

Review Essay:

## Turning Teaching Tools Into Assessment Instruments

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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

**JL Elias**



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

New Directions in Portfolio Assessment ,1994      **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      *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      **The Theory and Practice of Grading Writing** Frances Zak,Christopher C. Weaver,1998-02-05 CHOICE 1998 Outstanding Academic Books Grading is one of the thorniest issues writing teachers must deal with yet surprisingly little has been written on this topic As writing teachers move increasingly toward practices that focus on writing as a process they face a growing need to reconsider their systems of grading to determine whether or not these systems support their pedagogies The authors interrogate the grading of individual papers as well as portfolios and the assigning of end of term grades This collection explores the issues and problems that have emerged as conventional grading practices have lagged behind and been challenged by new theories of language While the book will be of interest to theorists Zak and Weaver have also made the book relevant and useful to teachers whose primary interest is the practical consequences of theory in their classrooms Where theoretical discussion takes place the language is clear and accessible Many of the authors write directly from personal experience telling stories of the classroom or writing of new techniques and approaches they have tried They speak with the voices of teachers and the tone and content of their words convey a sense of the immediacy of the topic

**Antiracist Writing Assessment Ecologies** Asao B. Inoue,2015-11-08 In *Antiracist Writing Assessment Ecologies* Asao B Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements To

explain how and why antiracist work in the writing classroom is vital to literacy learning Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts **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 **Assessment in Technical and Professional Communication** Margaret Hundley, 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 **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

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

**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

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