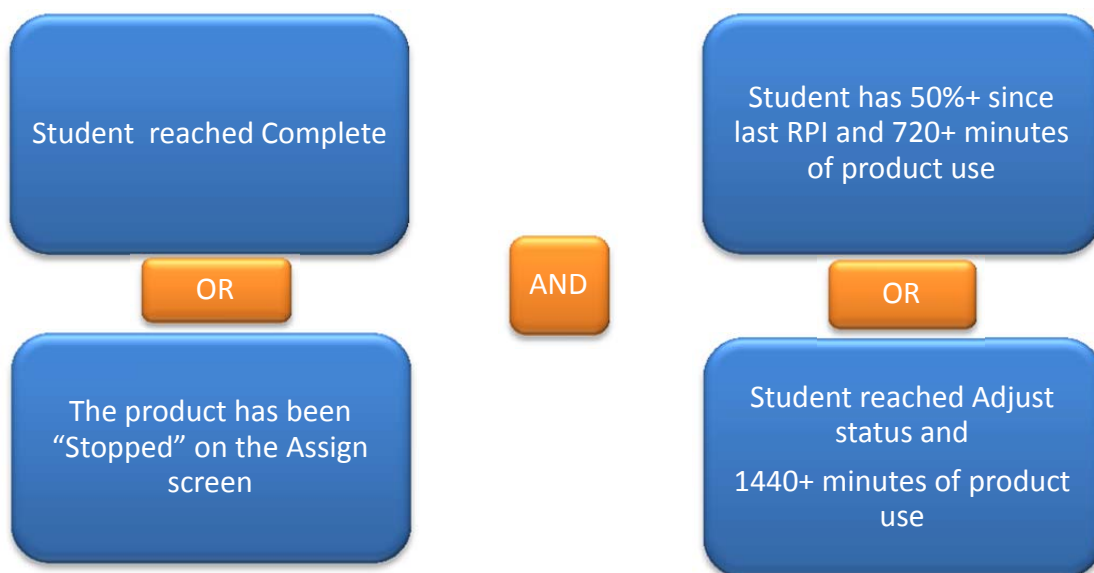
Initial Assessment

Every student receives an initial assessment, or pre-test, the first time they log in to MySciLEARN.

Follow-Up Assessment

RPI is not designed to measure or report gains on individual products. It is designed, over time, to demonstrate the long term benefits of using multiple Fast ForWord products and assessments are administered automatically according to how the products are used.

A student may receive more than one post- or follow-up test as he/she completes multiple products. The student's results appear under his/her individual Gains Report. A follow-up test is triggered if:



Additional Details

- If the participant stops working on the product for more than 21 days in a row, MySciLEARN does not administer a follow-up assessment.*
- Once a student's product assignment has been stopped, they cannot resume work in that product until Resume is selected.
- If a student reaches Complete or the product is Stopped before 720 usage minutes since the most recent assessment, no follow-up assessment will be available.

*Schools on a year-round schedule that take three or more breaks of four weeks or longer can disable this functionality, by selecting the "Year-Round School" setting in the Manage tab under "Schools".

Voiding Assessments

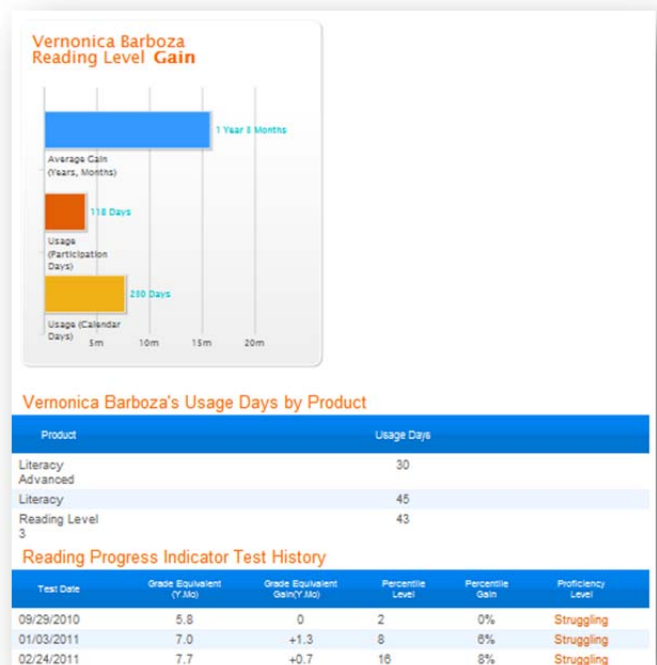
Voiding assessments is advised only if there are circumstances such as interruption in completion, illness, observed inattention on the student's part, etc. Only the most recent assessment can be voided. Assessments cannot be voided after 30 days. Assessments cannot be voided after subsequent assessments are taken. Voiding an assessment immediately triggers a re-assessment.

About the Gains Report

The Gains Report provides results of students' RPI assessments. Gain scores reflect the grade level improvement from the initial assessment to the follow-up assessment. Scores are based on a ten month academic school year, so moving from 2.2 to 3.4 is equivalent to a gain of one year and two months.

Scoring and Correlations

The scores in RPI, reported in national percentile scores and grade equivalent scores, were developed based on a norming study by Bookette Software Company. In that study, RPI was administered to a large, nationally representative sample of students. The sample was selected to include students of different ethnicities, and students from all regions of the country. Fast ForWord product use was not considered in the selection process. Normalized scores were then developed based on the performance of the students in the study.



Since the norming study, research has continued and scores from RPI assessments have proved to correlate with many nationally recognized normed assessments such as the Woodcock Johnson III, the Gates-MacGinitie Reading Tests, and the Scholastic Reading Inventory. Go to www.scilearn.com/results to learn more about our Correlation Studies.

National Percentile Scores

National percentile scores allow you to compare one student's score to the scores of a large national sample. For example, if a student scored in the 70th percentile on an assessment, that student performed better than 70% of the students in his or her grade who took the same assessment as part of the national norming study.

Grade Equivalent Scores

Grade equivalent scores are useful to give a general idea as to whether a student is above average, below average, or on par with his or her peers. However, they are easily misinterpreted and should be used with caution. Grade equivalent scores should not be interpreted alone or used for diagnostic purposes.

Grade equivalent scores reveal how students performed on a specific test compared to students in various grades who took the same test. For example, if a second grade student takes a grade-appropriate test and earns a grade equivalent score of 5.3, it means that this student performed as well as an average fifth grader when given second grade level material. It does not mean that this second grader is ready for fifth grade level material. RPI reports grade equivalent scores based on a 10-month academic year, so a grade equivalent score of 5.3 refers to the third month of fifth grade.

Grade equivalents are the most meaningful when they fall near the range of skills measured by the assessment. For example, on the level 4-6 assessment, a grade equivalent score in the range of 3.0 to 7.9 is more meaningful than a grade equivalent score far outside of that range.

Reading growth slows after sixth grade, and since performance is more similar across grades, a small change in raw score can result in a large change in the corresponding grade equivalent score. Consequently, grade equivalent scores in reading are less reliable above sixth grade.

Proficiency Levels

Reading proficiency levels are categories of achievement that represent the success that students demonstrate with the skills measured by Reading Progress Indicator. There are four levels: Struggling, Emerging, Proficient, and Advanced. These proficiency levels were established through a nationwide calibration of the Reading Progress Indicator results from students who had used the assessment, along with information from various states regarding the percentage of students that achieve proficiency on high stakes assessments. These levels are defined as follows:

- Struggling: Indicates minimal success with the fundamental skills assessed
- Emerging: Indicates a partial mastery of the skills assessed
- Proficient: Indicates a solid understanding of the skills assessed
- Advanced: Indicates a superior performance demonstrating excellent understanding of the skills assessed