



Presentation Topics

- Using Reading Assessment to Help Students Achieve
- Reading Well and Testing Well: How to Help Each Student
- What Students Must Have to Comprehend Text Well

Program Author

Peter Afflerbach

**Professor, Department of Curriculum and Instruction,
University of Maryland at College Park**

Dr. Peter Afflerbach is a Professor of Curriculum and Instruction at the University of Maryland at College Park. Dr. Afflerbach holds an M.S. in Developmental Reading and a Ph.D. in Reading Education from the University of Albany. Before receiving his doctorate, he was a Title I elementary teacher, a junior high school teacher, and a high school teacher.

Dr. Afflerbach's research interests include literacy assessment, the alignment of reading assessment with reading standards, and text comprehension strategies. His research has been published in *The Reading Teacher*, *Language Arts*, *Reading Research Quarterly*, *Journal of Reading Behavior*, *Elementary School Journal*, and *Educational Assessment*. He is an editor of the *Handbook of Reading Research*. His books, as author and coauthor, include *Balancing Principles for Teaching Elementary Reading*, *Verbal Reports of Reading: The Nature of Constructively Responsive Reading*, *Authentic Assessment: Practices and Possibilities*, and *Developing Engaged Readers in School and Home Communities*. His latest book, *Knowing and Using Reading Assessment*, will be published by the International Reading Association in 2007.

Dr. Afflerbach is a member of the Reading Committee of the National Assessment of Educational Progress and the 2009 Reading Framework Committee of the National Assessment of Educational Progress. He is an editor of the journal *Metacognition and Learning*.



scottforesman.com
(800) 552-2259

Copyright Pearson Education, Inc. Rea06085