

Effectieve leesprogramma's voor middelbaar onderwijs: een Best Evidence Synthese samenvatting voor onderwijsgevend Nederlandse samenvatting

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Welke leesprogramma's zijn bewezen effectief voor leerlingen op middelbare scholen? Dit overzichtsartikel vat de resultaten samen van vier typen programma's voor het verbeteren van leesprestaties voor middelbare school leerlingen. De vier typen zijn:

1. **curricula** gericht op lezen (curricula / Curr), zoals LANGUAGE!, McDougal Little en andere tekstboeken.
2. **digitale instructie** (computer aided instruction / CAI), zoals Jostens/Compass Learning en Accelerated Reader.
3. programma's gericht op **instructie en proces** (instructional process / IP), zoals cooperatief leren, aanleren strategieën en andere aanpakken gericht op aanpassing van de instructiemethoden van leraren (anders dan curriculum of tekstboeken)
4. gecombineerde **ICT en instructie** (CAI + IP) zoals READ 180 en Voyager Passport.

Belangrijkste bevindingen:

In totaal voldeden 36 studies met experimentele en controlegroepen aan de vereisten, waarvan er bij 7 sprake was van random toewijzing. Geen enkele curriculumstudie voldeed aan de vereisten, maar er waren 8 studies over ICT-ondersteuning, 16 over instructie, 10 over een combinatie van ICT en instructie en 2 over een combinatie van curriculum en instructie. Effectgroottes zijn gemiddeld over studies, gewogen naar steekproefgrootte.

– digitale instructie (CAI). Studies naar digitale instructie en ICT ondersteund onderwijs vinden slechts minimale verbetering van prestaties. De gemiddelde effectgrootte over de 8 studies is +0,10.

¹ Deze samenvatting is een update van het artikel gepubliceerd in Reading Research Quarterly: 43(3), 290-322.

- Instructie en proces (IP). De meeste studies van hoge kwaliteit evalueren de instructie, vooral vormen van cooperatieve leren (ES=+0.28 in 7 studies). De gemiddelde effectgrootte over alle 14 studies is +0,21.
- Combinatie digitale instructie en instructie proces (CAI + IP). Positieve effecten zijn vooral gevonden voor READ 180. De gemiddelde gewogen effectgrootte over 9 studies is +0,22.
- Combinatie curriculum en instructie (Curr + IP). Een gerandomiseerde studie naar REACH vond een effectgrootte van 0.00, en dezelfde studie een effect grootte van +0,17 voor RISE.

Engelstalige (review)samenvatting

Gedetailleerde bevindingen en reviewmethode is te vinden in de Engelstalige samenvatting op www.bestevidence.org.

PDF: http://www.bestevidence.org/word/mhs_read_Sep_16_2008_sum.pdf

Volledige onderzoeksrapport

Slavin, R.E., Cheung, A., Groff, C., and Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. *Reading Research Quarterly*, 43, 3, 290-322.

PDF: http://www.bestevidence.org/word/mhs_read_Jul_2008_RRQ.pdf

Engelstalige bijlage met waardering afzonderlijke programma's en methodiek

Key Findings

Overall, 36 experimental-control comparisons met the inclusion criterion, of which 7 used random assignment to treatments. No studies of reading curricula qualified, but there were 8 studies of CAI, 16 of instructional process programs, 10 of combined CAI and instructional process programs, and 2 of combined curriculum and instructional process programs. Effect sizes were averaged across studies, weighted by sample size.

- **Computer-Assisted Instruction (CAI).** Studies of CAI find minimal achievement outcomes. Mean weighted effect size across 8 studies: +0.10.
- **Instructional Process Strategies (IP).** The largest number of high-quality studies evaluated instructional process programs, especially forms of cooperative learning (ES= +0.28 in 7 studies). Mean weighted effect size across 14 studies: +0.21.
- **Combined CAI and Instructional Process Programs (CAI + IP).** Positive effects were found for READ 180. Mean weighted effect size across 9 studies: +0.22.
- **Combined Curriculum and Instructional Process Programs (Curr + IP).** A randomized study of REACH found an effect size of 0.00, and the same study found an effect size of +0.17 for RISE.

Program Ratings





Listed below are currently available programs, grouped by strength of effectiveness. Within each group, programs are listed alphabetically. The type for each program corresponds to the categories above (e.g., IP = Instructional Process Strategies).

Strong Evidence of Effectiveness

 None



Moderate Evidence of Effectiveness

Rating	Program	Type	Description	Contact / Website
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Rating	Program	Type	Description	Contact / Website
	Jostens	CAI	Provides an extensive set of assessments which place students in an individualized instructional sequence. Students then work individually on exercises designed to fill in gaps in their skills.	Complete contact form at: www.compasslearning.com/Contact/Default.aspx Website: www.compasslearning.com
	The Reading Edge	IP	Uses a cooperative learning structure that groups students for reading instruction according to their reading level across grades and classes.	E-mail: sfainfo@successforall.org Website: www.successforall.org/middle/reading.htm
	READ 180	CAI + IP	An intervention program that addresses individual needs of students through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.	Complete contact form at: scholastic.custhelp.com/cgi-bin/scholastic.cfg/php/enduser/ask.php Website: teacher.scholastic.com/products/read180
	Student Team Reading	IP, Cooperative Learning	A cooperative learning program in which students work in four or five member teams to help one another build reading skills.	E-mail: sfainfo@successforall.org Website: www.successforall.org

Curr=Reading Curriculum; CAI=Computer Assisted Instruction; IP=Instructional Process Program;
 Curr+IP=Combined Curriculum and Instructional Process Programs.






Limited Evidence of Effectiveness

Rating	Program	Type	Description	Contact / Website
	Accelerated Reader	CAI	A supplemental program that assesses students' reading levels using a computer, which then prints out suggestions for reading materials at students' level.	E-mail: answers@renlearn.com Website: www.renlearn.com
	Benchmark Detectives	IP, Strategy	A form of strategy instruction that teaches students to use known words to decode unknown words,	E-mail: info@sedl.org Website: http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?sho_wrecord=8&l=description

Best Evidence
Encyclopedia (BEE)

Empowering Educators with Evidence on Proven Programs

www.bestevidence.org

Rating	Program	Type	Description	Contact / Website
			use context as a check for making sense, chunk words into meaningful units, and learn to be flexible in applying known word parts.	
	PALS	IP, Cooperative Learning	A cooperative learning program in which students work in pairs, taking turns reading aloud to one another and engaging in summarization and prediction activities.	E-mail: PALS@vanderbilt.edu Website: kc.vanderbilt.edu/pals
	RISE	Curr + IP	An intervention guided by the philosophy that teachers, given time, resources, and strong professional development support, can create effective curriculum that is engaging and provides remediation for struggling adolescent readers.	E-mail: Evan.Lefsky@fldoe.org
	Strategy Intervention Model	IP, Strategy	A method in which low-achieving secondary students are taught metacognitive reading strategies, especially paraphrasing, to help them comprehend text.	E-mail: crl@ku.edu Website: www.ku-crl.org
	Talent Development Middle School	IP, CSR	A program which focuses on classic books, more high-level questions, and additional background information for students.	E-mail: knelson@csos.jhu.edu Website: web.jhu.edu/CSOS/tdmg/index.html
	Voyager Passport	CAI + IP	A program with whole-group instruction, flexible small-group activities, and partner practice that engages students with DVDs, online learning activities, and other instructional strategies focused on comprehension, vocabulary, fluency, and	Complete contact form at: www.voyagerlearning.com/contact/index.jsp Website: www.voyagerlearning.com/passport/index.jsp

Rating	Program	Type	Description	Contact / Website
			writing.	

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Other Programs



Insufficient Evidence

CCC
 REACH
 Reading Apprenticeship
 Talent Development High School
 Xtreme Reading



No Qualifying Studies

100 Book Challenge
 ABD's of Reading
 Academy of Reading
 Achieve 3000
 Achieving Maximum Potential
 Advancement Via Individual Determination (AVID)
 AfterSchool KidzLit
 Alphabetic Phonics
 America's Choice-Ramp Up Literacy
 AMP Reading System
 Barton Reading & Spelling System
 Be a Better Reader
 BOLD
 Boys Town Reading Curriculum
 Breaking the Code
 Bridges to Literacy
 Caught Reading
 Charlesbridge Reading Fluency
 Classworks
 Compass Learning (current version)
 Comprehension Upgrade
 Concept-Oriented Reading Instruction (CORI)
 Corrective Reading
 CRISS / Project CRISS
 Cross-Aged Literacy Program
 Direct Instruction
 Disciplinary Literacy
 Electronic Bookshelf

Essential Learning Systems™
Exemplary Center for Reading Instruction (ECRI)
Failure Free Reading
Fast ForWord
Fast Track Reading
First Steps
Fluent Reader
Glass-Analysis method
Glencoe
Great Leaps
Harcourt
HOSTS
Houghton Mifflin
IMPACT
IndiVisual Reading
InStep Readers
Intensive Reading Strategies Instruction (IRSI) Model
Intensive Supplemental Reading
Jamestown Education
Junior Great Books
Kaplan SpellRead
Knowledge Box
K-W-L strategy
LANGUAGE!
Learning Experience Approach
Learning Upgrade
Lexia Strategies for Older Students
Like to Read
Lindamood-Bell
LitART
Literacy First
Literacy Seminar
MacMillan
McDougal-Littell
McRAT
Merit Software
Multicultural Reading and Thinking
My Reading Coach
On Ramp Approach
Open Book Anywhere
Open Court
Pathway Project
Phonics for Reading

Phono-Graphix
PLATO
Prentice Hall Literature
Project Read
Puente
Questioning the Author
QuickReads–Secondary
Quicktionary Reading Pen II
Ramp-Up Literacy
Rave-O
ReadAbout
Read Naturally
Read Now
Read On!
READ RIGHT
Read XL
The Reader’s Choice
The Reader’s Journey
Reading in the Content Areas
Reading Horizons
Reading Is FAME
Reading Power in the Content Areas
Reading Plus
Reading with Purpose
Reciprocal Teaching
REWARDS
Rosetta Stone Literacy
Saxon Phonics
Scaffolded Reading Experience
Scott Foresman
Second Chance at Literacy Learning
Second Chance Reading
Slingerland
Soar to Success
Soliloquy Reading Assistant
Sound Sheets
Spell Read P.A.T.
Spalding Method
Strategic Literacy Initiative
SuccessMaker
Supported Literacy Approach
Text mapping strategy
Thinking Reader

Thinking Works
Transactional Strategies Instruction
Vocabulary Improvement Program
Voyager TimeWarp Plus
Wilson Reading System
Wisconsin Design for Reading Skills Development (WDRSD)
Write to Learn




Review Methods

An exhaustive search considered more than 300 published and unpublished articles. It included those that met the following criteria:

- Schools or classrooms using each program had to be compared to randomly assigned or well-matched control groups.
- Study duration had to be at least 12 weeks.
- Outcome measures had to be assessments of the reading content being taught in all classes. Almost all are standardized test, or state assessments.
- The review placed particular emphasis on studies in which schools, teachers, or students were assigned at random to experimental or control groups.

Program Ratings Basis

Programs were rated according to the overall strength of the evidence supporting their effects on reading achievement. “Effect size” (ES) is the proportion of a standard deviation by which a treatment group exceeds a control group. Large studies are those involving a total of at least 10 classes or 250 students. The categories are as follows:

-  **Strong Evidence of Effectiveness:** At least one large randomized or randomized quasi-experimental study, plus at least one additional study of any qualifying design, with a collective sample size of 500 students and an overall weighted mean effect size of at least +.20.
-  **Moderate Evidence of Effectiveness:** Two large studies of any qualifying design or multiple smaller studies with a collective sample size of 500 students, with a median effect size of at least +0.20.
-  **Limited Evidence of Effectiveness:** At least one qualifying study with statistically significant differences and effect size of +0.10 or more.

 **Insufficient Evidence of Effectiveness:** Studies show no significant differences.

N No Qualifying Studies: No studies met inclusion standards.