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Assessing students' metacognitive awareness of reading strategies.

Kouider Mokhtari¹, Carla A. Reichard²

Abstract: This article describes the development and validation of a new self-report instrument, the Metacognitive Awareness of Reading Strategies Inventory, which is designed to assess adolescent and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school-related materials. There were 3 strategy subscales or factors: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. The reliability and factorial validity of the scale were demons... [Show more](#)

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Assessing Students Metacognitive Awareness Of Reading

Cindy Brantmeier



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A Survey to Assess Students' Metacognitive Awareness of Reading Strategies Used in the Master of Arts Program in English for Careers, Thammasat University Sasirin Akkararitwuthhikun, Mahāwitthayālai Thammasāt. Language Institute, 2013

Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons

Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school

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Global Perspectives on Effective Assessment in English Language Teaching Fernández Álvarez, Miguel, Montes, Amanda Lira Gordenstein, 2023-08-25 English language programs depend on the effective assessment of the measure of student proficiency for purposes of placement advancement and completion A variety of approaches may be adopted depending on the program its objectives and the students it serves Teachers and administrators in many contexts may also be required to meet institutional accountability expectations often externally imposed and related to accreditation standards The need for appropriate and accurate assessment of student learning whether internally sought or externally required provides the opportunity for teachers and administrators to consider current practices implement reforms and because of ongoing assessment findings improve student learning through curricular change teacher training and modification of classroom practice *Global Perspectives on Effective Assessment in English Language Teaching* explores approaches models principles and techniques related to effective assessment at the classroom and program levels Covering topics such as language program evaluation curriculum alignment and alternative assessment methods this book is ideal for classroom teachers administrators researchers and students

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Investigations in Teaching and Learning Languages Danuta Gabryś-Barker, Ewa Piechurska-Kuciel, Jerzy Zybert, 2014-07-08 The book presents most recent investigations into foreign language teaching and learning discussed by prominent scholars in the field A wide variety of topics ranges from theoretical approaches to foreign language instruction to a discussion of findings of empirical research in language learning and pedagogy The theoretical part of the volume tackles issues which constitute the backbone to the understanding of the processes involved in language development learning and teaching and thus contribute to applied research The empirical articles in Parts Two and Three of the volume report on studies focusing on such important issues as various dimensions of awareness language cross cultural competence or affectivity and specific methodologies

implemented in different educational settings such as for instance dyslexic learners or in teacher training programmes

Journal of Developmental Education ,2001 **Crossing Languages and Research Methods** Cindy Brantmeier,2009-10-05 This is the seventh volume in the Research in Second Language Learning series It highlights the importance of understanding this complex process and presents recent research on adult foreign language reading The volume offers valuable insights and findings to support foreign language readers and educators Digital Transformation, Strategic Resilience, Cyber Security and Risk Management Simon Grima, Eleftherios I. Thalassinos, Mirela Cristea, Marta Kadlubek, Dimitrios Maditinos, Liga Peiseniece, 2023-09-28 Contemporary Studies in Economic and Financial Analysis publishes a series of current and relevant themed volumes within the fields of economics and finance **Effects of Explicit Instruction on Third Grade Low Group Students' Metacognitive Awareness of Reading Lesson Content and Their Performance on Additional Measures of Reading Ability** Michael Steven Meloth, 1988 **Reading Keys** Jill Sunshine Watson, 2004 **Content Area Reading and Writing** Norman Unrau, 2004 This theory based strategy driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching Chapters on assessment motivation struggling readers aligning standards with strategies and assessment and a constant focus on diversity set this text apart Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text SPECIAL FEATURES INCLUDE Step by Step features which precisely explain a strategy s implementation Plenty of simple and effective strategies for assessing and addressing students reading capabilities A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards An abundance of student work samples to fully illustrate chapter concepts strategies and effective teaching A Companion Website available at www.prenhall.com/unrau containing self assessments web links and classroom video footage to round out content comprehension *Metacognition in Young Primary School Children* Tiina Annevirta, 2006 Tiivistelm Lasten metakognition kehittyminen ensimm isten kouluvuosien aikana **Linguistics and Language Behavior Abstracts** ,2006-04 Journal of Teacher Education and Teaching ,2009 □□□□ ,2003 *The ... Yearbook of the National Reading Conference* National Reading Conference (U.S.). Meeting, 1997 **Proceedings** ,1990 **The Path to Academic Success in College Students with and Without Learning Disabilities** Guy Trainin, 2002 Teaching Reading to High-risk Learners Karen D. Wood, Robert Algozzine, 1994 A contributed work that brings together experts in reading and special education to address research and practice related to teaching at risk learners From assessment concerns to improved instructional practices this book provides a unified view on what has been done and how to proceed to effectively teach reading to students who are difficult to teach Vignettes and case studies are presented throughout the book It provides an overview of research looks at assessment practices and explores effective practices for teaching high risk learners K 12 in service teachers and administrators A Longwood Professional Book

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