

Review Essay:

Turning Teaching Tools Into Assessment Instruments

Karen L. Greenberg
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Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stypall, Eds. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring*. Portsmouth, NH: Boynton/Cook Publishers, 1994. 367 pages.

In the last issue of *Assessing Writing*, two of the editors of *New Directions in Portfolio Assessment* (Laurel Black and Jeff Sommers, along with their colleague, Edwina Helton) wrote an essay about portfolio assessment which described the problems in defining and comparing "authentic assessment" and "performance assessment" in writing. In addition to explaining and critiquing portfolio assessment, the authors provided an insightful analysis of the validity, reliability, and equity of portfolios as assessment instruments. Their essay is required reading for teachers, administrators, and researchers struggling to develop or refine the ways in which their schools or programs evaluate students' writing processes and written work. Interestingly, however, the essay poses more questions than it answers. For example, here is the problematic contradiction with which the authors end the essay:

Different kinds of "expertise" and knowledge are pitted against each other, the expert knowledge we have as educators about the students in our classrooms, their lives, our goals, the skills and abilities we want to measure, and the behaviors and "habits of mind" we want to support conflict at many levels with the expertise of psychometricians who need to find ways to fit large numbers of students from many contexts into rigid paradigms. At the moment, there is no bridge between the two. (Black, Helton, & Sommers, 1994, p. 365)

New Directions in Portfolio Assessment attempts to create this bridge.

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New Directions In Portfolio Assessment Reflective Practice Critical Theory And Large Scale Scoring

Diane Penrod



New Directions In Portfolio Assessment Reflective Practice Critical Theory And Large Scale Scoring:

New Directions in Portfolio Assessment ,1994 **ePortfolio Performance Support Systems** Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios **A Rhetoric of Reflection** Kathleen Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to **A Rhetoric of Reflection** this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse

Governmentality Studies in Education ,2009-01-01 Michel Foucault's concept of governmentality originated in a lecture series in the late 1970s at the Collège de France and soon became the basis for a range of historical and contemporary studies across the social sciences and humanities The concept in part rests on a simple but powerful idea that links government to the freedom of the subject in a novel understanding of liberal politics It also provides an analytics of power based on the examination of actual practices This is the first collection to use Foucault's concept in relation to the field of education where it has a natural home given that much educational theory and practice in the liberal tradition at least since Kant has been directed at the goals of autonomy and self government The volume has three sections a general section on Foucault and governmentality with contributions from some of the world's leading scholars in the area including Colin Gordon Jacques Donzelot and Thomas Lemke and two sections devoted to governmentality and education the first outlining Anglo American perspectives the second focusing on European perspectives with contributions from leading scholars such as Tom Popkewitz James Marshall Tom Osborne Michael Peters Mark Olssen Tina Besley Hermann J Forneck Bernadette Baker Susan Weber Susanne Maurer Linda Graham and Maarten Simons and Jan Masschelein among many others *Handbook on Measurement, Assessment, and Evaluation in Higher Education* Charles Secolsky, D. Brian Denison, 2017-07-31 In this

valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application Handbook of Research on Writing Charles Bazerman,2009-03-04 The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing On a Scale Norbert Elliot,2005 Fear and Trembling Shock and Awe Which set of statements best describes the emotions surrounding the assessment of writing ability in educational settings This book the first historical study of its kind begins with Harvard University s 1874 requirement that first year student applicants submit a short composition as part of the admissions process the book concludes with the College Board s 2005 requirement for an essay to be submitted as part of the new SAT R Reasoning Test Intended for teachers who must prepare students to submit their writing for formal assessment administrators who must make critical decisions based on test scores and policy makers who must allocate resources based on evaluation systems On a Scale provides a much needed historical and conceptual background to questions arising from national attention to student writing ability *Assessment in Technical and Professional Communication* Margaret Hundleby,Jo Allen,2017-07-05 This collection of essays focuses on both how and why assessment serves as a key element in

the teaching and practice of technical and professional communication The collection is organized to form a dual approach on the one hand it offers a landscape view of the activities involved in assessment examining how it works at institutional program and classroom levels on the other it surveys the implications of using assessment for formulating maintaining and extending the teaching and practice of technical communication The book offers teachers students scholars and practitioners alike evidence of the increasingly valuable role of assessment in the field as it supports and enriches our thinking and practice No other volume has addressed the demands of and the expectations for assessment in technical communication Consequently the book has two key goals The first is to be as inclusive as is feasible for its size demonstrating the global operation of assessment in the field For this reason descriptions of assessment practice lead to examinations of some key feature of the landscape captured by the term technical communication The second goal is to retain the public and cooperative approach that has characterized technical communication from the beginning To achieve this the book represents a conversation with contributors chosen from among practicing highly active technical communication teachers and scholars and the chapters set up pairs of opening statement and following response The overriding purpose of the volume therefore is to invite the whole community into the conversation about assessment in technical communication

Online Teaching Competency Deanie French, 2003 Blended Learning is designed for individuals who want to improve current skills or develop online teaching skills gradually as they begin to add web skills and resources to enhance their current teaching repertoire Many leaders from a variety of backgrounds have contributed chapters to make this book a valuable resource The depth and range of experts include but are not limited to Dr Deanie French whose publications include Web Accessibility Applications Seniors Healthcare and Higher Education Institute 2002 and Internet Based Learning An Introduction and Framework for Higher Education and Business Stylus Publishing 99 Dr Barbara Lyman author of Holistic Learning Model for On line Adults a chapter in Internet Based Learning Dr Bruce Landon senior advisor with the Western Cooperative for Educational Telecommunications WCET Dr Gene Martin Director of Extended and Distance Learning at Southwest Texas State University He has performed an active role in the advancement of technology education in the United States and has served as Chair for the National Commission for Technology Education Dr Karen Middleton senior project coordinator for the Western Cooperative managing a Hewlett funded project E learning Technologies Web Resource for Comparisons Dr Cyndi Rowland Director of the national project Keeping Web Accessibility in Mind WebAIM Dr Phil Vardiman human resource development expert with fortune 500 companies and Leo Valdes Managing Director of Vision Office a training and web consulting firm based in Vancouver British Columbia Canada He has delivered presentations related to Internet accessibility to the United Nations and representatives of South East Asia Latin America the Caribbean and Central and Eastern Europe For more information please visit www.e-linkagesglobal.com **Composition in Convergence** Diane Penrod, 2005-03-23 This volume explores the convergence of electronic technology and writing assessment It is intended for

educators scholars and students in composition writing and technology Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education *Everyone Can Write* Peter Elbow, 2000-01-27 With *Writing without Teachers* OUP 1975 and *Writing with Power* OUP 1995 Peter Elbow revolutionized the teaching of writing His process method and its now commonplace free writing techniques liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy This new collection of essays brings together the best of Elbow's writing since the publication of *Embracing Contraries* in 1987 The volume includes sections on voice the experience of writing teaching and evaluation Implicit throughout is Elbow's commitment to humanizing the profession and his continued emphasis on the importance of binary thinking and nonadversarial argument The result is a compendium of a master teacher's thought on the relation between good pedagogy and good writing it is sure to be of interest to all professional teachers of writing and will be a valuable book for use in composition courses at all levels *WorldCALL* Mike Levy, Françoise Blin, Claire Bradin Siskin, Osamu Takeuchi, 2011-02-01 As technological innovation continues to affect language pedagogy there is an increasing demand for information exemplars analysis and guidance This edited volume focuses on international perspectives in Computer Assisted Language Learning CALL in all of its forms including Technology Enhanced Language Learning Network Based Language Learning Information and Communication Technologies for Language Learning *The WPA Outcomes Statement—A Decade Later* Nicholas N.

Behm, Gregory R. Glau, 2014-09-12 The WPA Outcomes Statement A Decade Later examines the ways that the Council of Writing Program Administrators Outcomes Statement for First Year Composition has informed curricula generated programmatic institutional and disciplinary change and affected a disciplinary understanding of best practices in first year composition

Writing Games Christine Pears Casanave, 2005-04-11 This work explores how writers from several different cultures learn to write in their academic settings and how their writing practices intersect with their evolving identities as students and professionals in academic environments

Text, Role and Context Ann M. Johns, 1997-06-13 This text explores fundamental issues relating to student literacies and instructor roles and practices within academic contexts It offers a brief history of literacy theories and argues for socioliterate approaches to teaching and learning in which texts are viewed as primarily socially constructed Central to socioliteracy the concepts genre and discourse community are presented in detail The author argues for roles for literacy practitioners in which they and their students conduct research and are involved in joint pedagogical endeavors The final chapters are devoted to outlining how the views presented can be applied to a variety of classroom texts Core curricular design principles are outlined and three types of portfolio based academic literacy classrooms are described

Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education Schreiner, Christopher S., 2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher

Reimagining Process Kyle Jensen, 2015 Reimagining Process explores how process and attending concepts such as reflection care power and portfolios might play a more prominent role in emerging writing studies research

Reflection-in-Motion Jaclyn Fiscus-Cannaday, 2025-05-23 Reflection in Motion considers how reflective practice is embedded in daily course happenings centering the experiences of students and teachers in Minority Serving Institutions to amplify underrepresented viewpoints about how reflection works in the writing classroom Jaclyn Fiscus Cannaday examines how its availability is subject to teacher student power dynamics the literacies welcomed or not in the class the past and present pedagogies that students are engaging with and attending to and the interactions among humans materials and emotions within the rhetorical context She adopts an intersectional feminist perspective for an inclusive view of how practitioners name identify and practice reflection in the everyday moments of writing classrooms Fiscus Cannaday invokes a Black feminist qualitative research method that Venus Evans Winters calls a mosaic When researchers collect both traditional and nontraditional texts to create a full view of students and teachers interviews at three institutions a Hispanic Serving Institution a Historically Black College and University and an Asian American Native American Pacific Islander Serving Institution she finds that practitioners often build definitions from past experiences with reflection and then use those definitions as terministic screens to decide if an activity can be named identified and practiced as reflection These definitions hold different rhetorical effects reflection for introspection reflection for learning reflection for mindfulness and

reflection for awareness Reflection is used for these different rhetorical effects but because classrooms so often focus on the Westernized view and its emphasis on growth reflection has the underused and undertheorized potential rhetorical effect of helping students investigate their identities and positionalities acknowledge deep rooted ideologies and consider new perspectives so they can better work across difference Reflection in Motion will inspire teachers and writing program administrators to listen to how students define and practice reflection and why thus making room for more capacious definitions of reflection and student centered practices of what reflection can do and be

Guide to College Writing Assessment Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

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