

# Contents

	Acknowledgments	vii
Introduction:	What is an Alternative?	1
<b>Part I</b>	<b>The Need for Alternative Perspectives</b>	<b>9</b>
1	Language, Culture and the Implications of Assessment <i>Karla Holloway</i>	11
2	Towards an Alternative View of Writing Assessment <i>Loren S. Barritt</i>	21
<b>Part II</b>	<b>Anthropological Perspectives on Assessing Children's Language and Literacy</b>	<b>31</b>
3	The Language of Testing: An Ethnographic- Sociolinguistic Perspective on Standardized Tests <i>Catherine Emihovich</i>	33
4	You Can't Get There From Here <i>David Bloome</i>	55
5	Assessing Students as Members of a Literate Community <i>Beth Gildin Watrous</i> <i>Jerri Willett</i>	73
Discussion:	Assessment in My World <i>Maryann Jennings</i>	89

<b>Part III</b>	<b>Socio-Psycholinguistic Perspectives on Assessing Children's Language and Literacy</b>	<b>97</b>
	<i>Judith W. Solsken</i>	
6	Alternative Language Assessment: Communicating Naturally with Students in Assessment Contexts <i>Helen B. Slaughter</i>	103
7	Assessing the Written Language Abilities of Beginning Writers <i>Jo-Anne R. Wilson Keenan</i>	118
8	Looking at Their Own Words: Students' Assessment of Their Own Writing <i>Susan Benedict</i>	137
Discussion:	Making Assessment a Process <i>Nina Tepper</i> <i>Rocio Costa</i>	157
<b>Part IV</b>	<b>Reader Response Perspectives on Assessing Children's Language and Literacy</b>	<b>163</b>
9	Children's Response to Literature: Isn't It About Time We Said Good-Bye to Book Reports and Literal Oral Book Discussions? <i>Kathleen Holland</i> <i>Susan Lehr</i>	167
10	Assessing Literary Understanding Through Oral Language <i>Joanne M. Golden</i>	190
11	Children's Group Discussions of Literature: Fertile Ground for Informal Oral Language Assessment <i>Lenore Carlisle</i>	204
Discussion:	Unleashing the Potential of Children's Responses to Literature <i>Leslie Shaw</i> <i>Deborah G. Jacque</i> <i>Cheryl L. Taylor</i>	218
	Author Index	223
	Subject Index	227