

1. Record Nr.	UNINA9910130740603321
Autore	Farrall Melissa Lee
Titolo	Reading assessment [[electronic resource] ] : linking language, literacy, and cognition // Melissa Lee Farrall
Pubbl/distr/stampa	Hoboken, N.J., : John Wiley and Sons, Inc., 2012
ISBN	1-118-28542-5 1-118-28201-9 1-118-09266-X
Descrizione fisica	1 online resource (410 p.)
Classificazione	PSY012000
Disciplina	372.48
Soggetti	Reading - Ability testing Educational tests and measurements Reading, Psychology of Cognition in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Machine generated contents note: Acknowledgments Chapter 1: Introduction Chapter 2: Reading Theory and the Stages of Reading Acquisition Chapter 3: Oral Language Chapter 4: Linguistic and Cultural Diversity Chapter 5: Statistics and Test Development Chapter 6: Test Administration and Report Writing Chapter 7: Response to Intervention Chapter 8: The Role of Intellectual Assessment Chapter 9: Oral Language Assessment Chapter 10: Underlying Processes Chapter 11: Decoding and Fluency Chapter 12: Comprehension Chapter 13: Informal Inventories and Readability Chapter 14: Written Expression and Spelling Chapter 15: Last Words Appendix A: Answer Key Appendix B: Glossary References Index.
Sommario/riassunto	"This accessible, friendly guide is the first of its kind to present a research-based, integrated review of reading, cognition, and oral language testing and assessment. The theoretical underpinnings of reading, language, and literacy are covered, as well as detailed information and administration tips on the myriad reading inventories that may be used in a reading psychoeducational assessment. Unique in its inclusion of instruction on crafting professional evaluation reports

to illuminate a student's strengths and weaknesses, this inviting book will enable school psychologists, reading specialists, and learning disabilities specialists to conduct effective interdisciplinary remedial recommendations and interventions"--

---