

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Early Childhood Education & Elementary Teacher Education Department)

WARNING

1. **PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENT(S) BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Reading Assessment (8637)
Level:

Semester: Spring, 2025
B. Ed (3 Credit Hours)

Please read the following instructions for writing your assignments. (AD, BS, BEd, MA/MSc, MEd) (ODL Mode).

1. All questions are compulsory and carry equal marks, but within a question, the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the question.
3. Avoid irrelevant discussion/information and reproducing from books, study guides, or allied material.
4. Handwritten, scanned assignments are not acceptable. However, the students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on the University LMS. The size of the file should not exceed 5 MB.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments cannot be uploaded to the LMS.

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 1

(Units: 1–4)

Note: Attempt all questions. All questions carry equal marks.

- Q.1** Critically explain the theoretical perspectives of reading as outlined in the textbook. How do decoding, comprehension, responding, and analyzing contribute to reading proficiency? (20)
- Q.2** Differentiate between 'Assessment of Learning' and 'Assessment for Learning'. Explain with practical examples from a primary school context. (20)

- Q.3** Discuss the significance of oral reading assessment. What are its major uses in early grade classrooms? (20)
- Q.4** Describe at least five principles of effective classroom reading assessment. How can a teacher ensure validity and reliability in daily classroom practices? (20)
- Q.5** Prepare a reading assessment plan for Grade 2 students focusing on both formative and summative approaches. Mention assessment tools, timing, and expected outcomes. (20)

ASSIGNMENT No. 2

(Units: 5–9)

Total Marks: 100 Pass Marks: 50

Note: Attempt all questions. All questions carry equal marks.

- Q.1** What are reading performance standards? How do they support curriculum planning and learner assessment? (20)
- Q.2** Explain how reading assessment tools differ across grade levels. Discuss two tools suitable for Grade 1 and two for Grade 4. (20)
- Q.3** Describe the process of scoring and grading reading performance. How can rubrics help in ensuring objective assessment? (20)
- Q.4** Design a feedback form for disseminating individual reading performance to parents of students in Grade 3. What elements should be included? (20)
- Q.5** Discuss the role of reading and writing integration in developing lifelong literacy. Suggest classroom strategies to support this integration. (20)
- (10)