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each purpose. Although the assessment distinguishes between purposes for reading, the processes and strategies readers use for both purposes are perhaps more similar than different.

Each of these purposes for reading is often associated with certain types of texts. For example, reading for literary experience

character, or there may be several such viewpoints in a more complex text. Information and ideas may be described directly or through

view, as in the presentation of a problem and recommended solution. In discussion and persuasion, the reader must follow the development of ideas and bring to the text a critical mind in forming his or her own opinion.

Sometimes informational texts are expository, presenting explanations or describing people, events, or things. In a thematic organization, aspects of a topic are clustered and described together in the text. Finally, it should be observed that presentation of information need not be in the form of continuous text. Such forms include brochures, lists, diagrams, charts, graphs, and those that call for actions on the part of the reader like advertisements or announcements. It should be emphasized that a single in-23( )-46(a)-2348(6(a)-2(a)-2342(d)3( )256
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passages presented to students. Across the assessment, a variety of comprehension questions, each dealing with one of the processes, enables students to demonstrate a range of abilities and skills in constructing meaning from written texts. Along with each process and its components, examples of questions that may be used to assess that process are discussed.   e types of comprehension processes are described below.

In thinking about assessment questions, there is, of course, a substantial interaction between the length and complexity of the text and the sophistication of the comprehension processes required.

is contained in the text: the reader may merely need to connect two or more ideas or pieces of information. Although the ideas may be explicitly stated, the connection between them is not, and thus must be inferred. Straightforward inferences are very much text based. Although not explicitly stated in the text, the meaning remains relatively clear.

Skilled readers o en make these kinds of inferences automatically. ey may immediately connect two or more pieces of information, recognizing the relationship even though it is not stated in the text. In many cases, the author has constructed the text to lead readers to the obvious or straightforward inference. For example, the actions of a character across the story may clearly point to a particular character trait, and most readers would come to the same conclusion about that character's personality or viewpoint.

With this type of processing, the reader typically focuses on more than just sentence- or phrase-level meaning. The focus may be on local meaning, residing in part of the text, or on more global meaning, representing the whole text. In addition, some straightforward inferences may call upon readers to connect local and global meanings.

Reading tasks that may exemplify this type of text processing include the following:

- ‡ [`X&d[`YfZSf a`WhWf USgeW S`afZWdWWf
- ‡ Ua`UgV[`Yi ZSf[efZW_ S[`ba[`f_ SWWTkS ewWWaX arguments
- ‡ VWW_ [`[`YfZWd&XXWfaXS bda`ag`
- ‡ [WWf[X[`YWeWVS^|Sf[a`e_ SWW[`fZWfWWf
- ‡ VW&d[T[`YfZWdWSf[a`eZ[b TWf WW fi a UZSdSUfWd

Interpret and Integrate Ideas and Information

Reading tasks that may exemplify this type of text processing include the following:

‡   VWS'gSf`YfZW[]W]ZaaVfZSffZWWhWfeWWUc[TWУag'V really happen

‡   WWUc[T`YZai fZWSgfZadWa[eWS egdbd[eWWWV[`Y

‡   \gVY[`YfZWUa_b'WWWVeadUSd[fk aX[`Xad_Sf[a`[` the text

‡   VWWWWm_[`[`YS`SgfZadebWWbWUf[hVa`fZWWfdS^fab[Už