1985

A Review: Measures for Research and Evaluation in the English Language Arts

Diane Allen

Follow this and additional works at: https://scholarworks.gvsu.edu/lajm

Recommended Citation
Available at: https://doi.org/10.9707/2168-149X.1763

This Article is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Language Arts Journal of Michigan by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.
In speaking of her creative talent, Alice Walker spoke of how it often served as an antidote to depression and even suicidal urges. In fact, she dedicates the book thus:

To the Spirit:
Without whose assistance
neither this book
nor I
would have been
written

At the end of the novel she adds a page:

I thank everybody in this book for coming.

A.W., author and medium

In the O'Brien interview Walker expressed the hope that someday a generation of men and women would read her work because, as she says: "It is a true account of my feelings, my perceptions and my imagination, and because it will reveal something to them of their own selves." And she concludes: "The gift of loneliness is sometimes a radical vision of society or one's people that has not been previously taken into account."

I believe the gift of loneliness that produced this remarkable book is a precious gift to the world and ultimately will be a gift to immortality.

This article is a reprint from the Illinois English Bulletin 72 (Winter, 1985), with author's revisions for LAJM.

A Review: Measures For Research and Evaluation In The English Language Arts
by Diane Allen
National Council of Teachers of English


Authors William T. Fagan, University of Alberta; Charles R. Cooper, University of California—San Diego; and Julie M. Jensen, University of Texas at Austin, have included some 86 measures in the new collection. They cite the age range of students with which each instrument has been used (from preschool through post-secondary and adult), describe its purpose, and explain the instrument itself. They include sample items, data on the directions given to those taking the tests, and procedures for scoring.

The book is useful for researchers considering instrument designs for their own research, for faculty conducting research seminars, and for graduate students seeking topics which can be expanded or replicated with other groups for dissertation research. It brings together descriptions of unpublished instruments from scattered sources, obtained through the ERIC database and inquiry within the profession.

Volume 2 reflects increasing emphasis on developing theoretical positions as a framework for interpreting research data. It shows how researchers have broadened their view to see reading as a constructive, rather than a reproductive, process and documents the recent interest in studying both reading and writing as processes. It reveals a new emphasis on children's language behavior in natural contexts.