

Assessment and Diagnostic: Reading/Writing Connection

1. A third-grade teacher has been conducting a series of ongoing assessments of a student's oral reading. Shown below is a sentence from a text, followed by a transcription of a typical example of the student's oral reading performance.

Text: Her boots crunched through the snow.

Student: Her boats crucked throw the snow.

After reading the sentence, the student paused and then reread it without the teacher's prompting and self-corrected the errors. Based on this information, the teacher could best meet this student's needs by adjusting instruction in order to:

- A. enhance the student's oral vocabulary development.
 - B. develop the student's ability to self monitor comprehension.
 - C. improve the student's decoding skills.
 - D. promote the student's ability to track print.
2. Which of the following informal assessment results provides the clearest indication that a child has attained a beginning level of phonemic awareness?
 - A. The student can clap the "beats" or syllables of familiar multisyllable words.
 - B. The student can delete the second "word" or syllable in compound words.
 - C. The student can identify the beginning sound of single-syllable words.
 - D. The student can substitute phonemes in the medial position of single syllable words.

3. A third-grade teacher administers the following informal reading assessment to individual students.

Part I: *Read aloud the following words:*

laugh
neighbor
beginning
friend
together
young

Part II: *Read aloud the following passage:*

Nick and Ben are best friends. They have been neighbors since they were very young. In the beginning, they did not get along, but now they play together every day after school. They make jokes and laugh a lot.

One student performs significantly better on the second part of the test than on the first. Which of the following is the best assessment of this student's reading performance?

- A. The student is proficient at using context cues to help identify words but has weak word decoding skills.
- B. The student can decode single syllable words but has not yet learned how to decode multisyllable words.
- C. The student is proficient at using syntactic cues to identify words but is not yet skilled at using semantic cues.
- D. The student understands lettersound correspondence but has limited awareness of syllable structure.

4. Which of the following criteria would be most important to consider when selecting "leveled texts" for use in assessments and guided reading with beginning-level readers?
- A. The texts should use repeated words and natural oral language structures.
 - B. The texts should require readers to use problem-solving to connect text to illustrations.
 - C. The texts should emphasize use of literary language and dialogues.
 - D. The texts should feature a range of punctuation and context-specific vocabulary.
5. Which of the following types of assessments would best provide information about the comparative reading proficiency of students in an elementary school?
- A. a test of vocabulary development
 - B. a norm-referenced survey test
 - C. a reading miscue inventory
 - D. a diagnostic portfolio
6. Considerations of validity in test construction relate most closely to:
- A. how a particular examinee's test performance relates to a preestablished standard.
 - B. whether the test questions effectively measure their specified content.
 - C. how a particular examinee's test performance compares to the performance of other examinees.
 - D. whether the test results are likely to be repeatable with a similar examinee test group.

7. One of the most important purposes of a standardized Informal Reading Inventory (IRI) is:
- A. to establish how prior knowledge and text organization influence a student's reading comprehension.
 - B. to determine how a student uses semantic, syntactic, and other text cues to deduce a word's meaning.
 - C. to analyze how a student's silent reading comprehension is influenced by oral reading fluency.
 - D. to establish a student's independent, instructional, and frustration reading levels.
8. An advantage of using assessment tools such as portfolios and scoring rubrics is that they:
- A. provide more objective results than do multiple-choice tests.
 - B. promote student participation in self-assessment activities.
 - C. ensure consistency among different evaluators.
 - D. offer more reliable assessment data.
9. Which of the following best describes the primary advantage of having a student read a passage silently and then provide a "retelling" as a means of assessing the student's comprehension, rather than having the student answer questions?
- A. A retelling is open-ended and requires the student to construct a description of the passage more independently of the examiner.
 - B. The results of a retelling are more objective and easier to quantify than the results of direct questioning.

- C. The procedure involved in retelling tends to be more familiar to a wider range of students, including English Language Learners.
 - D. A retelling can provide information about the student's inferential comprehension skills, which questioning cannot provide.
10. A teacher encourages beginning readers to "write" their own captions beneath their drawings. This practice is most likely to lead to which of the following?
- A. The students will tend to lose interest in writing because of their frustration with their lack of mastery of the English spelling system.
 - B. The students' overall reading proficiency will be adversely affected by any spelling errors that go uncorrected.
 - C. The students will tend to develop strong automatic word recognition skills from their interaction with print.
 - D. The students' development of phonics knowledge will be reinforced as they experiment with their own phonetic spellings.