

Descriptive Summary of the Phase 1 Sample

What was the goal of the study?

The researchers wanted to explore the performance of adult learners on several assessments of language, literacy, and cognitive skills.

Why was the study conducted?

Understanding how adult learners perform on different literacy tests may have important implications for the classroom setting.

What did the study find?

The researchers found that the mean performance on most assessments was between the 3.0 and 5.9 grade equivalency levels. with TIWRE (an irregular word reading test) showing the highest-grade equivalency score (6.7) and the CTOPP Blending and Phonemic Isolation subtests showing the lowest grade equivalency score (1.0). In addition to the assessments, participants also completed surveys that asked about their demographic background, reading practices, and computer use. For example, approximately 21% of participants reported having a high school diploma, approximately 61% reported they like to read, and approximately 79% reported using a computer at least once a week. Approximately 22% of participants reported being tested for a learning disability and approximately 13% reported having education problems. Approximately 41% of participants reported reading emails and information on the internet every day.

Who participated in the study?

A total of 544 adult learners participated in Phase 1 of CSAL.

How was the study conducted?

Participants completed several assessments of language, literacy, and cognitive skills, and completed several surveys related to demographic background, reading practices, and computer use.

How can people use the results?

Practitioners may want to pay special attention to the phonological abilities of their students, and spend time helping their students manipulate phonological information. In addition, asking key questions about students' background may help practitioners gain information about their students past and current experiences.