

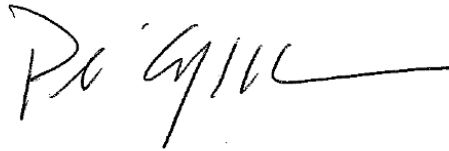
CURRICULUM VITA

Peter Afflerbach

CERTIFICATION

I have read the following and certify that this curriculum vita is a current and accurate statement of my professional record.

Date: January 24, 2014



Signature:

PERSONAL INFORMATION

Department:	Department of Teaching and Learning, Policy and Leadership
Current Rank:	Professor
Appointment to Current Rank:	1996

Office Address:

Department of Teaching and Learning, Policy and Leadership
2304L Benjamin Building
University of Maryland
College Park, MD 20742
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Educational Background/Degrees

Ph. D., Reading Psychology, State University of New York at Albany, Albany, NY, 1985.

Dissertation title: The influence of prior knowledge on expert readers' main idea construction processes.

M. S., Reading Education, State University of New York at Albany, Albany, NY, 1979.

B. A., English Education, State University of New York at Albany, Albany, NY, 1978.

Employment Background

Professor, University of Maryland, College Park, MD, September, 1996- present.
Director of the Reading Center, December, 1997-2004.
Responsibilities: Teaching graduate and undergraduate courses in elementary reading methods, the assessment of student literacy, remediation of reading difficulties, content area reading, current issues in reading education, diagnosis and instruction in content areas, the teaching of reading and writing, and doctoral seminars in literacy research. Supervising Directed Research (graduate level) and Dissertation Research.

Associate Professor, University of Maryland, College Park, MD, September, 1990-1996.
Responsibilities: Teaching graduate and undergraduate courses in elementary reading methods, the assessment of student literacy, remediation of reading difficulties, content area reading, issues in reading education, diagnosis and instruction in content areas, the teaching of reading and writing, and doctoral seminars in literacy research. Supervising Directed Research (graduate level) and Dissertation Research. Directing University of Maryland Reading Clinic.

Associate and Assistant Professor, Emory University, Atlanta, GA, September, 1984-May, 1990. (Tenure and Promotion to the rank of Associate Professor, April, 1990).
Responsibilities: Teaching undergraduate and graduate courses in elementary reading, secondary reading, reading comprehension, language arts, and literature instruction.

Reading Clinic Supervisor, State University of New York at Albany, September 1981-August, 1983.
Responsibilities: Supervising graduate clinical practicum in reading.

Reading and Writing Specialist, Grades 7-9, Saratoga Springs Junior High School, Saratoga Springs, NY, September, 1980-June 1981.
Responsibilities: Teaching Reading Improvement and Writing Improvement Classes.

Reading Specialist, Grades 1-6, Dolgeville Central School, Dolgeville, NY, September 1979-June 1980.
Responsibilities: Teaching Title I Remedial Reading Classes.

English Teacher, Grades 10-12, Troy High School, Troy, NY, October, 1977-December, 1977.
Responsibilities: Teaching Writing and American Literature.

Certification and licenses

Secondary English, Grades 7-12, State of New York
Reading Specialist, Grades K-12, State of New York

Awards and Fellowships

American Educational Research Association, Outstanding Reviewer Award, *Educational Researcher*. Award presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2011.

Elected to The Reading Hall of Fame, International Reading Association. Induction at the annual meeting of the International Reading Association, Minneapolis, MN, May, 2009.

American Educational Research Association, Outstanding Research Paper Award. Classroom Assessment Special Interest Group. Award presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2002.

Ford Foundation, Curriculum Transformation Project: Globalization, Gender, & Culture. University of Maryland at College Park, MD. January, 1996-June, 1996.

Elva Knight Research Award. International Reading Association. May, 1996-April, 1998. The challenge of understanding the past: How do fifth grade readers construct meaning from diverse history texts? (with Bruce VanSledright).

Lilly Endowment/Center for Teaching Excellence, Lilly Teaching Fellows Program, 1992-1993, University of Maryland, College Park, MD.

Ford Foundation, Emory University, Curriculum Innovation Project Award, 1986-1987, Using think-aloud protocols to study the processes of writing and conferencing.

Outstanding Dissertation of the Year Award, 1985, International Reading Association, for "The Influence of Prior Knowledge on Expert Readers' Main Idea Construction Processes." Award presented at the annual meeting of the International Reading Association, Philadelphia, Pennsylvania, April, 1986.

Outstanding Student Research Award, 1985, National Reading Conference, for "The Influence of Prior Knowledge on Expert Readers' Importance Assignment Skills." Award presented at the annual meeting of the National Reading Conference, San Diego, California, December, 1985.

State University of New York at Albany Benevolent Association Research Award, December, 1983. Funding for the dissertation research proposal, The influence of prior knowledge on expert readers' main idea construction processes

New York State Department of Education, Division of Federal Demonstration Programs, Dolgeville Central School, Dolgeville, NY, 1980-1981. A picture stimulated writing program for remedial reading students.

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Books and Monographs

Moje, E., Afflerbach, P., Enciso, P., & Lesaux, N. (in preparation). *Handbook of reading research, 5/e*. New York: Routledge.

Afflerbach, P. (in preparation). *Metacognition and the Common Core State Standards*.

Afflerbach, P. (Ed., in preparation, under contract). *Handbook of individual differences in reading: Reader, text, and context*. New York: Routledge.

Afflerbach, P. (2012). *Understanding and using reading assessment, K-12*. Newark, DE: International Reading Association, 2nd edition.

Afflerbach, P. (2010). *Understanding and using reading assessment, K-12*. Seoul: Hankook Publishing. (This is the Korean language version of the book.)

Afflerbach, P. (Ed.). (2010). *Essential readings in reading assessment*. Newark, DE: International Reading Association.

Kamil, M., Pearson, P., Moje, E., & Afflerbach, P. (Eds.). (2010). *Handbook of reading research, 4/e*. New York: Routledge.

Brozo, W., & Afflerbach, P. (2010). *Adolescent literacy inventory*. Boston: Allyn & Bacon.

Johnston, P., Afflerbach, P., Krist, S., Pierce, K., Spalding, E., Tatum, A., & Valencia, S. (2009). *Standards for the Assessment of Reading and Writing: The IRA–NCTE Joint Task Force on Assessment*. Newark, DE: International Reading Association.

Afflerbach, P. (2007). *Understanding and using reading assessment, K-12*. Newark, DE: International Reading Association.

Hoffman, J., Baumann, J., & Afflerbach, P. (2000). *Balancing principles for teaching elementary reading*. Hillsdale, NJ: Erlbaum Associates.

Baker, L., Afflerbach, P., & Reinking, D. (1996). *Developing engaged readers in home and school communities*. Hillsdale, NJ: Erlbaum Associates.

Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum Associates.

Valencia, S., Hiebert, E., & Afflerbach, P. (1994). *Authentic reading assessment: Practices and possibilities*. Newark, DE: International Reading Association.

Afflerbach, P. (1990). *Issues in statewide reading assessment*. Washington, DC: American Institutes for Research.

Afflerbach, P. (1987). The influence of prior knowledge on expert readers' main idea construction processes. Outstanding Dissertation Monograph Series. Newark, DE: International Reading Association.

Afflerbach, P. (1985). *The statewide assessment of writing*. Princeton, NJ: Educational Testing Service.

Chapters in Books

Afflerbach, P. (in preparation). Reading assessment and teacher evaluation. In R. Gabriel & R. Allington (Eds.).

Afflerbach, P. (in preparation). A history of individual differences in reading. In P. Afflerbach (Ed.) *Handbook of individual differences in reading: Text and context*. New York: Routledge.

Afflerbach, P., Doyle, B., & Crassas, M. (in preparation). Reading assessment in 21st century classrooms. eBooks. International Reading Association.

Afflerbach, P., Cho, B., & Kim, J. (in preparation). Assessment and individual differences in reading. In P. Afflerbach (Ed.) *Handbook of individual differences in reading: Text and context*. New York: Routledge.

Afflerbach, P., Cho, B., Crassas, M., & Kim, J. (in press). Best practices in reading assessment: Working towards a balanced approach. *Best Practices in Literacy Instruction*, 5e. New York: Guilford Press.

Afflerbach, P., Cho, B., & Kim, J. (in press). Determining what is accurate and what is inaccurate in Internet/hypertext environments. In D. Rapp & J. Braasch (Eds.) *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences*. Cambridge, MA: MIT Press.

Mallette, M., Afflerbach, P., & Wiggs, C. (2013). How am I doing? Students' perceptions of literacy and themselves. In D. Barone & M. Mallette (Eds.) *Best practices in early literacy*, 269-282. New York: Guilford Press.

Afflerbach, P. (2012). Assessment and the Common Core State Standards, Grades 3-5. In L. Morrow, T. Shanahan, & K. Wixson (Eds.). *Teaching with the Common Core Standards for English language arts: What educators need to know*. New York: Guilford Press.

Afflerbach, P. (2012). Assessment and the Common Core State Standards, PreK-Grades 2. In L. Morrow, T. Shanahan, & K. Wixson (Eds.). *Teaching with the Common Core Standards for English language arts: What educators need to know*. New York: Guilford Press.

Afflerbach, P., Cho, B., Kim, J., & Crassas, M. (2011). Best practices in literacy assessment. In L. Gambrell, & L. Morrow (Eds.) *Best practices in literacy instruction, 4e*, 264-282. New York: Guilford Press.

Afflerbach, P., Cho, B., & Kim, J. (2011). The assessment of higher order thinking skills in reading. In G. Schraw (Ed.) *Current perspectives on cognition, learning, and instruction: Assessment of higher order thinking skills*, pp. 185-215. Omaha, NE: Information Age Publishing.

Afflerbach, P., & Clark, S. (2011). Diversity in language arts assessment. In D. Lapp & D. Fisher (Eds.) *Handbook of research on the teaching of the English language arts*, pp. 307-313. New York: Routledge.

Afflerbach, P. (2011). Reading assessment. In T. Rasinski (Ed.) *Developing reading instruction that works*, pp. 261-281. Bloomington, IN: Solution Tree Press.

Afflerbach, P., & Cho, B. (2010). Classroom assessment of reading. In M. Kamil, P. Pearson, E. Moje, & Afflerbach, P. (Eds.) *Handbook of reading research, 4/e*, pp. 487-514. London: Routledge.

Afflerbach, P., Cho, B., Kim, J., & Clark, S. (2010). Classroom assessment of literacy. In D. Wyse, R. Andrews & J. Hoffman (Eds.) *The International Handbook of English, Language and Literacy Teaching*, pp. 401-412. London: Routledge.

Afflerbach, P., & Cho, B. (2009). Reading strategies and reading strategy instruction. In W. Schneider & H. Waters (Eds.) *Metacognition, strategy use, and instruction: A festschrift for Michael Pressley*. New York: Guilford Press.

Afflerbach, P., & Cho, B. (2009). Identifying and describing constructively responsive comprehension strategies in new and traditional forms of reading. In S. Israel & G. Duffy (Eds.), *Handbook of reading comprehension research*, pp. 69-90. Mahwah, NJ: Erlbaum Associates.

Afflerbach, P. (2008). From reading to science: Assessment that supports and describes student achievement. In C. Stearns & J. Coffey (Eds.) *Connecting science assessment and instruction*, pp. 317-336. Arlington, VA: National Science Teachers Association.

Afflerbach, P. (2008). Meaningful assessment of struggling readers. In S. Lenski and J. Lewis (Eds.) *Reading success for struggling adolescent readers*, pp. 249-264. New York: Guilford Press.

Afflerbach, P., Pearson, P., & Paris, S. (2007). Skills and strategies: Their differences, their relationships, and why it matters. In K. Mokhtari & R. Sheorey (Eds.) *Reading strategies in first- and second- language learners: See how they read*, pp. 11-24. Norwood, MA: Christopher Gordon.

Afflerbach, P., Ruetschlin, H., & Russell, S., (2007). Assessing strategic reading. In R. McCormack & J. Paratore (Eds.) *Classroom literacy assessment*, pp. 177-194. New York: Guilford Press.

Afflerbach, P. (2007). Working towards a balanced approach: Best practices in literacy assessment. In L. Gambrell, L. Morrow, & M. Pressley (Eds.) *Best practices in literacy instruction*, 264-282. New York: Guilford Press.

VanSledright, B. & Afflerbach, P. (2005) Assessing the status of historical sources: An exploratory study of eight U.S. elementary students reading documents. In P. Lee (Ed.) *International Review of History Education, Vol. 4*, 1-20. London: Routledge.

Afflerbach, P. & Meuwissen, K. (2005). Integrating self-assessment strategies with middle school students. In S. Israel & K Bauserman (Eds.) *Metacognition and literacy learning*, pp. 141-164. Mahwah, NJ: Erlbaum Associates.

Afflerbach, P. (2005). Collaboration and elementary level reading strategies. In G. Bush (Ed.) *Every student reads: Collaboration and reading to learn*. Chicago, IL: American Association of School Librarians, pp. 11-13.

Afflerbach, P. (2004). Assessing adolescent literacy. In J. Dole and T. Jetton (Eds.) *Adolescent literacy: Research and practice*, pp. 369-391. New York: Guilford Press.

Afflerbach, P. (2002). Authentic assessment of reading. In B. Guzzetti (Ed.) *Literacy in America: An encyclopedia of history, theory, and practice*, pp. 36-39. Santa Barbara: ABC-CLIO.

Afflerbach, P. (2002). The use of think-aloud protocols and verbal reports as research methodology. In M. Kamil (Ed.) *Methods of literacy research*, pp. 87-103 Hillsdale, NJ: Erlbaum Associates.

Afflerbach, P. (2001). Teaching reading self-assessment strategies. In C. Block & M. Pressley (Eds.) *Comprehension instruction: Research-based best practices*, pp. 96-111. New York: Guilford Press.

Leipzig, D., & Afflerbach, P. (2000). Determining the suitability of assessments: Using the CURRV Framework. In L. Baker, M. Dreher, & J. Guthrie (Eds.) *Engaging young readers: Promoting achievement and independence*, pp. 159-187. New York:

Guilford Press.

Afflerbach, P. (1999). Report cards and reading. In S. Barrentine (Ed.) *Reading assessment: Principles and practices for elementary teachers*, pp. 57-68. Newark, DE: International Reading Association.

Afflerbach, P. (1999). STAIR: A system for recording and using what we observe and know about our students. In S. Barrentine (Ed.) *Reading assessment: Principles and practices for elementary teachers*, pp. 91-100. Newark, DE: International Reading Association.

Afflerbach, P. (1999). Verbal reports and protocol analysis. In Pearson, P., Kamil, M., Barr, R., & Mosenthal, P. (Eds.) *Handbook of reading research 3/e*, 163-179. Hillsdale, NJ: Erlbaum Associates.

Pressley, M., Wharton-McDonald, R., Rankin, J., El-Dinary, P., Brown, R., Afflerbach, P., Mistretta, J., & Yokoi, L. (1998). Teaching how to learn within domains. In G. Phye (Ed.) *Handbook of academic learning*, pp. 152-198. San Diego: Academic Press.

Afflerbach, P. (1998). Reading assessment and learning to read. In R. Anderson, J. Osborn, & F. Lehr (Eds.) *Literacy for all: Issues in teaching and learning.*, 239-263. New York: Guilford Press.

Afflerbach, P. (1998). Helping students become constructively responsive readers. In P. Reitsma & L. Verhoven (Eds.) *Problems and interventions in literacy development*, pp. 349-363. Dordrecht, The Netherlands: Kluwer.

DiStefano, L., Pearson, P., & Afflerbach, P. (1997). Content validation of the 1994 NAEP in Reading: Assessing the relationship between the 1994 assessment and the reading framework. In R. Linn, R. Glaser, & G. Bohrnstedt (Eds.), *Assessment in Transition: 1994 Trial State Assessment Report on Reading: Background Studies*, 45-67. Stanford, CA: The National Academy of Education.

Afflerbach, P. (1996). Engaged assessment of engaged reading. In Baker, L., Afflerbach, P., & Reinking, D (Eds.). *Developing engaged readers in home and school communities*. pp. 191-214. Hillsdale, NJ: Erlbaum Associates.

Baker, L., Afflerbach, P., & Reinking, D. (1996). Developing engaged readers in home and school communities. In Baker, L., Afflerbach, P., & Reinking, D (Eds.). *Developing engaged readers in home and school communities*. pp. xi-xxiv. Hillsdale, NJ: Erlbaum Associates.

Valencia, S., Hiebert, E., & Afflerbach, P. (1994). Understanding authentic reading assessment: Definitions and perspectives. In Valencia, S., Hiebert, E., & Afflerbach, P. (Eds.) *Authentic reading assessment: Practices and possibilities*. pp. 6-

21. Newark, DE: International Reading Association.

Hiebert, E., Valencia, S., & Afflerbach, P. (1994). Realizing the possibilities of authentic assessment: Current trends and future issues. In Valencia, S., Hiebert, E., & Afflerbach, P. (Eds.) *Authentic reading assessment: Practices and possibilities*. pp. 286-300. Newark, DE: International Reading Association.

Afflerbach, P. (1994). Large-scale authentic assessment. In Valencia, Sheila, Hiebert, Elfrieda, & Afflerbach, Peter. (Eds.) *Authentic reading assessment: practices and possibilities*. pp. 193-196. Newark, DE: International Reading Association.

Afflerbach, P. (1993). Constructing meaning from diagnostic assessment texts: Validity as usefulness. In R. Joshi & C. Leong (Eds.) *Differential diagnosis and treatment of reading and writing disorders*. pp. 63-71. Brussels, BELGIUM: Kluwer-Nijhoff.

Afflerbach, P. (1991). The call for assessment of reading at the statewide level. In P. Afflerbach (Ed.) *Issues in statewide reading assessment*. pp. 5-14. Washington, DC: American Institutes for Research.

Afflerbach, P. (1991). Statewide reading assessment: A survey of the states. In P. Afflerbach (Ed.) *Issues in statewide reading assessment*. pp. 101-161 Washington, DC: American Institutes for Research.

Afflerbach, P. & Johnston, P. (1986). What do expert readers do when the main idea is not explicit? In J. Baumann (Ed.) *Teaching main idea comprehension*. pp. 49-72. Newark, DE: International Reading Association.

Articles in Refereed Journals

All articles are refereed unless marked with asterisk (*), which denotes a solicited and contributed article for a refereed journal.

Afflerbach, P., Cho, B., & Kim, J. (In preparation). An investigation of higher order thinking in reading and assessment. *Theory Into Practice*.

Cho, B., & Afflerbach, P. (In press). Reading on the Internet: Realizing and constructing potential texts. *Journal of Adolescent and Adult Literacy*.

Afflerbach, P., Cho, B., Kim, J., Crassas, M., & Doyle, B. (2013). Reading: What else matters besides strategies and skills? *The Reading Teacher*, 66, 6, 12-20.

Afflerbach, P., Pearson, D., & Paris, S. (2012). Une clarification theorique: Clarifier lese differences entre les competences en lecture et les strategies de lecture. *Caracteres*, 44, 17-36.

Afflerbach, P., Pearson, D., & Paris, S. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 364-373.

*Veenman, M., van Hout-Wolters, B., & Afflerbach, P. (2006). Metacognition and learning: Conceptual and methodological issues. *Metacognition and Learning*, 1, 3-14.

Salinger, T., Kamil, M., Kapinus, B., & Afflerbach, P. (2005). Development of the framework for the 2009 National Assessment of Educational Progress in reading. *54th Yearbook of the National Reading Conference*, 1-15.

*Afflerbach, P. (2005). High stakes testing and reading assessment. *Journal of Literacy Research*, 37, 1-12.

*Afflerbach, P. (2002). The road to folly and redemption: Perspectives on the legitimacy of high stakes testing. *Reading Research Quarterly*, 37, 348-360.

Afflerbach, P., & VanSledright, B. (2001). Hath? Doth? What! The challenges middle school students face when reading innovative history text. *Journal of Adolescent and Adult Literacy*, 44, 696-707.

VanSledright, B., & Afflerbach, P. (2000). "But the pale faces knew it not": Using revisionist history texts to challenge traditional views of America's past. *Theory and Research in Social Education*, 28, 411-444.

Pressley, M., Brown, R., El-Dinary, P., & Afflerbach, P. (1996). The comprehension instruction that students need: Instruction fostering constructively responsive reading. *Learning Disabilities Research and Practice*, 11, 177-204.

Afflerbach, P., & Moni, K. (1995). The intended and interpreted meanings of teachers evaluative feedback to students during reading lessons. *Yearbook of the National Reading Conference*, 137-147.

*Afflerbach, P., & Kapinus, B. (1993). Reading assessment: The balancing act, *Reading Assessment in Practice*, pp. 11-14. Newark, DE: International Reading Association, 1995.

Guthrie, J., Schafer, W., Wang, Y., & Afflerbach, P. (1994). Influences of instruction on amount of reading: An empirical exploration of a social, cognitive, and instructional factors. *Reading Research Quarterly*, 30, 8-25.

*Afflerbach, P., Moni, K., Dwyer, S., & Kleindinst, C. (1994). Involving students in assessing their reading: The winter count. *The Reading Teacher*, 48, 80-83.

Afflerbach, P. (1993). Report cards and reading. *The Reading Teacher*, 46, 457-465.

Afflerbach, P. & Johnston, P. (1993). Writing language arts report cards: Eleven teachers' conflicts of knowing and communicating. *Elementary School Journal*, 94, 73-86.

Johnston, P., Afflerbach, P., & Weiss, P. (1993). Teachers' evaluation of teaching and learning of literacy. *Educational Assessment*, 1, 91-117.

*Afflerbach, P. (1993). STAIR: A system for recording and using what we observe and know about our students. *The Reading Teacher*, 47, 260-263. (Reprinted in *Reading Assessment in Practice*, pp. 5-10. Newark, DE: International Reading Association, 1995).

Afflerbach, P. & Walker, B. (1992). Main idea instruction in basal readers. *Reading Research and Instruction*, 32, 11-28.

Afflerbach, P. & Sammons, R. (1992). Report cards in literacy evaluation: Teachers' training, practices, and values. *Literacy: Issues and Practices*, 9, 10-18.

Afflerbach, P. (1991). Reading assessment at the statewide level. *Literacy: Issues and Practices*, 8, 6-11.

Afflerbach, P. (1990). The influence of prior knowledge and text genre on readers' prediction strategies. *Journal of Reading Behavior*, 22, 131-148.

Afflerbach, P. (1990). The influence of prior knowledge on expert readers' main idea construction strategies. *Reading Research Quarterly*, 25, 31-46.

Afflerbach, P. & Walker, B. (1990). Prediction instruction in basal readers. *Reading Research and Instruction*, 29, 26-45.

Afflerbach, P. (1989). What expert readers say about prediction. *Georgia Journal of Reading*, 14, 11-15.

Afflerbach, P.; Bass, L., Hoo, D., Smith, S., Weiss, L., & Williams, L. (1988). Pre-service teachers using think-aloud protocols to study the processes of writing. *Language Arts*, 65, 693-701.

Spencer, E., & Afflerbach, P. (1988). Young children's explanations of spaces between words in written text. In J. Readence & R. Baldwin (Eds.) *Dialogues in literacy research. Annual Yearbook of the National Reading Conference*, Chicago, IL: National Reading Conference, 304-312.

Afflerbach, P. (1987). Variables influencing importance assignment. Research in literacy: Merging perspectives, 127-134 *Annual Yearbook of the National Reading Conference*. Rochester, NY: National Reading Conference.

Afflerbach, P. (1987) How are main idea statements constructed? Watch the experts! *Journal of Reading*, 30, 512-518.

Afflerbach, P. (1986). The influence of prior knowledge on expert readers' importance assignment processes. In J. Niles & R. Lalik (Eds.) Solving problems in literacy: Learners, teachers, and researchers, 30-40. *Annual Yearbook of the National Reading Conference*. Rochester, NY: National Reading Conference.

Afflerbach, P. (1986). Overcoming children's reluctance to revise informational writing. *Journal of Teaching Writing*, 4, 170-176.

Johnston, P., & Afflerbach, P. (1985). The process of constructing main ideas from text. *Cognition and Instruction*, 2 (3 & 4), 207-232.

Johnston, P., Allington, R., & Afflerbach, P. (1985). The congruence of remedial and classroom reading instruction. *Elementary School Journal*, 85, 465-477.

Afflerbach, P. & Johnston, P. (1984). On the use of verbal reports in reading research. *Journal of Reading Behavior*, 16, 307-322.

Johnston, P., & Afflerbach, P. (1983). Measuring teacher and student change in a remedial reading clinic. In J. Niles & L. Harris (Eds.) Searches for meaning in reading/language processing and instruction. *Annual Yearbook of the National Reading Conference*, 304-311. Rochester, NY: National Reading Conference.

Afflerbach, P., Allington, R., & Walmsley, S. (1980). A basic vocabulary of U.S. federal social program applications and forms. *Journal of Reading*, 23, 332-336.

Commissioned Manuscripts, Research Reports, Conference Proceedings, and Extension Publications

Brinkley, M., Afflerbach, P., & Kelly, D. (2004). A content comparison of the National Assessment of Educational Progress (NAEP) and the Programme for International Student Assessment (PISA) Reading Assessments. Commissioned Research Paper for the United States Department of Education, National Center for Educational Statistics.

Afflerbach, P. (2003). *High Stakes Testing and Reading Assessment*. Commissioned Policy Brief for the National Reading Conference.

Afflerbach, P., Almasi, J., Guthrie, J., & Schafer, W. (1996). Barriers to the implementation of a statewide performance assessment program: School personnel perspectives. Reading Research Report 51. Athens, GA: National Reading Research Center.

Almasi, J., Afflerbach, P., Guthrie, J., & Schafer, W. (1995). Effects of a

statewide performance assessment program on classroom instructional practice in literacy. Reading Research Report 32. Athens, GA: National Reading Research Center.

Guthrie, J., Schafer, W., Afflerbach, P., & Almasi, J. (1994). Systemic reform of literacy education: State and district-level policy changes in Maryland. Reading Research Report 27. Athens, GA: National Reading Research Center.

Schafer, W., Guthrie, J., Almasi, J., & Afflerbach, P. (1994). Test quality for use in curricular and instructional decision making in reading. Reading Research Report 28. Athens, GA: National Reading Research Center.

Afflerbach, P., & Moni, K. (1994). Legislators, reporters, and reading assessment. Reading Research Report 31. Athens, GA: National Reading Research Center.

Afflerbach, P., & Johnston, P. (1993). Eleven teachers composing language arts report cards: Conflicts in knowing and communicating. Technical Report No. 3.3, Albany, NY: Center for the Study of the Teaching and Learning of Literature.

Guthrie, J., Schafer, W., Wang, Y., & Afflerbach, P. (1993). Influences of instruction on amount of reading: An empirical exploration of a social, cognitive, and instructional factors. Reading Research Report No. 3. Athens, GA: National Reading Research Center.

Johnston, P., Weiss, P., & Afflerbach, P. (1989). Teachers' evaluations of teaching and learning in literacy and literature. Technical Report No. 3.4, Albany, NY: Center for the Study of the Teaching and Learning of Literature.

Afflerbach, P., Allington, R., & Walmsley, S. (1981). A basic vocabulary of U.S. federal social program applications and forms. In K. Kimmel (Ed.) *Reading*. Lexington, MA: Ginn & Co., 1981.

Other Publications

Afflerbach, P. (2009). Accountability testing: Getting situated. *Educational Researcher*, 38, 467-468.

Afflerbach, P., & Moni, K. (1996). Improving the usefulness and effectiveness of reading assessment. Instructional Resource No. 33. Athens, GA: National Reading Research Center.

Afflerbach, P. (1994). Report cards. In A. Purves (Ed.) *Encyclopedia of English Studies and Language Arts*. p. 1029. New York: Scholastic, Inc.

Afflerbach, P. (1994). Main idea. In A. Purves (Ed.) *Encyclopedia of English Studies and Language Arts*. p. 776-778 New York: Scholastic, Inc.

Afflerbach, P. (1991). Foreward in J. Baumann & D. Johnson (Eds.) *Writing For Publication: Publishing Professional and Instructional Materials in Reading and Language Arts*. Newark, DE: International Reading Association. (pp. v-vi).

Talks, Abstracts, and Other Professional Papers Presented

Invited Presentations

How formative assessment helps students develop as successful readers. Invited research address at the annual meeting of the International Reading Association, Chicago, IL, April, 2012.

Reconceptualizing individual differences in reading. Invited Keynote at the NATED Ph D Days, University of Oslo, Oslo, Norway, October, 2011.

Individual differences in reading: Beyond skill and strategy. Invited Symposium presented at the University of Leiden, The Netherlands, October, 2011.

Towards a reconceptualization of individual differences in reading. Invited paper presented at the annual meeting of the International Reading Association, Orlando, FL, May, 2011.

Reconceptualizing individual differences in reading. Invited Keynote Presentation for the Reading Association of Ireland, Dublin, IR, October, 2010.

Creating uncommon standards and uncommon assessments that work nationwide. Invited presented at the annual meeting of the International Reading Association, Chicago, IL, April, 2010.

Achieving balance in reading assessment. Invited keynote presentation to the annual meeting of the Reading Association of Ireland, Dublin, IR, September, 2009.

Assessing reading with computer technology in the 21st century. Invited address at the annual meeting of the International Reading Association, Minneapolis, MN, May, 2009.

Literacy leadership: From construct to classroom. Invited Keynote address at Preconvention Insitute, annual meeting of the International Reading Association, Minneapolis, MN, May, 2009.

Reading assessment and the information deficit disorder. Invited address at the annual meeting of the International Reading Association, Phoenix, AZ, February, 2009.

Assessing reading with young children. Keynote address at the 10th Annual Emma Eccles Jones Symposium on Early Childhood Education, Utah State University, Logan, UT, June, 2008.

Assessment and accountability: From teachable moments to tests. Invited address at the Reading Research Conference, International Reading Association, Atlanta, GA, May 2008.

The assessment of diverse students and diverse reader characteristics. Invited Presidential Research Presentation. Annual meeting of the International Reading Association, Atlanta, GA, May, 2008.

Achieving balance in reading assessment. Invited address to Graduate Faculty and Students at Korea University, Seoul, KOREA, March, 2008.

Science assessment: Research and practical approaches for classroom teachers, school administrators, and school districts. National Science Teachers' Association Assessment Conference, Chicago, IL, November, 2005.

Commonalities in reading assessment and science assessment. Invited paper given at the Connecting science and literacy in the K-8 classroom Conference, University of Missouri-St. Louis. October, 2005.

Assessing adolescent literacy. Invited presentation at the Oregon State Department of Education, Superintendent's Summer Institute: Strategies for Student Success. Portland, OR, July, 2005.

Strengthening nonfiction vocabulary: History and historical reading. Invited presentation at the National Geographic Society and Literacy Achievement Research Center Literacy Institute, Washington, DC, July, 2005 (with Bruce VanSledright).

Metacognition and teaching self-assessment strategies. Invited inaugural keynote address at the European Association for Research on Learning and Instruction, Special Interest Group: Metacognition, Amsterdam, THE NETHERLANDS, June, 2004.

Using reading assessment to help students succeed. Invited keynote address at the 25th Reading/Language Arts Conference of San Diego State University, San Diego, CA, June, 2004.

Putting reading assessment to the test: How can assessment best influence the teaching and learning of reading? Invited presentation at the annual meeting of the Michigan Reading Association, Detroit, MI, 2004.

What will we do with reading assessment? Invited keynote address at the State of Iowa Department of Education Celebrating Learning Together IV Conference, Des Moines, IA, June, 2003.

Reading assessment: What's measured and what's missed. Invited paper at the annual meeting of the Virginia State Reading Association, Roanoke, VA, March, 2003

The power of readers' self-assessment abilities. Invited keynote address The Vermont Department of Education. Montpelier, VT, February, 2002.

Standards and reading assessment. Invited keynote address at the Center for the Improvement of Early Reading Achievement (CIERA) Summer Institute, Ann Arbor, MI, July, 2001.

Developing useful reading assessment programs. Invited presentation at the annual meeting of the National Even Start Association, San Diego, CA, October, 2000.

The strategies every successful reader needs. Invited keynote address at the North Carolina IRA Annual Meeting, Winston-Salem, NC, March 3, 2000.

Early literacy and statewide reading assessment. Invited presentation to the New York State Department of Education, Early Literacy Initiative, Albany, NY, February 11, 1998.

Reading in elementary school. Invited presentation to the Department of Reading, State University of New York at Albany, February 10, 1998.

The promises and challenges of a national literacy research center. Invited keynote address at National Literacy Research Center of The Netherlands, The University of Nijmegen, THE NETHERLANDS, December 18, 1996.

Standards and assessment for reading. Invited presentation at the Learning to Read Conference, Wingspread Conference Center, Racine, WI, October, 1996.

Helping students become constructively responsive readers. Invited presentation and workshop presented at the Institute for Literacy Acquisition, Paedologisch Institute, Amsterdam, THE NETHERLANDS, August, 1996.

Developing assessments for teaching standards. Invited presentation to the Maryland Association of Colleges for Teacher Education (MCATE), Loyola University, Columbia, MD, February, 1996.

Content validation of the 1994 NAEP in reading: Classifying items according to the reading framework. Report to the National Academy of Education, Washington, DC, May, 1995. (with Lizanne DeStefano, & David Pearson).

Large-scale performance assessment in reading and writing: Results from the National Assessment of Educational Progress (NAEP). Significance for teachers and parents. Invited commentary and presentation. United States Department of Education/National Center for Education Statistics/National Assessment of Educational Progress, Washington, DC, January, 1995.

An overview of the National Reading Research Center. Invited presentation at the NATO Advanced Study Institute on Cognitive and Linguistic Bases of Reading, Writing, and Spelling, Alvor, PORTUGAL, October, 1994.

Literacy: The communication and interpretation of literacy assessment information. Invited keynote address at the College Reading Association, Crystal City, VA, November, 1991.

Constructing meaning from diagnostic assessment texts: Validity as usefulness. Invited presentation at the NATO Advanced Study Institute on Differential Diagnosis and Treatment of Reading and Writing Disorders, Chateau de Bonas, Castera-Verduzan, FRANCE, October, 1991.

Reading assessment at the statewide level. Invited paper presented to the State of Georgia Department of Education, Georgia Assessment Project, Reading Assessment Division, Atlanta, GA, February, 1989.

Reflective readers and teachers: Using think-aloud protocols to examine the processes of reading. Invited paper presented at the Georgia: State of Literacy Conference, University of Georgia, Athens, GA, October, 1988.

How expert readers construct main idea statements. Invited Outstanding Dissertation of the Year Award Presentation at the annual meeting of, the International Reading Association, Philadelphia, PA, April, 1986.

Refereed Presentations: National and International Meetings

Afflerbach, P. LRA 2013

Afflerbach, Cho, & Kim LRA 2013

Afflerbach, P. How appropriate are the indicators of student achievement that are (or will be) used in determinations of teacher quality? Paper to be presented at the annual meeting of the Literacy Research Association, Dallas, TX, December, 2013.

Afflerbach, P., Cho, B., & Kim, J. Inaccuracy in text. Paper to be presented at the annual meeting of the Literacy Research Association, Dallas, TX, December, 2013.

Afflerbach, P. Curriculum-based measures of reading: What do they really measure? Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA, November, 2012.

Afflerbach, P., Kim, J., Doyle, B., Crassas, M., & Cho, B. What do we assess when we assess reading? Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA, November, 2012.

Crassas, M., Afflerbach, P., & Codling, R. Parental self-efficacy and practices during a book-reading workshop. Paper presented at the annual meeting of the International Reading Association, Chicago, IL, April, 2012.

Afflerbach, P., Cho, B., & Kim, J. The assessment of higher order thinking in reading. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CANADA, April, 2012.

Afflerbach, P., Cho, B., Kim, J., & Crassas, M. Individual differences in reading development. Symposium presented at the Literacy Research Association annual meeting, Jacksonville, FL, November, 2011.

Afflerbach, P., Cho, B., Kim, J., & Crassas, M. Reconceptualizing individual differences in reading. Paper presented at the annual meeting of the International Reading Association, Orlando, FL, May, 2011.

Afflerbach, P. Reconceptualizing individual differences in reading. Invited paper to be presented at the annual meeting of the American Educational Research Association, New Orleans, April, 2011.

Afflerbach, P., & Cho, B. Comparing reading comprehension strategies in traditional and new forms of reading. Paper presented at the EARLI/Metacognition SIG Meeting, University of Munster, Munster, Germany, June, 2010.

Afflerbach, P., Cho, B., & Kim, J. Higher order thinking in reading: Assessment and conceptualization issues. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO, April, 2010.

Afflerbach, P., Cho, B., & Kim, J. Assessing higher order thinking in reading. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM, December, 2009.

Afflerbach, P. Reading comprehension from strategy to constructivism. Paper to be presented at the annual meeting of the National Reading Conference, Albuquerque, NM, December, 2009.

Afflerbach, P., & Cho, B. Self-regulation strategies in traditional and Internet reading. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Amsterdam, NL, August, 2009.

Afflerbach, P., Cho, B., Kim, J., & Clark, S. Parameters of literacy assessment. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2009.

Afflerbach, P., & Cho., B. Classroom assessment of literacy. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL, December, 2008.

Afflerbach, P. & Johnston, P. Reading assessment and reading achievement. Paper presented at the annual meeting of the International Reading Association, Atlanta, GA, May 2008.

Afflerbach, P., & Cho, B. Identifying and describing constructively responsive comprehension strategies in new and traditional forms of reading. Paper presented at the annual meeting of the American Educational Research Association, New York, NY, March, 2008.

Afflerbach, P., & Cho, B. Constructively responsive reading strategies in traditional, hypertext and Internet environments. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, November, 2007.

Afflerbach, P., Pearson, P., & Paris, S. The Reading Skill and Reading Strategy Definition Problem. Paper presented at the meeting of the European Association for Research on Learning and Instruction, Budapest, HUNGARY, August, 2007.

Afflerbach, P., & Pearson, P. Whatever happened to our promise to meet individual needs? Paper presented at the annual meeting of the International Reading Association, Toronto, CANADA, May, 2007.

Afflerbach, P., & Johnston, P. Theoretical, practical and political frontiers in literacy assessment. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA, November, 2006.

Afflerbach, P., Pearson, P., & Paris, S. The reading skill and reading strategy problem: Defining and clarifying similarities and differences. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA, November, 2006.

Afflerbach, P., Ruetschlin, H., & Russell, S. How can reading assessment effectively measure and describe students' strategic reading development? Paper presented at the annual meeting of the International Reading Association, Chicago, IL, May, 2005.

Afflerbach, P. What do high stakes reading tests fail to measure? Paper presented at the annual meeting of the National Reading Conference, Miami, FL, December, 2005.

Afflerbach, P. & Pearson, P. Reading skills and reading strategies: What they are, how they are similar, how they are different and why it matters. Paper presented at the annual meeting of the International Reading Association, May, 2005, San Antonio, TX.

Afflerbach, P. The NAEP Trial Urban District Assessment in reading and the impact of exclusion rates on student achievement. Paper presented at the annual meeting of the American Educational Research Association, April, 2005, Montreal CANADA.

A tale of ten cities: The NAEP Trial Urban District Assessment and the (mis-)representation of 4th grade reading achievement. Paper presented at the annual meeting of the National Reading Conference, December, 2004, San Antonio, TX.

The NAEP 2009 Framework: Perspective from the Standing Reading Committee. Paper presented at the annual meeting of the National Reading Conference, December, 2004, San Antonio, TX.

Metacognitive instructional strategies. Paper presented at the annual meeting of the National Reading Conference, December, 2004, San Antonio, TX (with Kevin Meuwissen).

How are 4th grade readers critical readers of history? Paper presented at the annual meeting of the National Reading Conference, December, 2004, San Antonio, TX (with Bruce VanSledright).

Using reading assessment to help students achieve. Paper presented at the annual meeting of the International Reading Association, May, 2004, Reno, NV (with P. David Pearson).

A comparison of the National Assessment of Educational Progress (NAEP) and Programme for International Student Assessment (PISA) reading assessments. Paper presented at the annual meeting of the American Educational Research Association, April, 2004, San Diego, CA (with Marilyn Binkley).

Using performance assessments in history in 4th grade. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction, Padua, ITALY, August, 2003. (with Bruce VanSledright and Ann Dromsky).

Reading and thinking like historians in 4th grade. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April, 2003. (with Bruce VanSledright and Ann Dromsky).

Providing reading instruction for every student. Preconvention Institute, Annual meeting of the International Reading Association, San Francisco, CA, April, 2002.

Constructively responsive reading in content domains: Walking backwards on the path to expertise. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2002. (with Michael Pressley).

Assessment and evaluation with portfolios. Paper presented at the annual meeting of European Association for Research in Learning and Instruction, Fribourg, SWITZERLAND, August, 2001.

The development of critical reading in the domain of history. Paper presented at the European Reading Council of the International Reading Association, Dublin, IRELAND, June, 2001. (with Bruce VanSledright).

Developing useful reading assessment programs. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA, May, 2001.

Teaching reading assessment. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA, April, 2001.

Critical reading in middle school. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ, December, 2000.

Issues in teaching reading assessment. Paper presented at the World Congress of the International Reading Association, Auckland, NEW ZEALAND, July 13, 2000.

Teaching reading assessment. Paper presented at the annual meeting of the International Reading Association, Indianapolis, IN, May, 2000.

Verbal reports and protocol analysis. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL, December, 1999.

The VRRUC Test of reading assessment. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL, December, 1999 (with Diane Leipzig).

Fifth graders construct meaning from diverse accounts of an historical event. Paper presented at the annual meeting of the International Reading Association, San Diego, CA, May, 1999 (with Bruce VanSledright).

Assessment in the shadow of politics: Finding the delicate balance. Paper presented at the annual meeting of the International Reading Association, San Diego, CA, May, 1999.

Design features for the content analysis of state reading assessments and the NAEP (National Association of Educational Progress) reading assessment. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CANADA, April, 1999.

Fifth graders construct meaning from diverse accounts of an historical event. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1998. (with Bruce VanSledright).

Assessing engaged readers. Paper presented to the Expertisecentrum, Katolieke University, Nijmegen, THE NETHERLANDS, August 26, 1998.

Teacher-centered and classroom-based assessment of reading. Paper presented at the annual meeting of the National Literacy Research Center of The Netherlands, THE NETHERLANDS, August 27, 1998.

Conflicts on reading historical accounts: How preservice teachers construct and use meaning from revisionist texts. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, March, 1997 (with Bruce VanSledright).

The importance of communication between school and home for fostering student achievement. Paper presented at the World Congress of the International Reading Association, Prague, CZECH REPUBLIC, July, 1996.

Reading: The first R. Replication and extension of the primary study. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA, May, 1996 (with James Hoffman and James Baumann).

New models of understanding text: Implications for assessment. Paper presented at the annual meeting of the Winter Text Conference, Jackson Hole, WY, January, 1996.

Fostering engagement in a reading clinic: Involving students in assessing their reading. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA, November, 1995.

Challenges to the development of student independence in classroom-based portfolio and performance assessments. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA, November, 1995.

Verbal protocols of reading: The nature of constructively responsive reading. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 1995 (with Michael Pressley).

The intended and interpreted meanings of teachers' evaluative feedback to students during reading lessons. Paper presented at the annual meeting of the National

Reading Conference, San Diego, CA, December, 1994 (with Karen Moni).

Engaging students in evaluating their own reading. Paper presented at the annual meeting of the International Reading Association, Toronto, Canada, May, 1994.

Barriers to implementation of a statewide performance assessment program. Paper presented at the annual meeting of the American Educational Reading Association, New Orleans, LA, April, 1994 (with Janice Almasi, John Guthrie, and William Schafer).

Impacts of a statewide performance assessment program on classroom instructional practice. Paper presented at the annual meeting of the American Educational Reading Association, New Orleans, LA, April, 1994 (with Janice Almasi, John Guthrie, and William Schafer).

District-level policies of reading instruction in Maryland and their relation to the statewide performance assessment. Paper presented at the annual meeting of the American Educational Reading Association, New Orleans, LA, April, 1994 (with John Guthrie, William Schafer, and Janice Almasi).

Legislators, the news media, and reading assessment. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC, December, 1993 (with Karen Moni).

The texts of reading assessment in an elementary school community. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC, December, 1993. (with Karen Moni).

Making classroom assessment count. Paper presented at the annual meeting of the College Reading Association, Richmond, VA, November, 1993.

Challenges to assessing engaged reading. Paper presented at the annual meeting of Reading Research '93 Conference, International Reading Association, San Antonio, TX, April, 1993.

The assessment of engaged reading. Paper presented at the annual meeting of the International Reading Association, San Antonio, TX, April, 1993.

Verbal reports in literacy research: Recent accomplishments and continuing concerns. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX, December, 1992 (with Michael Pressley).

The effective communication of literacy assessment information. Paper presented at the annual meeting of the International Reading Association, Orlando, FL, May, 1992.

Evaluating and communicating literacy assessment. Paper presented at the National Council of Teachers of English, Washington, DC, March, 1992.

Report cards in literacy evaluation: Teachers' training, practices, and beliefs. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA, December, 1991. (with Rebecca Sammons).

The communication and interpretation of literacy assessment information. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA, December, 1991.

Do report cards communicate teachers' knowledge of students' literacy achievement? Paper presented at the annual meeting of the International Reading Association, Las Vegas, Nevada, May, 1991.

Metacognitive instruction in basal readers. Paper presented at the annual meeting of the International Reading Association, Las Vegas, Nevada, May, 1991. (with Brian Walker).

Concept of word instruction in basal readers. Paper presented at the annual meeting of the National Reading Conference, Miami, Florida, December, 1990. (with Beth Spencer).

The appropriateness of report cards for communicating teachers' knowledge of students' literacy achievement. Paper presented at the annual meeting of the National Reading Conference, Miami, Florida, December, 1990.

Main idea instruction: An analysis of basal reader instruction. Paper presented at the annual meeting of the International Reading Association, Atlanta, GA, May, 1990 (with Brian Walker).

Basal readers and teachers who are "thoughtful professionals". Paper presented at the annual meeting of the International Reading Association, Atlanta, GA, May, 1990.

Main idea comprehension: An analysis of basal reader instruction. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA, April, 1990 (with Brian Walker).

Teachers' evaluation of teaching and learning in literacy and literature. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA, April, 1990 (with Peter Johnston and Paula Weiss).

How do basal readers communicate their theories to the thoughtful, reflective teacher? Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1989.

The composition of the report card: An examination of teachers' strategies using think-aloud protocols. Paper presented at the annual meeting of the National Reading

Conference, Austin, TX, December, 1989 (with Peter Johnston).

Teachers' evaluation of teaching, learning and children's literacy development. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1989 (with Peter Johnston and Paula Weiss).

Reflective readers and reflective teachers: Using think-aloud protocols to study the processes of reading. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA, May, 1989.

Prediction instruction in three basal readers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 1989 (with Brian Walker).

Prediction instruction in basal readers. Paper presented at the annual meeting of the National Reading Conference, Tucson, AZ, December, 1988 (with Brian Walker).

Reflective readers and reflective teachers: Using think-aloud protocols to study the processes of reading. Paper presented at the annual meeting of the National Reading Conference, Tucson, AZ, December, 1988.

Using protocol analysis in teaching composition methods. Paper presented at the annual meeting of the College Reading Association, Atlanta, GA, October, 1988.

An examination of statewide reading assessment tasks. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL, December, 1987.

Writing and thinking aloud: Pre-service teachers' use of verbal reports to learn about the teaching of writing processes. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL, December, 1987.

Readers' affective interaction with text. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April, 1987.

The statewide assessment of reading. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April, 1987.

Importance assignment: Text and task variables. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1986.

Hypothesis generation and testing: Prior knowledge and text genre variables. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1986.

The influence of prior knowledge on expert readers' main idea construction

processes. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 1986.

Prior knowledge and expert readers' main idea construction processes. Invited paper presented at the Annual Meeting of the International Reading Association, Philadelphia, PA, April, 1986.

The influence of prior knowledge on expert readers' importance assignment processes. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA, December, 1985.

Metacognitive processes of expert readers. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA, December, 1985.

The effect of prior knowledge on expert readers' hypothesis-testing strategies. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April, 1985.

The role of reader affect in building situational models of text. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April, 1985.

An examination of statewide writing assessment tasks. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL, November, 1984.

The statewide assessment of writing. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 1984.

Verbal reports and reading research: Assessment of a bootstrap operation. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1983.

The construction of main idea in reading comprehension. Paper presented at the annual meeting of the National Reading Conference, Austin, TX, December, 1983. (with Peter Johnston).

The congruence of classroom and remedial reading programs. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada, April, 1983. (with Peter Johnston and Richard Allington).

Effectiveness of teacher self-monitoring of clinical reading instruction. Paper presented at the National Reading Conference, Clearwater Beach, FL, December, 1982. (with Peter Johnston).

Selected State and Local Presentations

Reading assessment as a strategy set for improving reading. Paper presented at the New York Reading First Conference, June, 2007.

Understanding and using reading assessments. Paper presented to the Pasco County (FL) School District, June 2007.

Seven balances in reading assessment. Paper presented at the Wisconsin State Reading Association, Milwaukee, February, 2007.

Teaching self-assessment strategies. Paper presented at the Utah State Reading Conference, Salt Lake City, UT, November, 2006.

The need for balance in reading assessment. Paper was accepted and to be presented at the Southeast Regional IRA Reading Conference, New Orleans, November, 2005. (Conference was cancelled due to damage from Hurricane Katrina).

Reading assessment under No Child Left Behind. Paper presented at Southwest Missouri Reading Association, Springfield, MO, October, 2004.

Self-assessment and reading. Presentation given to the Michigan Reading Association Annual Meeting, Grand Rapids, MI, March, 2003.

Strategies for expert reading. New Jersey Reading Association, New Brunswick, NJ, July, 2003.

Teaching reading assessment. Presentation given to Orange County, FL Schools, October, 2000.

Selecting and creating useful reading assessments. Paper presented at the annual meeting of the Indiana State Reading Association, Indianapolis, IN, February, 1999.

Opportunities to learn: Effective instructional strategies for middle school students. Paper presented at the Reading and Mathematics Institute of the New State Education Department, New York, NY, November, 1998.

Early literacy issues: Early reading assessment. Paper presented at the annual meeting of the New York State Reading Association, Saratoga Springs, NY, November, 1998.

The contexts and dispositions for effective assessment. Paper presented at the annual meeting of the New York State Reading Association, Saratoga Springs, NY, November, 1998.

Involving students in assessing their reading. Research from the National

Reading Research Center. Paper to be presented at the annual meeting of State of Maryland IRA Council (SOMIRAC), Towson, MD, March, 1994.

Authentic reading assessment. Presentation to the Montgomery County (MD) Board of Education. Carver Educational Center, Rockville, MD, October, 1993.

A look at the National Reading Research Center. Paper presented at the annual meeting of State of Maryland IRA Council (SOMIRAC), Towson, MD, March, 1993.

Alternative assessments of reading. Presentation for the Prince George's County (MD) Reading Teachers, Instructional Services Center, December, 1992.

Assessment in the National Reading Research Center. Paper presented at the annual meeting of Maryland Reading Association (MRI), Ocean City, MD, October, 1992.

Effectively communicating reading assessment information. Paper presented at the annual meeting of State of Maryland IRA Council (SOMIRAC), Towson, MD, March, 1992.

Classroom assessments of reading. Paper presented at the annual meeting of Maryland Reading Association (MRI), Ocean City, MD, October, 1991.

Report cards and reading. Paper presented at the annual meeting of State of Maryland IRA Council (SOMIRAC), Towson, MD, March, 1991

Prediction instruction in basal readers. Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta, GA, November, 1988.

Pre-service teachers use think-aloud protocols to study the processes of writing. Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta, GA, November, 1987.

Interpreting standardized, norm-referenced test scores of reading. Paper presented at The Children's School, Atlanta, GA, May, 1987.

Adult hypothesis testing behaviors: Text type and prior knowledge variables. Paper presented at the Emory Cognition Project Annual Meeting, Emory University, Atlanta, GA, March, 1985.

Questions expert readers ask while reading. Paper presented to the annual meeting of the Georgia Council of the International Reading Association, Atlanta, GA, March, 1985.

Centrality and reading comprehension test questions. Paper presented at the annual meeting of the New York State Reading Association, Kiamesha Lake, NY,

November, 1982.

Contracts and Grants

Carnegie Corporation. How do literacy coaches and classroom teachers understand and use assessment to support adolescents' literacy achievement? Principal investigator. Amount requested: \$75,000.00 (This proposal was submitted to Carnegie Corporation, August, 2005 but not funded).

Maryland Assessment Research Center for Education Success. Principal investigator, "A Cognitive Analysis of Student Reading on MSPAP Reading Tasks." Amount awarded: \$72,797.00. January, 2002-January, 2003.

National Reading Research Center, University of Maryland, College Park. October, 1991. Co-author, Proposal for National Reading Research Center, University of Maryland and University of Georgia. \$7.5 million award, March, 1992-February, 1997.

National Reading Research Center, University of Maryland, College Park. March, 1992-February, 1993. Principal Investigator, The Communication and Interpretation of Reading Assessment Information. Amount awarded: \$26,000.00

National Reading Research Center, University of Maryland, College Park. March, 1993-February, 1994. Principal Investigator, The Communication and Interpretation of Reading Assessment Information. Amount awarded: \$28,000.00.

National Reading Research Center, University of Maryland, College Park. March, 1992-February, 1993. Co-Principal Investigator, Improving Instruction and Learning for At-Risk Children Through Performance-Based Reading Assessment. Amount awarded: \$27,000.00. (with John Guthrie and William Schafer).

National Reading Research Center, University of Maryland, College Park. March, 1993-February, 1994. Co-Principal Investigator, Improving Instruction and Learning for At-Risk Children Through Performance-Based Reading Assessment. Amount awarded: \$29,000.00. (with John Guthrie and William Schafer).

National Reading Research Center, University of Maryland, College Park. March, 1994-February, 1995. Principal Investigator, Assessment in a Concept-Oriented Reading Instructional Program. Amount awarded: \$28,000.00.

National Reading Research Center, University of Maryland, College Park. March, 1995-February, 1996. Principal Investigator, Student and Teacher Development of Assessment Competence in a Concept-Oriented Reading Instructional Program. Amount awarded: \$31,000.00.

National Reading Research Center, University of Maryland, College Park. March, 1996-February, 1997. Principal Investigator and Author, Helping Parents

Understand Reading Assessment. Amount awarded: \$31,000.00.

National Academy of Education, September, 1994-August, 1995. Co-Principal Investigator, Content Validity of the 1994 National Assessment of Educational Progress (NAEP). Amount awarded: \$18,000.00. (with David Pearson and Lizanne DeStefano).

Eisenhower/Office of Educational Research and Improvement/Maryland State Department of Education, 1996-1997. Collaborative re-design of teacher education. University of Maryland at College Park. Amount awarded: \$180,000.00 (with David Cooper, Linda Valli, Bruce VanSledright, & John O'Flahavan).

Charting the development of critical reading in history: A longitudinal study of middle-grade students. Proposal submitted to the Spencer Foundation. Amount requested: \$363,454.00. (With Bruce VanSledright and Marilyn Chambliss).

SERVICE

Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications and Organizations

Editorial advisory board member, *Educational Researcher*, American Educational Research Association, 2013-present.

Associate editor, *Metacognition and Learning*, Kluwer/Springer Publishers. July 2004-2010. With Marcel Veenman, University of Leiden, The Netherlands and Bernadette vanHoutWolters, University of Amsterdam, The Netherlands.

Editorial advisory board member, *The Reading Teacher*, International Reading Association, 1998-2004; 2010-present.
Responsibilities: Review and critique manuscripts submitted for publication.

Editorial advisory board member, *Reading Research Quarterly*, International Reading Association, 1991-2012, 2014-present.
Responsibilities: Review and critique manuscripts submitted for publication.

Editorial advisory board member, *Journal of Educational Psychology*, American Psychological Association, November, 2000-2004.
Responsibilities: Review and critique manuscripts submitted for publication.

Editorial advisory board member, *Yearbook of the National Reading Conference*, National Reading Conference, October, 1986-2004.
Responsibilities: Review and critique manuscripts submitted for publication.

Editorial advisory board member, *Journal of Reading Behavior*, National Reading Conference, April, 1987-1994.
Responsibilities: Review and critique manuscripts submitted for publication.

Editorial advisory board member, National Reading Research Center Reading Research Reports, University of Maryland/University of Georgia, 1991-1996.
Responsibilities: Review and critique manuscripts submitted for publication in National Reading Research Center Reading Research Reports.

Editorial advisory board, *Literacy Issues and Practices*, journal of the State of Maryland International Reading Association (SOMIRAC), 1991-1996.
Responsibilities: Reviewing manuscripts and making recommendations regarding acceptance and publication.

Editor, Reading Assessment Column, *The Reading Teacher*, International Reading Association, Volumes 47 and 48, September, 1993-June, 1995.
Responsibilities: Solicit and edit manuscripts; develop reading assessment columns for *The Reading Teacher* (with Barbara Kapinus).

Occasional manuscript reviewer for:

American Educational Research Journal, 1986-present.

Applied Educational Psychology, 1992-1995.

Child Development, 1988-1992.

Cognition and Instruction, 2000-present.

Educational Research, 2013.

Educational Researcher, 2009-present.

Elementary School Journal, 1987-present.

Journal of Adolescent and Adult Literacy, 1998-present.

Journal of Teacher Education, 1999-present.

Research in the Teaching of English, 1999-present.

Review of Educational Research, 1989-present.

Responsibilities: Review and critique manuscripts submitted for publication.

Professional Organization Meeting Reviewing

Proposal reviewer, American Educational Research Association, Division C Section 1, 1985-present; SIG: Basic Research in Reading, 1986-1991; Division D, Section 1, 1987-present.
Responsibilities: Review and critique proposals submitted for presentation at the annual meeting of the American Educational Research Association.

Program Committee Member, International Reading Association, Annual Convention, Las Vegas, NV, May, 1991; Orlando, FL, 1992.
Responsibilities: Reviewing program proposals and planning program for the 1991 and 1992 annual conventions.

Proposal reviewer, National Reading Conference, 1986-present.
Responsibilities: Review and critique proposals submitted for presentation at the annual

meeting of the National Reading Conference.

Proposal reviewer, International Reading Association, 1992-present.
Responsibilities: Review and critique proposals submitted for presentation at the annual meeting of the National Reading Conference.

Work for Scholarly Organizations and Government Agencies

National Assessment of Educational Progress (NAEP), 2012. NAEP Validity Studies (NVS): The alignment between NAEP Reading and Writing Frameworks and items and the Common Core State Standards for English Language Arts.
Responsibilities: Conduct construct-level and item-level analyses to determine the relationship of the National Assessment of Educational Progress with the Common Core State Standards.

Netherlands Educational Research Board. 2010.
Responsibilities: Review educational research proposals for funding by the government of The Netherlands.

National Assessment of Educational Progress (NAEP)/National Center for Educational Statistics, 2000-2004.
Responsibilities: Review adjudication copies of The Nation's Report Card: Reading.

Spencer Foundation. 1996-present.
Responsibilities: Review and critique proposals in consideration of funding by the Spencer Foundation.

United States Department of Education, Study of Instructional Improvement/University of Michigan, March, 2001-2002.
Responsibilities: Develop teacher knowledge assessment items for SII study.

United States Department of Education, Office of Educational Research and Improvement, Chair, Review panel for Field Initiated Studies, October, 2000.
Responsibilities: Conduct panel review process for OERI.

United States Department of Education, Office of Educational Research and Improvement, IERI-National Institutes of Health and National Science Foundation, 1999.
Responsibilities: Review Joint Initiative Proposals for OERI/NSF Funding.

New York State Special Education and Literacy Initiative: Literacy Assistance Centers. 1999.
Responsibilities: Review and critique proposals for statewide literacy and special education program initiatives.

National Assessment Governing Board (NAGB), 1997-1998.
Responsibilities: Conduct review of technical analysis specifications of Voluntary

National Test of Reading/4th Grade.

National Board of Professional Teaching Standards, Content Expert Advisory Panel (English/reading/language arts), Middle Childhood Generalist, 1994-1996.
Responsibilities: Develop portfolio assessment forms, guidelines, and related materials for the Middle Grades/Generalist NBPTS.

New York State Special Education and Literacy Initiative: Special Education Research Centers. 1998.
Responsibilities: Review and critique proposals for statewide literacy and special education program initiatives.

Workshops and Other Inservice Activities

Protocol analysis. Graduate student methodology workshop. National Reading Conference, Ft. Worth, TX, November, 2010.

Collaboration for comprehension: Librarians and media specialists working with classroom teachers to foster students' reading achievement. Invited workshop presented at Fairfax County Public Schools, August, 2005.

Understanding and using reading assessment. Series of workshops presented to Arlington VA Public Schools, 2006-2007.

Reading comprehension strategies for elementary students. Invited workshop at the annual meeting of the American Association of School Librarians Fall Forum, Dallas TX, October, 2004.

Implementing classroom based reading assessments in reading. Workshop for reading administrators. Annual meeting of the Michigan Reading Association, Grand Rapids, MI, March, 2003.

Constructive literacy assessment. Invited workshop presented to the faculty of East Stroudsburg University, East Stroudsburg, PA, October 30, 1999.

Building useful reading assessments. Workshop for the Calvert County School District, Calvert County, MD, August, 1998.

Effective reading assessment. Workshop presented at The Calvert School, Prince Frederick, MD, August, 1997.

Using portfolios in the elementary classroom. Workshop and presentation to Aspen Hill Elementary School, Montgomery County, MD, April, 1996.

The promises and challenges of authentic assessment. Workshop and presentation to the District of Columbia LEAD Program for Future Administrators.

Washington, DC, March, 1996.

Effective assessment of students' reading. Presentation to the annual meeting of the Montgomery County Elementary Principals Association. Tidewater Inn, Easton, MD, June, 1994.

Content area reading in the middle school with diverse student populations. Workshop conducted at White Oak Middle School, Montgomery County, MD, February, 1994.

Using verbal reports in reading research. Invited research workshop at the National Reading Conference, San Diego, CA, December, 1994.

The clarification of school values and the development of school assessments. Workshop presented at The Calverton School, Huntingtown, MD, September, 1994.

Developing schoolwide assessment programs. Workshop presented at annual meeting of Montgomery County Elementary Principals Easton, MD, June, 1994.

Involving students in assessing their own reading. Presented to Chapter One Teachers of Fairfax County (VA) Public Schools, 1994.

Reading assessment in Howard County (MD) Public Schools. Consultant. May, 1993-1994.

Reading assessment in Baltimore County (MD) Public Schools. Consultant. January, 1994-1995.

Schoolwide reading assessment. Ongoing series of workshops presented to Bailey's Elementary School, Bailey's Crossroads, VA, August, 1993-Present

Using verbal reports in reading research. National Reading Conference, Charleston, SC, December, 1993.

Portfolio assessments in literacy. Workshop presented at C. T. Reed Elementary School, Prince George's County (MD), June, 1993.

Using verbal reports in reading research. National Reading Conference, San Antonio, TX, December, 1992.

Communicating reading assessment information. Workshop presented at Ridgecrest Elementary School, Prince George's County (MD), June, 1992.

Classroom-based reading assessment. National Reading Conference, Palm Springs, CA, December, 1991.

SERVICE

Professional Office and Committee Memberships

University of Chicago, Urban Education Institute's STEP Assessment Advisory Board, 2012-present.

Responsibilities: Advise on the development of reading comprehension assessments for elementary schools.

International Reading Association, Committee member, Literacy Research Panel, 2011-present.

Responsibilities: Co-chair Policy subcommittee; develop policy statements.

International Reading Association, Chair, Literacy Assessment Committee, 2011-2012, 2012-2013.

Responsibilities: Coordinate actions and resolutions of committee in relation to literacy assessment.

International Reading Association, Literacy Assessment Committee, 2010-2011.

Responsibilities: Coordinate actions and resolutions of committee in relation to literacy assessment.

International Reading Association, Chair, Literacy Assessment Committee, 2007-2009.

Responsibilities: Coordinate actions and resolutions of committee in relation to literacy assessment.

European Association for Research on Learning and Instruction (EARLI), Metacognition Special Interest Group, Board of Directors, 2004-2009.

Responsibilities: Serve on Board of Directors.

International Reading Association, Chair, Outstanding Dissertation Award Committee, 2002-2005.

Responsibilities: Coordinate dissertation award committee and process.

National Assessment of Educational Progress (NAEP)/National Center for Educational Statistics, 1995-present. NAEP Reading Committee.

Responsibilities: Develop reading items, conduct anchoring, for NAEP Reading Test.

National Assessment of Adult Literacy, 2001-present. Framework Committee.

Responsibilities: Develop and maintain theoretical framework for National Assessment of Adult Literacy test and test items.

National Accessible Reading Assessment Project (NARAP), Definition Panel Member, 2004-present.

Responsibilities: Develop definition of reading that serves as construct referent for all

NARAP assessments.

National Reading Conference, Chair, Albert J. Kingston Award Committee, 2000-2004.

Responsibilities: Solicit nominations and direct award process for Albert J. Kingston Award.

Smithsonian Institute/National Academy of Sciences, National Science Resource Center. Member, Advisory Panel, 1991-2004.

Responsibilities: Advise development of elementary hands-on science curriculum, emphasis on reading and language arts components of curriculum.

American Institutes for Research, 1998.

Responsibilities: Conduct item difficulty, item bias, and item appropriateness reviews for the Voluntary National Test of Reading.

Bureau of Testing and Assessment, National Academy of Sciences, National Research Council, 1998.

Responsibilities: Serve as content area expert in the review of items for the Voluntary National Test of Reading.

International Reading Association Advisory Group to the New Standards Project, August 1992-1996.

Responsibilities: Serve as liaison between International Reading Association and the New Standards Project.

International Reading Association, Committee member, Literacy Assessment. May, 1990-May, 1992.

Responsibilities: Develop policy priorities, research programs, presentations, colloquia, and publications related to reading assessment.

International Reading Association, Committee member, Outstanding Dissertation Award, February, 1987-May, 1990.

Responsibilities: Review and critique student research papers for annual outstanding dissertation award.

Maryland State Department of Education, Chair, Reading Assessment Course Committee, Reading Professional Development Committee, November, 1998-June, 1999.

Responsibilities: Develop course content for MSDE four state-mandated reading courses.

National Reading Conference, Board of Directors, 1994-1996.

Responsibilities: Serve as Board Member for the National Reading Conference. (This is an elected position.)

National Reading Conference, Ethics Committee, 1994-1996.

Responsibilities: Develop guidelines for ethical behavior for members of the National Reading Conference.

National Reading Conference, Multicultural Affairs Committee, 1989-1995.
Responsibilities: Advise on issues of multicultural representation and inclusion related to the National Reading Conference.

National Reading Conference, Nominations Committee, 1993-December, 1994.
Responsibilities: Solicit nominations for elected conference positions for the National Reading Conference.

National Reading Conference, Outstanding Student Research Award Committee, December, 1985-1988.
Responsibilities: Review and critique student research papers for annual research award and publication.

National Reading Research Center, University of Maryland/University of Georgia, Executive Committee, 1992-1993.
Responsibilities: Plan NRRC initiatives, presentations, set policy.

New Standards Project, Reading/Language Arts Advisory Panel, 1991-1995.
Responsibilities: Develop standards and accompanying alternative assessments in language arts and reading for adoption by states/district partners in the New Standards Project.

Maryland Reading Institute (MRI), Director, 1991-1993.
Responsibilities: Plan and direct annual three-day meeting of the Maryland Reading Institute, a consortium of school districts, state education agency members, and university and college reading faculty

State of Maryland International Reading Association (SOMIRAC), Student membership chairperson, 1991-1994.
Responsibilities: Coordinate statewide efforts to recruit student members for the International Reading Association.

Reviewing Activities for Agencies and Organizations

Common Core State Standards and National Governor's Association, English-Language Arts Feedback Group, 2009-2010.
Responsibilities: Review and provide feedback to English-Language Arts Common Core State Standards.

National Assessment of Educational Progress(NAEP)/National Assessment Governing Board Achievement Level Setting Project, Advisory Panel, 1992-present.
Responsibilities: Develop and review training guidelines for setting achievement levels for reading items.

National Assessment of Educational Progress Trial Urban District Assessment (NAEP/TUDA)/National Center for Educational Statistics, 2002-present.

Responsibilities: Review Annual NAEP/TUDA Reports.

National Assessment of Educational Progress(NAEP)/National Center for Educational Statistics,1993-present.

Responsibilities: Review Subject Area Frameworks for NAEP Assessments.

National Assessment of Adult Literacy (NAAL), 2004. NAAL and ALL Adult Literacy Assessments International Comparisons Panel, 2004.

Responsibilities: Review NAAL and ALL assessments to determine similarities and differences in national and international adult literacy assessments and surveys.

Materials Development Activities for Agencies and Organizations

National Center for Educational Statistics/National Assessment of Educational Progress, 2007-08.

Responsibilities: Developing items to measure “below basic” reading achievement levels in reading.

Council of Chief State School Officers (CCSSO) Standards Setting Project, January, 1992-June, 1993.

Responsibilities: Develop standards and accompanying alternative assessments in language arts and reading for adoption by states and districts who are partners in the Council of Chief State School Officers Literacy Assessment Project.

National Reading Research Center, University of Maryland/University of Georgia, Reading Assessment Strand Leader, 1992-1997.

Responsibilities: Coordinate development of reading assessments in original NRRC proposal, coordinate all reading assessment research projects conducted at the National Reading Research Center. Represent principal investigators on Executive Board of NRRC. Serve as liason with National Advisory Board of NRRC.

State of Georgia Department of Education, Georgia Assessment Project, Future Reading Assessment, 1988-1990.

Responsibilities: Develop materials to describe current statewide assessment and future assessment options for citizens of the State of Georgia.

State of Georgia Department of Education, Quality Basic Education Program, Reading and Language Arts Panel, 1986-1990.

Responsibilities: Develop item writers’ guides for statewide competency tests in reading and writing.

State of Georgia Department of Education, Teacher Competency Testing Program, 1987-1990.

Responsibilities: Develop teacher competency test for elementary language arts teachers.

United States Department of Health, Centers for Disease Control, Atlanta, GA.
1988-1990.

Responsibilities: Performing document simplification for infectious diseases education and prevention programs

Consultancies

Scott, Foresman Publishing Company, 1997-present.
Responsibilities: Senior author, Scott Foresman Reading Series

Manuscript Reviewer

Allyn & Bacon Company
Houghton Mifflin Company
Scott, Foresman & Company
Guilford Press
Routledge Publishing Company
Responsibilities: Review and critique educational textbooks and materials.

Professional Organization Memberships

American Educational Research Association
American Psychological Association
International Reading Association
Literacy Research Association

TLPL/EDCI Departmental service

TLPL Ph D Task Force, Co-Chair 2012

Member, Merit Pay Committee 2012-14

Member, AP& T Committee 2012-14

Director of the Reading Center, 1997-2004

Responsibilities: Coordinate class scheduling, supervise budget, plan and conduct Reading Center faculty meetings, serve as contact person in Reading Center for department, university and community.

Search Committees

Member, CHSE Chair Search Committee 2013-14

Member, Mathematics Search Committee 2007

Responsibilities: Participate in solicitation and nomination of possible candidates, dossier review, committee meetings related to position description, recruitment of candidates, screening of application materials, scheduling and hosting of candidates, selection of suitable candidate processes, follow-up contacts and communications, and after-interview duties.

Member, Mathematics Search Committee 2006

Responsibilities: Participate in solicitation and nomination of possible candidates, dossier review, committee meetings related to position description, recruitment of candidates, screening of application materials, scheduling and hosting of candidates, selection of suitable candidate processes, follow-up contacts and communications, and after-interview duties.

Chair, Reading Search Committee 2002

Responsibilities: Coordinate solicitation and nomination of possible candidates, supervise dossier review, preside over committee meetings related to position description, recruitment of candidates, screening of application materials, scheduling and hosting of candidates, selection of suitable candidate processes, follow-up contacts and communications, and after-interview duties.

Member, Reading Search Committee 2003

Responsibilities: Participate in solicitation and nomination of possible candidates, dossier review, committee meetings related to position description, recruitment of candidates, screening of application materials, scheduling and hosting of candidates, selection of suitable candidate processes, follow-up contacts and communications, and after-interview duties.

Member, Chair Search Committee 2003

Responsibilities: Participate in solicitation and nomination of possible candidates, dossier review, committee meetings related to position description, recruitment of candidates, screening of application materials, scheduling and hosting of candidates, selection of suitable candidate processes, follow-up contacts and communications, and after-interview duties.

Member, Mathematics Search Committee 2005

Responsibilities: Participate in solicitation and nomination of possible candidates, dossier review, committee meetings related to position description, recruitment of candidates, screening of application materials, scheduling and hosting of candidates, selection of suitable candidate processes, follow-up contacts and communications, and after-interview duties.

Merit Pay Committee

Member, 2011-2012

Chair, 2004-06;

Responsibilities: Coordinate the collection and analysis of faculty merit dossiers, the merit assignment process and communicate Merit Pay Committee results to chair and faculty.

Committee Member, 2003-04, 2006-7

Responsibilities: Participate in the collection and analysis of faculty merit dossiers, the merit assignment process and communication of Merit Pay Committee results to chair and faculty.

Graduate Research Education Committee (GREL)

Committee Member, 2003-04; 2009-2010

Responsibilities: Participate in the work of the Graduate Education Committee.

Nominations Committee

Chair, 2002-03

Responsibilities: Coordinate the nomination and recruitment of EDCI faculty for elected positions within the department.

Promotion and Tenure Committee

Chair 2003-04

Responsibilities: Coordinate the promotion and tenure procedures for eligible faculty. This includes individual counseling with faculty related to preparation of promotion materials, determination and solicitation of suitable outside referees, presiding over P&T meetings with eligible EDCI faculty, summarizing P&T meeting results, authoring descriptive and evaluative reports, attending COE and UMCP promotion and tenure meetings.

Member 2002-03

Responsibilities: Participate in the promotion and tenure procedures for eligible faculty. This includes individual counseling with faculty related to preparation of promotion materials, determination and solicitation of suitable outside referees, attending over P&T meetings with eligible EDCI faculty, summarizing P&T meeting results, authoring descriptive and evaluative reports.

College of Education Service

College AP & T Committee, Member, 2001-03; 2009-present

Responsibilities: Participate in the promotion and tenure procedures for eligible faculty. This includes individual counseling with faculty related to preparation of promotion materials, determination and solicitation of suitable outside referees, attending over P&T meetings with eligible COE faculty, summarizing P&T meeting results, authoring

descriptive and evaluative reports.

MSDE Reading Course Initiative College Committee, Member, 2000-02
 Responsibilities: Work with Reading Center faculty and Maryland State Department of Education members to develop state-mandated undergraduate reading course sequences.

College Resource Allocation Committee. Member, 2000-01
 Responsibilities: Assist the Dean in configuring means for determining priorities for allocation of COE funding.

College Merit Pay Committee, Member, 2000-01
 Responsibilities: Assist the Dean in configuring means for determining meritorious faculty in COE and means for awarding merit to faculty.

University of Maryland Service

Dean's Review Committee, 2011-2012.

America Reads, Director of Assessment Design , 2001-2004
 Responsibilities: Work with the America Reads program on UMCP campus to design assessments that focus on elementary students' achievement gains in schools serviced by UMCP America Reads work-study students.

America Reads Task Force, Member, 2001-2004
 Responsibilities: Advise the America Reads program on UMCP campus in relation to early elementary reading instruction, appropriate assessments and suitable professional development activities for UMCP America Reads work-study students.

TEACHING AND ADVISING

Courses taught

Semester	Course		Enrollment
Spring, 2001	EDCI 661	Content Area Reading	15
Fall, 2001	EDCI 464	Reading Instruction And Diagnosis	25
	EDCI 788	Reading and Writing in Secondary School	10
Spring, 2002	EDCI 788S	Educational Assessment	21
Fall, 2002	EDCI 788	Reading and Writing in Secondary School	22

Spring, 2003	EDCI 612	Educational Assessment	25
Fall, 2003	EDCI 788	Reading and Writing in Secondary School	25
	EDCI 769	Reading Seminar: Reading Assessment	6
Spring, 2004	EDCI 612	Educational Assessment	26
Fall, 2004		Sabbatical	
Spring, 2005	EDCI 612	Educational Assessment	28
	EDCI 860	Critical literacy	6
Fall, 2005	EDCI 464	Reading Assessment	22
	EDCI 660	Diagnostic Reading Assessment	8
Spring, 2007	EDCI 464	Reading Assessment	21
	EDCI 612	Assessment of Learning and development	16
Fall, 2007	EDCI 660	Diagnostic reading instruction	17
	EDCI 464	Reading assessment	11
Spring, 2008	EDCI 612	Assessment of learning	5
	EDCI 464	Reading assessment	24
Fall, 2008	EDCI 660	Foundations of reading	22
	EDCI 464	Reading assessment	25
Spring, 2009	EDCI 612	Assessment of learning And development	12
Fall, 2009	EDCI 660	Foundations of reading	10
	EDCI 362	Teaching reading	24

Spring, 2010	EDCI 464	Reading assessment	24
Fall, 2010	EDCI 612	Assessment	20
	EDCI 660	Foundations of reading	24
Spring, 2011		Sabbatical	
Fall, 2011		Sabbatical	
Spring, 2012	EDCI 660	Foundations of reading	
	EDCI 464	Reading assessment	
Fall, 2012	EDCI 464	Reading assessment	
Spring, 2013	EDCI 661	Reading in content areas	
	EDCI 612	Assessment	
Fall, 2012	EDCI 362	Teaching reading	29
	EDCI 660	Foundations of reading	5
Spring, 2013	EDCI 661	Reading in the content areas	
	EDCI 612	Assessment	

Course Development

I developed the following courses:

EDCI 660 Diagnostic reading instruction 2007

This is a total, from the ground up redesign of the initial course in our Masters degree sequence.

EDCI 860 Critical literacy 2004

This is a new course that focuses on the importance of critical literacy. Course content examines the cognitive, affective, social and political influences on the development and use of students' critical literacy.

EDCI 769 Reading Assessment 2003

This is a new course that focuses on reading assessment. In the course, students learn

about formative and summative assessment, formal and informal assessment, high stakes testing and its influence, the particular forms of assessment (e.g., portfolios, performance assessments, checklists, teacher questioning and standardized tests), the consequences of assessment and roles and responsibilities for teachers and students in relation to assessment.

Videotape Instructional Programs

Reading assessment in practice. (1995). Newark, DE: International Reading Association. A video-based professional development program. My contributions include segments of a video interview on classroom-based assessment, two columns that I co-authored for the Reading Assessment column in *The Reading Teacher*, and the book *Authentic assessment: Practices and possibilities*, which I co-edited.

Teaching elementary reading. (1998). Los Angeles, CA: Canter Associates. A video-based professional development program. My contribution to this series is a 1.5 hour presentation on effective reading assessment in elementary school classrooms.

Advising

I advise an average of 10 masters students and 6 doctoral students per year, for the years 2003-2005.

Current and Recent Dissertation Committees

Recent Chair of Dissertation Committee

Dr. Eunjou Oh 2010
Dr. Chien Yu 2011
Dr. Byeong Young Cho 2011
Dr. Summer Clark 2012
Dr. Maria Elliker Crassas 2013
Jung Yun Kim In progress; Ph D expected May, 2014
Wei You In progress
Brecca Faust In progress
Loretta Holmberg In progress

Recent Dissertation Committee Member

College of Education

Emily Grossnickel, HDQM
Sandra McLoughlin, EDHD
Marcia Davis EDHD
Emily Fox, EDHD
Lilliana Maggione, EDHD

Daniel Dinsmore, EDHD May, 2011
Jessica Palladino, EDCI
Sharon Russell, EDCI
Soo Jung Suh, EDCI
Gloria Park, EDCI
Jack Wooden, EDCI
Kevin Meeuwissen, EDCI

University of Maryland (External to College of Education)

Elia Powers, Knight School of Journalism
Erica Lamm, Department of Communication

External to University of Maryland

Dr. Radha Nambiar, University of Kebangsaan, Malaysia, 2013
Dr. Xiou Phan, University of Sydney, Australia, 2013
Dr. Manita Van Der Sel, University of Leiden, Leiden, The Netherlands, 2012
Dr. Treasa Bowe, University of Limerick, Limerick, Ireland, 2012
Dr. Robert Finnegan, Rutgers University, New Brunswick, NJ, 2008

Doctoral student awards

Dr. Byeong-Young Cho, 2012
Recipient: Outstanding Dissertation of the Year Award
International Reading Association
(I served as chair of the dissertation committee).

Dr. Byeong-Young Cho, Spring, 2009
National Academy of Education Doctoral Dissertation Fellowship Award
(I served as academic advisor and dissertation chair.)

Dr. Deborah Litt, Ph D May, 2003
Recipient: One of ten finalists for the International Reading Association's Outstanding
Dissertation of the Year Award, 2003
(I served as academic advisor and dissertation chair).

Dr. Kim Bobola, Ph D May, 2002
Recipient: Outstanding Student Research Award, National Reading Conference, 2002
(I served as a member of the dissertation committee).

Dr. Shelly Stein, Ph D 2000 (Department of Communications, UMCP)
Recipient: Outstanding Dissertation of the Year Award
International Listening Association, 2000
(I served as a member of the dissertation committee).

Dr. Elizabeth Spencer, Ph D 1987
Recipient: Outstanding Dissertation of the Year Award
International Reading Association
(I served as academic advisor and dissertation chair).

Faculty mentor

Dr. Elizabeth Marshall	2002-2007
Dr. Deborah Suarez	2002-2004
Dr. Jennifer Turner	2003-present
Dr. Alfred Tatum	2003-2004
Dr. Victoria McDonald	2009-present

Responsibilities: Regularly meet with junior faculty to review progress, discuss current and future plans, serve as first editor of manuscripts, advise in relation to research, teaching and service.