

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

READING & REFLECTING ON TEXT

UNIT - IV

JANUARY

05

FRIDAY

(a) Evaluation of Reading skills
with special reference to test of rates of
Reading.

Evaluation plays an integral part in the teaching-learning process as it provides much needed feedback to both - the teacher and learner.

- * Importance of Evaluation of Reading skills.
- It provides feedback about the effectiveness of instruction and learning experiences designed by the teacher.
 - It provides feedback about the progress of learners have made.
 - It helps to identify the individual needs/problems of the learner.
 - It directs the remediation program.
 - It motivates teachers as well learners to do well.
 - It is objective evidence/index of effectiveness of the teaching-learning process.
 - Evaluation, carried over a period of time, provides rate and direction of progress and thereby helps to develop learner profile.
 - It also prepares individuals for other informal situations.

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

→ FACTORS AFFECTING THE RATE OF READING/ READING SPEED.

- Speed and understanding the text depends on a number of factors including:
- the difficulty of text content for that individual,
 - complexity of the grammar,
 - familiarity of the vocabulary,
 - physical/ environmental conditions such as lighting, distractions etc.
 - personal factors such as purpose, motivation, interest and tiredness.

→ RATES OF READING INCLUDE:

- Reading for Memorization (fewer than 100 words per minute [wpm]);
- Reading for Learning (100-200 wpm)
- Reading for Comprehension (200-400 wpm)
- Skimming (400-700 wpm)

TIME LIMIT METHOD:

This method of reading assessment involves the task of reading of a specific length within the given time limit. The subject is expected to read the content within or before the time-limit given. Such tests aim to assess the speed with which a reader can read the text fluently and with understanding. The reading rate is reported in form of words read per minute.

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

The evaluation technique itself has no disadvantage of its own but how the test results are interpreted and used can have serious implications for the learner. For eg: on the basis of these test results some learners get labelled as below or behind grade level. Such learners get demotivated and further lose interest in reading.

AMOUNT LIMIT METHOD:

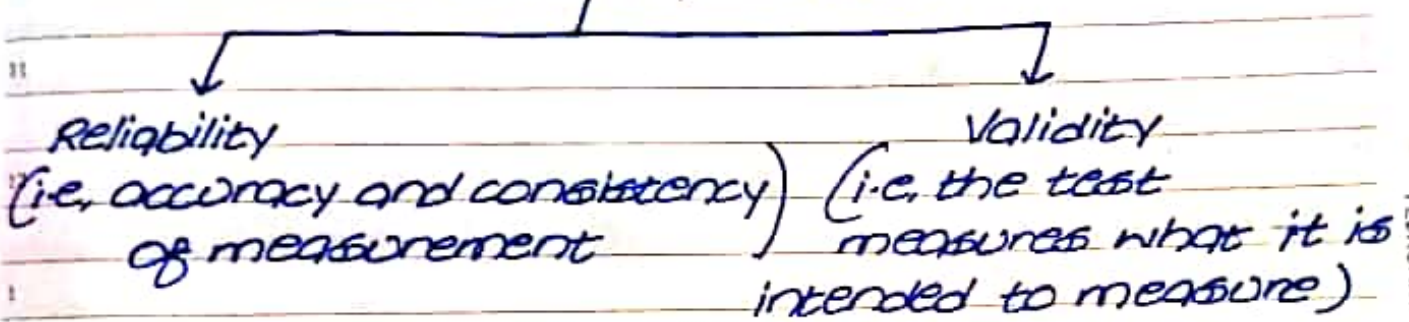
In this method, the reader is given a passage that is to read in its entirety. Then the reading rate is computed on the basis of the time required to read the entire passage, and is also generally reported in words per minute. This measure of reading rate is based upon the amount read. Amount-limit method is not as anxiety-producing situation as the time-limit method is. But generally, it is observed that where there's no time limit, even a fluent reader takes more time to read given the same content. But one distinct advantage is that reader feels a sense of satisfaction and even accomplishment, when he/she is allowed to complete the reading assignment without the time-capping.

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				29

→ THINGS TO CONSIDER WHILE USING TESTS:

- Look for tests that are technically adequate and use

Technically Adequacy includes



- If possible, use more than one test to assess reading comprehension performance.
- Take everyday classroom performance into account.
- Consider both current and upcoming grade expectations.

~~_____x_____x_____x_____x_____x_____~~