

CLASSROOM READING TESTS AS TEACHING TOOLS

MUHAMMAD KALEEM RAZA KHAN

Introduction

Testing presupposes teaching and if it is incorporated in the teaching it can give good results in real learning. Besides, since most of the prevalent English language tests are summative, learners seldom learn about their mistakes in the tests. It has often been thought that testing is a specialized field and that there are experts who design and administer them. Testing is also regarded as a technical and tedious job because it involves assessment of scripts, preparation and announcement of results. The aim of this paper is to suggest that classroom tests, designed and used by the classroom teacher, can become effective tools of language teaching and learning.

Language Testing in Pakistan

In Pakistan the words test and examination often strike terror in the hearts of the majority of students. In my opinion, this is so because of various reasons:

- * Sometimes, tests are used as a form of "punishment".
- * Learners are always afraid of tests because they are more concerned with the results: they either fail or pass. In most cases, this anxiety kills all interest in learning.
- * Usually tests are given at the end of the term and learners never learn about their errors. They only know whether they have passed the test or have failed.

Presently the tests of English language in Pakistan consist mainly of discrete point grammar items and questions based on prescribed texts. This requires simple mechanical skills and a good memory as the focus is on testing textual knowledge of English rather than the use of English. All teaching/learning in Pakistan is examination oriented and in the majority of classroom only those language elements are taught which are likely to be asked in the examination, real learning, therefore, does not take place. The objective of the test-taker is to pass the test and get the certificate or degree. The aims and objectives of the test are never mentioned, some senior teachers set the examination papers and more or less the same pattern is repeated in future examination, which makes more than sixty percent test predictable. Those who want to pass the test can do so by solving test papers of the last

Reading Tests In The Classroom

JoAnne Schudt Caldwell



Reading Tests In The Classroom:

Making Assessment Matter Nonie K. Lesaux, Sky H. Marietta, 2012-01-01 All too often literacy assessments are given only for accountability purposes and fail to be seen as valuable resources for planning and differentiating instruction This clear concise book shows K 5 educators how to implement a comprehensive balanced assessment battery that integrates accountability concerns with data driven instruction Teachers learn to use different types of test scores to understand and address students specific learning needs The book features an in depth case example of a diverse elementary school that serves many struggling readers and English language learners Reproducible planning and progress monitoring forms can be downloaded and printed in a convenient 8 1 2 x 11 size Provided by publisher

Reading Tests in the Classroom Denis Vincent, 1985

What Every Middle School Teacher Needs to Know About Reading Tests Charles Fuhrken, 2023-10-10 Tests require a special kind of savvy a kind of critical thinking and knowledge application that is not always a part of classroom reading experiences Who better to teach you how to prepare your students for reading tests than someone who has written them Charles Fuhrken has spent years working with several major testing companies and contributing to the reading assessments of various testing programs What he s learned about testing can help teachers who are interested in teaching effective reading strategies as well as preparing students for reading tests

What Every Middle School Teacher Needs to Know About Reading Tests From Someone Who Has Written Them offers extensive practical strategies to help students perform well on test day This ready to use easy to understand resource provides a wealth of information about reading tests including high quality preparation materials samples of the most frequently assessed reading standards and engaging core reading activities Charles takes the mystery out of reading tests he explains how students can learn the language of tests and apply their knowledge of reading to standardized tests In addition to providing information about reading tests that will help students feel prepared and confident on test day

What Every Middle School Teacher Needs to Know About Reading Tests provides a wealth of resources that can be incorporated into a teacher s everyday reading work including vocabulary development literary techniques interpretation comprehension and more

Reading Tests in the Classroom Denis Vincent, Michael Cresswell, 1976

A Teacher's Guide to Standardized Reading Tests Lucy Calkins, Kate Montgomery, Donna Santman, Beverly Falk, 1998 This book reflects the authors belief that in order to be less victimized by tests we need to be more knowledgeable about them

Reading Assessment and Instruction for All Learners Jeanne Shay Schumm, 2017-02-13 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

Educational Tests and the Classroom Teacher Harry Andrew Greene, 1928 [The Psychological Assessment of Reading](#) John Beech, Chris Singleton, 2021-12-17 A useful guide to best practice including reviews of the latest and most helpful tests available In Part One contributors discuss the theory of reading assessment including issues such as screening legal aspects memory and visual problems computer based assessment and the dyslexias Part Two contains the review section where experts give comprehensive reviews of named tests **Studies of Elementary-school Reading Through Standardized Tests** William Scott Gray, 1917 **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 [Reading Assessment, Third Edition](#) JoAnne Schudt Caldwell, 2014-03-01 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments [Literacy Assessment and Intervention for Classroom Teachers](#) Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of

English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources **Tests and Measurements in High School Instruction** Giles Murrell Ruch, George Dinsmore Stoddard, 1927 **Classroom Reading Assessments** Frank Serafini, 2010 Intended for teachers frustrated by test driven assessments that merely mimic real reading behaviors this text focuses assessment on knowing individual students so that teaching addresses their individual strengths and needs **The Classroom Teacher** Milo Burdette Hillegas, Thomas Henry Briggs, 1929 **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies **Handbook of Reading Research** Michael L. Kamil, P. David Pearson, Elizabeth Birr Moje, Peter Afflerbach, 2011-03-17 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date **Understanding and Using Reading Assessment, K-12 ,**

Children's Reading Comprehension and Assessment Scott G. Paris, Steven A. Stahl, 2005-03-23 Originating in a recent CIERA conference held at the University of Michigan this book brings together the nation s most distinguished researchers to examine how readers understand text and how comprehension is assessed The first part provides both national and historical contexts for the study of reading comprehension The second part examines how vocabulary motivation and expertise influence comprehension and it includes analyses of the developmental course and correlates of comprehension Chapters in the third part consider how schools focus on comprehension for instruction and assessment The

fourth part includes chapters on large scale assessment that analyze how test formats and psychometric characteristics influence measures of reading comprehension At the end of each part is a commentary written by an expert that reviews the chapters critiques the main points and synthesizes critical issues Key features of this outstanding new book include Integration of Research and Practice provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and assessment Comprehension Focus provides a thorough history and rigorous research based analyses of reading comprehension Assessment Focus provides innovative approaches to comprehension assessment that include the influences of vocabulary decoding and motivation Synthetic Commentaries provides periodic summaries that analyze and synthesize research practices and issues discussed in each part Expertise contributing authors and commentators are highly respected authorities on reading comprehension see table of contents This text is appropriate for educational and psychological researchers reading educators and graduate students in education and psychology It is part of the CIERA series which includes the following volumes Taylor and Pearson Teaching Reading Effective Schools Accomplished Teachers 2002 Van Kleeck Stahl and Bauer On Reading Books to Children Parents and Teachers 2003 Hoffman and Schallert The Texts in Elementary Classrooms 2005 **Bulletin of the School of Education, Indiana University** ,1927 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942

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