

ENGL 400: Assessment

Key terms:

Assessment	Discourse	Validity	Formative Evaluation
Grading	Portfolio	Reliability	Summative Evaluation
Response	Reflective Essay	Rubric	Instructive Evaluation

History of Assessment

Period	Relevant Theory	Key terms/ideas/authors
1950-1970	Classical Rhetoric	<u>Testing</u> ; reliability; objective; errors committed outside the classroom determines which class the student enters; null response
1970-1986	Procedural Rhetoric	<u>Holistically scored essay</u> ; validity; Edward White, Richard Lloyd Jones, Karen Greenberg, Lee Odell, Charles Cooper devised writing test; relevant texts of this method: <i>Assessing Writers' Knowledge and Processes of Composing</i> , and <i>Validating Holistic Scoring for Writing Assessment</i> ; the self becomes a producer, an agent who creates text, but is still constrained
1986-present	Expressivism, Critical Cultural Studies, Feminism	<u>Portfolio assessment</u> ; validity and reliability; multiple self; inside classroom; reflective; direct measure (essay sample); Pat Belanoff & Peter Elbow; acceptance of different readings; Relevant texts of this method: <i>Assessing Writing</i> journal and <i>Assessing Writing Across the Curriculum</i> (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

(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?

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