

The Effects of Question Placement on Reading Comprehension Scores of High Comprehenders

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Previous research has shown that embedded questions hurt the reading comprehension of high comprehenders. All participants had high reading comprehension skills scoring at or above 66 percent on the ACT/SAT. Participants either read a packet with questions embedded about every paragraph or a packet where questions were all located at the end of the reading. Participants answered the questions as they came to them. After a week of delay, the participants came back and took a test with questions that were either: target, non-target, or related. For all of the dependent variables, people who had taken a statistics course before did better than those who had not. For the dependent variable of reading questions, there was a significant interaction. People who had taken a statistics course previously and those who had not did equally well. However, when people answered end questions, people who had taken a statistics course previously did better than those who had not. Embedded questions did not negatively affect the reading comprehension of high comprehenders. It might be possible that we did not reject the null because our sample size was too small.

Information about the Authors:

All of the authors are enrolled in the Human Cognition Laboratory class. This project was a class assignment.

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