



ReadingHorizons
The Foundation for Reading English

Results

Scientifically-based Research Underpinning the Rationales of
the *Reading Horizons* Reading System at Temple University

Reading Horizons

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Scope of Work:

Evaluation of use of Reading Horizons software in the MAR*TEC Adult Literacy/English as a Second Language Project

Tool:

Test of Adult Basic Education (TABE)

Time Frame:

Four-month study conducted between February-June

Temple University

Philadelphia, Pennsylvania

Temple University, in conjunction with the Center for Research in Human Development and Education (CRHDE) and the Mid-Atlantic Regional Technology in Education Consortium (MAR*TEC) conducted a research evaluation on the Reading Horizons computer courseware from February – June 2005. The adult learners involved in the project were pre- and post-tested using the Test of Adult Basic Education (TABE).

There were 10 learners involved in the study, with ages ranging from 22 to 67. Six students were African-American, and the other were ESL students from Haiti and Jamaica. The highest grade completed in this group of learners was 11th. All learners pre-tested as reading below a fifth-grade level.

The total amount of time spent by the learners using the software was 167 hours and 28 minutes, which is an average of just under 16 hours and 45 minutes for each learner. The shortest amount of time spent was 1 hour and 25 minutes, and the longest amount of time spent was 51 hours and 41 minutes.

Student	Pre-Test	Post-Test	Gain
1	2.5	6	3.5
2	0	3.9	3.9
3	3.7	4.2	0.5
4	2	3.5	1.5
5	2.1	4	1.9
6	4.6	9.6	5
7	3.3	5.6	2.3
8	2.5	7	4.5
9	2.3	3	0.7
10	4.1	3.9	-0.2
Average	2.71	5.07	2.36

Evaluator's Observations: The instructors found the multi-sensory teaching method engaged students in a way that helped them use their individual learning styles. Students were able to learn independently using Reading Horizons courseware, and the Mastery, Drill, and Practice section of the software helped to internalize the decoding skills. The instructors enjoyed using direct instruction to help the students become participants which, in turn, improved the students' confidence and independence.