

A Peek at 3rd Grade

READING

ASSESSMENTS

Name: _____

The Tortoise and the Hare

1. There once was a speedy Hare who loved to boast about how fast he could run. Hare loved to brag to the other animals in the forest. He would walk around the forest knocking down other animals if they got in his way. Hare would chant, "I'm the fastest creature in the forest! See it all when I run, for no one could keep up with me!"

2. The forest animals grew tired of Hare's constant chanting and boasting. So one day, Wise Owl asked Hare to slow down and be careful of the other forest creatures. Hare laughed, "I'll only slow down if someone beats me. I'd rather win!" Wise Owl shook his head.

3. Word of Hare's challenge spread quickly through the forest. Who would be fast enough to beat Hare? Who would be brave enough to accept Hare's challenge? Most of the animals were too scared to run a race against the speedy Hare, but Tortoise wasn't scared. He knew that something had to be done to make Hare be more careful in the forest. An animal could get hurt, maybe Tortoise could help. Tortoise accepted the challenge.

4. On the day of the race, all the forest animals gathered at the starting line. Hare was ready to begin the race, but where was Tortoise? Slowly but surely, Tortoise plodded along the old path to the starting line. Hare smirked when he saw how slow Tortoise walked. This was no fair race! He was sure to win.

5. At the starting line, Wise Owl explained the rules of the race. The first animal to cross the finish line was the winner. If Hare won, he would be free to go around the forest as fast as he wanted. If Tortoise won, then Hare would have to be more careful. The stakes were high, but both races agreed to the plan.

6. When Owl whistled for the race to start, Hare dashed down the road. He was as fast as a cheetah! Tortoise began his slow trek down the path. Tortoise knew he wasn't fast, but he had to try. All the other forest animals were counting on him!

7. After a while, Hare looked back. He was getting bored from running so quickly. He was now nowhere in sight. On the side of the path was a lush patch of grass. It looked like a comfortable place to rest.



Hare stretched himself out in the field. "There is plenty of time to relax," thought Hare. Then he fell asleep.

But, as Hare dozed, Tortoise kept on walking. Slow and steady, he marched up the race path. Suddenly, he saw the finish line up ahead. He was sure he would lose. Hare already standing there waiting for him to win to his surprise. He only saw the other forest animals.

The forest animals cheered loudly when they saw Tortoise coming up the path. But, they cheered so loud that it woke Hare up. Hare stood up. Tortoise was about to cross the finish line. Hare ran fast towards the finish line, but he wasn't fast enough. Tortoise had won the race. Hare hung his head. He was disappointed. Maybe being fast wasn't so great after all.

From that day on, Hare was more careful. He never ran around the forest. He didn't boast. He listened to Wise Owl. He was slow and steady and won the race.

Directions: Use the questions.

1. Why does Hare boast?

a. He is fast.
b. He is slow.
c. He is proud.
d. He is shy.

2. According to the story, Hare was sure to win the race because he was fast.

a. the forest
b. the race
c. on the path
d. by a cheetah

Part A

3. Read the story. What does Tortoise learn from the race?

a. He is fast.
b. He is slow.
c. He is proud.
d. He is shy.

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Reading Placement Tests Third Grade

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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 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

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Reading Assessment Program Guide For Grade 3 Jennifer Katz,2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes 1 A guide that focuses on how to assess students progress in reading comprehension and fluency decoding 2 Accompanying blackline masters and grade specific rubrics 3 Four levelled Reading Passages to use for assessment throughout the school year Resources in Education ,2000-10

Curriculum-based Assessment Carroll J. Jones,2008 Although curriculum based assessment CBA has been on the horizon for a number of years there has been a need for a practical classroom based approach for its implementation This second edition is a major revision and update that offers practical and specific methods for developing and using CBAs in an educational setting It gives educators a highly specific step by step approach to building CBAs in the area of reading word recognition reading comprehension content reading mathematics and written expression Each chapter offers detailed easy to read and easy to follow instructions for the assessment construction process To further clarify the process extensive examples are given in table format A unique feature of the text is the manner in which the author illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter Its formative assessment approach gives the teacher additional detailed information about students OCO performance which in turn should guide the type of instruction designed and implemented ultimately leading to higher performance on summative outcome measures Additionally detailed information is provided on subject area CBA construction the creation and implementation of a district wide CBA

system for response to intervention and how to use IDEA S response to intervention in student evaluation **Contingency Management in Education** Richard W. Malott, 2014-01-07 Most of the classroom discipline problems are actually created by the teacher The way a kid can be sure of getting her reinforcing attention is by misbehaving If you put misbehaving on extinction and provide other avenues to reinforcement there will be no discipline problems Tests in Print Linda L. Murphy, 1999 *Educational Assessment* Robert J. Wright, 2008 Educational Tests and Measurements in the Age of Accountability is a core text for use in a first level graduate course in educational measurement and testing In addition to covering the topics traditionally found in core textbooks for this course this text also provides coverage of contemporary topics including national testing programs international achievement comparisons the value added assessment of schools and teachers and the public policy debate on selective admissions vs affirmative minority enrollment *Tests in Print IV* Linda L. Murphy, Jane Close Conoley, James C. Impara, 1994 **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 Handbook of Psychoeducational Assessment , 2001-04-17 The Handbook of Psychoeducational Assessment is a practical guide for educational and psychological professionals using norm referenced tests in the ability achievement and behavioral assessment of children Written by key individuals involved in the construction and evolution of the most widely used tests this book provides critical information on the nature and scope of commonly used tests their reliability and validity administration scoring and interpretation and on how the tests may differ and complement each other in their utility with specific populations Part 1 of the Handbook of Psychoeducational Assessment focuses on ability assessment and the use of full battery intelligence tests as well as brief scales and short forms Part 2 discusses achievement and the expanded role of psychologists in consultation with educators Part 3 covers behavior assessment with special attention given to discussion of which tests are most suitable for assessing specific behavioral problems such as ADHD anxiety and depression The final section recognizes the importance of context and person sensitive assessment practices discussing cross cultural assessment neuropsychological assessment and the usefulness of dynamic assessment for program planning and intervention delivery Key Features Covers the most commonly used and newest assessment instruments Describes the nature scope reliability and validity of each test Discusses the administration scoring and interpretation of tests Provides empirical findings on patterns

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Understanding and Using Reading Assessment, K-12 Peter Afflerbach, 2025-01-02 Well established as a teaching resource and course text this guide to the whats how tos and whys of reading assessment is now in a thoroughly revised fourth edition Peter Afflerbach succinctly introduces major types of assessments including formative and summative performance assessments teacher questioning and high stakes testing He provides an innovative framework the CURRV model for evaluating the suitability of assessments and combining them effectively to meet all students needs Emphasis is given to assessing core reading skills and strategies as well as noncognitive and social emotional aspects of reading development Helpful features include detailed examples of assessment done well within chapter Enhance Your Understanding questions and activities and 25 reproducible and downloadable checklists and forms New to This Edition Explains assessment in a science of reading context Increased focus on equity issues plus updated theory and research throughout Chapter on assessing early reading Chapter on assessing digital and critical reading

The Routledge Handbook of the Sociopolitical Context of Language Learning Weixiao Wei, Der-lin Chao, 2025-03-11 The Routledge Handbook of the Sociopolitical Context of Language Learning is a compelling examination of how language education must adapt to our rapidly changing world This book explores the need for a fresh perspective on language learning moving beyond traditional methods to address the complexities of today s global landscape It delves into the impact of geopolitical shifts cultural exchanges and social justice issues on language education The book offers a blend of theoretical insights and practical approaches highlighting how language learning intersects with global politics and cultural diversity It examines case studies from various countries including Ukraine and Oman to reveal how language policies and practices are evolving in response to contemporary challenges By integrating themes of identity equity and intercultural understanding the book presents groundbreaking content that pushes for more inclusive and effective language education Ideal for educators policymakers and anyone interested in the future of language learning this book provides valuable perspectives on how to rethink and redesign language education to better serve a diverse and interconnected world It offers practical strategies and thought provoking analyses making it an essential resource for navigating the complexities of modern language teaching and learning

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