

Assessing Students' Metacognitive Awareness of Reading Strategies

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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 demonstrated. After a brief review of the literature, the development and validation of the instrument are described, and its psychometric properties are discussed. In addition, directions for administering and scoring the instrument are provided, and suggestions for interpreting the results obtained are offered. Finally, the scales' implications for reading research and instruction are discussed.

Recent trends within the domain of reading comprehension have led to an increasing emphasis on the role of metacognitive awareness of one's cognitive and motivational processes while reading (Alexander & Jetton, 2000; Guthrie & Wigfield, 1999; Pressley, 2000; Pressley & Afflerbach, 1995). Indeed, researchers agree that awareness and monitoring of one's comprehension processes are critically important aspects of skilled reading. Such awareness and monitoring processes are often referred to in the literature as metacognition, which can be thought of as the knowledge of the readers' cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension.

The construct of metacognition has been richly built through the efforts of several prominent researchers representing diverse research traditions using various data sources. Although it is a challenge to account for all the characterizations of metacognition, we attempt, in our brief review, to reflect the richness of inquiry behind the construct, which provides a foundation for developing a valid and reliable instrument aimed at measuring readers' metacognitive awareness and control of the strategic processes invoked while reading. Researchers generally agree that metacognition refers to the "knowledge about cognitive states and abilities that can be shared among individuals while at the same time expanding the construct to include affective and motivational characteristics of thinking" (Paris & Winograd, 1990, p. 15). In his classic article "Metacognition and Cognitive Monitoring," Flavell (1979) described the process of cognitive monitoring as occurring through the actions and interactions of four classes or interrelated phenomena: Metacognitive knowledge, metacognitive experiences, goals (or tasks), and actions (or strategies). Other researchers (e.g., Wade, Trathen, & Schraw, 1990) have used examples of students' reflections about their thinking while reading to illustrate what they do when they read. Readers' reflections show how they plan, monitor, evaluate, and use information available to them as they

make sense of what they read. Such reflections unveil judgments about the readers' thinking processes that serve as conventional descriptions of metacognition. Recent conceptions of reading comprehension depict efficient readers as strategic or "constructively responsive" readers who carefully orchestrate cognitive resources when reading (Pressley & Afflerbach, 1995).

Researchers investigating reading comprehension monitoring among skilled and unskilled readers have long recognized the importance of metacognitive awareness in reading comprehension because it distinguishes between skilled and unskilled readers. Paris and Jacobs (1984) provided an illustration of the differences between these two types of readers:

Skilled readers often engage in deliberate activities that require planful thinking, flexible strategies, and periodic self-monitoring. They think about the topic, look forward and backward in the passage, and check their own understanding as they read. Beginning readers or poor readers do not recruit and use these skills. Indeed, novice readers often seem oblivious to these strategies and the need to use them. (p. 2083)

Skilled readers, according to Snow, Bums, and Griffin (1998), are good comprehenders. They differ from unskilled readers in "their use of general world knowledge to comprehend text literally as well as to draw valid inferences from texts, in their comprehension of words, and in their use of comprehension monitoring and repair strategies" (p. 62). Pressley and Afflerbach (1995) pointed out that skilled readers approach the reading task with some general tendencies. For example, they tend to be aware of what they are reading; they seem to know why they are reading; and they have a set of tentative plans or strategies for handling potential problems and for monitoring their comprehension of textual information.

Unskilled readers (typically young developing readers and some inexperienced adolescents and adults), on the other hand, are quite limited in their metacognitive knowledge about reading (Paris & Winograd, 1990). They do relatively little monitoring of their own memory, comprehension, and other cognitive tasks (Flavell, 1979; Markman, 1979) and tend to focus on reading as a decoding process rather than as a meaning-getting process (Baker & Brown, 1984). In addition, they are less likely than skilled readers to detect contradictions or resolve inconsistencies in understanding text

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Assessing Students Metacognitive Awareness Of Reading

Cindy Brantmeier



Assessing Students Metacognitive Awareness Of Reading:

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

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

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 Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in secondary schools It examines current challenges and evidence based strategies in reading comprehension This book covers topics such as language learning reading strategies and teacher training and is a useful resource for academicians researchers and scientists

International Guide to Student Achievement John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs

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

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

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Journal of Developmental Education ,2001 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 Metacognition in Young Primary School Children Tiina Annevirta,2006 Tiivistelm Lasten metakognition kehittyminen ensimm isten kouluvuosien aikana **Journal of Teacher Education and Teaching** ,2009 □□□□ ,2003 **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 Linguistics and Language Behavior Abstracts ,2006-04 Reading Keys Jill Sunshine Watson,2004 **The Path to Academic Success in College Students with and Without Learning Disabilities** Guy Trainin,2002 Inquiries in Literacy Theory and Practice Charles K. Kinzer,Kathleen A. Hinchman,Donald J. Leu,1997 **Proceedings** ,1990 **The ... Yearbook of the National Reading Conference** National Reading Conference (U.S.). Meeting,1997

Reviewing **Assessing Students Metacognitive Awareness Of Reading**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Assessing Students Metacognitive Awareness Of Reading**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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