Reading Plus Significantly Raises the Reading Achievement of Adult Students

Sample
National

Participants
1,226 students

Study Inclusion Requirements
• Adult Students (adult education or college remedial reading).
• Students had access to *Reading Plus* practice for four months.
• Students had valid Benchmark 1 (pre) and Benchmark 2 (post) scores on the *InSight* assessment.
• Students had valid reading rate measures.

Students Excluded
• None. All demographic groups are included.

Purpose of Study

Reading Plus® is a web-based structured silent reading program often used in adult and college remedial reading courses. This study evaluated the effect of *Reading Plus* practice on the reading proficiency of adult students who used the program over a four month period.

Reading Proficiency Gains

Adult students' reading proficiency was measured using *InSight,* a web-based, silent reading proficiency assessment (See *InSight Technical Brief* for assessment information). The results were unequivocal. Adult students who engaged in more *Reading Plus* practice made larger reading proficiency gains (Figure 1).

### Proficiency Gains by Number of Lessons Completed
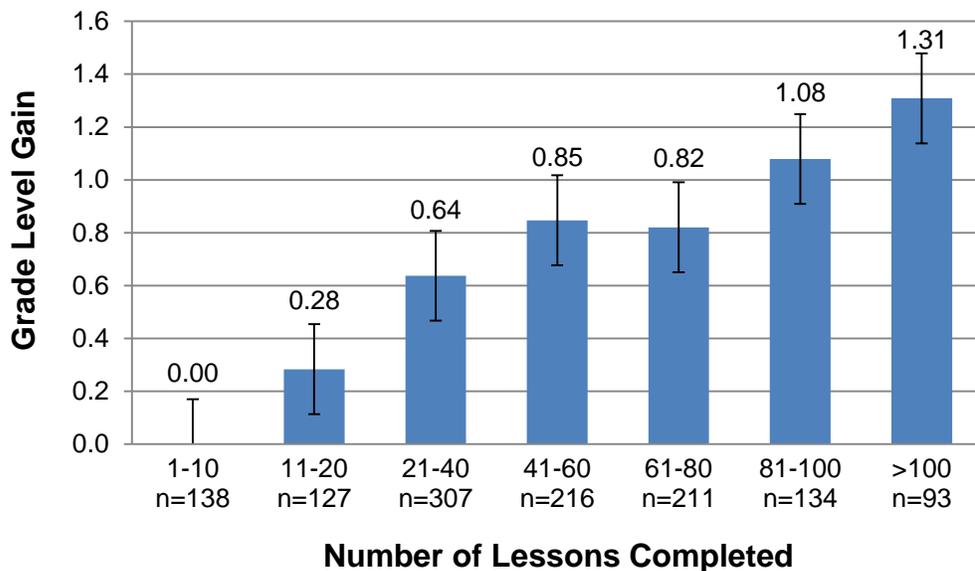
Figure 1. Mean (+/- S.E.M.) proficiency gains of students who completed increasing amounts of *Reading Plus* practice. Proficiency gains achieved by students who engaged in more *Reading Plus* practice were significantly larger than those achieved by those who practiced less often ($p < .001$).

Reading Rate Gains

When reading is slow and arduous, comprehension suffers. Slow reading rates often mean that the process of taking in text has not yet become dynamic or automatic, but instead is labored and burdensome. Students who read slowly are typically spending too much of their reading time laboriously decoding words and deciphering word meanings. These efforts make it really difficult to focus on what the text is saying. *Reading Plus* includes instructional features that are designed specifically to help students of all ages develop good reading habits and become more efficient readers.

We examined adult students' independent reading rates using *InSight,* both before and after four months of access to *Reading Plus*. Again, the results were unequivocal. Significantly larger independent silent reading rate increases were achieved by students who engaged in more *Reading Plus* practice (Figure 2).

Pre and Post Reading Rate by Number of Lessons
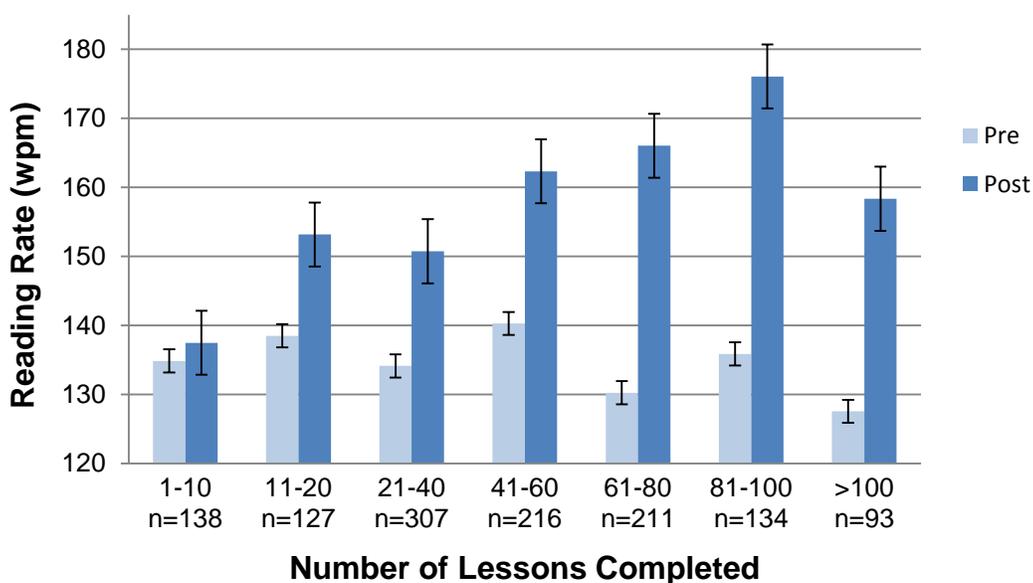
Figure 2. Mean (+/- S.E.M.) reading rates before (pre) and after (post) students completed increasing amounts of *Reading Plus* practice. Reading rate gains achieved by students who engaged in more *Reading Plus* practice were significantly larger than those achieved by those who practiced less often ($p < .001$).

Conclusion

These results suggest that the *Reading Plus* program is an effective tool for increasing comprehension-based silent reading rates and reading proficiency in adult students.