essay about America's involvement in World War II," or "Describe the connectionist view of human memory." Because there are no cues present to potentially bias retrieval, the output of free recall is assumed to represent accurately what is in memory. However, researchers have found that the amount subjects recall under these conditions tends to be low. Providing them with cues raises the overall amount subjects are able to remember.

Cued recall tasks, then, are those in which a hint or cue is provided to help learners remember the desired information. This happens, for example, when teachers add qualifiers to their essay questions, such as "Be sure to discuss the role Pearl Harbor played in changing America's war policies." Leahey and Harris (1997) also cited the example of an actor learning lines as a cued recall task. Each line serves as a cue for remembering the next line.

Recognition. Recognition, in contrast to recall, involves a set of pregenerated stimuli presented to learners for a decision or judgment. In some cases, learners are asked to determine whether the stimulus information has been seen before, as in old-new recognition tasks. Tasks of this nature are common in memory experiments, but are becoming increasingly popular for assessing reading comprehension (e.g., Royer et al., 1984; Royer, 1990, 1995). For example, students read a target passage and then complete a sentence verification test. On the sentence verification test are test sentences of four types: (1) an original sentence from the passage; (2) a paraphrase of the original sentence in which the words are changed but the meaning is retained; (3) a meaning-change sentence in which one or two words in the original sentence are replaced to alter its meaning; and (4) a distractor sentence, which is consistent with the gist of the passage but unrelated to the original sentence. Students who comprehended the passage should be able to recognize the original and paraphrase sentences as old and classify the meaning-change and distractor sentences as new. Those who fail to comprehend the meaning of the passage, on the other hand, are likely to think that the meaning-change and distractor sentences are old on the basis of their similarity to sentences in the passage.

Two factors appear to influence old-new recognition. The most obvious is the strength of the memory trace, in that stronger memories will be more accurately recognized than weaker memories. But regardless of the strength of a memory trace, a decision must still be made about its match to the test stimulus. Imagine, for example, that you are choosing drapes to match the color of your living room carpet. You must make a decision concerning a particular set of drapes from your memory of the carpet's color. Now consider two possible scenarios: (1) the drapes are inexpensive, and besides, you can return them if the color is a poor match, (2) the drapes are expensive, must be paid for in advance, and cannot be returned. In which scenario are you more likely to make a yes decision?

The second factor influencing yes-no or old-new recognition is a decision criterion based on the context surrounding the recognition task. High-