The experimental component of this study adds to the literature in showing that inferencing is a critical component of effective comprehension monitoring.

The correlational component replicates previous evidence that better literacy skills predict better comprehension monitoring even at the college level and extends the literature in showing a role of executive functioning (particularly cognitive flexibility).

### Results and Discussion

- Two repeated measures ANOVAs revealed that participants were fastest and most accurate on consistent passages, slowest and least accurate on resolvable passages, and in-between on inconsistent passages.
- Three regression analyses examined the role of individual differences in reading skill, vocabulary knowledge, and self-reported EF in predicting how many passages of each type would be classified as intended.
  - Individual differences accounted for more variance on resolvable and inconsistent passages than on consistent ones ($R^2 = .32, .30, \text{ and } .14$, respectively).
  - The effect of the decision time covariate was positive for resolvable passages and negative for the other two types.
  - Participants who responded more slowly on resolvable passages were more likely to identify the passages as resolvable, an indication that they made an inference to resolve the apparent inconsistency.
  - They also scored higher on the BRIEF scale that taps cognitive flexibility. To recognize items as resolvable requires the ability to go beyond the seemingly inconsistent information to infer new information that would make the item sensible.