

## ABSTRACT

### EFFECTS OF GRAPHIC FEEDBACK ON READING FLUENCY

Adult illiteracy is a major problem in the United States and the nation's response has been to set higher standards for children and administer high-stakes reading tests at the end of their learning periods. Testing administered during (rather than at the end of) the learning process has also been found to be useful in allowing time for adjustments in teaching. The literature suggests that other methods of intervention can also increase student reading skills. Providing graphic progress feedback to students has been shown to increase their academic progress in a variety of academic areas, although the literature exploring the effect of graphic feedback on reading fluency is not extensive. The present study sought to extend and strengthen the research in this area by examining whether students receiving graphically displayed feedback would improve their reading fluency more than those who received no feedback. Eight students from an urban school in the Central Valley of California were repeatedly tested for oral reading fluency. Four received graphic feedback and four did not. Descriptive and inferential statistical analysis of oral reading fluency data did not support the hypotheses: more experimental group than control group students did not achieve a 1.5 word per week increase in words read per minute, and experimental students did not exhibit a greater rate of improvement in reading performance.

Patricia Small  
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