



ReadingHorizons

The Foundation for Reading English

Results

Scientificallly-based Research Underpinning the Rationales
of the *Reading Horizons* Reading System at the Peel Adult
Learning Centre

Reading Horizons

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Scope of Work:

Evaluate Reading Horizons software

Tool:

Slosson Oral Reading Test (SORT)

Time Frame:

10-month study conducted between August 2002 - June 2003

Peel Adult Learning Centre

Mississauga, Ontario Canada

The Peel Learning Centre of Mississauga, Ontario conducted a research evaluation on the Reading Horizons computer courseware between August 2002 – June 2003. The national reading assessment tool used in the evaluation was the Slosson Oral Reading Test (SORT).

Many students involved in the study represented countries where English was not their primary language. Many had lived in Canada for so many years that they were not considered traditional ESL students. However, their English reading and writing skills lagged. Many students had observable learning disabilities that had never been formally diagnosed.

Twenty-three students participated in the project and were supervised by four teachers. Each student worked on the Reading Horizons computer component at least three days a week for approximately 40 minutes per session. Many students who attended regularly spent 50 minutes per session, five days a week, working on the computer lessons.

Student	Age	Grade Level Gain (Using Sort)
1	24	4.5
2	19	2.4
3	24	1.4
4	20	2.4
5	36	1.1
6	27	1.7
7	19	3.4
8	52	0.3
9	20	3.3
10	41	5.4
11	35	5.6
12	21	6.0
13	19	3.3
14	40	0.6
15	20	2.4
16	20	3.3
17	22	3.3
Average Gain		2.94

Evaluator's Observations: Completing the program laid the essential groundwork for tremendous future gains. Because the students had worked through all the skills necessary for decoding words, the teacher and the students were speaking a common language. The teachers knew how to relate what they were trying to teach the students about spelling or vocabulary words or decoding to concepts that the students were already familiar with from the program.

Because students in adult education arrive with "gaps" in their knowledge, a tremendous amount of time is spent finding those gaps. Reading Horizons helped fill in those gaps, in a controlled, sequential manner and in a way that gives the students a feeling of being successful from the very start."