

Johnston, Peter H.

Reading comprehension assessment: a c...

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Reading Comprehension Assessment A Cognitive Basis

Gerald Goldstein, Michel Hersen



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 *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

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

Teaching Reading to English Language Learners Thomas S. C. Farrell, 2009 Truly a pleasure to read with much helpful information Deb Bible Literacy Teacher CUSD 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 Instructor Utah 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 **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 *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 **Teaching Writing** Susan Florio-Ruane,1985

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 Insights Into Second Language Reading Keiko Koda,2005-01-10 Publisher Description **Resources in Education** ,1997 **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 Psychological Assessment** Gerald Goldstein,Michel Hersen,2000-02-16 The field of

psychological assessment has been undergoing rapid change The second edition of this Handbook published in 1990 appeared at the beginning of a decade marked by extensive advances in assessment in essentially all of its specialized areas There are many new tests new applications of established tests and new test systems Major revisions have appeared of established tests notably the Wechsler intelligence scales The time seemed right for a third edition since even over the relatively brief period of ten years many tests described in the second edition have been replaced and are no longer commonly used Furthermore much new research in such areas as neuropsychology cognitive science and psychopathology have made major impacts on how many tests and other assessment procedures are used and interpreted This third edition represents an effort to give the reader an overview of the many new developments in assessment while still maintaining material on basic psychometric concepts in order for it to continue to serve as a comprehensive handbook for the student and professional

How to Read Effectively and Efficiently G. C. Ahuja, Pramila Ahuja, 1991-09-01 Provide useful insight into the principle of accurate reading Evaluates the characteristics of a good reader Offer handy tips to improve reading skills Cover

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

Literacy Instruction for Adolescents Karen D. Wood, William E. Blanton, 2009-03-12 Thorough and accessible this professional resource and text shows how the latest research in adolescent literacy can be translated into effective practice in middle and high school classrooms Leading authorities discuss findings on the adolescent learner addressing such essential topics as comprehension content area literacy differentiated instruction gender differences in literacy learning and English language learners With a focus on evidence based methods coverage ranges from techniques for building digital literacy and comprehension skills to strategies for flexible grouping and writing instruction Ideal for courses in adolescent literacy each chapter includes guiding questions discussion questions and classroom examples

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

Decoding **Reading Comprehension Assessment A Cognitive Basis**: Revealing the Captivating Potential of Verbal Expression

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