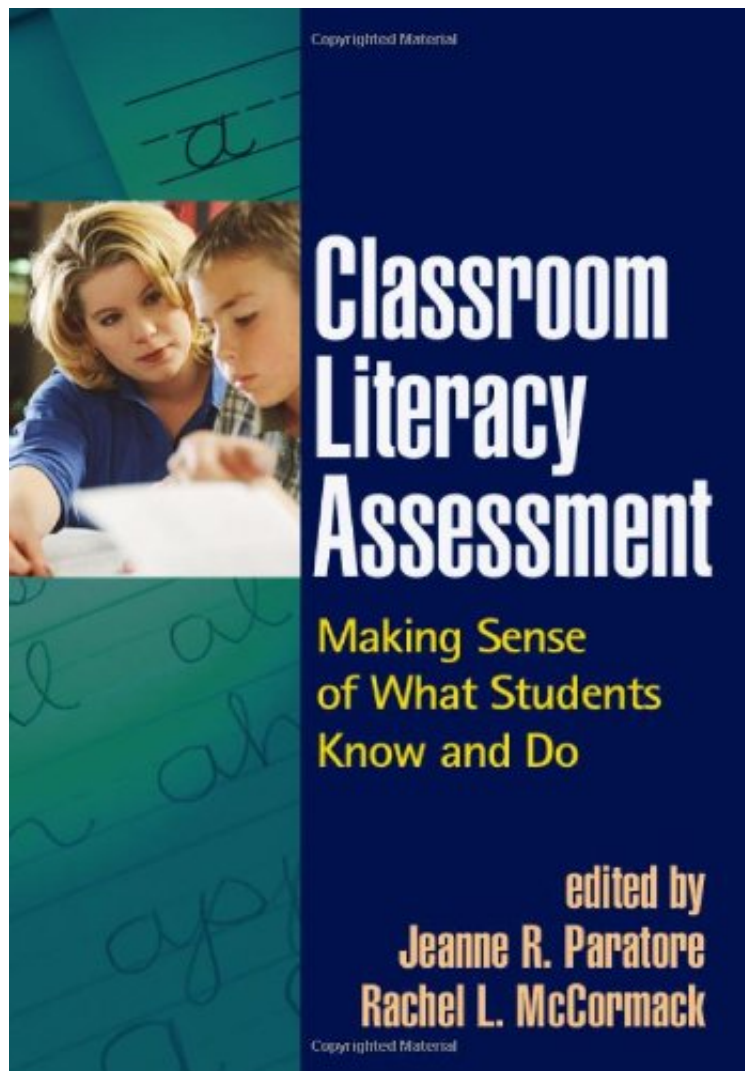


(Read now) Classroom Literacy Assessment: Making Sense of What Students Know and Do (Solving Problems in the Teaching of Literacy)

Classroom Literacy Assessment: Making Sense of What Students Know and Do (Solving Problems in the Teaching of Literacy)

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#1412658 in Books The Guilford Press 2007-04-05Ingredients: Example IngredientsOriginal language:EnglishPDF # 1 9.96 x .88 x 7.02l, 1.36 #File Name: 1593854382332 pages | File size: 38.Mb

From Brand: The Guilford Press : Classroom Literacy Assessment: Making Sense of What Students Know and Do (Solving Problems in the Teaching of Literacy) before purchasing it in order to gage whether or not it would be worth my time, and all praised Classroom Literacy Assessment: Making Sense of What Students Know and Do (Solving Problems in the Teaching of Literacy):

1 of 1 people found the following review helpful. Useful and comprehensiveBy Elvin OrtizMost of the articles are

well-structured. The author or authors define and discuss the literacy concept (e.g. word recognition) with a historical perspective. Then they proceed to review research literature about the concept. The articles explore both effective assessment techniques as well as strategies. Most of the articles also provide vivid descriptions on how the assessment technique was used in the classroom. I'm quite impressed because the reader gets the information needed to understand the issues that have to do with literacy. Everything discussed and suggested is research supported. 0 of 0 people found the following review helpful. Great read! Every chapter is written by different authors ...By maddyGreat read! Every chapter is written by different authors and contributors. The read is easy and has effective tools for any educator as well includes ideas and templates 0 of 0 people found the following review helpful. classroom essentialBy captainA useful book for teachers to have in the classroom. It was one I used for a college class but will keep in my classroom to reference.

Showcasing assessment practices that can help teachers plan effective instruction, this book addresses the real-world complexities of teaching literacy in grades K-8. Leading contributors present trustworthy approaches that examine learning processes as well as learning products, that yield information on how the learning environment can be improved, and that are conducted in the context of authentic reading and writing activities. The volume provides workable, nuts-and-bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners, including students in high-poverty schools and those with special learning needs. It is illustrated throughout with helpful concrete examples.

"What a wonderful book! Paratore and McCormack have assembled a collection of 'must-read' chapters that hone in on best practices in classroom literacy assessment, cutting through the fog of testing mandates and poor practice with the clarifying intensity of a laser. These pages are packed with checklists, vignettes, exemplars, rubrics, insights, good ideas, and helpful findings. Readers may not agree with everything they read here, but its hard to find a page that doesnt help one to better make sense of childrens learning. This is definitely the smart teachers guide to literacy assessment."--Timothy Shanahan, PhD, Distinguished Professor Emeritus, Department of Curriculum and Instruction, University of Illinois at Chicago