Title: Evidence-Based Assessment of Reading Comprehension

Organiser: NATEDs Track 1 in cooperation with the Department of Education, UIO.
Responsible: Professor Ivar Bråten.

Key Lecturer: Senior Research Scientist John Sabatini, Educational Testing Service, USA.

In addition, Track 1 leaders and PhD students enrolled in the National Graduate School in Educational Research (NATED) will give presentations followed by comments and discussion.

Dates: September 25 and September 26, 2014.

Hours: September 25: 10.00-16.00, September 26: 9.00-15.00

Room: Helga Eng’s House, Room 231.

Subject: Theory and research on the assessment of reading comprehension.

PROGRAM:

Thursday September 26:

10.00 – 11.30
Senior Research Scientist John Sabatini:
Broadening the Scope of Reading Comprehension Assessment using Scenario-based Assessments: Theoretical Bases, Frameworks, and Some Empirical Studies
This talk focuses on research conducted by the Educational Testing Service (ETS) Assessment Team primarily under the Reading for Understanding (RfU) US Department of Education Initiative (http://ies.ed.gov/ncee/projects/program.asp?ProgID=62; https://www.ets.org/research/topics/reading_for_understanding/) and the ETS Cognitively Based Assessment of, for, and as Learning (CBAL™) research initiative (https://www.ets.org/research/topics/cbal/initiative ). Both complementary projects aim to apply cognitive and learning science theory to the design of assessments, with a strong emphasis on a 21st century of reading (and writing in the case of CBAL) literacy skills.

11.45 – 12.45
Professor Ivar Bråten:
It’s complicated: Measuring multiple text comprehension with verification tasks and essays (and conceptual pairs)

12.45 – 13.30
Lunch

13.30 – 14.00
PhD student Kamila Stankiewicz:
Reading Habits Questionnaire: Design and methodological challenges.
14.00 – 14.30
PhD student Anette Andresen:
**Digital natives with reading difficulties: A study of dyslectic adolescents’ integration of conflicting information across Internet sites and presentation formats.**

14.45 – 15.45
Senior Research Scientist John Sabatini:
**In the afternoon talk, Dr. Sabatini will further elaborate on the morning lecture in a more informal and dialogic way.**

15.45 – 16.00
Associate Professor Trude Nergård Nilssen:
**Summary of the day.**

**Friday September 26:**

9.00-10.30
Senior Research Scientist John Sabatini:
**Integrating Component Reading Skill Measures with Reading Comprehension Assessments.**
This topic focuses on the integration of component reading skill measures with reading comprehension assessment, especially with students who are at risk or struggling. It is argued that component skills can be used to complement comprehension testing, serving functions of screening, diagnosis, and monitoring for some students with weak reading.

10.45 – 11.45
Professor Sol Lyster:
**Morphological knowledge contributes to word decoding and reading comprehension: Implications for assessment and instruction.**

11.45 – 12.30
Lunch

12.30 – 13.00
PhD student Silje Systad
**Challenges assessing children with epileptic activity: What tests to use and what comparison groups to involve?**

13.00 – 13.30
PhD student Anne Arnesen:
**Measurement modeling for reliability and validity: Assessment tools for universal screening and progress monitoring of students’ decoding and reading fluency over time.**

13.45 – 14.45
Senior Research Scientist John Sabatini:
**In the afternoon talk, Dr. Sabatini will further elaborate on the morning lecture in a more informal and dialogic way.**
14.45 – 15.00

Professor Ivar Bråten:

Conclusion

COURSE LITERATURE:

Most relevant for Dr. Sabatini’s Day 1 talks:


Optional:


Most relevant for Dr. Sabatini’s Day 2 talks:


Mislevy, R. J., & Sabatini, J. (2012). How research on reading and research on assessment are transforming reading assessment (or if they aren’t, how they ought to). In J. P. Sabatini, E. R. Albro & T. O’Reilly (Eds.), *Assessing reading in the 21st century: Aligning and applying advances in the reading and measurement sciences*. Lanham, MD: Rowman and Littlefield.


**Duration:** 12 hours. A course diploma requires that students attend at least 80% of the course.

**Language:** English

**Credits:** 3 credits with documentation, 1 credit without documentation.
**Documentation**: Submission of paper (8 – 10 pages). The deadline for submission is December 1, 2014. The paper is to be submitted electronically to research administrator camilla.rake@isp.uio.no

**Admission**: PhD students enrolled in NATED will be given priority, but it is also possible for other PhD students to apply for the course.

**Deadline for registration**: September 15, 2014.

**Registration form**: Please use the online registration form

**Further course information**: Please contact Camilla Rake, Department of Special Needs Education, camilla.rake@isp.uio.no for further information.