

## Reading Comprehension Level 5

Directions: Read each passage carefully and choose the correct answer to each question.

### **Is That Mrs. Jones?**

"Good evening. This is Kathy at Communicom. Who am I speaking to?" In fact, Kathy's real name may be Kavitha, and she's probably a customer service attendant in Bangalore, a large city in the southern part of India.

Bangalore has become India's center for IT, and nowadays it is one of the world's principal call centers. Multinational corporations frequently hire companies in India to handle services to their customers over the phone: everything from technical support on computer help lines to credit card transactions, banking, and telemarketing. Customers all over the world frequently talk to phone assistants in Bangalore.

Call centers are a booming business in this part of India, and they generate a great many jobs. The possibility of earning \$700 a month attracts hundreds of candidates. They are mostly young people, competitive and highly qualified, some with MBAs and master's degrees.

However, in order to qualify for a position with one of these service companies, many of these young people need to perfect their English. In India, people have long been anglophones because of the country's past as a British colony. But the challenge is how to make their English easily understood to non-Indians.

So before new call center employees learn about the products they're going to sell, they usually begin with language training. They learn to slow down their speech because the English spoken in India is often very fast. And they concentrate on accents and sounds. For example, Indians say "It's not available," instead of "available." Or "I'm going do the mall,"

# Reading Items For Practice Grade 11

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*Grade 11 High School Proficiency Test*, 1992     **The NAEP 1992 Technical Report** Eugene G. Johnson, 1994     **The NAEP ... Technical Report**, 1992     **Resources in Education**, 1987-04     *Colorado Student Assessment Program*, 1999

Focusing the New Design Eugene G. Johnson, Rebecca Zwick, Nancy L. Allen, Albert E. Beaton, 1990 Details of the design and data analysis associated with the 1988 National Assessment of Educational Progress NAEP are presented The 1988 NAEP surveyed American students knowledge of reading writing civics U S history and geography Small scale studies were conducted for mathematics and science Populations included public school students and private school students aged 9 13 and 17 years as well as students in grades 4 8 and 12 Geography was surveyed only at grade 12 age 17 years The objective of these technical notes is to provide information to allow the reader to judge the utility of the design quality of the NAEP data reasonableness of the assumptions made appropriateness of the data analyses and generalizability of the inferences made from the data Topics addressed include development of objectives and items sample design assessment instruments field administration materials processing and database creation processing assessment materials professional scoring data transcription systems editing data quality control of data entry database products weighting procedures and estimation of sampling variance scaling procedures data analysis for the various subject area assessments and the statistical summary of the samples and estimates of proficiencies of U S students A total of 204 data tables and 14 figures are provided Appendices provide a list of consultants for development of the 1988 NAEP objectives and items distributions of weight components for the 1988 NAEP samples contrast codings and estimated effects for 1988 NAEP conditioning variables 1988 NAEP derived and composite conditioning variables revision of 1984 NAEP post stratification weights for grade 4 age 9 years and grade 8 age 13 years 1988 NAEP item response theory parameters and NAEP reporting subgroups composite and derived common background variables and subject specific composite and derived reporting variables A glossary of terms a list of references cited in the text and an index are included TJH     **Sample Assessment Exercises Manual for Proficiency Assessment: [pt.1-2]. Item statistics for grades 7, 9, and 11** California. State Department of Education, 1978     Grade Teacher, 1930

The Connecticut School Journal, 1874     **Course of Study in Reading, Literature, Composition, Grammar, Spelling and Handwriting, Grades I to VIII.** Baltimore County (Md.). Board of School Commissioners, 1921     **Host Bibliographic Record for Boundwith Item Barcode 30112112062903 and Others**, 1900     The Educator-journal, 1919     **Industrial Arts & Vocational Education**, 1945     **Resources in Education**, 1997     *Standard Setting* Gregory J. Cizek, Michael B. Bunch, 2007 *Standard Setting A Guide to Establishing and Evaluating Performance Standards on Tests* is a well timed text given the legislated requirement of performance standards in our K 12 educational system as well as the continued need in the process of credentialing professionals This book would be useful to individuals retained to produce or coordinate standard setting activities PSYCCRITIQUESIn *Standard Setting A Guide to Establishing and Evaluating*

Performance Standards on Tests authors Gregory J Cizek and Michael B Bunch provide the only go to reference on how to set standards on tests in education licensure and certification This book is comprehensive in scope practical in nature and definitive in terms of cataloguing the essential conceptual and procedural fundamentals of setting performance standards Key Features Offers a detailed description of procedures In a practical straightforward and virtually jargon free style this book begins with important foundational and conceptual information about standard setting followed by step by step procedures for all currently used methods including Angoff Item Mapping Analytic Judgment etc In addition a full chapter is devoted to future issues and research in standard setting Enables readers to design implement and evaluate a standard setting study Using this book readers will be able to select an appropriate standard setting method schedule and plan implementation identify and train qualified standard setting participants conduct the standard setting meeting calculate one or more cut scores and evaluate the success of the procedure they have implemented Allows readers to adapt written materials to their situation Examples are provided in widely available formats such as Excel SPSS pdf and Word files so readers do not have to purchase specialized software or learn to use unfamiliar packages The book includes downloadable forms sample correspondence checklists data sets and analytical software for performing calculations required for various standard setting procedures Intended Audience This is an excellent supplementary textbook for graduate courses such as Applied Measurement in Education Psychometric Theory Advanced Educational Measurement Special Topics in Measurement and Evaluation Seminar in Educational and Psychological Measurement in the departments of Educational Psychology Measurement and Evaluation Psychology and others

Course of Study Baltimore County (Md.). Board of School Commissioners,1921

**Current Index to Journals in Education** ,1992

*How to Become a Better Reader* Paul Witty,1953 This book is designed to help you become a better reader If you are an average reader you may be reading this book now at a reading rate of about 180 words per minute You can improve your rate of reading perhaps 50 percent or more for many types of reading At the same time you can learn to get more out of the things you read p 1

*The ETS Test Collection Catalog* Educational Testing Service. Test Collection,1993 The major source of information on the availability of standardized tests Wilson Library BulletinCovers commercially available standardized tests and hard to locate research instruments

*Information Bulletin* ,1992

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