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Strand of work: Tools

Abstract: This summarizes a reading assessment called R-SAT (Reading Strategy Assessment Tool) for a practitioner audience. R-SAT has students answer questions as they read narrative and expository text. The answers are analyzed using word-based algorithms, which provide indices of overall comprehension and particular strategies used to create meaning (bridging and elaborative inferences, and paraphrasing). We discuss the potential uses of RSAT in authentic educational contexts, and particular as a tool for progress monitoring.

Purpose and Questions Investigated, Assessments or Tools developed

RSAT has the potential to be used by practitioners, but to date it has only been used as a research tool. The chapter provided an opportunity to introduce RSAT to a practitioner audience and to explore what would need to be accomplished for it be ready to use by teachers, school psychologists, and students.

Implications

RSAT provides a way to assess whether students engage in some of the basic cognitive processes that support reading for understanding. It may have a utility in allowing teachers and students to have an explicit record of these processes, which could then inform instruction.

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