ENGL 400: Assessment

Key terms:

<table>
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<tr>
<th>Assessment</th>
<th>Discourse</th>
<th>Validity</th>
<th>Formative Evaluation</th>
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<tr>
<td>Grading</td>
<td>Portfolio</td>
<td>Reliability</td>
<td>Summative Evaluation</td>
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<td>Response</td>
<td>Reflective Essay</td>
<td>Rubric</td>
<td>Instructive Evaluation</td>
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History of Assessment

<table>
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<tr>
<th>Period</th>
<th>Relevant Theory</th>
<th>Key terms/ideas/authors</th>
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<td>1950-1970</td>
<td>Classical Rhetoric</td>
<td>Testing; reliability; objective; errors committed outside the classroom determines which class the student enters; null response</td>
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<td>1970-1986</td>
<td>Procedural Rhetoric</td>
<td>Holistically scored essay; validity; Edward White, Richard Lloyd Jones, Karen Greenberg, Lee Odell, Charles Cooper devised writing test; relevant texts of this method: Assessing Writers’ Knowledge and Processes of Composing, and Validating Holistic Scoring for Writing Assessment; the self becomes a producer, an agent who creates text, but is still constrained</td>
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<td>1986-present</td>
<td>Expressivism, Critical Cultural Studies, Feminism</td>
<td>Portfolio assessment; validity and reliability; multiple self; inside classroom; reflective; direct measure (essay sample); Pat Belanoff &amp; Peter Elbow; acceptance of different readings; Relevant texts of this method: Assessing Writing journal and Assessing Writing Across the Curriculum (book); error has its own discourse, and creates unconventional readings (Hull and Rose); response is a text in its own right; writing assessment becomes a social act</td>
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(adapted from Kathleen Yancey’s article "Looking Back as We Look Forward: Historicizing Writing Assessment." College Composition and Communication 50(1999): 483-503.)

Writing Assessment: A Position Statement by CCCC Committee on Assessment

Outlines the responsibilities of students, faculty, administrators, and legislators towards the assessment of writing.

For Discussion:

- How is assessment perceived in different disciplines and how should we should address this in students’ writing classes.
- Assessment and ESL—should ESL students be addressed differently?
- Discuss other ways of assessment: grading, oral assessment (such as presentations, conversations for ESL students etc) and implications in classes.
- Challenges to assessment in the future—impact of using new technology, online-courses.
- Is assessment a strictly academic concept, or does it reach all aspects of our lives?
Selected Bibliography


