

A young boy with dark hair and light eyes, wearing a white school shirt, is sitting at a desk in a library. He is holding an open book and looking towards the camera. The background shows bookshelves filled with books. On the right side of the image, there is a blue geometric overlay consisting of several overlapping triangles and polygons. The text 'Class 6: Assessing reading' is written in a bold, blue, sans-serif font over the left side of the image.

Class 6: Assessing reading

What do we mean by reading?

- ▶ What is reading?
- ▶ What happens when we read?
- ▶ What kind of skill is reading?



What reading skills do we employ when reading...

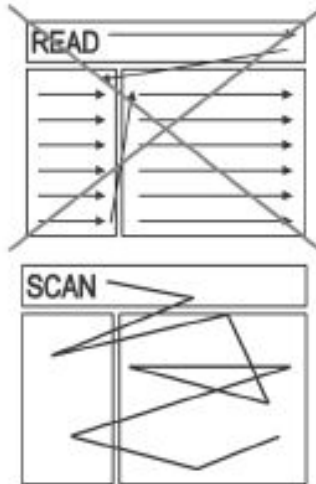
- ▶ a timetable?
 - ▶ a newspaper article?
 - ▶ a poem?
- A. Skimming for general understanding
 - B. Scanning to find a particular name or figure
 - C. Reading carefully for detail
 - D. Predicting content
 - E. Reading for pleasure
 - F. Reading for analysis
 - G. All of the above

Types of reading

**Careful
reading**



**Fast
reading**



Practise with your students

- Careful reading: at all levels
- Fast reading: not before B1 level on the CEFR
 - Introduce scanning at B1
 - Introduce other fast reading skills from B2
 - Practise switching between careful and fast reading in a single task

Reading is an interactive process

Linguistic schemata:

- Discourse
- Vocabulary
- Grammar
- Spelling and punctuation
- Cohesion
- Rhetorical structure



Content schemata:

- Background knowledge
- Values
- Knowledge of cultural conventions

Metalinguistic schemata:

- Goal setting
- Building mental sets
- Reading strategies
- Review and remediation



Bottom-Up Reading

Understand and combine information **across texts**



Understand information across a **whole text**



Understand info across **sentences** or a **paragraph**



Understand **'implied'** meaning (read btw the lines)



Understand **basic** meaning of a **phrase / a sentence**



Recognize and understand a **word**

Task 1: which cognitive processes?

`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

From Carroll (1872) Through the Looking-Glass and What Alice Found There

Question 1: What did the toves do?

- a) They wabed.
- b) They gyred and gimbled.
- c) They brilliged.

Task 2: which cognitive processes?

`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Question 2: Which word describes the raths?

Task 3: which cognitive processes?

'Beware the Jabberwock, my son!

The jaws that bite, the claws that catch!

Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand:
Long time the manxome foe he sought.

So rested he by the Tumtum tree,
And stood awhile in thought.

Question 3.

What did the son in this poem intend to do?

- A. He intended to play with the Jabberwock.
- B. He intended to take a nap under the Tumtum tree.
- C. He intended to attack the Jabberwock.

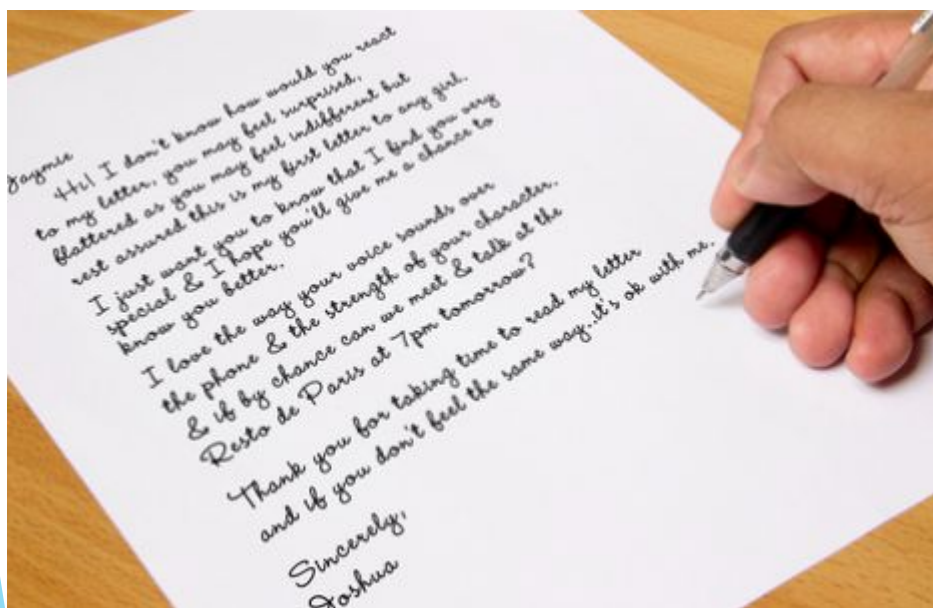
Task 4: which cognitive processes?

You are going to read four reviews of a book. For questions 1–4 choose from reviews A–D.

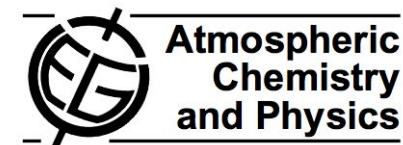
Which reviewer:

1. has a different opinion from the others on Smith's work?
2. expresses a similar view to reviewer B on modern architecture?

Top-down reading



Atmos. Chem. Phys., 4, 2259–2271, 2004
www.atmos-chem-phys.org/acp/4/2259/
SRef-ID: 1680-7324/acp/2004-4-2259
European Geosciences Union



The origin of sea salt in snow on Arctic sea ice and in coastal regions

F. Domine¹, R. Sparapani², A. Ianniello², and H. J. Beine²

¹CNRS, Laboratoire de Glaciologie et Geophysique de l'Environnement, BP 96, 38402 Saint Martin d'Hères cedex, France

²C.N.R.-IIA, Via Salaria Km 29,3, I-00016 Monterotondo Scalo (Roma), Italy

Received: 19 May 2004 – Published in Atmos. Chem. Phys. Discuss.: 24 August 2004

Revised: 20 October 2004 – Accepted: 30 October 2004 – Published: 23 November 2004

Abstract. Snow, through its trace constituents, can have a major impact on lower tropospheric chemistry, as evidenced by ozone depletion events (ODEs) in oceanic polar areas. These ODEs are caused by the chemistry of bromine compounds that originate from sea salt bromide. Bromide may be supplied to the snow surface by upward migration from sea ice, by frost flowers being wind-blown to the snow surface, or by wind-transported aerosol generated by sea spray. We investigate here the relative importance of these processes by analyzing ions in snow near Alert and Ny-Ålesund (Canadian and European high Arctic) in winter and spring. Vertical ionic profiles in the snowpack on sea ice are measured to test upward migration of sea salt ions and to seek evidence for ion fractionation processes. Time series of the ionic composition of surface snow layers are investigated to quantify wind-transported ions. Upward migration of unfractionated sea salt to heights of at least 17 cm was observed in winter snow, leading to Cl^- concentration of several hundred μM . Upward migration thus has the potential to supply ions to

1 Introduction

Interactions between the snowpack and the atmosphere lead to important modifications of atmospheric composition (Domine and Shepson, 2002), and a most dramatic example is the complete destruction of ozone from the ground up to altitudes greater than 1000 m, observed in the Arctic (Bottenheim et al., 2000) and the Antarctic (Tarasick and Bottenheim, 2002) in the spring, when the frozen sea and the ground are almost entirely snow-covered. It is now reasonably certain that brominated species, derived from sea salt bromide, are key species in the chemistry of this ozone destruction (Barrie et al., 1988; Fan and Jacob, 1992; Tang and McConnell, 1996).

However, many aspects of this chemistry are not fully understood and prevent the detailed modeling, let alone the prediction, of these ozone depletion events (ODEs) (Bottenheim et al., 2002a). Among these, the processes by which sea salt and bromide reach the snow surface to become available for

Reading bottom-up vs top-down style

- ▶ BU takes 3 times longer: more fixations and movement back and forth
- ▶ More challenging:
 - ▶ unknown vocabulary
 - ▶ difficult sentence structure
 - ▶ unfamiliar grammar (articles, phrasal verbs)
- ▶ Inexperienced readers rely heavily on bottom-up reading techniques and may misuse top-down techniques, and vice versa

Reading: What are your objectives?

▶ Macro skills

- ▶ Reading *quickly* to skim for gist
- ▶ *Scan* for specific detail and establish general organization
- ▶ Reading *thoroughly* for main ideas, supporting details, argument, purpose, relationship of paragraphs, fact vs. opinion, etc.(intensive reading)
- ▶ Drawing inferences
- ▶ Information transfer from nonlinear texts

▶ Micro skills

- ▶ understanding at the sentence level
 - ▶ syntax, vocabulary, cohesive markers
- ▶ Understanding at inter-sentence level
 - ▶ reference pronouns, discourse markers
- ▶ understanding components of nonlinear texts
 - ▶ Labels, captions, symbols

What macro skills do you want to assess?

How are you going to do it?

▶ Macro skills

- ▶ Reading quickly to skim for gist, scan for detail, establish general organization
- ▶ Reading carefully for main ideas, supporting details, argument, purpose, relationship of paragraphs, fact vs. opinion, etc.
- ▶ Information transfer from nonlinear texts

▶ Assessment strategies

- ▶ Ask questions about main ideas, supporting evidence, organization of text, purpose etc.
- ▶ Use common formats such as MCQ, TFN, short answer, extended answer
- ▶ Create a chart for Ss to fill in with information

What micro skills do you want to assess?

How are you going to do it?

▶ **Micro skills**

- ▶ understanding at the sentence level
- ▶ syntax, vocabulary, cohesive markers
- ▶ understanding at intersentential level
- ▶ reference, discourse markers
- ▶ understanding components of nonlinear texts

▶ **Assessment strategies**

- ▶ Focus questions on sentence level
- ▶ Do selective deletion of vocabulary, grammar, or markers - cloze
- ▶ Ask questions that relate to sentences
- ▶ Ask what pronouns refer to
- ▶ Ask about features of charts or graphs

What do we read?



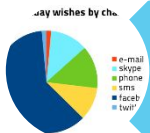
Passages of prose and poetry



Manuals and instructions



Letters



Pie charts



Maps









Road signs

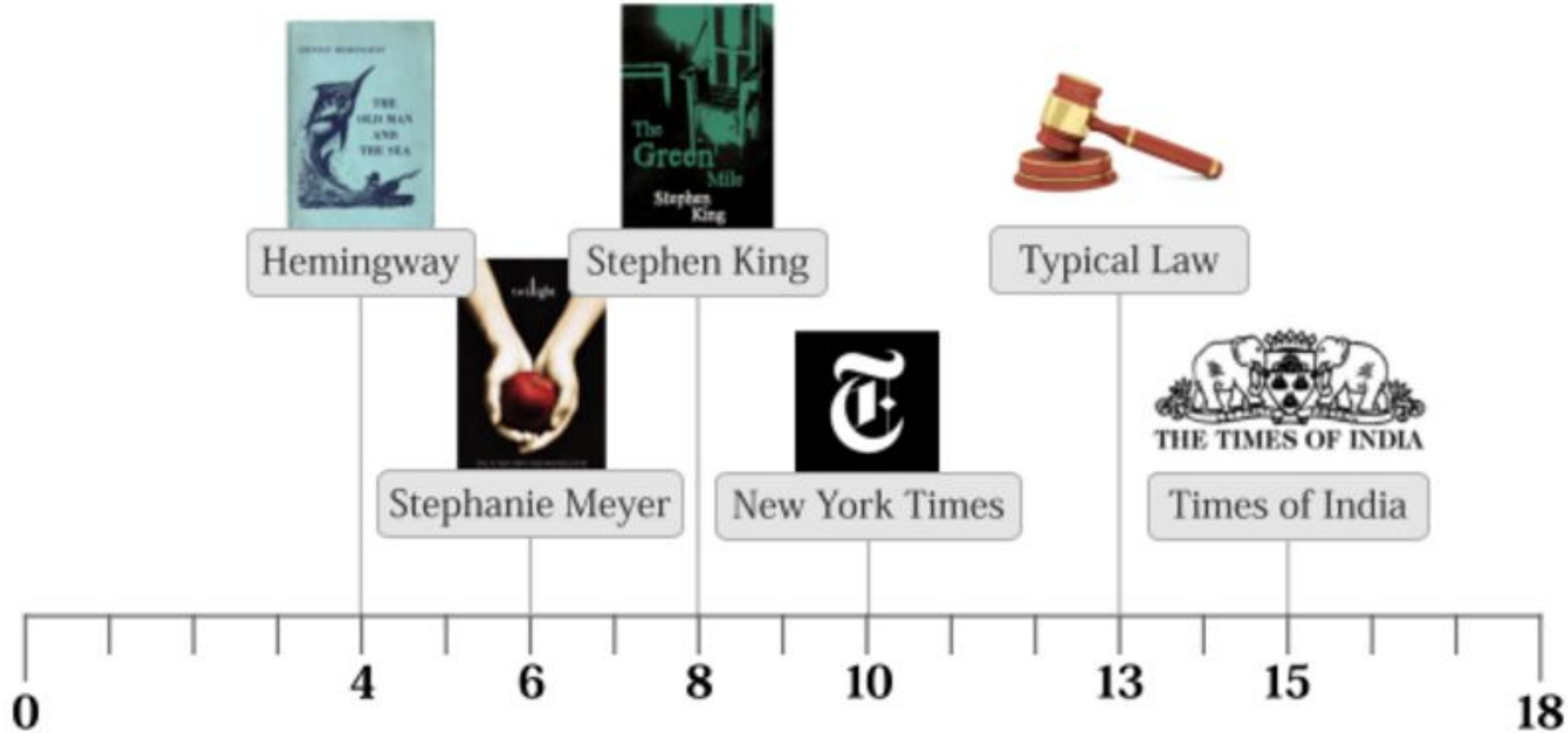
Some considerations in designing reading tasks

- ▶ Use both prose texts and non-linear texts
- ▶ Collect appropriate reading material
- ▶ For assessment, ensure that topics within Ss' experience, but not too familiar. Do not use material they have read before
- ▶ Make length and readability suitable for level
- ▶ Limit unknown words to 5-10% (Nation, 1990)
- ▶ Topic should not be biased for any Ss or upsetting
- ▶ Authentic material and source

Flesch Reading Ease

Linguapress overall assessment	Flesch-Kincaid readability scores and levels	CEFR LEVELS - IELTS
	0-50 Very difficult (Higher education level)	C2 Mastery 8 - 9
	50 - 60 Fairly difficult (11th or 12th grade - final years of high school)	C1 Advanced 7 - 8
	60 - 70 Plain English - should be easy to understand by students from 14 to 15 years upwards	B2 Upper intermediate - 6 - 7
	70 - 80 Fairly easy - accessible to students aged 13 upwards	B1 intermediate - 4.5 - 6
	80 - 90 Easy	A2 elementary - 3 - 4
	90 - 100 Very easy :	A1 EFL beginners - 1 - 2

Readability level



← Aim for grade 8 or below to ensure your content is readable by 80% or more of Americans.

Instructions









- ▶ Formulate questions in a slightly lower level than the reading passage
- ▶ Follow the same order
- ▶ MCQs and T/F/NG - avoid negative statements
- ▶ Rephrase and use synonyms

Formats for assessing reading

- ▶ Recognition and selection
 - ▶ Multiple choice, true/false/not given, matching
 - ▶ Reduce guessing factor, avoid exact/verbatim matching
- ▶ Limited production
 - ▶ Short answer, cloze, chart fill, labeling
 - ▶ In grading, focus on meaning, not accuracy
- ▶ Extensive production, skill integration
 - ▶ Writing a summary paragraph

Happy Planet’s Country Factfile
(figures based on 1998 statistics)

Issue 38: Feb 2000

	Kingdom of Thailand	United Kingdom	Spain
1 Land area	513, 115 sq km	242, 429 sq km	492, 503 sq km
2 Average temperature	January 25°C July 28°C	January 4.5°C July 18°C	January 6°C July 27°C
3 Rainfall	1400 mm	600 mm	325 mm
4 Population	58, 722, 437	57, 970, 200	42, 800, 000
5 Armed Forces		   	  
6 Education	Free*	Free**	Free*
7 Average Income	\$ 500	\$ 16 300	\$ 10 700
8 Life Expectancy	M 61 W 65	M 70 W 74	M 74 W 80
9 Official Language	Thai	English	Castilian Spanish

 = 300 000 troops

* to age 12
** to age 16

Use Text D on the next page to answer the questions.
Write short answers on the answer sheet.

25 What is the average July temperature in Spain?

26 Which company provided the information for the fact file?

27 What does  mean?

28 What year is the information in the fact file from?

29 Until what age is education free in the United Kingdom?

30 Text B is from a(n) _____.

A. Diary B. itinerary C. travel magazine D. dictionary

(6 marks)

Credit: HCT practice exam

Over to you

- ▶ Work in small groups and look at a problem reading test
- ▶ Think about the issues we have raised
- ▶ What are the strengths of this test?
- ▶ What are its problems?
- ▶ Are there ways to fix the problems?