

## Reading Comprehension Practice Test

**Directions:** Read the short story. Read each question and mark or write the correct answer.



### The Big Game

Jen is on a baseball team. There are ten kids on her team. They are called the West Cows. Their shirts and hats are green.

Today is their big baseball game. They play the South Robins. Their shirts and hats are red. The Robins were the best team last year.

The Cows want to be the best team this year. First, they have to beat the Robins. Jen feels happy and scared. She loves to play baseball. She is afraid the Cows will lose.

The score is four to four. It is a tie game. It is Jen's turn to hit. She steps up to the plate. The ball comes fast. Jen hits the ball far. She gets to third base. John was in front of her. He gets to home plate. The Cows win!

1. What sport does Jen play?

- ☐ Basketball
- ☐ Softball
- ☐ Baseball

2. Which team was the best last year?

- ☐ The Robins
- ☐ The Cows
- ☐ West

3. When is the big game?

- ☐ Next week
- ☐ Today
- ☐ Tomorrow

4. What is Jen afraid of?

- ☐ Her team will lose
- ☐ Hitting the ball
- ☐ Green hats

5. The Cows were the red team.

☐ True

☐ False

6. Jen loves baseball.

☐ True

☐ False

7. The Robins won the game

☐ True

☐ False

8. Why does Jen feel scared?

\_\_\_\_\_

\_\_\_\_\_

9. Who is winning when Jen is at bat?

\_\_\_\_\_

\_\_\_\_\_

10. Who scored the winning run for the Cows?

\_\_\_\_\_

\_\_\_\_\_



# Reading Assesment In Practice

**Sophie Briquet-Duhazé, Catherine  
Turcotte**



## **Reading Assessment In Practice:**

*Reading Assessment in an RTI Framework* Katherine A. Dougherty Stahl, Michael C. McKenna, 2012-10-09 From leading experts this indispensable resource presents a practical model for conducting reading assessments for screening diagnosis and progress monitoring in each of the three tiers of response to intervention RTI K 8 teachers and school personnel are guided to use norm referenced informal and curriculum based measures to assess key components of reading development and make informed choices about instruction The book describes how to survey existing assessment practices in a school and craft a systematic plan for improvement reproducible tools include a 10 page RTI Assessment Audit that can be downloaded and printed in a convenient 8 1/2 x 11 size See also *Assessment for Reading Instruction Third Edition* which explains the fundamentals of assessment and provides essential hands on tools *Practice Makes Perfect: Level 9: Preparation for State Reading Assessments*, *Reading Assessment in Practice* International Reading Association, Kathryn A. Ransom, Doris D. Roettger, Phyllis M. Staplin, 1995 *Practice Makes Perfect: Level 10: Preparation for State Reading Assessments*,

**Reading Assessment in Practice**, 1995 Summary This package can be used in several ways to help teachers assess student reading skills and adapt teaching methods accordingly **Assessing Reading: Theory and practice** Colin Harrison, Terry S. Salinger, 1998 This book focuses on theoretical and methodological issues though with a clear series of links to practices in assessment especially state and national approaches to classroom based assessment in the USA UK and Australia **Reading Assessments**, 1986 *Assessing Reading 1* Colin Harrison, Terry S. Salinger, 1998 **The Relationship Between a Reading Practice Program and a Reading Assessment** Cheryl Needham Moffatt, 2019

**Reading Assessment in Practice**, 1995 Elementary school teachers who use performance based assessment techniques in their classrooms show how they apply them to reading assessment Includes resources that allow further study of the topic *Reading Assessment* Diane Stephens, 2013 Editor Diane Stephens and colleagues explore how artful pre K 5 teachers come to know their students through assessment and use that knowledge to customize reading instruction Through case studies of individual students and lively portraits of elementary classrooms editor Diane Stephens and colleagues explore how artful pre K 5 teachers come to know their students through assessment and use that knowledge to customize reading instruction Throughout the book the educators profiled classroom teachers reading specialists and literacy coaches work together to take personal and professional responsibility for knowing their students and ensuring that every child becomes a successful reader The teachers detail the assessment tools they use how they make sense of the data they collect and how they use that information to inform instruction Like the other books in the Literacy Assessment strand of NCTE's *Principles in Practice* imprint *Reading Assessment* is based on the IRA NCTE Standards for the Assessment of Reading and Writing Revised Edition which outlines the elements of high quality literacy assessment These educators show us how putting those standards in action creates the conditions under which readers thrive *Reading Assessment* Melissa Lee

Farrall, 2012-05-09 A groundbreaking integrated approach to reading assessment that addresses each child's unique Learning Profile. Fifteen to twenty percent of our nation's children have reading difficulties. Educational evaluators must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk, evaluate the effectiveness of school-wide reading programs, and suggest interventions that will improve reading skills. Written from a strengths-based perspective, *Reading Assessment: Linking Language, Literacy, and Cognition* is the first book of its kind to present a research-based integrated review of reading cognition and oral language testing and assessment. Author Melissa Lee Farrall explores the theoretical underpinnings of reading language and literacy, explains the background of debates surrounding these topics, and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment. With a focus on how to craft professional evaluation reports that illuminate a student's strengths, not just weaknesses, *Reading Assessment* enables school psychologists and diagnosticians, reading specialists, and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions. Clear, engaging, and inviting, *Reading Assessment* features case examples and practice exercises, chapter opening reviews of each theory, strengths, weaknesses, and potential problems of tests, and their interpretations, chapter ending review questions that foster skill development and critical thinking, comprehensive information on more than 50 different assessment tests. *Reading Assessment* is an invaluable resource that helps professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child's unique needs as a learner.

**Assessing Reading 1: Theory and Practice** Colin Harrison, Terry Salinger, 2002-01-04 This book, along with its companion volume *Assessing Reading 2: Changing Practice in Classrooms*, was originally conceived as the major outcome from an international seminar on reading assessment held in England. It focuses particularly on theoretical and methodological issues, though with a clear series of links to practices in assessment, especially state and national approaches to classroom-based assessment in the USA, the UK, and in Australia, at both primary and secondary levels. Chapters offer new perspectives on the theories that underlie the development and interpretation of reading assessments, national assessments, and classroom-based assessment, challenging readers to think in different ways.

**Reading Assessment** Shelby J. Barrentine, 1999 Elementary teachers looking for alternative assessment techniques will find this compilation from *The Reading Teacher* to be an invaluable resource. Discover practical solutions for overcoming the boundaries and labels that standardized tests place on students, teachers, and schools. This book will give you the basis for solid explanations about why particular assessment practices make a difference in teaching children and the tools needed to meet and beat the assessment challenge.

**Handbook of Reading Assessment** Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The *Handbook of Reading Assessment*, Second Edition, covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students.

Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises

*Reading Assessment and Instruction for All Learners* Jeanne Shay Schumm, 2006-05-04 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools

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