

Contents

Foreword		
<i>P. David Pearson</i>		xi
Preface		xv
Part I Historical and Theoretical Foundations		
1	Assessment of Reading Comprehension: The RAND Reading Study Group Vision	3
	<i>Anne P. Sweet</i>	
2	The Assessment of Reading Comprehension: A Review of Practices—Past, Present, and Future	13
	<i>P. David Pearson and Diane N. Hamm</i>	
3	Comprehension	71
	<i>Walter Kintsch and Eileen Kintsch</i>	
4	Comprehension of What for What: Comprehension as a Nonunitary Construct	93
	<i>Nell K. Duke</i>	
Part II Developmental and Motivational Factors in Reading Comprehension		
5	Assessment of Comprehension Abilities in Young Children	107
	<i>Paul van den Broek, Panayiota Kendeou, Kathleen Kremer, Julie Lynch, Jason Butler, Mary Jane White, and Elizabeth Puzles Lorch</i>	

6	Spurious and Genuine Correlates of Children's Reading Comprehension <i>Scott G. Paris, Robert D. Carpenter, Alison H. Paris, and Ellen E. Hamilton</i>	131
7	The "Word Factors": A Problem for Reading Comprehension Assessment <i>Steven A. Stahl and Elfrieda H. Hiebert</i>	161
8	Roles of Motivation and Engagement in Reading Comprehension Assessment <i>John T. Guthrie and Allan Wigfield</i>	187
9	Comprehending Through Composing: Reflections on Reading Assessment Strategies <i>Robert Calfee and Roxanne Greitz Miller</i>	215
 Part III Assessment in School Contexts 		
10	Using Study Groups and Reading Assessment Data to Improve Reading Instruction Within a School <i>Barbara M. Taylor and P. David Pearson</i>	237
11	Attending to the Nature of Subject Matter in Text Comprehension Assessments <i>Annemarie Sullivan Palincsar, Shirley J. Magrussan, Ellen Pesko, and Maria Hamlin</i>	257
12	Issues of Validity and Reliability in Early Reading Assessments <i>Robert D. Carpenter and Scott G. Paris</i>	279
13	Commentary on Three Important Directions in Comprehension Assessment Research <i>Michael Pressley and Katherine R. Hilden</i>	305
 Part IV Large-Scale Assessments of Reading Comprehension 		
14	Assessment of Young Children as They Learn to Read and Write <i>Terry Salinger</i>	319

CONTENTS		ix
15	Single Instrument, Multiple Measures: Considering the Use of Multiple Item Formats to Assess Reading Comprehension <i>Jay R. Campbell</i>	347
16	Dimensions Affecting the Assessment of Reading Comprehension <i>David J. Francis, Jack M. Fletcher, Hugh W. Catts, and J. Bruce Tomblin</i>	369
17	The Influence of Large-Scale Assessment of Reading Comprehension on Classroom Practice: A Commentary <i>Karen K. Wixson and Joanne F. Carlisle</i>	395
	Author Index	407
	Subject Index	417