

Johnston, Peter H.

Reading comprehension assessment: a c...

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Reading Comprehension Assessment A Cognitive Basis

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Reading Comprehension Assessment A Cognitive Basis:

Reading Comprehension Assessment Peter H. Johnston, 1983 Drawing on work from a number of disciplines this volume brings together experimental and theoretical information relevant to the problems of assessing children's reading comprehension After a short introduction the first section defines reading comprehension presenting theoretical issues intended to provide an understanding of what is being measured and what that measurement means The second section covers factors that influence reading comprehension and its assessment stressing the importance of structure content and language of the text for the reader's comprehension of it particularly in the context of his or her background knowledge The third section deals with assessment methodology including its purposes the constraints on it and the cognitive demands and information content of different assessment methods The volume's final section charts new directions in reading comprehension assessment asking what can and should be assessed and how this assessment might be carried out and also addressing question construction and the characteristics and interpretation of tests JL *Reading Comprehension Assessment* Peter H. Johnston, 1983

Children's Reading Comprehension and Assessment Scott G. Paris, Steven A. Stahl, 2005-03-23 The volume identifies critical issues and cutting edge research in assessing children's reading comprehension *Assessing Basic Academic Skills in Higher Education* Richard T. Alpert, William P. Gorth, Richard G. Allan, 2013-04-03 Addressing the growing concerns about reading math and writing skills of freshman level students this volume provides different perspectives and approaches to the assessment of basic academic skills in higher education The book provides an in depth investigation into the Texas Academic Skills Program TASP More generally the book provides insights into the construction of testing programs and their evaluations The development and implementation of testing programs is discussed by outstanding educators involved and will be of great value to program administrators policymakers deans and faculty members of colleges state legislators and educational professionals working directly with institutions of higher learning **Fairness and Validation in Language Assessment** Antony John Kunnan, 2000-10-12 Fairness of language tests and testing practices has been a concern among test developers and test users The 19th annual Language Testing Research Colloquium held in 1997 in Florida brought this concern into focus The papers in this volume offer an introduction to fairness and validation in the field of language assessment **Assessing Second Language Reading** Karim Sadeghi, 2021-08-25 This book investigates the issue of cloze validity as a measure of second language reading comprehension It starts off by making a distinction between general reading ability and the more specific reading comprehension followed by a thorough review of the related research on L2 reading comprehension and sorting out the confusion in the literature in this categorization A comprehensive account of cloze procedure is presented discussing its origin different versions its use for teaching and testing purposes as well the latest research on cloze as measures of readability language proficiency and second language reading The book includes studies conducted at several stages on

validating cloze as a measure of reading and interview and questionnaire techniques are applied to investigate the validity of eight cloze tests criterion reading tests and other cloze and reading tests in general Two new cloze tests i e reader centered cloze test and phrase cloze test are also introduced and researched as measures of reading ability The book concludes with suggestions for developing tests that can better measure reading comprehension in light of recent research insights on the complex and dynamic nature of reading This book will appeal to researchers lecturers and graduate and post graduate students taking a course in Second Language Acquisition Applied Linguistics TESOL Language Assessment and Educational Measurement

Global Perspectives on Effective Assessment in English Language Teaching Fernández Álvarez, Miguel, Montes, Amanda Lira Gordenstein, 2023-08-25 English language programs depend on the effective assessment of the measure of student proficiency for purposes of placement advancement and completion A variety of approaches may be adopted depending on the program its objectives and the students it serves Teachers and administrators in many contexts may also be required to meet institutional accountability expectations often externally imposed and related to accreditation standards The need for appropriate and accurate assessment of student learning whether internally sought or externally required provides the opportunity for teachers and administrators to consider current practices implement reforms and because of ongoing assessment findings improve student learning through curricular change teacher training and modification of classroom practice *Global Perspectives on Effective Assessment in English Language Teaching* explores approaches models principles and techniques related to effective assessment at the classroom and program levels Covering topics such as language program evaluation curriculum alignment and alternative assessment methods this book is ideal for classroom teachers administrators researchers and students

Reading Assessment Melissa Lee Farrall, 2012-06-05 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

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Learning Disabilities H. Lee Swanson, Barbara K. Keogh, 2012-11-12 This volume has been developed as a direct result of a conference sponsored by the International Academy for Research in Learning Disabilities held at the University of California at Los Angeles The text provides a review and critique of current research in the areas of intelligence social cognition achievement and subtyping as they relate to learning disabilities In addition the concept that social behavior is an aspect of intelligence and the relationship between language and reading are discussed in detail by noted experts

Change and Continuity in Applied Linguistics British Association for Applied Linguistics. Meeting, 2000 The papers in this volume are a selection from those given at the 1999 BAAL Annual Meeting held at Edinburgh whose theme was Change and Continuity in Applied Linguistics As well as offering a varied sample of current applied linguistics research they provide a stimulating discussion of a wide range of views on fundamental questions about the nature and development of the discipline What is applied linguistics Where has it come from What are its interests data and methods Who is it for And how is it changing especially in its views of language learning society and teaching **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 Resources in Education , 1997 **Trends in Language Assessment**

Research and Practice Vahid Aryadoust,Janna Fox,2016-02-29 Despite prodigious developments in the field of language assessment in the Middle East and the Pacific Rim research and practice in these areas have been underrepresented in mainstream literature This volume takes a fresh look at language assessment in these regions and provides a unique overview of contemporary language assessment research In compiling this book the editors have tapped into the knowledge of language and educational assessment experts whose diversity of perspectives and experience has enriched the focus and scope of language and educational assessment in general and the present volume in particular The six trends addressed in the 26 chapters that comprise this title consider such contemporary topics as data mining in class assessment and washback The contributors explore new approaches and techniques in language assessment including advances resulting from multidisciplinary collaboration with researchers in computer science genetics and neuroscience The current trends and promising new directions identified in this volume and the research reported here suggest that researchers across the Middle East and the Pacific Rim are playing and will continue to play an important role in advancing the quality utility and fairness of language testing and assessment practices Teaching Reading to English Language Learners Thomas S. C.

Farrell,2009 Truly a pleasure to read with much helpful information Deb Bible Literacy TeacherCUSD 300 West Dundee IL The author models a program of success and helps the educator become better qualified in teaching the EL learner Lucia deSombre Malo Former InstructorUtah Valley State College Practical easy to implement methods for helping English language learners succeed in reading Successfully teaching reading to English language learners ELLs requires an in depth understanding of the unique processes by which they learn to read as well as proven strategies that teachers can use to support reading development This resource focuses on helping students read to learn instead of learn to read In clear accessible language this resource demystifies the research and clarifies the process for teaching reading to ELLs The author introduces the key principles of reading instruction for ELLs and offers a wealth of action oriented strategies for use before during and after reading to adapt for individual student needs Each chapter includes reflection questions to help educators examine their own reading practices and better understand what it means to be a reader Teachers will discover how to Increase students fluency and comprehension Teach vocabulary and text structure Prepare reading lessons Assess reading proficiency Teaching Reading to English Language Learners is an ideal primer for educators who may or may not have had experience working with ELLs Psychology of Education: Pupils and learning Peter K. Smith,Anthony D. Pellegrini,2000

Principles of Test Theories Hoi K. Suen,2012-11-12 Based on a tremendous increase in the development of psychometric theories in the past decade ranging from techniques for criterion referenced testing to behavioral assessment generalizability and item response theory this book offers a summary of core issues In so doing it provides a comprehensive survey of reliability validity and item analysis from the perspectives of classical true score model generalizability theory item response theory criterion referenced testing and behavioral assessment Related theoretical issues such as item bias equating

and cut score determination are also discussed This is an excellent text for courses in statistics research methods behavioral medicine and cognitive science as well as educational school experimental counseling social clinical developmental and personality psychology **Comprehensive Assessment in Special Education** Anthony F. Rotatori,1990 Handbook of Research on Computer-Enhanced Language Acquisition and Learning Zhang, Felicia,Barber, Beth,2008-02-28 Provides comprehensive coverage of successful translation of language learning designs utilizing ICT in practical learning contexts Offers the latest knowledge related to research on computer enhanced language acquisition and learning **Preventing Early Learning Failure** Robert Sornson,2001 Each year thousands of young children come to school without good early learning experiences and are unprepared for school learning activities Others have experienced physical or emotional setbacks that make learning difficult and frustrating In Preventing Early Learning Failure expert educators describe practices that can help children find success in school Topics include a look at what s important in reading and math the nature of true learning disabilities and problem solving using the Instructional Support Team model with a report on an elementary school that has adopted that model and changed the lives of many at risk learners Other chapters report on basic sensory skill development at the kindergarten level and reflect on the concepts and practices that make a difference in the lives of young learners The authors examine four programs including the widely heralded Success for All program that show promise in helping children get ready for early learning success The authors also describe effective preschool programs and principles and they look at how an awareness of multiple intelligences and individual learning needs can be useful Three of the chapters include stories that illustrate some ways to prevent failure One story describes a classroom teacher who learned to think differently about student behavior another describes innovative ways a school dealt with three problem children and the third tells about the productive relationship of a young boy his mother and his teacher We cannot afford to let children in the early years of school fall into a pattern of failure that will affect them their families and their communities throughout a lifetime Preventing Early Learning Failure offers practical approaches to help develop every child s capacity for learning and ensure that no child will be left behind Note This product listing is for the Adobe Acrobat PDF version of the book

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