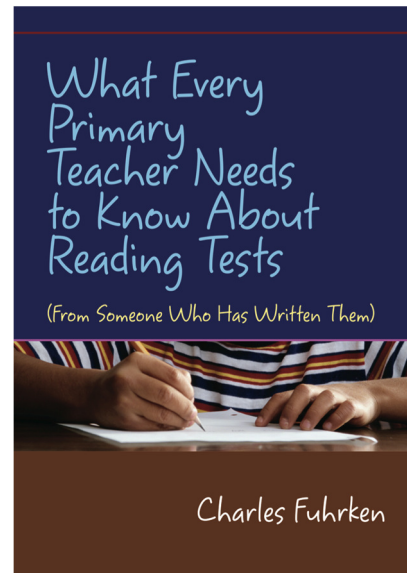


# What Every Primary Teacher Needs to Know About Reading Tests (From Someone Who Has Written Them)

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## Editor's Review

My initial reaction to this book was how it will greatly benefit Year 3 and Year 5 teachers in the planning of their reading programs at the beginning of the year. As these year levels participate in the national testing program, NAPLAN, this is the ideal supportive text to guide teams in developing the reading progress of their students while preparing them to be 'test ready'. It allows teams of teachers to build their knowledge and understanding of how best to prepare students for test expectations, without destroying students' love of reading. The book redirects misconceptions around testing in reading and develops new ideas along with helpful teaching approaches. This includes the essential aspect of teaching strategies through discussions and interactive activities; allowing students to share their thinking, talk together to gain an understanding of a wide range of reading concepts and work in groups on different tasks.

*What Every Primary Teacher Needs to Know About Reading Tests* gives a clear, step-by-step explanation of the reading standards, in strands. In Section 2 it offers teachers strategic approaches, explanations, processes and samples within the various strands. Other sections of the book provide a wide range of examples and activities for teachers to use in supporting the understanding of the different strands within their daily classroom program. These sections also include the reasoning behind selecting the correct answer in a multiple-choice item and teacher support notes. This allows teachers who may not be fully aware of some terms/reading elements to develop their own understanding of the components of reading.

The author gives a very clear purpose for how teachers would be able to use the resources he includes in the sections of this book. He identifies that when teachers have a deeper knowledge and understanding of national and school-mandated benchmark reading tests it allows for a better delivery of information to their students. The focus becomes on developing a rich, engaging, meaningful reading program based around all the reading standards. Charles Fuhrken states that the aim of reading tests is to identify what students know about reading, not to trick them or confuse them. The author encourages interaction rather than completing test samples independently. This allows for students to reason, explain and identify aspects of a text, developing logical thinking approaches in a learning environment with shared understanding.