

# Contents

<b>1 Introduction and overview</b>	<b>1</b>
<i>Marian Sainsbury</i>	
 [Part 1] Competing paradigms: theories of reading and theories of assessment	
<hr/>	
<b>2 Validity and the construct of reading</b>	<b>8</b>
<i>Marian Sainsbury</i>	
<b>3 A psychological perspective on the diagnostic assessment of reading: establishing priorities</b>	<b>22</b>
<i>John R. Beech</i>	
<b>4 Cognitive psychology and reading assessment</b>	<b>38</b>
<i>Alastair Pollitt and Lynda Taylor</i>	
<b>5 Postmodernism and the assessment of literature</b>	<b>50</b>
<i>Colin Harrison</i>	
<b>6 Learning to read or learning to do tests?</b>	<b>64</b>
<i>Ros Fisher</i>	
 [Part 2] Historical insights as drivers of theory	
<hr/>	
<b>7 The assessment of reading comprehension: key historical influences in the USA</b>	<b>76</b>
<i>P. David Pearson and Diane Nicole Hamm</i>	
<b>8 Significant moments in the history of reading assessment in the UK</b>	<b>102</b>
<i>Chris Whetton</i>	
<b>9 Lessons of the GCSE English ‘100 per cent coursework’ option, 1986–1993</b>	<b>122</b>
<i>Paul Thompson</i>	

[Part 3]

Theory into practice: current issues

---

- |  |            |
|--|------------|
| <b>10 Postmodern principles for responsive reading assessment:<br/>a case study of a complex online reading task</b> | <b>140</b> |
| <i>Colin Harrison, Nasiroh Omar and Colin Higgins</i>  |            |
| <b>11 Automated marking of content-based constructed responses</b>   | <b>158</b> |
| <i>Claudia Leacock</i>   |            |
| <b>12 The role of formative assessment</b>   | <b>168</b> |
| <i>Gordon Stobart</i>  |            |
| <b>13 Using assessment focuses to give feedback from reading<br/>assessments</b>                                     | <b>179</b> |
| <i>Lorna Pepper, Rifat Siddiqui and Andrew Watts</i>   |            |

[Part 4]

Theory into practice: national initiatives

---

- |   |            |
|---|------------|
| <b>14 Validity challenges in a high-stakes context: National Curriculum<br/>tests in England</b>      | <b>196</b> |
| <i>Marian Sainsbury and Andrew Watts</i>  |            |
| <b>15 New perspectives on accountability: statutory assessment of<br/>reading of English in Wales</b> | <b>210</b> |
| <i>Roger Palmer and David Watcyn Jones</i>  |            |
| <b>16 There is no alternative ... to trusting teachers: reading and<br/>assessment in Scotland</b>    | <b>222</b> |
| <i>Louise Hayward and Ernie Spencer</i>   |            |
| <b>17 Low-stakes national assessment: national evaluations in France</b>                              | <b>241</b> |
| <i>Martine Rémond</i>   |            |
| <b>18 The National Assessment of Educational Progress in the USA</b>                                  | <b>250</b> |
| <i>Patricia Donahue</i>   |            |
| <b>19 Concluding reflections: from theories to classrooms</b>   | <b>258</b> |
| <i>Marian Sainsbury</i>   |            |
| <b>Index</b>  | <b>260</b> |