

Article Review

**Complete APA bibliographic reference:**

Wiley, H., & Deno, S. (2005). Oral reading and maze measures as predictors of success for english learners on a state standards assessment. *Remedial and Special Education*, 26 (4), 207-214.

**Four or five descriptor names that best describe the topic:**

Main: Curriculum-based measurements (CBM), English as a second language (ESL), oral reading, maze task, multiple choice cloze

**Type of Article:**

Quantitative Research

**Levels:**

Lower Elementary (1-3)

Upper Elementary (4-5)

**Briefly stated major purpose(s) of the article:**

The purpose of this article is to extend the research on using general outcome measurements (GOM) with students who receive English language services.

**Research article – summarize the major findings in 2-4 sentences:**

The research indicates that the maze task does seem to serve as an indicator of performance on the reading portion of the Minnesota Comprehensive Assessment (MCA) for students who are non-English learners. However, the results indicate that this measurement does serve as an indicator for performance on the reading portion of the MCA for students who are English language learners.

**Quantitative Study Information:**

Independent Variables Included:

Grade, ESL students, non-ESL students

List Dependent Variables:

Student performance on the reading portion of their spring state standards test

Treatment:

Students in the lower 50% of classrooms were monitored every two weeks from early November to mid-May using general outcome measurements (GOM) oral reading. These oral reading and maze passages were obtained from the *Standard Reading Passages*.

Is reliability information reported? no

Is validity information reported? yes

If so, for which instrument?

Oral reading fluency and the maze task