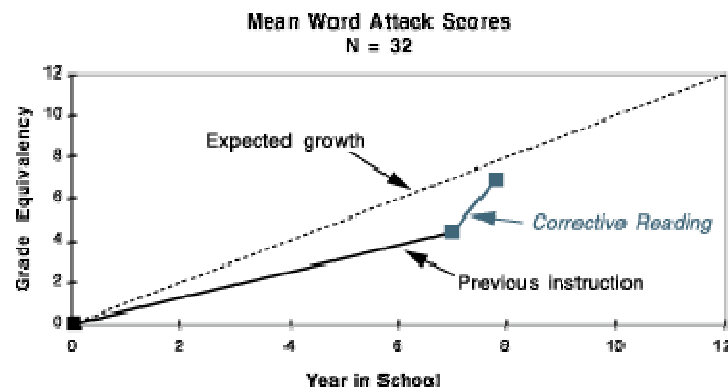


## Poor Readers

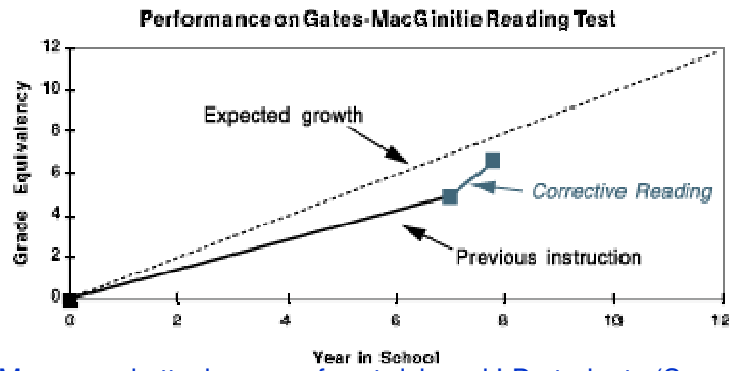
Poor Readers San Diego County. Kasendorf and McQuaid (1987) evaluated the reading progress of 32 students randomly selected from students learning from Corrective Reading in San Diego County. Students placed in Corrective Reading originally scored in the bottom quartile in reading. Students with learning disabilities were not differentiated from other low-performing students. The Woodcock Reading Mastery Test (WRMT) was used as a pre- and posttest. Students were given seven to eight months of instruction in the Level B Decoding program (one student started in the A Level), covering 50 to 91 lessons. Figure 27 displays the pre- and posttest performance of these students on the word attack subscale of the WRMT.



(Figure 27. Results of the evaluation of San Diego County's use of Corrective Reading in its at-risk program.)

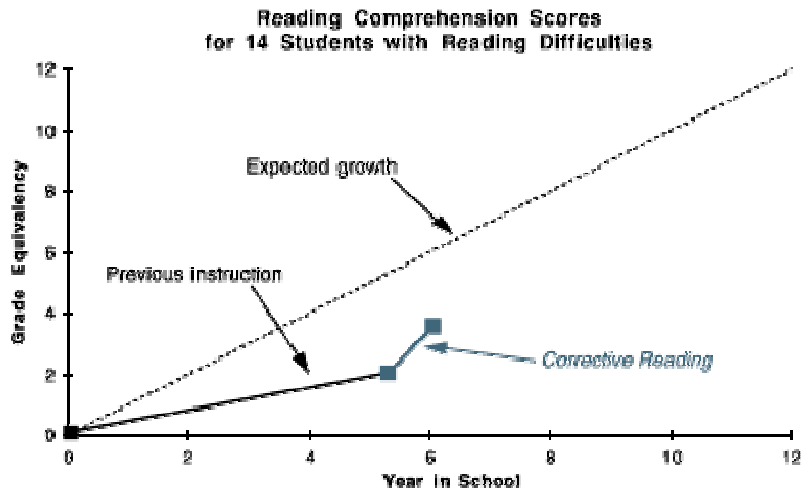
Sommers (1995) also evaluated the effectiveness of Corrective Reading over a seven-year period. She documented the reading growth of 112 students in a non-categorical program for remediating reading problems (students with learning disabilities and at-risk students combined). Subjects were 6th, 7th, and 8th grade students from a rural high school with a high percentage of transient families. All students read from two to three grade levels below their grade placement, indicating they had previously failed to make one month of progress in reading for each month of instruction. The Gates MacGinitie was used to calculate mean gain scores for students placed in either Decoding B, C or Comprehension B, C of the Corrective Reading Program. Eighth graders gained 2.5 months per month of instruction; 7th graders gained 1.35 months per month of instruction; and 6th graders gained 1.1 months per month of instruction.

Using individual scores reported earlier (Sommers, 1991), the mean scores of students placed in the decoding programs (N = 71) were calculated for display in Figure 28.



(Figure 28. Mean word attack scores for at-risk and LD students (Sommers, 1991).)

Maggs and Murdoch (1979) evaluated the effects of Corrective Reading on 14 remedial readers in Australia, who received instruction in the program for seven months. Figure 21 displays the reading comprehension mean score for these students on the Neale Analysis.



(Figure 21. Maggs & Murdoch's (1979) results in Australia.)