Sabbatical Report
1998 - 1999

Professor Evelyn Hill-Enriquez
American Language Department
Mt. San Antonio College
Walnut, California

Addendum: January 10, 2000

I have made the changes listed below as requested in the memo dated December 10, 1999.

1. Updated **Abstract** to reflect details about Part II.
2. Updated **Purpose** to reflect details about Part II.
3. Updated the Summary of Conclusions section to clarify Classroom Implications and Personal insights.

I include these changes in this Addendum to facilitate the Committee's evaluation of the modifications.

Abstract

The inspiration for PART I of this sabbatical came in part from being involved with the development and implementation of the Assessment of Written English (AWE) these past five years. I resolved to visit other campuses and discover the differing direct writing philosophies. I observed faculties come together for a common purpose, listened to instructors discuss the nature of good and bad writing, heard how many well-intentioned, conscientious people in the Southland and at other locales around the country grapple with the problems of implementing direct writing assessment. Largely what I observed was what I had observed and been a part of at Mt. SAC, a conscientious, diligent community dedicated to getting the best sample of student writing and evaluating that writing fairly, unbiasedly, and in a timely fashion. What I brought to those involved with direct writing assessment on these campuses was a chance to reflect upon their own procedures, to ask themselves questions, and to perhaps improve upon their own instrument. On most campuses, it was a welcome opportunity filled with pride. To my good fortune, I observed and talked in detail with the recognized national expert in the field of direct writing assessment, Dr. Edward White, at Cal State University San Bernardino. Part II of my sabbatical involved reading the literature on holistic writing assessment, ESL writing instruction methodology, and computers and composition. As these three topics will be my emphasis in my classroom and on campus over the next years, I want to be familiar with the most up-to-date information. In addition, the articles I read as PART II of my sabbatical helped to put the college observations from Part I of my sabbatical into perspective; reading the history of direct writing assessment around the world was particularly helpful. Ultimately, the two differing parts became intricately intertwined.

Purpose

The purpose of this one-year sabbatical was to expand my base of knowledge regarding direct-writing assessment, the holistic grading of writing, the teaching of writing to English as a second language students, and computers and composition. Part I involved the visitation and observation of holistic writing assessment at work on various other campuses around the country. Part II involved reading the literature on: (1) holistic writing assessment which was recommended to me during my visits to other colleges, (2) teaching ESL writing, which reacquainted me with the issue of teaching writing to non-native speakers as this has not been my focus in my first ten years of teaching, and (3) using computers to teach composition, which I very much want to expand the use of in my classroom in the next few years.

Sabbatical Findings/Conclusions: Classroom Implications

Evelyn Hill-Enriquez
American Language Department
Mt. San Antonio College

As a result of my sabbatical research, my classroom will be forever changed. In this conclusions section, I list how my sabbatical has affected and will affect my classroom and my personal teaching philosophy as well.

18. Portfolios are a way to ensure standards in the classroom and to be sure all professors are on the same page regarding standards. Because portfolios offer a snapshot of the curriculum on campus, they can be used to assess program or classroom strengths and weaknesses. I plan to use portfolios in the courses I teach and then begin introducing them first informally and then more formally to my department. We need such an instrument to ensure standards and to facilitate program review.

19. My sabbatical has facilitated the evolution of my personal teaching techniques -- stimulating, refining, and redefining my ever-evolving personal teaching style. Based on the readings, I will make some changes in lesson plans:
    i. Include more active, experiential, process-oriented activities, like my clouds experiment.
    ii. Stress the ideas of audience, purpose, and revising based on reader reaction from the beginning to the end of the writing and speaking courses.
    iii. Include the concepts in 1 and 2 above earlier in the term so students gets these concepts early.
    iv. Include more collaboration, student to student and teacher to pairs/groups.
    v. Include more experience with response from readers, peers, and teacher by reading student writing aloud to individuals and groups so they get the idea of reader response to writing and revise based on that feedback. This is all in an effort to give the writing a voice that can be heard as well as read.

20. No conclusions section would be complete without a note about how my self-esteem has benefitted from this sabbatical. As a result of my visitations and studies, I feel confident of my knowledge base on direct writing and classroom writing instruction in general.

21. BRING ON THE NEXT SEVEN YEARS. I AM READY!!

Sabbatical Findings/Conclusions
Personal Insights

22. A possible doctoral dissertation topic: how to teach writing to non-native writers who often hand in perfect writing, generally free of grammatical errors, on all out-of-class work assigned. What techniques, course outline formats can instructors use, or how can existing outlines be modified, to deal with non-native writers' in class?

23. The past year has afforded me the opportunity to discover the possibilities of publishing, researching, conducting studies, and publication. I can see that these are very real future possibilities for me that I had never considered before.

24. No conclusion would be complete without a note about how my self-esteem has benefitted from this sabbatical. As a result of my visitations and studies, I feel confident of my knowledge base on direct writing and classroom writing instruction ith and without computers.

25. BRING ON THE NEXT SEVEN YEARS. I AM READY!!

Sabbatical Report
1998 - 1999

Professor Evelyn Hill-Enriquez
American Language Department
Mt. San Antonio College
Walnut, California

Dedication:

To my family who adventurously went forth sightseeing
while I ventured onto many campuses
to learn the local philosophy of direct writing assessment
and to observe that process at work.

Table of Contents

Abstract

The inspiration for PART I of this sabbatical came in part from being involved with the development and implementation of the Assessment of Written English (AWE) these past five years. I resolved to visit other campuses and discover the differing direct writing philosophies. I observed faculties come together for a common purpose, listened to instructors discuss the nature of good and bad writing, heard how many well-intentioned, conscientious people in the Southland and at other locales around the country grapple with the problems of implementing direct writing assessment. Largely what I observed was what I had observed and been a part of at Mt. SAC, a conscientious, diligent community dedicated to getting the best sample of student writing and evaluating that writing fairly, unbiasedly, and in a timely fashion. What I brought to those involved with direct writing assessment on these campuses was a chance to reflect upon their own procedures, to ask themselves questions, and to perhaps improve upon their own instrument. On most campuses, it was a welcome opportunity filled with pride. To my good fortune, I observed and talked in detail with the recognized national expert in the field of direct writing assessment, Dr. Edward White, at Cal State University San Bernardino. In addition, the articles I read as PART II of my sabbatical helped to put the college observations into perspective; reading the history of direct writing assessment around the world was particularly helpful. Ultimately, the two differing parts became intricately intertwined.

Purpose

The purpose of this one-year sabbatical was to expand my base of knowledge regarding direct-writing assessment, the holistic grading of writing, the teaching of writing to English as a second language students, and computers and composition. These are all subjects that various circumstances have brought me deeply involved with at Mt. SAC over the last five years. I achieved this goal by visiting colleges that endeavor to assess writing directly and by reading and outlining books and articles in the literature of teaching and assessing writing and computers and composition.

III. Sabbatical Proposal Documents

A. Original Proposal, December 1, 1997

B. Addendum to original proposal, January 12, 1998

C. Letter to the Sabbatical and Leaves Committee dated January 18, 1999, requesting modification of the original proposal

D. Notice of approval of requested modification dated February 26, 1999

E. Slight variations from the original proposal

SABBATICAL LEAVE PROPOSAL
FOR EVELYN HILL-ENRIQUEZ
DECEMBER 1, 1997 AND JANUARY 12, 1998

I propose the following combination sabbatical:

PART 1: FALL SEMESTER 1998 - PROJECT: TOP 10 QUESTIONS TO ASK 14-16 COLLEGES AND UNIVERSITIES THAT USE A WRITING SAMPLE

As the Chair of the Title III Assessment Committee for the last three years, I have been involved with developing and, now, implementing the writing sample for placement across campus. This year as we move into full implementation of a writing sample, many questions weigh on my mind which pertain to the success and viability of the writing sample after Title III funds run out. It has occurred to me that I need to learn what other campuses are doing. I propose to visit 14-16 college and university campuses to get some in-depth answers to the following ten questions:

How do other campuses select and train readers?
How do they norm or anchor their readers?
How are multiple measures implemented in conjunction with a writing sample?
How do results compare with formerly used instruments?
How are costs kept down?
What were the ramifications across campus when a writing sample was introduced?
What were the junctures where things went wrong?
How are non-native speakers' writing and speaking evaluated?
How are learning disabled students identified in the writing sample?
What kinds of rubrics are out there? How does our rubric compare? How can ours be improved?

I will visit schools that are comparable in size and demographics. I will select my visitation sites using three sources: *1) California Community Colleges, Locally Developed and Locally Managed Test Instruments, Approval Status Summary, 2) The Association of Instructional Administrators Directory 1996-1997,* and 3) *Internet Resources* from *Learning Through Assessment: A Resource Guide for Higher Education.* Copies of all are attached. Some schools will be in various stages of implementing a writing sample for placement, from initial planning to full implementation. As well, I am interested in visiting colleges that once had a writing sample but discontinued its use for one reason or another. I intend to talk with the responsible parties in Assessment Centers, English Departments for native speakers, and English as a Second Language Departments for credit non-native students and actually observe the colleges' placement processes at work. I plan to visit four schools a month, spending two to four days at each one. Moreover, if these colleges desire it, I will disseminate information about the Mt. SAC writing sample.

Ultimately, I will prepare a Descriptive Compilation in two parts. Part One will consist of answers to the ten questions for each of the colleges I visit. Part Two will include key learnings and recommendations. The recommendations will be submitted to the College-Wide Assessment Committee for discussion of possible application here at Mt. SAC.

Of course, I will benefit personally from the experience by collecting data in answer to the questions that my team members I and have been faced with over the past year. I hope to be able to foresee the problems we are likely to face in the future so that my team members and I will be able to further refine the writing sample placement process.

Similarly, the college will benefit by collecting data in answer to these ten questions from several other colleges who have had similar experiences. The benefits could range from dollar savings in assessment to more precise placement for students. Furthermore, more precise placement for students could mean increased student success and fewer class withdrawals. I have already talked with several colleges in the area, and I have had a chance to do some initial comparisons; Mt. SAC is already well on its way to having a national model for a rubric. I would like to prepare myself to further the possibility that Mt. SAC have a national model writing sample placement instrument.

The American Language Department, my department since 1991, will benefit also. Our non-native students continue to benefit because the writing sample/oral interview combination of placement is the most effective for them. As a department, we want to continue to refine and adjust it as a placement instrument for our dynamic non-native student population.

PART 2: SPRING SEMESTER 1999 - TRAVEL: CULTURE SHOCK

My American Language students are experiencing a strange culture, speaking a strange language, feeling uncomfortable in a strange land. As a professor of non-native students, I need to be sensitive to the challenge my students face. I need to experience the same feelings by living in a strange culture, speaking a strange language, and feeling uncomfortable in a strange land. Inasmuch, I propose to live in Mexico for three months during the Spring semester 1999. I will immerse myself in the culture of Mexico City and its environs. I will visit museums and historical monuments to grasp an understanding of the culture. I will eat the food and ride the buses. I will talk with the people to improve my Spanish speaking and listening skills, all the while paying very close attention to and making note of the emotions that envelope me and to the coping mechanisms I develop to live in this foreign culture.

Part One of my Culture Shock Project, then, will be a journal of coping mechanisms, everyday language requirements, grammar points, and cultural differences -- all the "stuff" of culture shock. In this journal I will make note of necessary vocabulary, concepts, and topics I needed to

understand in order to cope with each day. When I begin teaching again in the Fall of 1999, I will use this experience and my journal to design my listening, speaking, reading and writing activities, worksheets, projects, and tests. Hence, I will be a more effective teacher because my activities and subjects will be fine-tuned to students' needs.

Culture Shock Project: Part Two will be to prepare and present to my Department in the Fall of 1999 a Document which lists my recommendations for application of what I have learned to our AMLA curriculum. This information and experience will be of use as we continue to develop our program to meet our students' needs. In subsequent semesters when modifying curriculum and reviewing the program, I will be very familiar with what language skills and culture skills it takes for my students to survive culture shock.

Both the two-part Descriptive Compilation and the Document of Recommendations to AMLA will be included in my Sabbatical Leave Report.

Addendum to the initial Proposal - January 12, 1998

Preliminary research has indicated there is no readily available source for finding institutions that administer a writing sample for placement assessment. Therefore, part of the sabbatical will be to research and identify the best schools for me to visit. However, I propose to begin my research at the following sites:

Local Colleges

The following California Community Colleges have writing samples for native and non-native speakers. I will begin with visits to **four** of these:

1. Long Beach City College - Dr. Ron Dickson and Jannie Mackay Placement Coordinators (310) 420-4029. Long Beach City College has had many visitors by schools interested in setting up a writing sample.

2. Rancho Santiago - Jim Harris

3. Cabrillo College - Penny Johnson/Dr. Fran Horvath

4. L.A. Valley College - Genevive Pathley-Chavez

5. Santa Barbara Community College - English Department Chair/Assessment Director

6. Glendale Community College - English Department Chair/Assessment Director

The UCLA School of Writing

In addition, the UCLA School of Writing has a very popular writing sample rubric used by many colleges and universities across the country. I will visit the School of Writing (271 Kinsey Hall, 310-206-1145). I will then visit some of the schools that use the UCLA rubric which are closest in demographics and size to Mt. SAC.

The remaining ten sites that I visit will be determined by the above visits. I want to remain flexible so that as I do make contact with these institutions and gain information about other schools that would be beneficial for me to visit, I am free to go there.

I plan to visit approximately four schools a month in the Fall semester of 1998, during the months of August, September, October, and November. In December and January I will do the final analysis of the data.

Evelyn Hill-Enriquez
858 Kinbrea Avenue
Hacienda Heights, CA 91745

January 18, 1999

Sabbatical Leaves Committee
c/o Peter Parra
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

Dear Committee Members:

I am presently on sabbatical for the 1998-1999 school year. This past fall semester 1998 I was able to complete all that I had proposed for my sabbatical with much success and enjoyment; I also found it very helpful, as well as inspiring, to visit other schools and talk with their writing sample facilitators. I thank the Committee for having given me this opportunity.

However, this coming Spring 1999 semester I will not be able to complete the project that I had originally proposed to the Committee. I had planned to visit Mexico City and its environs to gain cultural insights and write dialogues based on language functions I needed as a visitor to that culture. My accommodations were to be with family members living in Mexico City. But family members have informed me that the present situation in Mexico City is dangerous for tourists, as well as natives who live there. In fact, a particular family member was recently kidnaped and held for ransom. It is not safe to ride public transportation. In light of these developments, I am not comfortable with the idea of visiting Mexico; I feel it is not worth the risk to my safety. I am sure the Committee understands the reasons for having to change my plans.

Instead, I propose a different project for Spring 1999--a reading of the literature on three topics in which I am interested and feel the need to be brought up-to-date on. The first topic is related to my fall 1998 project on writing assessment. The second is teaching writing to non-native speakers. And the third is computers and the writing process.

With regard to the first topic, when visiting Santa Barbara City College, Lorraine Community College in Ohio, and Massachusetts Bay Community College in Boston this past semester, all three writing sample assessment facilitators referred to the "Bible" of writing assessment. From this I learned that I need to become familiar with more of the literature on writing assessment. I propose to read the two books that come highly recommended by experts in the field of writing assessment: "Teaching and Assessing Writing," by Richard M. White, second edition, and "Writing Assessment," Greenberg, Wiener, Donovan, both of which are over 300 pages.

I also feel the need to reacquaint myself with the issue of teaching writing to non-native speakers because in college and during my first ten years of teaching, I specialized in teaching the oral development of English. Over the last three years, as Chair of the Title III Assessment of Written English Committee on campus, I find I have become as involved in teaching writing as I have with teaching speech. To this end, I will read "Decoding ESL, International Students in the American College Classroom," by Amy Tucker (304 pages).

Thirdly, the topic of using computers to teach writing is of import to me because recently I have had the opportunity to use the Humanities Computer Lab to teach AMLA 55 and have wondered what others do in the computer lab and why. To date, I have found two books on the topic, "Computers and Community, Teaching Composition in the 21st Century," by Carolyn Handa, written in 1990 (195 pages), and "Re-imagining Computers and Composition, Teaching and Research in the Virtual Age," by G, Hawisher and P. LeBlanc, written in 1992 (222 pages). As these collections of essays are quite old by computer standards, I would like to read only selected essays which are not dated. I propose to complete my reading of the literature by doing an ERIC search to find and read 3-5 more recent articles, papers, and/or reports on the topic.

The product of my reading will be notes in an outline format about my reading in the three topics (roughly three 300-page-books and 10-12 articles/essays/reports), along with personal and professional insights on the three topics and how they relate to my classroom.

I thank the Committee for consideration of this new sabbatical proposal for Spring 1999.

Sincerely,

Evelyn Hill-Enriquez, American Language Professor

MT. SAN ANTONIO COLLEGE

Office of Human Resources

MEMORANDUM

TO: Evelyn Hill-Enriquez

FROM: Peter L. Parra, Chairperson,
Salary and Leaves Committee

DATE: February 26, 1999

SUBJECT: **REQUEST TO MODIFY SABBATICAL LEAVE ACTIVITIES**

Be advised that your request dated January 18, 1999, to modify your initial sabbatical leave proposal has been received. After review, it has been determined that these requested changes are within the scope of your initial proposal and are acceptable.

Reading literature in three topics

a. writing assessment
b. teaching writing to non-native speakers
c. computers and the writing process

myw

a:S/L\modify initial SABB proposal

Variations from the Original Proposal

The following is a list of rather small, insignificant variations from my original sabbatical proposal that did not interfere with the nature of the proposed final product and which I felt did not need the prior approval of the Sabbatical and Leaves Committee. The necessity for these changes came about after becoming involved in my research. The other, more radical change in the sabbatical proposal for Spring, to do some research of the literature, was approved by the Committee:

1. Originally, I had expected to visit all of my 14-16 schools during the Fall term. However, for several reasons this was not entirely possible. Because some schools are on differing testing schedules, I found it difficult to complete all visits before December. Much of September and October is a down time for testing, and January is busy but is complicated by differing semester and quarter breaks. Conversely, the end of April and beginning of May is a month with much opportunity for testing when many schools bring groups of faculty together to deal with the abundance of student writing samples. Additionally, I did not contact Edward White until late in January after I had discovered, much to my good fortune, that he is at CSUSB. Because of his semi-retirement status, he did not have anything for me to observe until May. All of these factors made a Fall semester completion not impossible but certainly not the most conducive to seeing all I wanted to see being the best observations possible best opportunity for learning.

2 Four of the ten questions needed changing. This became evident when I got into the field and began getting answers:

> How does the direct writing assessment compare with the old instrument?
> What were the ramifications across campus?
> Where did things go wrong?

These originally proposed questions had to be abandoned because on many campuses many persons responsible for the daily direct writing assessment process simply had not been around to compare the coming of the direct writing assessment with the old indirect instrument. It was difficult to get any more detail than words to the effect that the direct writing assessment is much better and more precise and that the English department is happy.

Additionally, the proposed question, "How are costs kept down?" had to be changed because, generally speaking, few cared about or knew anything about the costs. The principles involved felt as though money was the responsibility of others. Any information I got regarding cost was very general and usually related to reader or facilitator salary.

I substituted four questions that pertain to the process at Mt. SAC, that the persons directly responsible for the writing sample knew about and were able to demonstrate, or that I could readily observe. In the Narrative I have included answers to the original four questions in addition to the new questions for schools that could supply answers.

3. Originally, I had proposed to visit the UCLA School of Writing. Late in November, 1998, I spoke with Jan Froedesen, previous Writing Center Director, now at the University of Santa Barbara, who informed me that UCLA uses the Subject A exam for placement, which is an indirect, multiple-choice exam, not a direct writing assessment. The misinformation I got at the time of my original sabbatical proposal dealt with direct writing assessment used as term-end exams or holistically graded final exams not placement. Inasmuch, UCLA would not be a good choice for me to visit because the purpose of my project was to visit schools with writing samples for placement. Fortunately, after visiting other schools, I had heard of Edward M. White at California State University, San Bernardino, and was able to substitute CSUSB as a university resource. Simply put, I had found a better resource in Edward White at California State University, San Bernardino, the national expert on direct writing assessment; however, ultimately I visited CSUSB to observe not a placement exam as I had desired but a portfolio assessment. CSUSB has a multiple-choice exam for placement just as UCLA does. As I explain below, I had visited some ten campuses already and was becoming aware that I was observing much of the same things. I decided to expand the project to observe holistic scoring used for portfolios at CSUSB, as well as course-end exams as at Glendale and Rio Hondo.

4. An additional reason for seeking out Dr. White was that somewhere near the end of my visitations it became apparent that there was not much new under the sun; it was becoming clear that there are just so many ways to conduct a reading session. While each school had its own unique, self-designed system, the major elements of holistic grading were the same. I was getting the feeling that I had seen it all. I determined that I needed a change and got in touch with Edward White, the author of the book I was reading at the time. I discussed my observations with him; he suggested that I come and observe something a little different in that it was holistic writing assessment but not for placement. Instead, I would be viewing a senior portfolio assessment. Since I had been hearing about portfolios for many different uses on campus and since I felt a need to observe something different, I decided to observe his portfolio assessment. His next scheduled portfolio reading was in mid May. Hence, my 14th visit was a portfolio assessment instead of a placement assessment.

5. I had proposed an ERIC search of the literature to locate ten to fourteen articles for my reading on the topic of computers and composition. The ERIC search revealed many outstanding articles. Originally, I had proposed reading more articles out of two books, but these articles were dated and technologically complex. Ultimately, I chose the ten articles as listed in that section of the sabbatical project based on my interest and degree of applicability to my situation.

IV. Sabbatical Part I: College Visitations

Alphabetical Listing of Colleges Visited Fall 1998 and Spring `1999

1. Cabrillo Community College
   Aptos, California
   Marylee Morrison, Assessment Specialist
   Rita Bosinger, Writing Sample Coordinator

2. California State University San Bernardino
   San Bernardino, California
   Edward M. White, English Professor and Senior Writing Portfolio Coordinator

3. Cerritos Community College
   Norwalk, California
   Susanne Ashe, English Department Reading Coordinator
   Marylou, Assessment Technician

4. Cuesta College
   San Luis Obispo, California
   Ahnawake Unger, Assessment, Matriculation and Research Assistant
   Ed Conklin, Former Writing Sample Reading Coordinator and English Department Chair

5. Glendale Community College
   Glendale, California
   Alice Adams, English Department Chair
   Kathy Flinn, ESL Writing Sample Coordinator
   Ida Ferdman, Direct Writing Final Exam Coordinador

6. Irvine Valley College
   Mission Viejo, California
   Jim Pedersen, ESL Reading Coordinator
   Susan Stern, English Department Chair
   Jerry Rudmann, Matriculation Coordinator, Institutional Researcher, Psychology Chair

7. Long Beach City College
   Long Beach, California
   Jannie McKai, Assessment and Placement Coordinator
   Ron Dicostanzo, English Writing Sample Coordinator

8. Lorain County Community College
Elyria, Ohio
Krista Oneil, Academic Advisor

9. Massachusetts Bay Community College
Wellesley Hills, Massachusetts
Susan Andrien, Dean for Liberal Studies

10. Middlesex Community College
Bedford, Massachusetts
Orian Greene, English Department Chair
Phyllis Gleason, Lead Reader

11. Mira Costa Community College
Oceanside, California
Donna Caudill, Former Writing Sample Director, English Professor

12. Rio Hondo Community College
Whittier, California
Voiza Arnold, Division Dean, Communications and Languages
John Breen, Writing Sample Facilitator, English Professor

13. Sacramento City College
Sacramento, California
Angelia Jovanovic, Assessment Counselor
Julia Jolly, Past Writing Sample Coordinator
Walt Sherwood, English Department Chait

14. Santa Barbara Community College
Santa Barbara, California
Gayle Tennen, Director of Writing
Sherry Calderon, Assessment Technician
Kathleen Dewey, Table Leader

Questionnaire

Schools with Direct Writing Assessment

As my sabbatical proposal was to ask ten questions of 14 schools which implement direct writing assessment, I list the detailed questions below. To see all the information at a glance and to facilitate a comparison of the variety of procedures, I have generated a spread sheet itemizing the general answers to the questions below. The question numbers below correspond to the columns across the top of the table of Direct Writing Assessment College Visits on the next page. For a detailed narration of each school's answers, see the Narrative section.

1. How does the campus select and pay readers?
2. How does the campus norm and train readers and conduct reading sessions?
3. How are multiple measures implemented in conjunction with a writing sample?
4. What are the costs of direct writing on campus?
5. How are non-native writers assessed?
6. What is the rubric format?
7. How are learning disabled writers handled?
8. What is the format for prompts and the process for generation?
9. Who oversees the readings and how?
10. How are outcomes assessed?
11. What is unique about this school?

C. Spread sheet of data from the 14 campuses visited:

1. The ten questions across the top of the table are detailed on the previous page.

2. The schools visited are listed down the left margin and detailed on the previous page.

College Visitations

Evelyn Hill-Enriquez
Sabbatical Project 1998-1999
Mt. San Antonio College

College:	Question:										
	1. Select & Pay Readers	2. Training & Reading Format	3. Multiple Measures	4. Costs	5. How are Non-Native Writers Assessed?	6. Rubric	7. How are Learning Disabled Writers Assessed?	8. Prompts	9. Who Oversees Readings?	10. How are Outcomes Assessed?	11. Special Interest / Unique Items
1. Cabrillo	English dept. chair puts pressure on FT to read. Eng 100 Instr. Lab Assistants read. Assess. works with Dir of Wrtg center to select readers. Readers get $25/hr. (Indep. Contractors) Most FT/PT take Flex time	Three readers at a time on Fridays, more at crunch times. Students wait 1 week. Initial training.	Presently, Accuplacer (computerized-adaptive) + wrtg sample	No one knows	If the writing sample is low enough, referral is made to non-credit ESL. Where they are given another wrtg test for placement.	One-page, 3 tier, combination of two scores	Self-identified to DSPS	Non-reading based. General, experiential topics. Little directive.	Director of Assessment, Wrg. Ctr. Dir., and Eng. Chair	Under the direction of Director of Assessment Data are collected	Commendable reader's contract and job description--Think Accuplacer will be as good as wrtg sample
2. Cerritos	6-reader pool of Eng. teachers--3 readers on contract for 2 years. $32/hr. One norming session/year to review rubric--approx. 1/3 of papers read	Informal reading session, rdrs. pick up and drop off at assess. & read solo in their offices--only gray area obj. scores are graded. Once/year norming.	Scantron objective indirect wrtg. test -- not approved after 6-99 (Looking at Accuplacer (CPT)) + counselor advises	$8,000/ year for rdgs (not including overhead)	ESL are given another wrtg test in non-credit ESL	One page, three tier, scores combined	Self-identified to DSPS.	Currently 30, short-non-rdg based, Eng. Dept. sub comm.	Reading Coor. from Eng. Dept., $840 stipend/3 times a year	At three times during semester, get data for R&D	English dept. encourages new-hires to read and develop new prompts

College Visitations

Evelyn Hill-Enriquez
Sabbatical Project 1998-1999
Mt. San Antonio College

College:	Question:										
	1. Select & Pay Readers	2. Training & Reading Format	3. Multiple Measures	4. Costs	5. How are Non-Native Writers Assessed?	6. Rubric	7. How are Learning Disabled Writers Assessed?	8. Prompts	9. Who Oversees Readings?	10. How are Outcomes Assessed?	11. Special Interest / Unique Items
3. Cuesta	Language arts faculty selected by Dept. chair and based on availability.	8 set testing dates, 105 students each, session over 8 dates. Students write & go to lunch. Readers place the papers & give results immediately. Two readers within one point OK, different by more than one = third reader	APS (Assessment & Placement Services) (scantron, multiple choice, indirect wrtg + essay	Even those involved daily are not aware of costs	Same placement procedure for all. If writing sample scores 10,20,30 indication is ESL. Referral is made to non-credit ESL. Same prompts and rubric.	100-point rubric, four-tier scale. Final placement based on a combination of two scores.	Student self-identify. Testing in large DSPS center. No notation on rubric.	Non-rdg based. Choice of two. Directives in organization. Ten presently. New 10 every 3 semesters. Written by English faculty.	Initially, it was the Chair's duty. Now, a facilitator receives reading hours plus extra hours.	Assessment Center and Research and Development collect data to analyze.	Handy 12-page listing of CA comm. college placement types are campus to campus equivalents. Unique 100-point rubric.
4. Glendale	Informal selection of readers from Eng. Faculty--approx. $25/hr. and class time	Rdgs. by two readers on demand. Initial training.	CPT (rd/grmr) + direct wrtg.+ self-reported GPA About 1/2 of students are told by the computer based on the CPT score to write an essay	Eng. budget pays rdrs. No one knows beyond that.	Placed in credit ESL program via multiple choice in-house exam (grmr/rdg) + direct wrtg.	one-page, 4 scores, combination of scores	Readers make noted for the instructor	Short-reading based w/elaborate directives. About 30 prompts.	Reading Coor.	Informal feedback from faculty and Research & Planning Division studies	Commendable form for student placement challenge--unique system for prompt development--computer scores CPT immediately & informs about direct wrtg.

College Visitations

Evelyn Hill-Enriquez
Sabbatical Project 1998-1999
Mt. San Antonio College

College:	Question:										
	1. Select & Pay Readers	2. Training & Reading Format	3. Multiple Measures	4. Costs	5. How are Non-Native Writers Assessed?	6. Rubric	7. How are Learning Disabled Writers Assessed?	8. Prompts	9. Who Oversees Readings?	10. How are Outcomes Assessed?	11. Special Interest / Unique Items
5. Irvine	PT paid volunteers @ $17/hr (1/3 of instruction rate.)	two-hour sessions, 2 rdrs, review anchor papers first, discuss disagree-ments. Initial trainig.	DTLS/Nelson Denny + question-naire. The computer makes placement.	From matricula-tion funds	SLEP + direct wrtg.and computer makes placement.	two-page, 6-tier combina-tion of scores	Students self-identify.	Short-reading based little directive. 50 minutes.	Reading Coordina-tor who gets reader pay plus extra hours	Validation study and data collection by Institutional Researcher/M atricula-tion Coordinator	Commendable student questionnaires for native and non-native
6. Long Beach	Difficult to get rdrs. Mostly PT @$35/hr. approx. FT @$35/hr.	On demand, 5-12 readers, anchor paper discussion, 2-reader minimum	DTLS + direct wrtg sample -- 50% are read. 22 items on DTLS correlate: if rdg and wrg sections of DTLS high, no essay. If low, essay is scored.	From matricula-tion budget	Wrtg sample marked ESL and sent to ESL dept to be used for placement	Two page, including exit standards, 6-tier inc. ESL	Students self-identify. No notations on rubric.	Non-reading based, little directive. About 12 prompts in circulation.	English Placement Coordinator (faculty member) receives 20% release time (almost not enough)	Coordinator collects data during/after readings on reader accuracy. Institutional researcher does validation studies	Believes FT faculty should be mandated to read once a semester as flex time– After reading session, 3rd & 4th readings put out on table for all to see
7. Lorain County	Readers are academic advisors w/some training in Eng. Papers are assessed as students come in. Reading is part of some job descriptions.	Continuously Academic advisors pick up papers as they appear in an inbox. One reader then interview/ place student.	Compass (computer-ized adaptive) + GPA. Asset is given off campus.	Approx. $10/ student for all tests. Budget out of Student Develop-ment (Advising)	Placed as others.	One-page, 4-tier in duplicate	Students self-identify.	Non-reading based, no directive. Six prompts at present. 30 minutes.	Lead Advisor oversees Reader Advisors as part of job	Regular review of placement process done on campus	Feels students have confidence in a placement done via direct writing.

College Visitations

Evelyn Hill-Enriquez
Sabbatical Project 1998-1999
Mt. San Antonio College

College:	Question:										
	1. Select & Pay Readers	2. Training & Reading Format	3. Multiple Measures	4. Costs	5. How are Non-Native Writers Assessed?	6. Rubric	7. How are Learning Disabled Writers Assessed?	8. Prompts	9. Who Oversees Readings?	10. How are Outcomes Assessed?	11. Special Interest / Unique Items
8. Mass. Bay	Eng/Wrtg Lab faculty	Continuously as needed during lab hours. One reading only.	Wrtg sample only but considering CPT (computer-ized reaing section only)	No added costs as lab faculty read and place	Referral to ESL	One-page, 6-tier	Students self-identify	Non-reading based, short	Part of Dean's responsibil-ity to oversee lab instructor readings	State program review guidelines and formal and informal checks by the dean.	Useful, detailed Handbook for Writing Faculty that details the assesment process as well as philosophy and requirements.
9. Middlesex	1 FT faculty reader on stipend of $3,500/year	The contract reader reads on demand from the assessment office.	CPT + direct writing sample	Students pay $30 to test. This fee covers all costs.	Sent to ESL Depart. for use in placing within ESL	two-page,3-tier	Students self-identify. Testing in DSPS with no time limits.	Short, non-reading based. Rotated constantly. Developed by Eng. faculty. Presently 3 prompts.	Assessment Office and stipended reader coordinate.	State program review and part of English Chair's responsib-ilities. Also a diagnostic is given the first class day. Chair also monitors transfers.	Middlesex reports after two years of trying that there is no correlation between CPT and direct writing sample scores.
10. Mira Costa	Readers were all FT (no PT readers allowed) @ 90% of contract salary which can be [illegible].00/hr.	Tested and read once a month non-peak times and 2,3,4 times a week/week-ends during crunch times. Normed with 4-6 papers.	Was DTLS (rdg and sentence structure) + direct writing sample. Now Compass (ACT) (computer-ized-adaptive)	No info.	Sent to ESL Sister Course. All college levels have sister ESL levels: 803ENG + 803ESL. Same test.	Three-p[illegible]6-tier	Testing in DSPS if student self-identifies.	The last prompts were the best in critical thinking. Were narrative on a positive note with three parts. Rotated, developed by Committee. 45 minutes	Originally had Head Scorer w/rdg hours + extra hours. Then writing center supervisor was responsible. Ultimately, the English Chair was responsible with no extra stipend.J5	With writing sample not much research done. With ACT so much data can be assessed semester to semester, year to year with help of computer.	The rubric contains a note to readers to alert VP of Student Services of student writing that indicates possible harm to student or others. Campus grew weary of direct writing sample. ACT gives better info with less work

College Visitations

Evelyn Hill-Enriquez
Sabbatical Project 1998-1999
Mt. San Antonio College

College:	Question:										
	1. Select & Pay Readers	2. Training & Reading Format	3. Multiple Measures	4. Costs	5. How are Non-Native Writers Assessed?	6. Rubric	7. How are Learning Disabled Writers Assessed?	8. Prompts	9. Who Oversees Readings?	10. How are Outcomes Assessed?	11. Special Interest / Unique Items
11. Rio Hondo	PT/FT Faculty, self-selected. FT flex time/hourly pay. PT hourly pay.	Continuously on an as needed basis with Assessment Office. Round table discussion on anchor packet before session.	20-point question-naire + writing sample. Computer rates items and selects high-risk. High-risk wrtg samples are read. 6,000/year	$30,000/year Communi-cations division budget item	Same as natives. Same prompts and rubric.	one-page, 6-tier	Students who self-identify can test in DSPS.	One prompt per semester (three in a year). Set handed own year to year.	English Faculty member received 20% released time for Assessment Coordinator	Informal word of mouth. All on campus understand the system so few problems. PCC consultant does validation study.	Commendable multiple-measure student questionnaire. Sisscinct validation study. Invites high school instructors to read using their rubric.
12. Sacramento	Self-selected FT/PT @ $22/hr. Mostly PT.	On as needed basis with Assessment. Group discusses selected norming papers. Flex day once a year training session. Facilitator chooses table leaders from reader pool.	Natives = computer-ized multiple choice + GPA (no essay)	Matricula-tion funds. Project for Excel-lence soft money pays for readers.	Non-natives = 35min. essay if score is 50+ on CELSA (multiple choice pencil/paper)	1.5-pages, 6-tier	Students self-identify and are tested in DSPS with no limits on time.	13 prompts randomly rotated. Very short to no reading. No choice for topic. Little to no directives.	Release time for coordinator to set up initially. Coordinator now gets $22/hr with extra hours/week	Coor/Facili-tator keeps records. Table leaders report to coordinator.	Computerized score sheet includes spaces for reader placements. Unique table of strengths/weak-nesses of anchor papers. ESL Dept. stronger due to placement essay.

College Visitations

Evelyn Hill-Enriquez
Sabbatical Project 1998-1999
Mt. San Antonio College

College:	Question:										
	1. Select & Pay Readers	2. Training & Reading Format	3. Multiple Measures	4. Costs	5. How are Non-Native Writers Assessed?	6. Rubric	7. How are Learning Disabled Writers Assessed?	8. Prompts	9. Who Oversees Readings?	10. How are Outcomes Assessed?	11. Special Interest / Unique Items
13. Santa Barbara	Mostly PT paid $25/hour approx.	Special orientation sessions for students to take and receive scores the same day. Discuss usual packet of normed papers.2-hour max./ session. Readers discuss and change scores. One training session a semester.	Site-developed reading test + essay	Matricula-tion budget item	Essay. Identified ESL sent to credit ESL	Two-page, 3-tier	Students must self-identify. No notations on rubric.	Randomly selected prompts. No choice for students. Six in use now.	Responsibil-ity of Engl. Dept. Chair. Released time.	Chair collects data.	Congenial, collegial atmosphere for readers to discuss good/bad writing. Sees need for more reader training/in-service.
14. CSUSB	FT English Faculty part of contract. No extra pay.	Review of portfolio standards and grading criteria by facilitator. Start with 10 papers, pass around, mark scores on separate sheet. Discuss as anchors.	The portfolio allows for the submission of multiple drafts of multiple writing tasks throughout the college career. A strength of portfolios is the multiciplicity of direct writing documents assessed.	Reading is part of faculty contract. Facilitat-ing is part of course job descrip-tion	Major ESL concerns are noted and student is notified of faculty concerns and areas that need improvement	Scores from 4-1: 4 = Commend-able 3=Above Average 2=Average 1=Fail/ Retake	Noted on writing sample if applicable.	Student must follow Senior Portfolio Guidelines, including Reflective Essay	Responsi-bility of one-unit Senior Portfolio Course instructor	Senior Portfolio course instructor collects data and the readers make recommend-ations for 1) portfolio process improvement and 2) English Major curriculum refinment to English Dept.	Portfolio contents and guidelines sheet. Useful, adaptable to Mt. SAC , direct writing portfolio scoring sheet

Mt. SAC AWE Statistics

For those readers who are unsure about how Mt. SAC would answer the questions exhibited on the chart, I include the information here:

1. Select and pay readers:
   AWE facilitators actively recruit from the ranks of Mt. SAC full and part time faculty in all departments on campus in addition to the three departments directly affected by AWE placement: AMLA, English, and LERN. Usually, every semester a "call for readers" goes out. Pay is approximately $25.00 per hour. Readers are also paid for the initial training session. A high percentage of the reader pool is made up of part time faculty. Full time faculty are encouraged to read but numbers are lower than part timers.

2. Readers first participate in a four-hour training session wherein they become familiar with the rubric and marked anchor papers. Then, norming papers with no marked scores are read and discussed as a group. Facilitators monitor the speed and accuracy of each reader. During reading sessions, readers receive a stack of papers from the facilitator. Readers read each paper, place a number at the top, and cover the score with a round one-inch sticker. Readers are not allowed to discuss or change scores. Erasing is frowned upon. The facilitator collects each reader's completed stack, peels away the sticker, and disburses the papers to the proper piles, either to another reader or to the completed pile. The reader cannot see the scores of previous readings, the student's name or social security number, or any other personal information.

3. Currently, Mt. SAC is working to implement multiple measures. As I have been off campus, I am not up to date with the progress.

4. We have an annual budget of $30,000.00 to cover readers, facilitators, and training.

5. Non-native and native students take the same test. Readers read and place the papers according to the rubric which includes describes placements in 1A, 68, 67, LERN, AMLA 55, AMLA 52, and ESL.

6. The AWE rubric includes seven possible placements. It is comprehensive in its four-part description of writing: organization, development, language and logic. It has six to seven pages.

7. If a writing sample exhibits certain learning disabled cues as listed on the rubric, the reader calls the facilitator's attention to it. If two readers and the facilitator believe the writer to have learning disabilities, the student is referred to DSPS.

8. The AWE prompts are developed by faculty. In the past there have been contests with rewards of chocolate wherein faculty from AMLA, English, ESL, and LERN were invited to participate. The Title III grant funded a summer project for the development of 50 new prompts by two faculty members who submitted them to the AWE Advisory Board. Prompts are rotated and retired as deemed necessary to readers and testing technicians. Some prompts are currently in retirement.

The prompts appear in pairs of two on the tests, and students can choose one or the other. Testing technicians randomly choose which prompt set will be given on a particular test date.

9. Facilitators oversee readings and readers and keep close notes of reader time and accuracy. The AWE Advisory Board oversees the process as well. The Campus-Wide Assessment Committee has representatives who are facilitators and readers.

10. Facilitators spend much time collecting data after each reading. Currently, the math department is aiding in the processing and interpretation of the data. Of course, anecdotal evidence of improved initial placement is everywhere.

11. Of special interest is the fact that the entire process was conceived, designed, developed, and implemented by the faculty of the three departments affected most: AMLA, English, and LERN. In fact, a member of each department serves as facilitator. As well, the AWE is implemented in a exceptionally fair manner for the student.

D. Narrative of College Visitations

College Visitations
Narrative

Introduction

When I first set out on observations and college visits, I felt I could contribute something to the schools I went to. I was proud of what Mt. SAC had accomplished and felt we had developed and implemented our direct writing sample using a model format. We had democratically developed an instrument that meets the needs of all departments concerned and that places students accurately and fairly, a format schools would want to follow. However, it became evident very quickly that I would need to adopt the tenants of an anthropologist in the field, only observing, not interfering, not judging, merely recording as unbiasedly as possible. While I did answer some questions about what we do at Mt. SAC, mostly I listened as schools espoused upon their philosophies and processes. Largely what I observed was what I had observed and been a part of at Mt. SAC, a conscientious, diligent community dedicated to getting the best sample of student writing and evaluating that writing fairly, unbiasedly, and in a timely fashion.

What I brought to these campuses was a chance to reflect upon their own procedures, to ask themselves questions, and to perhaps improve upon their own instrument. At some campuses this was a welcome opportunity filled with pride; at others it was an anxious experience that occasioned apologies and embarrassment.

1. Cabrillo Community College
   Aptos, California
   Marylee Morrison, Assessment Specialist
   Rita Bosinger, Writing Sample Coordinator

Located in the seaside town of Aptos, just south of San Francisco, California, Cabrillo Community College is involved with direct writing assessment for placement. Marylee Morrison, Assessment Specialist in the Assessment and Placement office, was my contact there. Unfortunately, at the time there was no reading for me to visit, so I had a long conversation with Marylee. Now, they are using Accuplacer plus the writing sample for placement. However, Cabrillo is in the process of administering various tests for placement for a one-year period. The other three methods they are correlating are informed self-placement, an objective ATS pencil and paper test, and the writing sample.

Many on the campus are convinced that the computerized Accuplacer test with proper cut scores would be easier to implement on a daily basis than the holistic scoring of writing samples for placement. With the data collected over the one-year period, they hope to have enough information to show English faculty that the computerized test is just as effective a placement tool as direct writing.

Currently, readers for the writing sample are selected by Marylee who works with the director of the writing center and the English 100 lab. Many of the instructor assistants in the English 100 lab who have degrees read on a regular basis. The English Department Chair also puts pressure on full-time faculty to read. Most full-time faculty take flex time as payment for reading. Part timers are paid the independent contractor rate of $25.00 per hour. For the

independent contractor readers, Cabrillo utilizes a contract. The contract is included in the addendum at the end of Part I of this sabbatical report. The facilitators are the assessment coordinator and the director of the writing center who have it as part of their job descriptions. Readings are currently on Fridays. Testing time is all the time, so students can come into the assessment office and test whenever they like. Sometimes students have to wait two weeks for results as readers cannot be available all the time. To cover any possible third readings, it is necessary to have three readers come in, and it is difficult to get three readers to come in at the same time.

Cabrillo is hard at work correlating placement tests, indirect and direct writing both. Many institutions will be interested to know their findings. Marylee has agreed to send me the report detailing their conclusions.

2. California State University San Bernardino
San Bernardino, California
Edward M. White, English Professor and Senior Writing Portfolio Coordinator

When I was in Boston, Santa Barbara, and Ohio I had heard Edward White referred to as the "guru" of writing assessment, so I attempted to contact him. He promptly returned my call and happily spoke with me about my sabbatical project. I asked him many questions related to his books, and he took the time to answer each one, despite his busy "semi-retired" status at CSUSB and his visiting professorship at the University of Arizona.

CSUSB does not use a writing sample but a multiple-choice, nationally normed placement test. Dr. White invited me to the only holistic scoring session he was in charge of this term: the holistically scored senior portfolio reading session. Seniors are required to submit a portfolio that follows the guidelines of the English department, a copy of which I have included here. Faculty, as a part of their contract, meet at a three-hour session to review and rate the portfolios. This is the session I observed.

True to his own national model where he details the multifaceted need for refreshments at reading sessions, Dr. White was early preparing the coffee and breakfast tray, as well as the stacks of portfolios. Faculty all arrived on time and began talking and eating informally until Dr. White called the session to order and distributed the reader packets which contained a score sheet, a rubric, and a listing departmental goals and the mission statement. After reviewing the materials, he set ten portfolio notebooks in the middle of the wide table and asked readers to evaluate them, placing a score on the individual score sheet and initials on the post-it note on the front of each notebook. After each of the ten portfolios had been reviewed by at least two people each, which took about 45 minutes, norming discussion began. Dr. White asked who gave each portfolio what score. Discussion began from there about what strengths and weaknesses each portfolio had. During the reading session, there was some discussion amongst readers whenever an exceptionally good or bad portfolio appeared. Notebooks that were especially brilliant, innovative, highly personal, or creative (especially revered qualities at CSUSB) were passed around for all to see. After about 20 minutes of discussion and Dr. White had determined every reader to be normed, there was an official, formal 10-minute break. The remaining of the 41 portfolios were distributed

and were completed after about an hour. During the portfolio reading, there was little discussion and no changing of scores. Dr. White, as facilitator, checked for two-reader matches and for which portfolios needed a third reader. He informed me that he always asks an experienced reader to be the third reader.

The business of portfolio evaluation finished, discussion centered on the real goal of this reading session--program review. Because the faculty can see the kind of student it has created mirrored in each student's portfolio, it is a perfect opportunity for curriculum evaluation. In fact, portfolio assessment at CSUSB was instituted due to a mandate from the state to review programs. Now, Dr. White travels around the country as a consultant advising universities how to meet this mandate through portfolios.

Out of what was evident in the portfolios, a number of suggestions for program improvement were readied for submission to the department. Among the recommendations to improve the curriculum were to include a course in critical literary theory, add a table of contents to the portfolio, inform the linguistics department that it is the only department that students evidence with objective tests instead of direct writing, commend the faculty for excellent, to-the-point, useful comments on student papers.

Fortunately, I was able to stay longer at CSUSB and have lunch with Dr. White. He seemed to be interested in my project and took it personally as something he could contribute to. He knew his own import to helping me make connections between the many items I had been reading and what I had seen in the field. He helped me see the relationship between portions of my work that I never would have made. Through his expert knowledge of direct writing assessment, I was able to assemble my snapshots into a complete, cohensive landscape.

3. Cerritos Community College
Norwalk, California
Susanne Ashe, English Department Reading Coordinator
Marylou, Assessment Technician

Cerritos Community College, located beside the 605 freeway in Norwalk, California, administers direct writing assessment in its new assessment center. Susanne Ashe is the English Department Reading Coordinator at Cerritos Community College in charge of organizing the three other readers who are appointed for a two-year readership. The readings at Cerritos are very informal: readers receive a packet of papers from assessment. They read them alone at their desks and pass them back to Assessment. Assessment passes them to the next reader, and they end up with Susanne who checks the agreements. If a third reader is needed, she does it herself and then returns all the papers back to Assessment. Once at the beginning of each semester, the team meets to norm. Through matriculation Susanne receives a stipend of $840.00 three times during the year. Her responsibilities include organizing and supervising the three readers, coordinating with assessment, and listening to students who wish to challenge their writing placement. The readers are self-selected and serve for a two-year term. There is a pool of six readers, but only three are necessary at a time.

When Cerritos began their direct-writing assessment in 1987, they invited Dr. Edward M. White to speak to their faculty about the process of setting up such a program. Susanne remembers Dr. White coming to speak to the English department faculty and leading the norming session to set standards using a double-blind method. Student papers were from a pool of exit tests given for just that purpose. Instructors read these student papers and covered the scores so other instructors could read without knowing the previous reader's score. With the help of the campus research and development team, they were able to set cut scores for each of the four levels, including credit ESL.

While every student who wants to take an English course writes an essay, not all essays are read. Students take a multiple-choice, indirect writing assessment along with the essay portion and see a counselor for advising as an added measure. Only the essays of students who score in the gray area between levels are read. This computes to about 30 to 40 percent of the total number of essays in a year; hence, approximately 650 essays are read each year according to Susanne's rough calculations. The objective test can not be used after June 1999 per the chancellor's office, so the English department and others concerned on campus are in the process of meeting regularly to discuss what to do after June 1999. They have looked in detail at the CPT (Accuplacer) and are seriously considering giving the CPT and the essay. They like the fact that the College Board will assist with computing numbers to determine cut scores. The test has been set up in assessment for all concerned to look at carefully. The reading department in particular liked the CPT computer adaptive test.

Cerritos has a single-page rubric and 30 prompts at present. The English department edits the prompts occasionally and every two to three years develops new ones through a department subcommittee. New full-time faculty members are asked to serve on this subcommittee; this seems to be a standing joke in the department. When new prompts are developed, they are sent to another community college in the area to field test. In this way the team gets input on whether any of the new prompts are biased or offensive; the team uses the field testing recommendations to refine the new prompts. While Susanne did not hesitate to show me a couple of the prompts in the packet of papers she was working on, she did not feel at liberty to give me a copy due to its sensitive nature. As well, she could not give me a copy of the one-page rubric.

Of course, statistics are important to any program. To keep an eye on their direct-writing assessment instrument, the research and development team dips in at three times during each semester to gather data. Courses are surveyed randomly once at the beginning, in the middle, and at the end to gain a representative sample of data. Susanne notes that looking at success/non-success in a course is not necessarily a reflection on placement Assessing placement poses the same problems as assessing attrition. At Cerritos, dipping in at three times during the semester to gather data about the appropriateness of student placement in a course nullifies other factors and zeroes in on placement factors only.

For an annual budget of about $8,000, Susanne estimates that the benefits to the campus and students make the effort and expense more than worth it.

4. Cuesta College
San Luis Obispo, California
Ahnawake Unger, Assessment, Matriculation and Research Assistant
Ed Conklin, English Department Chair

A small, rural community college on the outskirts of San Luis Obispo, Cuesta College is the feeder college for Cal Poly, San Luis Obispo, much the same as Mt. SAC is a feeder college for Cal Poly, Pomona. Ahnawake Unger, Assessment, Matriculation, and Research Assistant, was my administrative contact there. She has been involved with the writing sample since the beginning. Each writing sample is read at least twice; they have never considered not reading all of them as some other schools do to cut down on the number of papers to be read. Ahnawake estimates that this fall there will be 900 plus writing samples to read from the main campus and another campus annex in Paso Robles; there are fewer writing samples for the spring and summer semesters.

All students take the APS test, a multiple-choice, computerized test and give a writing sample. Self-identified ESL students are sent to the non-credit ESL program. As well, self-identified learning disabled students are given the tests in the DSPS center under appropriate specialized conditions. The two test scores, along with the GPA, are correlated according to preset cut-off scores. The campus uses the CAPPS system to correlate the multiple measures to arrive at final placement. The software was developed in 1988 by Robert Elmore's CAPP Associates, 3463 State Street, Suite 357, Santa Barbara, CA 93105 (805)-682-1393.

The readers are self-selected and appointed by the English department chair and receive two-thirds of the lab instructor salary scale, which English Department Chair Ed Conklin estimates to be in the range of $20-$30 per hour. The readers assemble for a minimum of three hours each reading session to make it worth the while for the readers who drive long distances to participate. The reading schedule is heavy in the summer as well as late in the fall and spring semesters. During these heavy testing times, there are reading sessions on Saturdays as well as late on weekdays and on Fridays. Assessment offers students what they call AO& R (assessment, orientation, and registration), special dates when students can do all these necessary chores in one day.

Reading sessions begin with the facilitator selecting two to three good example papers from the stack of essays to be read. As a group, they discuss the appropriate placements for each. In this way, readers are normed at each reading session. The Cuesta rubric is quite unique (see "Documents" section) in that it employs a 100-point scale, the two readers' scores being added together to get a total placement score. Ed Conklin did not hesitate to give me a copy of the 100-point rubric. If a student demonstrates that he or she is not competent in English because of second language difficulties, that student is given a 10 or 20 by each reader based on the degree of comprehensibility. A combined score of 20 to 40 will place the student in non-credit ESL courses. All papers receive two readings. If an essay is on the cusp of placing in English 56 (equivalent to our English 68), that paper is given a third reading just to be sure of accurate placement into Freshman Comp. The English department and the English chair, who hears individual student challenges to the placement score, wants to be confident that placement into Freshman

Composition is accurate. The first reader places his or her initials on the front, turns the essay over, and enters the placement score in the area on the back. The second reader places his or her initials and the placement score on the front. The second reader compares the two scores and places the paper in the finished pile or takes proper action to see that the essays receives a third reading as necessary. Ed Conklin says that readers are not pressured to read, but they are encouraged; there is not a terrible problem with getting readers.

Cuesta believes that the direct writing assessment works so well and the English department is so pleased that even incoming students from other colleges must give a writing sample. For those students who are not placed with a writing sample, the failure rate is noticeably higher

5. Glendale Community College
Glendale, California
Alice Adams, English Department Chair
Ida Ferdman, Coordinator of the Development Writing Program

Glendale Community College is located in the rolling hills above Pasadena yet is still in the middle of the City of Glendale. There, I observed what Glendale calls the "Holistics." The "holistics" are holistically graded final exams for the two lowest levels of English. Like many colleges with holistic assessment of direct writing, the same rubric and prompts are used for the regular direct writing placement instrument and final exams. This final exam grade is advisory for the course instructor and is an indispensable aid for the instructor in determining if students are ready for the next level. I visited this final exam session because I was told I would see more of the whole process and philosophy than at a direct writing placement reading session. Placement reading sessions are very informal and on an as-needed basis with no norming on a regular basis. This "holistics" session included some new faculty members, so it was very detailed in explanation and directions.

Ida Ferdman, who has been in charge of "holistics" for four of her seven years at Glendale, was by far the best, most effective facilitator I saw. She was direct but diplomatic, very clear in her explanations, and quick to see who amongst the readers was not on-target. The readers assembled early and had lunch, a feature of the reading session that the Glendale facilitator knew Dr. White recommends. When the sessions began, Ida passed out a packet and went over the rubric. She warned that essays at holistic readings are not meant to be analyzed to death; with one reading a reader should have a good enough idea of the quality of writing to give a score. She also reminded readers that articles and prepositions on ESL papers were minor errors and should be overlooked, whereas verb form and tense were more substantial errors that should be evaluated.

She drew a grid on the board which she marked as readers called out their individual scores on norming papers. From the places at the table, readers could see if their scores were in line with other readers. This seemed to be a good practice because new and rusty readers feel

insecure about their performance compared with other readers. More experienced readers sat along side new readers to facilitate questions and relieve insecurities as well. In the past, the second reader of a paper checked the first score for agreement. If there was a disagreement, the two readers discussed the paper and made changes. However, now, if there is a disagreement between the first two readers, the paper is given to a more experienced reader who will do the third reading. The use of pencils is encouraged in case readers change their minds about the original score they gave. For these holistically graded final exams, faculty give their time at this reading session in lieu of giving and grading their own final exams. Glendale is satisfied with and has much confidence in the holistically graded final exams for the lowest English levels, but feels it needs to refine the process before implementing it for passing students from the level below Freshman Comp into Freshman Comp.

At Glendale, regular student placement is based on three items: Accuplacer score (for natives)/site-developed multiple-choice test (non-natives) + essay score (native and non-native) + self-reported GPA. Native English speaking students take the Accuplacer computer test, which is graded immediately by the computer. If the student scored below a certain level, he or she must take the essay direct-writing assessment test. About half of the students are told by the computer to complete an essay.

The CAPP system merges the scores based on cut scores set by the research and planning division. According to Alice Adams, the CAPP system is very difficult to learn to run. Maintenance support is over the phone and is inadequate. The DOS version was easier than the Windows version, but the Windows version keeps count of how many forms have been used. Hence, Assessment knows how many test forms are left and when a batch needs to be ordered. Math, reading, and grammar sections of the test cost $1.25 each and come out of the assessment budget, whereas readers for the placement essay are paid out of the English budget.

6. Irvine Valley College
Mission Viejo, California
Jim Pedersen, ESL Reading Coordinator
Susan Stern, English Department Chair
Jerry Rudmann, Matriculation Coordinator, Institutional Researcher, Psychology Chair
Kaye Bray, Matriculation Assistant

Located in a rural setting among the orange groves in Irvine, California, Irvine Valley College has been using a direct-writing sample as part of their assessment process for non-native students for not quite a full year. There I observed a two-hour reading session and then visited the assessment and placement offices to look at the computer and scanning equipment.

Non-native speakers take the SLEP multiple-choice reading, grammar, and listening test and write a 50-minute essay. In the past, non-native speakers completed a questionnaire (included in the Documents section) as an added measure, but administrators discontinued its use

because of the difficulty of wording for second language students. Native speakers complete a three-part battery of tests: DTLS (sentence structure and critical thinking), the Nelson Denny (vocabulary and reading sections), and the questionnaire (included in the Documents section). Scores for native and non-native students are scanned into the mainframe computer. The math and reading departments and the researcher at Irvine developed a computer program to weigh the test and questionnaire items. The computer determines the final placement.

The reading session was held in the administration building. Two readers were present. The Assessment and Placement office finds it difficult to estimate how many papers will need to be read each week; therefore, readers are paid for a minimum of two hours regardless of actual time on task. The reader rate is one-third of the hourly instructor rate of $50.00. This is called a "3 for 1 non-instructional assignment." The coordinator receives extra hours each week for organizing the readings with the assessment office and the readers. Jim Pedersen, the ESL reading coordinator, and Anna, an ESL instructor, were the two readers. There were approximately 50 papers to receive two readings and be placed into five different levels of ESL or out of ESL into the regular English program. The two-page rubric was developed by the English and Reading faculty. At this reading session, the two readers first reviewed the usual packet of established anchor papers which had already been rated. They then read and discussed a packet of norming papers which had not been previously marked. They do not do this on a regular basis, just once in a while. When Irvine began the direct-writing assessment process, they held a training session to acquaint all part-time and full-time faculty in all departments on campus with the new placement instrument. Jim and Anna passed the papers back and forth, unfolding the bottom portion of the test sheet to mark their scores. Each reader marked his or her score beside the other reader's score then initialed the box. Following this practice, the second reader was allowed to see the first reader's score before marking his or her own score. After the papers were all finished, they discussed the few they did not agree on. They each tried his or her best to convince the other reader of the merits or detriments of each paper or simply agreed with the other reader if feelings were not strong one way or the other. Scores, written in pencil, were easily changed. A total of 583 ESL papers were read using this method last year.

The reading coordinator then took the stack of papers to the assessment and placement office and gave them to the matriculation assistant who entered the essay scores onto the scantron sheet and then scanned them into the computer. Students could then get their placements at the assessment and placement office. Average waiting time, depending upon the time of year, is one to two weeks. The scantron machine is connected to the mainframe computer and utilizes a program written on campus to combine and weight all the measures of placement. Santa Rosa College, who was the first to write and utilize such a program ten years ago and whose program is being used at many campuses today, came to give a training session when Irvine first began its program. But Irvine faculty felt they could write their own software program which would exactly suit its student population.

Jerry Rudman, Psychology Professor, Matriculation Coordinator, and Researcher, gave me much information about establishing the computerized weighting process in general. When

Irvine first began, many instructors had pet theories about factors that predicted success, such as playing a musical instrument helping to determine success in math and last math course completed helping to determine math placement. A meeting was held and a questionnaire was developed that included questions about these issues. Surveys were given to students in target courses, and at the end of the semester the researcher studied answers to each item on the questionnaire and final course grades in an effort to determine correlations between questionnaire items and course success. This process also helped to determine cut scores. The mainframe computer was programmed to survey the questionnaire items and test scores and weight the items to get a final placement. "Logistics regression" was used to determine how much to weight each

item. Dr. Rudman also talked about the CAPP system for computer management of scores, saying that many schools in California use this automated system.

Irvine considered many forms of multiple measures. He suggested that questionnaire items that ask students to describe their reading habits and rate their confidence in their own writing are better than GPA at determining success in an English course. Multiple measures can be any non-demographic item such as these. Not all multiple measure items, such as questionnaires, need to be validated with empirical evidence, but tests do.

This is the first complete year that Irvine has used a direct-writing assessment instrument. All of these principles involved are happy with the results so far and is endeavoring to use the data it has collected this past year to refine the process.

7. Long Beach Community College
Long Beach, California
Jannie McKai, Assessment and Placement Coordinator
Ron Dicostanzo, English Writing Sample Coordinator
David Thrift, ESL Writing Sample Coordinator
Sherry Sterner, Matriculation Coordinator
Maria, Placement Secretary

Long Beach Community College, a campus reminiscent of the campus at Mt. SAC, is committed to direct-writing assessment for placement of native and non-native speakers. The reading I observed took place in a classroom next to the English department offices. Ten readers were assembled to read approximately 50 papers. Ron, the English department facilitator, began by introducing a new rubric, which he had just put together. He asked for input and received many comments about how to refine it. Some readers seemed confused by the new rubric which they felt seemed to come from out of the blue. After much discussion, it was decided to use the old one until the new one could be modified. One anchor paper, which was a copy of a paper from the stack to be read, was passed out and read individually by each reader. Ron went around the room and asked each reader where it should be placed. Discussion ensued about the benefits of placement in several possible levels. Thus, the readers were normed.

Afterwards, papers were passed out and put in piles in the center of the table. Each paper needed to be read at least twice by two different readers. Ron had placed a one-inch piece of 1/8" wide white tape in the scoring box. Readers lifted up the strip of tape and placed his or her score under it, pressing it back down and placing his or her initials on top of the long, thin strip. The next reader did the same and placed it in a two-reading pile. All readers put their initials with their score, a practice common to all the schools I visited. Ron checked this pile and passed papers which needed third readings to experienced readers. A unique training method that Ron employed was to put the third and forth readings out on the table so all readers could make note of them. Most readers were very interested in looking at these papers because it is a good way to see how their own scores compare with the scores of other readers. Any papers that need a fourth reading are read aloud and discussed. Ron makes unofficial notes on who was involved in reading papers that required third and fourth readings.

Ron noted that readers were difficult to get up until three years ago when part-time faculty became eligible to read. Before then, reading was open to full-time faculty only. Reading was tied to the 60% rule so part-time instructors were not eligible. Now, part timers are paid $33.00 per hour; full-time faculty are paid slightly less. Flex time is also an option. Ron expressed to me that he thinks all full-time English faculty should be obligated by contract to serve as a reader at least two times a semester, so strong are his feelings that holistic scoring a direct-writing sample is an efficient way to improve the entire curriculum for the benefit of all students. Ron receives 20% released time for his responsibilities, and he feels this is not quite enough. Ron feels that the part-timers run the direct-writing assessment process at Long Beach; without them they could not get enough readers to do the job.

Long Beach administers the DTLS test to students along with the writing sample. If the student scores high on the reading portion of the DTLS, the writing sample is not scored. If the student scores low on the reading portion, the writing sample is scored at a reading session. Jannie Mckai in assessment and placement estimates that only about 50% of the writing samples are actually scored. The institutional researcher identified 22 items on the DTLS reading portion that correlate with the writing sample and with success in the course. Cut scores were also decided upon with the help of the institutional researcher. Non-native student papers are hand carried to ESL by a reader and are used to place students within the ESL program. The facilitator makes sure that a reader from ESL is present at each reading session. He makes the reading schedule out at the beginning of each semester in coordination with the assessment and placement office. The blank schedule is passed

around to all interested readers who sign up for the days they would like to read. Ron copies the schedule and gives a copy to each reader.

At present, there are six prompts in use for native and non-native speakers alike. They offer a few sentences explaining a critical social issue and ask students to agree or disagree and tell why. Prompts are developed by the English department.

The rubric is a repetition of the exit standards for each English course. A combination of reader scores is used. Readers are asked to use the even score (2,4,6) rather than the odd score (1,3,5) unless there is some doubt about the writer's abilities. Using the odd score would call for a third reading.

Ron and Jannie feel the direct-writing sample is working well and are thankful for the part-time instructor/readers who keep it running.

8. Lorain County Community College
Elyria, Ohio
Krista Oneil, Academic Advisor and Reading Coordinator

Lorain County Community College is located 40 miles west of Cleveland, Ohio. It is one of the few community colleges in Ohio that utilizes a direct-writing assessment for placement and has been doing so since 1985. There I visited the Academic Advising Center and spoke with Krista Oneil, who is the advisor in charge of organizing the reading of writing samples. Students come into the advising center, take the Compass computerized adaptive test and do their writing at any time during open hours. A testing clerk will assist the student, giving test directions and watching the 30-minute time limit. The clerk puts the writing sample in a bin in the center of the large circular advising center and alerts an advisor. As advisors are available, they come to the bin and take the writing samples back to their offices. After reading and placing the sample on a four-tier scale, the advisor will go to the middle of the room and call the waiting student. The advisor will use the Compass score (available on the computer), the writing sample placement, and GPA to determine final placement. In Ohio, this placement is mandatory not just advisory; the philosophy in Ohio is that students have a right to succeed.

Krista expressed general overall approval and faith in this placement process on campus.

9. Massachusetts Bay Community College
Wellesley Hills, Massachusetts
Susan Andrien, Dean for Liberal Studies

Massachusetts Bay Community College, Mass Bay, is located in the hilly Boston suburb of Wellesley Hills. There, I spoke with the Dean of Liberal Studies, Susan Andrien, who originally oversaw the institutionalization of the writing sample for placement and who now monitors the process. Like Rio Hondo college, Mass Bay also uses the same rubric and grading criteria for the holistic grading of English course exit exams only on a less formal basis.

Students can take the writing sample at any time. The writing samples go into a bin in the lab and the writing lab faculty (instructors with degrees) read and place the writings. It is part of the job description of the writing lab faculty. Papers receive one reading.

Susan seemed to be the most interested in talking about the newly established English course holistically scored final exams, which are based on the same rubric as the placement test. In fact, the two are so related that as we spoke she moved from speaking about one to the other without note. I found myself trying to separate the two when even as she spoke in her mind they were one. For the final exam, all students in courses under Freshman Composition receive a several-page article on the topic of a social issue. This topic will be the topic for the final exam. This exam score is used as a point of reference for the instructor and cannot actually keep the student from passing if that student is ready.

All in all, Mass Bay is more than satisfied with its program of direct writing assessment and plans to continue.

10. Middlesex Community College
Bedford, Massachusetts
Orian Greene, English Department Chair
Phyllis Gleason, Lead Reader

The brand new colonial-style campus of Middlesex Community College is located in the Greater Boston area. Approximately 3,000 writing samples are read per year. At Middlesex I spoke and read some student placement writing samples with Phyllis Gleason, who is paid a yearly (12-month) stipend of $3,5000 as lead reader. (A raise in this stipend is presently being considered in view of the fact that the number of placement papers has been on the increase and is expected to continue to do so.) As Middlesex was first setting up the process, they employed a pool of readers to place the essays, but it became difficult to norm and organize the pool of readers. Now, Middlesex employs one reader only who is in charge seeing that all of the papers that come in are read. It is the responsibility of this reader to keep in contact with the Assessment Office to schedule sufficient and timely reading times. It is felt that one reader can hold to standards and keep normed as well as a larger pool of readers.

Phyllis Gleason, the contracted reader, receives a stack of papers from assessment and reads them in her office. She matches them to a rubric that was developed by the English department when the process began. Her job is to place the students into Freshman Composition or the course below it. In essence, she reads the papers for the attributes of Freshman Composition as described on the rubric. If the paper does not measure up, it is placed in the lower section. As of now, there are only these two levels of English offered

at Middlesex Community College. Orian Greene, the English Department Chair, is on a sabbatical researching institutionalizing another lower course.

Orion talked briefly about their attempts to correlate the two placement tests. For the past two years, the institutional researcher has been trying to establish a correlation between the CPT computerized test and the direct writing assessment with no success. They have given up trying.

The two faculty members that I visited with believe that direct writing will need to be expanded at Middlesex in the future to accommodate the new course.

11. Mira Costa Community College
Oceanside, California
Donna Caudill, Writing Sample Director

Mira Costa stands out in my collection of colleges visited because it has recently abandoned its direct writing assessment in favor of computerized testing. According to Donna Caudill, Past Writing Sample Director and English Department Professor, the campus grew weary of being responsible for placing the essays. They were committed to direct writing assessment to the end but were tired.

In its assessment center with ten computers, the college no administers the Compass ACT adaptive computerized test. The college sees many benefits to computerized testing: drop-in testing, faster turn-around time, and better data. The belief is that many students were lost due to the difficult testing schedule that direct writing assessment required. The college believes that fewer students will be missed now. With computerized testing, the turn-around time is nothing compared to two to three week waits for essay placement. In addition, the college will receive statistics each semester from ACT. With the data in hand, the committee will know how the test is doing and can make informed decisions about refining the cut scores. The committee will meet in October of each year beginning in the year 2000 to review and refine the instrument. This November, 1999, Gilbert Hermosillo, the Dean of Assessment, will present the first statistics to be examined for disproportionate impact and placement distribution. Donna promises to keep me informed about Mira Costa's transition out of direct writing assessment into computerized assessment. One of the other benefits that was expected was lower cost, but it is not a given. The cost for computerized may not turn out to be lower after all in Donna's opinion.

Currently, ESL students are self-identified, but this fall, 1999, Mira Costa has plans to look at the ACT ESL placement test for possible use for non-native speakers.

When Mira Costa implemented a direct writing assessment, readers placed papers based on a six-tier, three-page rubric. Readers were paid 90% of their salary rate depending on the step. There was no pressure on full-timers to read, but interest wained. As it became difficult to get enough full-time faculty from the Letters department to be readers, permission was obtained for part-timers and instructors from other disciplines to participate as readers. A training session was scheduled but never occurred. The decision to use Compass was made. Reading sessions were scheduled three times a week and on weekends when necessary and once a month during down times for registration.

One of the occurrences that Donna accredits with the beginning of the downfall of direct writing assessment on her campus is telephone registration. Telephone registration made it

necessary to have more testing sessions, and it became difficult to get three to four readers. Papers which previously would have received a third reading were discussed, and scores were changed.

Donna believes the direct writing assessment was a positive force during the time it was employed. It was used to place ESL students in the English program of parallel sequenced courses. A student that was determined to be ESL based on the writing sample would be placed in 803ESL, while a native speaker would be placed in 803Eng.

Originally, a head scorer acted as facilitator. This person received a stipend. Then the writing center supervisor was responsible for overseeing the reading sessions. Ultimately, the English department chair was responsible, with no stipend.

While Mira Costa did not know at the outset, and still does not know, whether computerized testing would give students more accurate placement, they were so weary of direct writing assessment that the prospect of data simply being handed to them by the computer was too good to pass up.

12. Rio Hondo Community College
Whittier, California
Voiza Arnold, Division Dean, Communications and Languages
John Breen, Writing Sample Facilitator, English Professor

By far, Rio Hondo was the largest writing sample holistic reading I attended with approximately 75 readers assembled. Readers were full time English faculty who were using flex time and were giving two hours of their time in lieu of grading their own final exams. Some readers were part time faculty being paid hourly. Most interestingly, in an example of how assessment at the college level can and does positively impact the teaching of writing at high schools, high school English instructors from area high schools were participating in this reading session. Several of the readers who were there participate in reading sessions at the other schools where they teach, and they expressed to me that Rio Hondo has by far the best process for direct writing assessment.

John Breen, the full-time faculty member who receives 20% released time to serve as Writing Sample Coordinator, presided over the reading using Dr. Edward White's national model. The room was full of round tables that sat six to eight readers. Each table included a lead reader who had much experience and whose responsibility it was to answer questions, lead discussion during the norming session, and spot check for reader accuracy. Other employees present were the head assessment clerk and several student aides to help with the passing, collecting, counting, and matching of tests and test bundles. All in all, this reading session followed the tenants of the model put forth by Dr. Edward White.

This particular reading was actually for English course exit testing. But the placement testing

at Rio Hondo uses the same rubric and grading scale. The reading of placement writing samples is done on a much less formal, as needed basis by only a few readers at a time. In addition, readers of placement writing samples must have the experience of participating in the exit test reading which I attended.

Voiza Arnold, the Dean, provided me with details on the $30,000-a-year budget item and with a copy of their validation study, a fine example included in the Documents section.

13. Sacramento City College
Sacramento, California
Angelia Jovanovic, Assessment Counselor
Walt Sherwood, Dean of Languages and Literature
Julia Jolly, Past Writing Sample Coordinator and Consultant

Sacramento City College, located in the heart of Sacramento, makes use of a direct writing assessment for non-native speakers; I visited and talked with several persons involved in the placement process there. Angelia Jovanovic, Assessment Counselor, gave me the general overview and showed me the CELSA test, which is used along with the essay from the placement of second language students. Students who score 50+ on the CELSA test, take the 35-minute, non-reading based essay test. Numbers are estimated to be about 750 unduplicated students a semester. When the CELSA alone was used, they were not happy with the results because the two forms of the test seemed to compromise it. Native speakers take a computerized, multiple-choice test with no essay. To date there is no favorable anecdotal evidence for this test. For both non-native and native students, test scores are combined with GPA on a computer program which determines final placement.

Julia Jolly, past Writing Sample Coordinator, filled me in on the every day details of a reading. Readers are self-selected full-time and part-time ESL instructors who are available. They are paid $22.00 per hour -- the curriculum development, time-on-task rate, from the discretionary budget. The facilitator gets $22.00 per hour plus extra hours for overseeing and organizing the readings. In the beginning, an instructor received released time to coordinate and set up the project. Initially, an outside consultant conducted a full-day training session to train readers. It is Julia's opinion that an outside consultant is the best method for rubric development and reader training. Out of all the ESL instructors at the training session, the trainers choose the top eight to be the regular readers. Each year there is flex time full-day training session where the top readers are chosen. Training begins with readers examining obvious papers, progressing to less obvious to problem papers. Those who are not selected, may try again the following year. Julia notes that the personality of an effective reader cannot be detailed. She looks for consistency and speed. Money to pay readers can come from several sources: Project for Excellence (PFE), matriculation, and other soft monies.

Walt Sherwood, the Dean of Languages and Literature, informed me that in the beginning when the writing sample for placement first began there was a shift in upper levels. But this might

have been attributable to other demographic factors, such as the decline of Sacramento City College's ESL population in general. Also a factor could be that students can self-select the placement test they want to take. It is generally felt that the computerized placement test for native students is easier than the ESL essay, so many students choose it instead of the appropriate test. This leads to a placement into the regular English tract where ESL students do not receive ESL instruction. ESL student, in general, want to place higher in the continuum of English and so hope to place out of the ESL tract. Also a factor could be the strict ESL policy that in order for students to pass the course, they must receive a "C" or better on all in-class work. This rule is to counter the phenomenon of students receiving "A's" on out-of-class essays.

To conclude the Sacramento City College direct writing experience, I paraphrase Julia Jolly's words that the ESL department is a better department because of the direct writing assessment. The cost is not lost. The teachers are all on the same wave length.

14. Santa Barbara Community College
Santa Barbara, California
Gayle Tennen, Director of Writing
Sherry Calderon, Assessment Technician
Kathleen Dewey, Table Leader

Santa Barbara Community College, high on a bluff overlooking the harbor, is committed to direct writing assessment. I observed a special reading session which tested, orientated, advised them, and registered them all on the same day. To the readers, this meant the added pressure of students waiting for their scores. Assessment technicians came into the reading frequently to pick up and start processing the essays that had been completed.

Currently, most of the readers are parti-time faculty members who receive approximately $25 per hour for serving as readers. The reading pool has an in-depth training session once a semester. The reading session began with review of the rubric and the usual set of anchor papers. Then a few new papers were discussed. The facilitator then gave each reader a few papers and instructed each reader to read and pass to their right. When a paper had two readings, the reader would check for agreement and place the paper in the completed pile or discuss the paper with the previous reader. Most of the time this discussion ended when one reader or the other agreed and changed the score. If the two readers did not agree, a third reader read the paper. All of the papers in this batch were written on the same prompt, but there are six presently in use.

The current English Department Chair and Facilitator, Gayle Tennen, had just received word that the reading instrument that she and others on campus had developed had received approval from the chancellor's office. To ensure proper placement, Santa Barbara felt that the essay itself was not enough; reading had to be assessed as well. So the reading test was developed and will now be locally managed. Gayle was kept busy at this reading session, shuffling papers back and forth between readers and assessment staff, doing third readings as necessary, and spot

checking reader accuracy. It is the responsibility of the facilitator at this time to collect data for research and statistical purposes. With the help of on-campus experts, the data is analyzed.

This reading session was striking in its atmosphere of professional, congenial collegiality. The readers were sincerely grateful for a chance to come together to discuss writing. At this particular time, there are no readers from ESL, and this absence is felt by the readers. They admit a lack of expertise with English as a second language writing themselves and wish for a colleague from ESL to participate in the readings on a regular basis. This group seemed to look forward to the established times when they could come together as a faculty and discuss writing freely and openly.

15. Flathead Community College
Kalispell, Montana

I dropped into this small, rural college located in the foothills near Glacier National Park. In the placement office, I spoke with Joyce, the assessment specialist. As I explained the purpose for my visit, she was overwhelmed that we would think of assessing the writing of each student directly. The idea had never been discussed on her campus to her knowledge. At Flathead Community College, they use the ASSET for placement into English classes. In fact, the entire state of Montana is in the process of implementing the use of the ASSET at all its junior colleges in the interest of uniformity.

16. Educational Testing Service, ETS
Princeton, New Jersey
Robbie Cantor, East Coast Coordinator
Nancy , West Coast Reading Session Coordinator

I felt compelled to contact ETS because of their import in the history of direct writing assessment; they were the first to institute direct writing assessment on a large scale. I was invited to observe a reading of the Test of Written English, TWE, in the bay area in May of 1999. However, I was not able to attend. I would have observed two sessions: the first session would have been the gathering of table leaders, head facilitators, and the coordinator. At this Friday evening calibration session, these leaders would select and discuss the norming papers for the following Saturday reading. Norming papers were to be chosen from the pile of TWE tests. There were to be 100 readers from all over the country, as there usually area at these readings three times a year. On Saturday, the entire group would read the anchor papers and norming papers and discuss them. Then the eight-hour day of reading would begin.

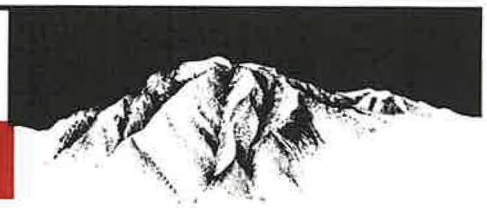
After each break, readers are normed again with another norming paper that the leaders had chosen the night before. Readers are paid a nominal stipend for their work, and their accommodations are arranged for by ETS. Readers feel privileged to be able to work for ETS and return year after year. Many readers read for differing ETS tests in different parts of the country. There is an on-line training session that readers must attend at one of the ETS offices on their own

before the reading session. The curriculum division in Princeton, New Jersey, develops and maintains the software program for reader training. It is available at all ETS offices throughout the country when there is a need for readers. At the time I spoke with ETS, their pool of readers was full, so no on-line training was being offered.

This ETS idea of on-line training might be something Mt.SAC could use to train readers who do come from other disciplines. It would involve putting some anchor papers and norming papers, as well as the rubric, onto a CD with some test items. There is much potential for development in this area of training.

E. Letter of Appreciation to the Colleges Visited

MT. SAN ANTONIO COLLEGE
1100 North Grand Avenue • Walnut, CA 91789-1399



ACCESS TO QUALITY

Susanne Ashe, English Department
Cerritos Community College
Norwalk, California

Sample

Dear Susanne:

I would like to thank you for taking time to help me with my sabbatical project. I know how little time there is in a busy day on campus, and I appreciate your having spent time sharing your direct writing assessment philosophy..

I visited a total of fourteen campuses in California, Ohio, and Massachusetts. While the form that direct writing assessment takes on each campus is different (and I have pages and pages of data to prove it), most importantly the dedication, diligence, and commitment on each campus is the same. I found the goal we all have in common is to collect a sample of the student's very best writing and evaluate that writing fairly and reliably as quickly as possible. A goal so unanimous is truly remarkable when considering the usual diversity of opinion among faculty and administrators.

As much as I gained from each institution, I also brought something onto each campus I visited. I brought an opportunity, an opportunity for those involved with direct writing assessment to reflect upon their own procedures and to be proud of their accomplishments.

As you probably know, direct writing assessment in this country has a rich history. It is a history full of individuals who unselfishly shared their experiences about direct writing assessment with their colleagues to further the cause of better evaluation of student writing. We are all a part of this rich history.

To say thanks, I would like to give you this gift certificate. Take it to Starbucks and enjoy a warm or cold treat over the morning paper or a pile of paragraphs or in a dash to class. You deserve it.

I send you the Abstract to my sabbatical on the reverse of this letter. If you would like any additional details of my findings, please do not hesitate to e-mail and ask. I would be glad to send you any information you might want.

Evelyn Hill-Enriquez

Sincerely, Evelyn Hill-Enriquez
Professor of American Language
ehillenr@aol.com

V. Sabbatical Part II: Reading the Literature --

Listing of Works Read

A. Writing Assessment:

1. **Edward M. White, *Teaching and Assessing Writing, Second Edition, Revised and Expanded,* Copyright 1994**

2. **Karen Greenberg, Harvey S. Wiener, Richard A. Donovan, *Writing Assessment: Issues and Strategies,* Longman, Inc., Copyright 1986**

B. Teaching Writing to Non-Native Speakers - -

***Decoding ESL — International Students in the American College Classroom,* Amy Tucker, Mcgraw-Hill, Inc. 1991**

C. Computers and the Writing Process —

Article 1. "Starting to Teach Writing with Computers," *Writing Lands*, Jane Zeni, pages 65-74

Article 2. "Teaching 'Process' with Structure," *Writing Lands,* Jane Zeni, pages 75-78

Article 3. "Harry the Detective," *Writing Lands,* Jane Zeni, pages 79-83

Article 4. "The Three Faces of 'Harry,'" *Writing Lands,* Jane Zeni, pages 84-95

Article 5. "Teachers," *Writing Lands,* Jane Zeni, pages 129-139

Article 6. "Peers," *Writing Lands,* Jane Zeni, pages 140-146

Article 7. "Processing Words and Writing Instructions," *Writing at Century's End: Essays on Computer-Assisted Composition,pages 27-33)*

Article 8. "Computer Extended Audiences for Student Writers," *Writing at Century's End: Essays on Computer-Assisted Composition,* pages 21-26

Article 9. "Defining the 'Writon,'" *Writing at Century's End: Essays on Computer-Assisted Composition,* pages 116-121

Article 10. "Beyond Word Processing: Networked Computers in ESL Writing Classes," *Computers and Composition 14,* pages 45-58, 1997

Books/Articles Read

A. Holistic Writing Assessment:

1. "Teaching and Assessing Writing," Edward M. White
2. "Assessing Writing," Karen Greenberg

B. Teaching ESL Writing: "Decoding ESL," Amy Tucker

C. Computers and Composition:

Article 1 "Starting to Teach Writing with Computers," *Writing Lands*, Jane Zeni, pages 65-74
Article 2 "Teaching 'Process' with Structure," *Writing Lands,* Jane Zeni, pages 75-78
Article 3. "Harry the Detective," *Writing Lands,* Jane Zeni, pages 79-83
Article 4. "The Three Faces of 'Harry,'" *Writing Lands,* Jane Zeni, pages 84-95
Article 5. "Teachers," *Writing Lands,* Jane Zeni, pages 129-139
Article 6. "Peers," *Writing Lands,* Jane Zeni, pages 140-146
Article 7. "Processing Words and Writing Instructions," *Writing at Century's End: Essays on Computer-Assisted Composition, pages 27-33*
Article 8. "Computer Extended Audiences for Student Writers," *Writing at Century's End: Essays on Computer-Assisted Composition,* pages 21-26
Article 9. "Defining the 'Writon,'" *Writing at Century's End: Essays on Computer-Assisted Composition,* pages 116-121
Article 10. "Beyond Word Processing: Networked Computers in ESL Writing Classes," *Computers and Composition 14,* pages 45-58, 1997

B. Holistic Writing Assessment

1. Edward M.White, *Teaching and Assessing Writing, Second Edition, Revised and Expanded,* 1994

Teaching and Assessing Writing
Second Edition, Revised and Expanded, 1996
Edward M. White

Introduction

Edward M. White, the author of *Teaching and Assessing Writing*, is the expert in the field of holistic writing assessment. Holistic writing assessment is a method of evaluating writing in which the reader takes into account the attributes of the entire paper not just a selected item such as spelling, punctuation, or grammar. During my visits to other colleges, his name kept coming up. Faculty at other colleges had all but officially knighted him the guru of writing assessment who wrote the bible on writing assessment. I knew then that his work was a must read. Further, upon reading the introduction to his book, I learned he teaches at Cal State San Bernardino. I contacted him for help, and he kindly obliged. My time with him is described in *Part I* of this sabbatical report. I feel fortunate in that I have read his work and talked at length with him about direct writing assessment, but at the same time I feel unfortunate for not having read him five years ago when Mt. SAC began its placement writing sample design.

By way of introducing Dr. White, I list his vitae in miniature. Professor of English, Cal State San Bernardino; Director of Research in Effective Teaching of Writing; Coordinator of the California State University Writing Skills Improvement Program; Director of the CSU English Equivalency Examination Program; author of extensive works on the measurement of writing ability; speaker at conferences and workshops; and consultant on the measurement of writing ability and testing.

Organization

As I read Dr. White's book, I made an outline which summarizes important ideas and concepts. At the end of each chapter I have included my own conclusions and personal insights. I have also pulled out and quoted certain lines that were noteworthy in their pertinence to my experiences, and I have established a section called *Quotes of Note*, listed chapter by chapter and again all together at the end of *Part II* of this sabbatical report.

From time to time, I list page numbers to aid in future reference.

Teaching and Assessing Writing is divided into two parts. Part One deals with assessment in the classroom as a tool in the teaching of writing. Part Two covers assessment outside the classroom.

Chapter 1: "Assessment as Threat and Promise"

In Chapter One, the author outlines the good and bad of assessment by discussing validity and reliability.

1. Assessment as threat. Teachers are sometimes forced to use invalid tests to gather results to show teacher and student ineptitude.

2. Assessment as promise. This view of assessment shows the value of assessment and proves teachers are teaching and students are learning.

A. **Validity**. A valid test is one that measures what was taught, and what is thought to be measured is actually being measured. The SAT and various other tests are given as examples:

   1. The SAT is approximately valid.
   2. The SAT is not a pre-post test and cannot be used to measure short-term, one-semester learning. If it is used as a pre-post test, it is not valid.
   3. Multiple choice tests are not valid to show writing ability (page 11).
   4. In checking validity, teachers are forced to ask what they are teaching and why (page 12).

B. **Reliability**. A reliable assessment tool gives consistent results (page 17).

   1. Students in general believe that the grading of writing is unpredictable and arbitrary. They are right, for without consistent grading criteria on the part of instructors in their own classrooms and instructors department wide, grades will be all over the board (page 18).
   2. The development of a large-scale writing assessment can drive home the ideas of validity and reliability by demanding clear, concise directions and establishing consistent grading criteria.
   3. White notes that there seems to be some sort of "privacy code" among teachers with regard to personal grading criteria.
   4. There are three stages to reliability within the classroom:
      A. Developing a scoring guide.
      B. Making the criteria on the scoring guide public to the students, perhaps asking them to develop it.
      C. Asking students to apply the criteria to peer and finally their own writing. This teaching technique can reduce teacher workload for some assignments (page 18).

Chapter 1: Conclusions/Personal Insights

Chapter One presents a model for classroom assessment that I will strive to achieve, that of valid and reliable testing measures. This necessitates changes in lab procedures for my computer writing course to be sure that I measure exactly what I have taught. The author's examples of programs, valid and invalid, reliable, and unreliable, were enlightening as well as compelling.

Quotes of Note: Chapter One

1. "Most of us are content with our own standards and procedures, and the odd privacy code among teachers allows us to remain unaware of or indifferent to the fact that down the hall or next door very different standards and procedures are being used. But if we admit that reliability is a serious issue, we need to bring the issue into the open." (Page 17)

2. "Our students in general believe, on the basis of their experience, that grades for writing are unpredictable, arbitrary, inconsistent, and normally a matter of luck more than skill. Most observers of teacher grading agree that in this respect the students are absolutely right." (Page 17)

3. "The teaching of writing is a job for monsters, as our students keep telling us, and we need all the help we can get." (Page 20)

Chapter 2: "Assessment and the Design of Writing Assignments"

Chapter Two discusses some concepts for developing classroom writing assignments and presents some examples.

1. A heuristic that lists questions a teacher should ask before and while developing an assignment is listed (page 22):
   A. The heuristic suggests the teachers utilize a time line for each assignment so that students can not write the paper all at once the night before it is due. Requiring to see stages of development makes buying a paper impossible.
   B. Writing assignments require discussion of the topic, pre-writing, writing, discussion, and revision. All these steps should be considered when developing an assignment.

2. Writing assignments which are most effective establish a continuum of revision which lasts through the end of the term.

3. The assignment:
   A. Students should receive a handout describing the assignment, the purpose, format, and grading criteria (page 24).
   B. Class time should be spent on discussion of the topic. In-class discussion of the

assignment is important so that students will not just ignore the details of the writing assignment. The scoring guide should also be discussed. Previous examples of good papers should be presented. The author maintains that any assignment worth doing is worth regular in-class discussion (page 25).

C. Open assignments that allow for topics to be chosen by the student require more effort on the part of the teacher to monitor the stages of writing. Usually, open assignments are a symptom of an under-prepared teacher (page 25).

D. An effective assignment will require students to think about their topic before beginning to write anything.
   1. The many ways to pre-write are constantly being debated over. None is inherently better than another.
   2. Some instructors make time for students to present their topics to other students in small groups the day they are to be handed in. Instructors can use this added pressure as students are more apt to prepare for peers than for instructors.
   3. If graded at all, pre-writing should be marked for risk taking, originality, creativity. Teacher response to the topic at this point is more important than grade (page 27).

E. The descriptive writing assignment:
   1. Use concrete language
   2. Be aware of tone.
   3. Although sometimes thought of as trivial, personal writing has an important place. A well designed personal experience assignment teaches concrete language, tone, as well as control.
   4. In-class techniques include looking at peers' papers and example papers:
      a. As the class discusses the example paper, the instructor agrees with the negative comments but moves to the positive enthusiastically.
      b. Students design a scoring guide for the example paper.
      c. With the scoring guide in hand, small groups look at the example paper or each others' papers and apply the criteria.
      d. Students compare and discuss scores they gave.
      e. Students can now write the final draft of their papers with this new input.
      f. This method lightens the instructor's reading load because collecting the drafts to give input is not necessary.

E. The analysis writing assignment:

The analysis writing assignment continues the work of the descriptive writing assignment with the addition of analysis that requires critical thinking.

F. The expository writing assignment:

The students are used to analysis of personal experience and how to relate themselves to the written material, so now the expository writing assignment is not a problem even though it is not personal experience (page 44).

4. Responses to Revised Assignments and Final Drafts.
   A. Because of the careful discussion of the assignment and peer work in class, revision beyond a second draft is often unnecessary.
   B. Comments and grades should, of course, focus on the positive in the paper.
   C. Comments should be consistent with and linked to the grading criteria discussed.
   D. Passages that have potential for development should be highlighted.

Chapter 2: Conclusions/Personal Insights:

Chapter Two presents very concrete techniques for teaching writing as a process, which I appreciate. Many topics that I have wrestled with in my own teaching, such as the best pre-writing technique, were mentioned. As Chapter One gave my topics more breadth, Chapter Two gave my topics more depth.

Quotes of Note: Chapter Two

1. "Writing courses should undermine the student attitude embodied in the night-before all-night typing orgy, which is the normal means of production for most student essays. Sometimes known as the McPaper, this fast-food version of writing offers little of nutritional value to students and is frequently indigestible for the reader. Nonetheless, few students really expect, as they begin college, that more than one draft should be produced." (Page 23)

2. "Students will write better if they are required to think systematically before they put pen to paper. Although scholars debate about the most effective kind of prewriting, there is a clear consensus that active engagement with the assignment before the start of writing improves the quality of the work to be done." (Page 26)

3. "The very word *topic* comes from the Greek word to 'place,' suggesting that the thinking process is a kind of geographical quest, a hunt for a place where ideas lurk." (Page 26)

4. "Assessing the quality of early drafts should become so much a part of the writing process that revising and grading lose much of their terror and uncertainty." (Page 51)

5. "When our teaching leads students to clear definable procedures for revision, we can feel comfortable about our classroom teaching. Not all writing, of course, needs to be revised or graded. But the more we help our students know about assessing writing, the more confident their revisions will be and the more effective our teaching will become." (Page 51)

Chapter 3: "Using Essay Tests"

Chapter Three summarizes the process, experiences, and conclusions of large-scale testing programs. Then it looks at ways to use the knowledge gained from large-scale testing programs to help students improve their writing in class.

1. Designing Essay Topics
   - A. What students actually have to do (page 53).
     1. Comprehend the assignment completely
     2. Know which mode to write in
     3. Search the memory for supporting details
     4. Get an idea and organize it
     5. Do it in a particular time frame/page format
     6. Write with attention to the proper audience
     7. Edit

   - B. Unpublished research (page 53)
     Susan McLeod at Washington State University showed in unpublished research of content-area instructors that students who had had instruction in how to take essay tests actually fared worse on essay tests in their core courses. Further, interviews with content-area instructors indicated that well-written, grammatically correct answers did not matter to the grade as much as the content of the writing.

   - C. Good Essay Topics (page 54)
     1. Should be pre-tested
     2. Should not be analytical
     3. Should not be over emotional
     4. Should not offer choices in topic so that all students get the same question
     5. Should be clearly, carefully, precisely worded.

   - D. The difference between topics for testing and topics for teaching are testing topics seek to generate a student's best writing. Teaching topics bring with them the understanding that first drafts are learning experience and are not a valid measure of ability (page 55).

   - E. A test which offers a student a choice of questions to answer usually leads to an invalid test, instead of offering more freedom for students to demonstrate what they can do. This is so because Question A may be harder than B, and B may be easier than C. If the same criteria are used to measurer harder and easier questions alike, the test will be invalid. For tests that offer choice, the student benefit is hypothetical. (page 58).

F. A test which offers one question but offers choices within the same question also usually leads to an invalid test, for example: Describe an object, objects, or a person that has meaning for you and tell why. Describing a person is much more difficult than describing an object.

2. A model for essay question development

Part two of this chapter presents an overview of the model for prompt development for large-scale essay exams which classroom instructors can utilize in the classroom for course essay test design (page 60).

A. Characteristics of a good writing topic:

1. Clarity - clear, concise directions
2. Validity - strong students receive good scores, weak students receive poor scores with an overall spread of scores
3. Reliability - grading criteria are consistently applied
4. Interest - students are not bored by the topics they are presented
5. Prompts cannot be bound to the news or gossip columns, cannot elicit very emotional reactions, cannot be about education or religion. Few good writers will be able to produce their best writing with such topics (page 69).

B. Pre-testing

1. Pilot some questions
2. Throw out bad questions
3. Revise the "keepers"
4. Re-test with a test group
5. Re-evaluate
6. Develop a scoring guide for answers to these questions for readers to use
7. In general, classroom teachers use this process in developing test questions. Over time they rework their questions based on experience with student response and student input.

C. Types of topics

We do not know much about the differences in performance caused by different kinds of topics, traditionally called rhetorical modes (narrative, persuasive). Different kinds of writing elicit different levels of performance of students. But it does not follow that different rhetorical modes are inherently easier or more difficult. Until more is known about this casual relationship, there are some cautions to follow (page 69):

1. Writing ability should be judged by more than one sample in more than one mode.
2. Narrative topics which are well designed can be just as challenging as expository topics. Students can be asked to relate how what they did on their summer vacation affected their lives. The narrative mode does not naturally equate with juvenile if the prompt is well crafted (page 71).

3. Being free of the stereotype that certain modes of writing are easier or harder, opens the test designer to a variety of writing modes which may be more inherently appropriate for that population.

3. Helping students do well on essay tests (page 73)
   A. Teach test-taking skills:
      1. Carefully read and understand directions - define compare/contrast, discuss.
      2. How to answer poorly written, vague essay questions:
         f. Students should not just dump all the information but should instead organize an answer
         g. Students can pose a question and then answer it
   B. Because memory plays a large part in essay tests, students should be taught how to integrate facts from their reading into the essay. Oral discussion of the reading can help students remember the facts.
   C. Time is of the essence in essay tests. Essay tests are usually one of four kinds:
      1. 20-minute: a 2 or 3 paragraph answer
      2. 30-minute: allows for an organized and coherent essay with limited complexity. Allows for two in one hour. (CBEST and MCAT are examples)
      3. 45-minute: is the standard. It allows for organized, complete, and creative answers. The formula of the five-paragraph essay can be applied. The author expands upon the scheme of the five-paragraph essay which in the author's opinion produces stilted essays in view of the fact that some topics may be well supported by two body paragraphs and not three as prescribed in the five-paragraph scheme. But many argue that some scheme for organization is preferable to none (page 81).
      4. 1-,2-, or 3-hour essays: usually call for detailed analysis of previously read material. Students spend most of the time rewriting the draft. The writing is not consistently better than a 45-minute sample.

Chapter 3: Conclusions/Personal Insights:

The importance of the directions for an essay test cannot be overstated. They are the road map by which the students will organize their essay. The directions of an essay test must be clear and concise, well-worded for students to realize their best work. Knowing this will affect my tests in two ways: my tests will reflect such directives, and my students will learn how to respond to questions which are not worded well. When I compose topics, I will keep these guidelines in mind so that my topics do not cross any lines that will cause students to lose the opportunity to demonstrate their abilities. As a matter of course, my essay questions offer a choice. Changing that characteristic to make questions more valid will be a challenge but in the end will result in more precisely worded essay questions that will be easier to assess.

Quotes of Note: Chapter Three

1. "We liberate our students to write well by constructing for them appropriate and unambiguous tasks with clear and understandable goals." (Page 57)

2. "The difference between offering a choice of questions and offering choice with a single question is important. The common practice of asking students to choose one question from a, b, or c usually leads to an invalid test. Question a is harder than b, which is, in turn, harder than c; different questions are never of exactly the same order of difficulty. And often the hardest questions are the most interesting or most challenging, and therefore the most attractive to the best students. So numbers of the best students, who might have performed very well on question c, attempt question a and do less well than they ought. Many of the weaker students avoid question a, gravitate to question c, and do better than they ought; other weak students, unaware of the difficulties of a or b, select them and do even worse than they ought. Normally, the professor grades this three-question test as if it were a one-question test (since every students writes only one question) and grades all responses together according to the same standards. The benefit to the students is hypothetical, not real; there is no evidence to show that students will ordinarily choose the question on which they will do best." (page 58)

3. "Notions of freedom in testing, as in life, require considerable thought and experience in order to work in practice as they do in theory. Students taking a test are not free in most senses of the word; they are being required to write and will be evaluated on the relative success they achieve. Under such circumstances, the most meaningful kind of freedom is simple fairness; in testing, that comes down to validity and reliability." (Page 60)

4. "Indeed, forty-five-minute essay questions have produced some of the most memorable student writing I have read. One cynical reader, hearing me make this remark, offered one possible explanation: 'They write better on the test because they spend more time on it than they do on their term papers.'" (Page 81)

Chapter Four: "Reading Theory"

Chapter Four presents the two common concepts of reading: The traditional view is that the reader must find the meaning in the words on the page. The other, opposing view is that the reader creates meaning internally and creatively as a producer of meaning rather than as a recipient. Readers who come together for a holistic scoring session become part of an interpretive reading community wherein those readers all agree to read the papers by the same standards.

1. Reading theories:
   A. The formalistic theory of reading sees reading as the process whereby the reader submits himself to the words on the page and is given the meaning.

B. Post-structural theories of reading, since 1965, hold that meaning resides outside of the text in the mind and experience of the reader (page 92). In General, teachers read their students' papers according to post-structural theories of reading, as creative readers and as more than just graders. Teachers consider themselves coaches not just receivers of meaning.

2. Holistic scoring and the interpretive community (page 99)

A. Those who are against an interpretive reading community attempting to grade a set of essays or portfolios would argue:

1. Readers in the real world often do not agree on meaning. To do so in a holistic reading session falsifies the nature of reader response.
2. The pressure to agree for the sake of reliability makes some readers apply criteria they do not agree with.
3. Some readers feel compromised or even violated when asked to listen to the opinion of other readers.

B. Those who are for holistically grading essays or portfolios argue:

1. It is healthy exercise to force faculty to compare grading standards.
2. Agreeing to agree on standards for a particular set of papers is not the same as agreeing on writing philosophy.
3. Readers (teachers) who take part in a reading are able to examine and refine their own standards within their own classroom.
4. Readers (teachers) become more confident in their ability to judge student writing.
5. This confidence may lead to more discussion of grading standards and may lead to more standardization of grading.
6. Participation in a reading with their peers can lead to an enhanced sense of community in what can be a lonely profession.

C. Readers, Administrators and the interpretive community

1. Readers must be made to feel they own the scoring standards and can suggest amendments. The criteria should not be forced upon readers from elsewhere.
2. Administrators do not realize the importance of the atmosphere in the temporary interpretive community of the reading. If time and money are lacking, the community breaks down as does the grading process.

Chapter 4: Conclusions/Personal Insights:

The post-structural reading concept of the interpretive community is useful for writing teachers in their classrooms and in holistic reading sessions. As a writing teacher, I need to be sensitive to the need to develop this awareness of the interpretive community wherein we all agree to apply the same standards to everyone.

Quotes of Note: Chapter Four

1. "The best composition teachers help their students improve their writing by making them conscious of readers." (Page 97)
2. "The nature of the community in a holistic scoring session is thus more important than cost-cutting administrators realize. If an unpleasant environment, tyrannical leaders of the reading, or insufficient time inhibit the development of a true community of assent to both the process and the scoring criteria guide, the reading simply breaks down--because the needed community breaks down." (Page 102)

Chapter 5: "Responding to Student Writing"

Chapter five discusses the most and least effective ways of responding to student writing:

1. The purposes and effects of responding to student writing:
   - A. To improve writing
   - B. To inform the student what is good and bad about the draft for revising
   - C. To help students understand the assessment process
   - D. Hard comments make the student unhappy with the paper and the instructor
   - E. Red-marking of every error is pointless and frustrating to students
   - F. General positive comments are not useful, whereas specific ones are helpful
   - G. A lack of revision produces a product approach to writing rather than a process approach

2. The uses of writing:
   - A. As a tool for learning
   - B. To gain power in a verbal world
   - C. To understand complex ideas
   - D. As a route to understanding self

   These many reasons for writing make teachers realize that judging and applying standards is only a narrow purpose on the teacher's part. Hence, special thoughtfulness in responding is called for. Writing is not just for writing courses, and teachers should respond to improve students' writing for all purposes (page 106).
3. Responding to drafts:
   - A. Responding starts with a careful assignment
   - B. Students present their ideas to peers early on in the process and give and receive feedback. The benefits are enormous:
     1. Students start working on the task early, not the night before
     2. Students feel they own their ideas
     3. Students get ideas for supporting details from their peers

C. Teacher response needs to be delicate, succinct, encouraging but truthful
D. No grades, no grading of mechanical errors on drafts
E. Good responding begins with class discussion of the assignment, early feedback of student ideas in groups, and well-outlined steps for revision
F. Revision must be rewarded
G. Writing is better measured in steps rather than through the final product alone
H. Composition instructors should require and give response to stages in the revision process
I. Concentrate remarks about concepts and organization not mechanics
J. Purpose of draft writing is to get the ideas down clearly, not to correct mechanics

4. Strategies for reading early drafts (page 109):
   A. Skim all before commenting
   B. Circle controlling idea and comment on it
   C. Write questions instead of symbols. (Students must feel they have authority, responsibility, and control over the paper. The teacher can help the student maintain these if remarks are kept to questions.)
   D. Do not give more comments than the student can handle
   E. Find positive, specific, encouraging ways to suggest improvements

5. Collaborative writing (page 114):
   The author notes that collaborative writing is becoming more widely used in the college setting, as well as the work world. It raises some questions that will be answered in the coming years: Do all students receive the same grade even if only some did the work? Are teams responding to teams too unstructured for college composition courses? Should individual members of teams give different grades to other members of the team? Dr. White notes that computer-assisted writing will probably bring about more collaborative writing.

6. Student response groups (page 115):
   Peer response is a way of expanding the student's audience beyond the teacher. Some comments:
   A. Students attend to the comments of their peers more readily than their teacher's comments
   B. Response groups must be structured and guided: Look for these three items only in your peers' papers.
   C. May pose problems for students from other cultures
   D. The role of the student writer is to listen and take notes, not to get hostile and argue the point with the peer editor
   E. No more than five students in a group, four is preferred
   F. Students are more apt and willing to revise and meet deadlines if they know other students will see their work
   G. Students feel their work is important if it is read by more people

Chapter 5: Conclusions/Personal Insights:

Keeping these ideas and strategies in mind when responding to my students' writing should produce writers who are more willing to revise their work based on suggestions and writers who see writing as a process not only a final product.

Quotes of Note: Chapter Five

1. "Far too much of what teachers do with student writing is picky, crabby, arbitrary, unclear, and generally unhelpful. Unfortunately, most of us model our teaching behavior on the teachers we had in school and college, and most of us have much more experience with negative or useless responding than with effective patterns." (Page 103)

2. "The educational purpose of responding to and evaluating student writing ought to be the same as the purpose of the writing class: to improve student writing." (Page 103)

3. "Premature editing is the enemy of revision; some writers pay so much attention to spelling and punctuation that they neglect to attend to what they are saying." (Page 109)

Chapter 6: "Using Portfolios"

Portfolios have become popular measures of ability over the past few years, whether they be required for job interviews, advancement from the college sophomore to junior year, graduation, or final exam. Because writing portfolios contain examples of many different types of writing at various stages over a period of time, it is believed that they are the most valid and reliable measure of a student's ability, far more valid and reliable than a one-time writing sample. Chapter Six outlines the advantages and disadvantages of using writing portfolios for assessment as well as the different forms of portfolios and methods of evaluating them.

1. The strengths of portfolios (page 121):
   - A. They demonstrate the broad ability of the student from first drafts to polished final copies.
   - B. The students feel they own the writing in the portfolios, unlike the writing done for final exams. (The author notes how students always make appointments to retrieve their portfolios but almost never come to talk about a final exam.)
   - C. They decrease the likelihood of plagiarism because these foreign materials stick out as different among the rest of the student's own writing.
   - D. They give many options for grading, from not graded to graded in categories
   - E. They allow for the evaluation of the writing process not just the product

2. The weaknesses of portfolios:
   A. Bulk
   B. Uncontrolled writing conditions. The reader does not know the conditions under which the writing was done, in class, over two months, for 30 minutes, with outside editing help, etc.

3. Team-graded course portfolios. Team-graded portfolios ask others than the teacher to grade the student writing. This has several advantages (page124):
   A. It causes the course instructor to become a writing coach instead of a judge, which can only help the learning process.
   B. Writing standards become institutional rather than individual.
   C. Grading is flexible. The portfolio could be a percentage of the final course grade or could be on a pass/fail basis.

4. Procedures for implementing course-portfolios which are team graded (page 127):
   A. A committee should be formed to decide what the portfolio should contain. (Note: each portfolio should contain the assignment sheet so that portfolio readers understand the assignment. These guidelines should be written down and given to all instructors and students.)
   B. A decision should be made at the beginning of the semester about how the classroom teacher will handle grading and comments on student papers. In order for portfolio readers to be unbiased, they probably should not see what the classroom teacher's remarks were. Will remarks be made on separate paper, will they be covered up or xeroxed over, or whited-out?

   C. Scoring procedures must be decided upon:
      1. A scoring session should be scheduled. Readers reading at the same time, in the same room, looking for the same contents are the most reliable.
      2. Anchor portfolios and a rubric need to be prepared by the committee.
      3. Each portfolio needs to be read twice.

   D. The scoring rubric:
      The rubric must be devised to tell how the first drafts and final drafts are to be evaluated. How will readers be kept from making snap decisions after reading the first page? How will readers handle doubts about writer authenticity?

   E. Establishment of an appeals procedure:
      If the portfolio grade affects advancement, there must be a formal, published appeals process. To discourage petty appeals, students should be asked to make their appeals in writing to an appeals board.

Chapter 6: Conclusions/Personal Insights:

Portfolios being the current wave of assessment in English departments at colleges across the nation, I would like to try them. I intend to begin with a listening portfolio in my AMLA 50 pronunciation classes. True to portfolio intent, students will document many instances of listening over the semester, differing in length, complexity, and purpose. In the future, I envision piloting an AMLA 55 writing course with another AMLA 55 instructor wherein we would both read all our students' portfolios from both classes for a percentage of the final grade. I feel our department could benefit from all the advantages portfolios bring, all the advantages Dr. White talks about in Chapter 6. However, the disadvantages of portfolios will make it necessary for me to do a lot of persuading for our department to adopt portfolios on a department-wide basis. Starting small with a class or two may begin the process. The sheer bulk of portfolios is at the same time a strength, as it shows the great breadth of students' writing, and a weakness, as it represents a huge assessment task.

Quotes of Note: Chapter Six

1. "Informal procedures, such as parceling out the portfolios to faculty to take home and treat as they wish, may seem less burdensome, but such procedures merely disguise the nature of the work and make it unreliable. Sometimes it seems too much trouble to work for consistency in scoring, particularly when the results may be as crude as a pass-fail score. But unreliable results are unfair and unprofessional. Assessment worth doing is worth doing well--that is, in a fair way that gives dependable results." (Page 128)

2. "If portfolios do become the standard method of evaluating writing, we will be able to rest assured that writing itself remains valued, taught, and always somewhat unpredictable. We will also know that education remains a matter of thinking and creativity, despite all the forces that drive colleges toward mass measures of information processing. But before all this can occur, we will have to learn how to handle this new assessment device with care, fairness, economy, and responsibility." (Page 132)

Part Two: Writing Assessment Beyond the Classroom

Chapter 7: "Language and Reality in Writing Assessment"

Whereas Part One of the book concerned itself with assessment for student improvement within the classroom, Part Two focuses upon writing assessment as gate keeper. Part Two has a two-part goal: to persuade writing instructors to take part in the design of such assessment processes and to describe advances in large-scale writing assessment.

1. An unfortunate and often catastrophic occurrence is that writing programs and writing assessment tools are almost always assessed and evaluated by researchers (usually in psychology or education) who have their own way of seeing the world. Where a writing teacher may see a multiple choice test as unreliable, a researcher will often see the essay test as the unreliable method. The problems that stem from this division are profound and need to be understood and addressed at the beginning of any assessment program evaluation (page 139).

2. The author reviews the linguistic Sapir/Whorf hypothesis which states that language controls reality. The author makes note of the Sapir/Whorf hypothesis here to make the point that our professional language communities often cut us off from other professional language communities, for example English teachers from researchers. This often results in misunderstanding and mis-communication.. If, the author suggests, we know this, we can overcome any blinders put on our perceptions by our differing professional jargons.
3. It seems to the author that the two diverse worlds of English teaching and assessment have begun to dialogue and seem to be listening to each other's languages. He sees hope if English departments can gain some assessment jargon and assessment managers can gain some English jargon whereby to see each other's points of view. The two differing worlds have much to offer each other.

Chapter 7: Conclusions/Personal Insights:

Whorf's theory that language affects what one sees and understands is exemplified in these two differing worlds of teaching writing and statistics

Quotes of Note: Chapter Seven

1. "In an era of tight budgets and increasing competition for diminishing educational dollars, we can no longer depend on an undemonstrated belief that our work with students is worth the enormous cost to our institutions. As we are accustomed to telling our students, simple assertion and reassertion of statements of value do not constitute convincing proof; evidence is required, evidence credible to an audience that may not share the writer's beliefs." (Page 135)

2. "A tiny community of like souls, bi-linguists in measurement and writing, is starting to emerge, and those who are members of it are much in demand as interpreters. We need to keep reminding ourselves that others do not necessarily share our views, our language." (Page 148)

3. "...we ought to strive to learn other languages, to become linguists of other disciplines, to enter into the perceptions that our colleagues possess because they speak 'foreign' tongues. Most crucially, when we evaluate programs, we need to recognize that language differences are crucial and necessary; they express different value systems, different understandings of education, different views of the world." (Page 148)

Chapter 8: "Assessing Writing Proficiency"

Assessing writing proficiency is another way of saying measuring writing skill. These "proficiencies" take many forms: kinder gardeners who must demonstrate alphabet block awareness, second graders who must know how to write their names, high school students who must be able to write a paragraph, university graduates who must read and respond critically in an essay, and wannabe teachers who must write two essay in one hour for the CBEST. Chapter Eight discusses the processes at work in the past as well as today and the problems with attempting to assess writing proficiency.

1. Often, the author notes, these proficiency tests emphasize form over substance, mechanics over content.

2. Those in the institution who design the tool to be used to assess writing should be sure that the test supports the teaching of writing.
3. One example of the emphasis of form over content is the five-paragraph essay, which the author notes has achieved apparent immortality as a result of the emphasis on form.

4. Proficiency testing at the university level:
   A. In the last 25 years it has been necessary to institute a writing proficiency test.
   B. They can take the form of exit exams from Freshman Composition, point of entry into upper division classes (rising junior exams), or graduation requirements.
   C. Testing writing skill at the university became required for several reasons:
      1. Open admission at universities during the 1970's meant students who had not learned standard academic English writing skills began to appear in Freshman Composition classes. Some institutions implemented remedial and support services while others did nothing and just expected students to sink or swim.
      2. At the same time that university admission opened to a wider student body, more students began entering community colleges. Students left the junior colleges for universities being certified in writing, but universities found transfer students increasing lacking in skills. Hence, universities began to institute writing proficiency tests (page 155).
   D. Each type of proficiency assessment in use has strengths and weaknesses:

      1. Multi-campus testing - For example, the New York State Regents Exam for high school seniors and Cal State University system-wide placement test for entering freshman.
      2. Campus testing programs.
      3. Course certification - certification of writing proficiency by teachers of certified courses.
      4. Writing-intensive courses - students must take two or three "W" courses in their career; these courses involve more writing in and out of the student's major.
      5. Test with course option - fail the proficiency test and take a course instead of retaking the test.

6. Portfolio assessment - students must submit a portfolio that demonstrates writing competency.
7. The need for writing proficiency tests for college is likely to continue to increase.

Chapter 8: Conclusions/Personal Insights:

Certainly, at Mt. SAC we have felt the need to assess writing through direct writing assessment. The establishment of the Assessment of Written English (AWE) has meant many adjustments and changes for instructors, advisors, counselors, administrators, and department chairs, and high school teachers and counselors. The ramifications have been far reaching. We have suffered the disadvantages and basked in the glory of the advantages of our efforts at direct writing assessment on our campus. The disadvantages have been the confusion and the reallocation of many more students who are not eligible for English 68. But more profound have been the advantages. Writing instructors of three departments collaborate on a regular basis about what writing is and ought to be on our campus as they sit down at a reading session. Breaking papers together, as with breaking bread together, has a way of bringing down walls and opening up lines of communication as we sit across from each other. This, as Dr. White says, is the most effective way of training faculty to be more effective teachers. The process of direct writing assessment at Mt. SAC in only a small way affected the placement of students. The message direct writing assessment sends to the campus and to our community is far louder and educationally sound than any message sent by a multiple choice placement test.

Quotes of Note: Chapter Eight

1. "Woodrow Wilson once complained that it is easier to move a cemetery than a university faculty, yet without such movement a writing-proficiency program is bound to be rather an empty gesture." (Page 167)

2. "Bringing members of a writing faculty together to develop and score an assessment is the single most effective way to organize a faculty development program. Since everyone needs to be involved and to discuss the purposes of the class, teachers learn more about the teaching of writing indirectly by working together on an assessment than they do directly in any number of retreats, lectures, and seminars." (Page 168)

3. "The basic problem of students' inadequate writing skill is so profound that only thorough solutions involving the entire faculty are likely to have much impact; the superficial and easy answers seem in general to create as many difficulties as they solve." (Page 170)

Chapter 9: "Selecting Appropriate Writing Measures"

Chapter Nine addresses the issue of selecting a writing assessment tool. It is necessary to understand course goals before selecting an assessment instrument since a valid test must support

instruction. However, most programs select or design an assessment instrument before goals are clear. Thus a "teaching to the test" syndrome develops (page 171).

1. Multiple choice versus essay tests:
   A. Multiple choice tests usually have little in common with the goals of a writing program.
   B. Proponents traditionally argue that multiple choice tests are better because they are less expensive, highly efficient, highly valid, and highly reliable. They also argue that direct writing assessment in unreliable and expensive.
   C. Proponents in favor of direct writing assessment use the same arguments: direct writing assessment is less expensive, highly efficient, highly valid, and highly reliable. They also argue that multiple choice tests are unreliable and expensive.
   D. The traditional argument that multiple choice tests are less expensive is no longer valid. Truth-in-testing laws necessitate a constant revision of multiple choice tests. Couple these revision costs with the cost of initial development of a valid multiple- choice test as well as the message that the campus does not value writing enough to test it directly, and the costs of a multiple-choice test are staggering. And all of these costs are incurred without the benefit of bringing writing teachers together on a regular basis to discuss writing.
   E. Multiple choice tests are unlike real-world writing; they require one answer, when in reality writing offers a choice of many answers, all of which could be right.
   F. Only about 25 percent of what is tested in a multiple choice exam (indirect measurement) is tested in a writing sample (direct writing assessment). (page 176)
   G. Those that think multiple choice tests are cost effective have not properly weighed the advantages, disadvantages, and costs of each.

2. Bias in writing tests:
   A. No test is completely free from bias, for it is biased against those who do not know what it is testing for. But the test must be free of intended or illegal bias which results in disproportionate impact.
   B. Multiple choice tests are not objective and are not as fair as direct writing assessment for ethnic minorities. This evidence is beginning to accumulate. See C. below for details on the study.
   C. Of import when discussing test bias is the 1981 CSU study by E.M. White and L. Thomas, "Racial Minorities and Writing Skills Assessment in the CSU Colleges," *College English,* 1981, 43(3), 276-283:

      1. In 1977, 10,000 entering CSU students, 70% of which identified their ethnicity, took two placement tests: the TSWE, a multiple choice test and the EPT, a direct writing assessment. The study compared these two test scores and also combined parts of the same multiple choice test with the same essay test to arrive at a third placement score made up of a combination of direct and indirect measure. So in all, the study compared a multiple choice test score, an essay test score, a combination multiple choice and essay test score with ethnicity. The results in a nut shell:

a. White students had relatively little change from test to test.
b. Black students scored better on the essay test than on the multiple choice test. This is a possible sign that multiple choice tests are not as effective at determining the writing ability of black students, perhaps based on the dialect of the multiple choice test, Dr. White posits.
c. Mexican-American and Asian-American students scored better on the essay test than on the multiple choice test. The assessment of direct writing had a much more positive view of these writers.

3. The benefits of local development of writing assessment instruments:
   A. A more appropriate test which provides for a continuing review of the writing program and writing instruction improvement.
   B. A powerful message regarding the value of writing to the campus and the surrounding community.

Chapter 9: Conclusions/Personal Insights:

Studies are always complex and their statistics always questioned by someone somewhere. However, the CSU study seems to show that minority student scores are not distributed the same way as non-minority student scores on essay, multiple choice, and combination tests. It also seems to show that minorities would be better served by expanded use of essay testing. The author hypothesizes that the same claim can be made for the use of portfolios in assessment.

Quotes of Note: Chapter Nine

1. "Supporters of multiple-choice testing will argue that such tests are indirect measures of actual writing ability and that indirect measurement is often perfectly valid and appropriate. But traditionally and logically, an indirect measure is preferable to a direct measure only when it shows clear advantages over the direct measure. Until recently, advocates of indirect (usually multiple choice) measurement of writing ability could point to the high cost and low reliability of scoring writing samples, as compared to the low cost and high efficiency of multiple choice answer sheets. Now the argument has shifted: the high development costs of multiple choice testing, the need for constant revision of multiple choice tests under truth-in-testing laws, the lower validity of such tests, and the damage to curriculum such tests cause by devaluing actual writing--all suggest the weaknesses of multiple choice measurement in the field of writing. Thus, the traditional argument about multiple choice testing--namely, that it is similar to but less costly than direct measurement--no longer favors the fill-in-the-bubble tests." (Page 173)

Chapter 10: "Organizing and Managing Holistic Essay or Portfolio Readings"

NOTE: :These notes are more detailed than previous chapters as they are most pertinent to the holistic writing assessment process at Mt. San Antonio College. (197).

1. The history:

Holistic scoring has developed rapidly over the last 20 to 25 years. ETS in Princeton, New Jersey, originated holistic scoring on a large scale in the early 1970's. That same team at ETS helped shape the reading session procedures and philosophy on the west coast in 1973 as the Cal State University English Equivalency Exam took shape. Modeled after the Cal State English Equivalency Exam was the CSU English Placement Test in 1977, which was copied widely across the US. The CSU Placement test became the model for the New Jersey Basic Skills Testing Program, which, in turn, heavily influenced the essay test at City University, New York. Most holistic scoring across the country was either taken up by members of these teams or by people who attended their seminars. In 1985, the first edition of Ed White's *Teaching and Assessing Writing* outlined the process further for the benefit of many faculty involved with implementing holistic scoring in its direct writing assessment.

2. The well-planned, successful scoring session:

The three categories to be considered for a successful reading session: facilities, personnel, and materials:

A. Facilities:
   1. Good lighting
   2. Quiet environment
   3. Lots of space for readers
   4. Tables with table leaders and a chief reader (facilitator)
   5. Xerox machine for copying student papers for discussion, training
   6. Refreshments (before, during, and/or after). Refreshments encourage early arrival, provide much needed breaks, promote conversation among readers, and save time chasing down lunch.

B. Personnel:

   Careful consideration must be given to the selection of the three principles: the facilitator, table leaders, and readers.
   1. The facilitator:
      a. Keeps records of reader accuracy and consistency (accuracy being more important than speed)
      b. Treats readers professionally
      c. Needs to be flexible and have authority
      d. Encourages debate over standards, but effectively ends discussion when it is no longer productive
      e. Spot checks readers or table leaders to see that they are not scoring papers based on their own standards instead of the group standards
      f. Re-norms readers after a longer break
      g. Uses sensitivity and tact when approaching readers who are off on their placements, bringing example papers to demonstrate clearly what changes are needed
      h. Projects him/herself as a facilitator not as a dictator

i.

i. Should not judge readers and abilities right away, giving readers time to adjust to the standards
j. Should give readers adequate time to complete the job so they do not feel rushed
k. Must have a thick skin, as most reader complaints concern the lead reader or facilitator that handled the reading poorly
l. Must maintain a sense of collegiality and professionalism while building a team committed to upholding the standards of the rubric
m. Must assist readers to interpret anchor papers and to understand the rubric.
n. Must make readers feel as if they are part of the entire process, not just carrying out the standards of others as they are told to

2. Table leaders (for larger readings):
   a. Must be able to monitor the readers at his/her table and consult them diplomatically when placement are off
   b. Are appreciated as peers not overseers by the readers at the table but are rejected as dictators by readers who feel they are coerced to change scores
   c. Will reveal themselves naturally as candidates for table leaders after having been part of the reading community for awhile

3. Readers:
   a. There is no one characteristic that makes a good reader. As long as readers are made to feel part of the reading community, they can adopt the group's standards.
   b. Readers should be rotated to give as many as possible the opportunity to read as reading is known to be an extremely effective way of refining the teaching of writing, far more effective than in-services, conferences, seminars, and retreats.
   c. Readers must feel they are appreciated, they are adequately paid, and are not rushed for time.
   d. A reader needs to be able to admit that he/she is scoring incorrectly when his/her score is different from everyone else's. This reader must be able to see and accept as valid the others' points of view
   e. A reader must be able to put aside his/her own standards and impose the standards of the reading community.

4. Aides:
   a. Responsible for assembling the papers
   b. Makes copies of papers as requested
   c. Keeps track of hire papers/contracts, time sheets and supplies
   d. Reserves rooms

e. Records scores as necessary
f. Helps with any data collection

C. Materials:
1. Pens, pencils
2. Tylenol
3. Name tags
4. Notebooks for rubric and anchor papers
5. Blank time sheets

3. Arrangement of test materials for scoring:
A. Test papers must be of uniform size and format
B. Having placement numbers on the form makes it easy for readers to simple circle the placements thus insuring legibility. Readers must initial or write their readers number near their placement score.
C. If papers are in random batches of 10-20 tests, they are easier and faster to pass from reader to reader, saving the facilitator time.

4. Preparation of the rubric:
The rubric, which has been given a great deal of thought and discussion by the committee, must become the guide for all readers, constantly referred to and matched.

5. Recording the scores:
A. Each paper must be read by at least two readers, despite possible urging from administration to have just one reading
B. Each score must be arrived at individually with no discussion and no peeking at others' scores

6. Dollars/budget issues:
A. Since being a part of a scoring community is a very effective way of in-servicing faculty on the teaching of writing, faculty development funds would be well spent on readers.
B. Because reading sessions are to institutionalize a direct assessment of writing, which says a lot to the campus and the community about that educational institution, instructional budget monies could be used to fund reading sessions.

Chapter 10: Conclusions/Personal Insights

It is my hope that these detailed notes can be used in the future as a writing sample facilitator's guide. These notes summarize the experiences and findings of the various teams across the country who have been implementing holistic writing assessment from its inception in the 1970's.

Quotes of Note: Chapter Ten

1. "Any faculty director of an assessment program should involve the local computer specialist in planning for the use of scores. With careful communication and planning, the problem of what to do with scored materials and how to handle the mass of data produced by a scoring session can be solved. Without this proper and orderly planning, one can expect to be overwhelmed by tons of paper and unanswerable questions." (Page 213)

Chapter 11: "Avoiding Pitfalls in Writing Assessment"

Chapter Eleven deals with problems developers may encounter when implementing a writing assessment. Three sections are addressed: pitfalls in planning, pitfalls in scoring, and pitfalls in evaluation and the use of results.

1. Pitfalls in planning (page 218):

   A. A statement of goals of the assessment is an important first step which is often overlooked.
   B. The teachers of writing and the developers of assessment should be brought together to complete the task.
   C. A rubric and detailed standards should be developed by all those involved on campus.
   D. Enough money should be budgeted to pay the readers a professional wage and to allow for at least two readings per paper. If monies run low, a writing assessment program should be abandoned rather than cut in ways that could seriously threaten reliability.
   E. Multiple choice tests and essay tests have somewhat equal costs. They are not as discrepant as some may think. Multiple choice tests may be easier and cheaper to develop and score. But if they are to remain valid, reliable, and secure, they must be updated regularly at heavy costs. Essay tests, which are costly to score but relatively cheap to develop and keep current, give added advantages to the college curriculum and its faculty and community.
   F. From the outset there should be a plan about who will report what to whom and when so that not too much data or not enough data are collected. All reporting of test results should be done with the thought in mind that there is much misunderstanding, oversimplifying, and misreading of results.
   G. Planners should develop a time line containing all important activities.

2. Test scoring pitfalls (page 231):

   A. Types of scoring for essays and portfolios:
      1. Holistic scoring is the theory that states that because of writing's complexities, it should be evaluated for its overall quality. Readers look at the entire piece of writing for a score.
      2. Primary-trait scoring looks at only one single aspect of writing at a time, i.e.,

sentence variety, coherence. Readers require much training to be oblivious to all other aspects.

3. Analytic scoring looks at each sub skill and adds them up for a total score. It gives good diagnostic information (something holistic scoring does not give about a writer).

B. Three categories of pitfalls with holistic scoring of essays or portfolios: procedure, personnel, statistics:

1. Procedures:
   a. First pitfall is loss of collegiality among readers.
   b. Second pitfall involves the rubric, the lack of one or invalidity.
   c. Third pitfall is treating the reading session like a department meeting, which often allows for endless, unresolved debate. The reading session has a goal which must be met.

2. Personnel:
   a. Choosing a facilitator is most difficult and should be done by a committee. It should be a person who can be diplomatic with sensitive persons and issues, can cope with many demands for time at once, and has foresight and vision about the goals of the writing assessment. It is not a position won by publication, seniority, or title.
   b. The committee should define the requirements for the job of reader and seek those readers.

3. Statistics:
   a. Problem one involves the temptation to score papers once not twice in the face of budget demands.
   b. The second problem involves the setting of passing scores. For a criterion-referenced reading, the passing scores have already been set but may be unreliable from semester to semester. For norm-referenced tests, the rankings are not determined until after the reading is completed. This takes into account changes in student ability and test question difficulty semester after semester, year after year.
   c. Score distributions should be studied from semester to semester, year to year to see if last year's score of five has become this year's score of four or six.

4. Portfolio scoring requires special planning to estimate the cost and time required to score portfolios. Moving slowly into portfolio assessment is recommended. Only about six portfolios can be read in an hour.

5. Although multiple-choice tests are said to be objective, objective is a judgement not a description. Multiple-choice tests, which are called objective tests, is actually subjective. They are composed of questions that may or may not be valid

and/or reliable. They appear to be objective because they produce a nice computerized list of raw scores, scale scores, distribution, etc. In fact, one statistic that is very important is the standard error of measurement, which is a range or band of scores, not single point scores, which are approximations of student ranking.

6. A reliable and valid multiple choice test score matched with a direct writing score is the most reliable method of assessment, although the assessment of multiple direct writings would be even better to determine true writing ability.

3. Evaluation and the use of assessment results (page 241):
   A. The number one pitfall is in the reporting, misunderstanding, and misuse of test scores. Large-scale writing assessment programs are as misunderstood as teachers who think they are saying one thing to a student but the student hears another completely different thing. One example of misunderstanding test scores involves the upper-division writing test for university juniors, which is supposed to warn juniors who are poor writers but with much misunderstanding becomes a barrier to graduation for seniors.
   B. The development of graphs of the numbers and different kinds of comparative data help others interpret the data.
   C. There must be, as required by legislation, some way for students to examine and challenge their test results. Even Educational Testing Services (ETS) has been persuaded to change a score after a student made a challenge.
   D. Large-scale writing assessment programs require large reviews to see if they are working:
      1. Different tests require different evaluation/review methods. A placement test should not use predictive validity as a means of evaluation. Since weak students are placed in a program where they will succeed, their success where they were placed will lower the predictive validity of the test. So the use of predictive validity actually measures the success of the writing program not the failure of the placement test. A college entrance test might use predictive validity where a placement test can not.
      2. A placement test evaluation should discover the accuracy of placement, perhaps by surveying faculty.
      3. Another pitfall when evaluating/reviewing writing programs is involving test developers, program directors, and other committed folks in the evaluation. Evaluations should be done by evaluators who are non-biased, uninvolved, but who are knowledgeable .
   E. Assessment is political, in the classroom, departments, administration, and the public. As well, political matters exist during all stages of development from goals statements, to test and rubric design, to evaluation/review.

Chapter 11: Conclusions/Personal Insights

Dr. White's description of problems in developing and instituting a direct writing sample ring true. At Mt. SAC we have already experienced many of these direct writing testing phenomena. We

muddled through unaware that they were natural and predictable events. Dr. White also tells us what to expect in the future as our direct writing assessment is completely institutionalized and is reviewed.

Quotes of Note: Chapter Eleven

1. "The development costs of multiple-choice testing are not well known and are usually ignored when arguments for the economy of such testing are presented. . . . .the validity problems of multiple choice writing tests are severe, and the low cost of scoring is no compensation for an invalid test. Besides, multiple choice tests, though cheaper to score than essay tests, are far more costly to put together; if we add in the necessary costs of multiple forms and revisions (required by many of the new truth-in-testing laws), essay tests

   turn out to be far more cost-effective. And when we consider the advantages to the curriculum and to the professional development of the faculty from essay testing, such direct measurement of writing skill becomes a wise investment of resources." (Page 228)

2. "Essay test development can never be considered finished as long as a testing program continues. Just as a conscientious classroom teacher is always revising his or her exams, improving, clarifying, updating, or expanding them, so test development committees can never rest. The challenge to these committees is not only to produce new topics, but also to keep abreast of writing research, which is now slowly moving into the area of measurement and cognition." (Page 229)

3. "The results of a careful multiple-choice test, when combined with the results of a single essay test, will yield a fairer and more accurate measure of writing ability than will either test when used by itself, according to research done at the Educational Testing Service (Godshalk, F., Swineford, E., and Coffman, W. *The Measurement of Writing Ability.* Princeton, N.J.: College Entrance Examination Board, 1966. A perferable alternative is to score more than one writing sample, either in paired essay tests or in portfolios." (Page 241)

4. "Finally, assessment is power, and power is a root political issue. In our classrooms, we need to use that power with decency and humanity. In large programs, that power remains at our backs and over our shoulders, always to be reckoned with. Those who ignore the politics of assessment may well find themselves replaced by better and smoother politicians, and even those who are alert to the power pressures and power drives of administrative and political figures or of the public may wind up defeated by forces with little concern for academic matters. No one should imagine that a test is above politics or that an assessment program is outside the political arena." (Page 246)

5. "As the size of a program increases, so does the chance of encountering (or, more usually, failing to avoid) one of the many problems I have discussed in this chapter. The surprise is not that pitfalls occur in the assessment of writing; the wonder is that--given the general lack of understanding of these issues and the general lack of communication among those involved in evaluation--so much assessment goes on so competently and intelligently at large and small institutions throughout the country." (Page 247)

Chapter 12: "Evaluating Writing Programs"

Writing programs are notorious for conducting evaluations that do not contain statistically meaningful results. The author gives examples of inappropriate evaluation measures: using a truck scale to measure personal weight loss and using error tabulation as a measure of writing improvement from freshman to senior years. A program evaluation that does not show students are improved by the program should be avoided (Page 248).

1. Review of Evaluation Models - Four types: norm-referenced testing; criterion-referenced testing; anecdotal results, outside experts, opinion surveys; varied measures:
   A. Norm-referenced testing:
   Norm-referenced testing is the most popular and common that comes to the minds of evaluators. It consists of a pre/post-test format. These tests do not show progress from the beginning to the end of a single semester because they are not necessarily normed to that particular student population. Norm-referenced testing is better for scoring aptitude not achievement in a particular course because it is designed not to show short-term learning. Certain failure, according to the author, if used under those circumstances.
   B. Criterion-referenced testing (a single essay test):
   A single pre-post essay test should never be the sole means of evaluating or reviewing a writing program because a criterion-referenced test is specifically designed not to show the effects of short-term instruction in a course. If a pre-post test is used, these steps should be followed:
      1. Involve instructors in topic selection and rubric development.
      2. Require at least two kinds of writing: narrative and expository for example, as some kinds of writing are easier and faster to develop in different students.
      3. All testing, pre- and post-, should be scored together at the same time. Pre- and post tests should not be scored at different times
      4. Raters should be unable to know if a test is a pre- or post- test by looking at its form number. Different classes should use different form numbers if pre- post-testing.
      5. Get proper time, money, statistical and clerical help
   C. Anecdotal results, outside experts and opinion surveys:
   Hiring outside consultants and conducting opinion surveys are also very commonly thought of evaluations. They should be used a part of an overall evaluation plan not solo:
      1. Results of an outside expert's evaluation are usually positive and are less than convincing to people without any hard data.
      2. Surveys generally are ambiguous, self-serving, and oversimplified. Generally, they offer snapshots of a program not complete descriptions.
      3. Pre- post- evaluation formats generally do not show improvement over a course, but, worse, surveys of experts, faculty, and students can be misleading.

   D. Evaluation by various measures:

Effective writing program evaluations will attempt to gather information about all of that program's goals:

1. Measure student outcomes:
    a. Measure pre- post-test gain scores.
    b. Measure how many students reach the program's goals
    c. Measure student attitude about writing and self. (Long-range outcomes involving changes in student behavior and attitude have been ignored by program evaluations in the past but could supply valuable, well-received, convincing data of program worth):
        1. Positive versus negative feelings about writing after taking the program
        2. Improved grades in students' other classes as a result of taking writing program
        3. Decreased drop out rate from program
        4. Change in student willingness to take other classes involving writing after having taken the writing program course
        5. Understanding of self increased
        6. Intellectual/moral growth experienced

2. Effects of program on faculty:
   The opinions of a program's teachers can not be ignored since programs that value teachers, challenge them, and appreciate them are usually successful ones. Evidence of teacher opinion/attitude can be found in exams, syllabi, assignments, research, publications, conference attendance, attitudes toward colleagues and students.

3. Spread of effects of the program:
   How does the program affect other departments, administrators, advisors?

2. Steps in program evaluation (page 258):
    A. Define the task/purpose/audience:
        1. Formative evaluation looks for areas for improvement
        2. Summative evaluation looks to document the effectiveness of the program
    B. Select people to be involved in the writing program evaluation, select a leader:
        1. Some say outsiders are OK to use, but an unbiased, uninvolved insider should be in charge: both are required
        2. Some say outsiders must be used; they are the only truly unbiased reviewers
        3. The best leader is someone uninvolved but who has expertise in the field and knows the program
    C. Define the goals of the program and define terms:
        1. List the goals in order of importance
        2. Not all goals can be funded for evaluation; evaluate the most important but include

all goals and any evidence of achievement

D. Evaluation design:
   1. Find what data already exists that would be useful for program review
   2. Questionnaires are readily available for sale and may not need to be devised
   3. Make use of a variety of measures about a variety of goals of the program
   4. Make plans for how the design will be tended to in the years between evaluations: time lines, detailed notes, etc.

3. Empirical and non-empirical research:
   A. Historically speaking, empirical research to evaluate writing programs has been in use since Harvard began its use in 1892. But it has not given and still does not give answers to how to evaluate the effectiveness of writing programs. There is no model for writing program evaluation in existence that outlines a consistently successful process for evaluating a writing program
   B. Why are there no models for writing program evaluation?
      1. The process is removed many times from the end statistical number
      2. Many aspects of what is taught in writing classes are not included on the test; reading, research, editing, revising, moral growth, self-awareness and self-understanding.

Chapter 12: Conclusions/Personal Insights

Program evaluations offer a large possibility for change and growth. Unfortunately, they seem to be looked upon as simply more paperwork on many campuses. Dr. White points up many issues that will come up when we do review and evaluation of the AWE on campus. Hopefully, we will not be caught in all the pitfalls he mentions.

Quotes of Note: Chapter Twelve

1. "The typical evaluation of writing programs (including writing projects, writing-across-the-curriculum programs, research and grant design, in-service training seminars, and regular instructional programs) usually fails to obtain statistically meaningful results. This failure should not be taken to mean that writing programs are failures. The inability to get results ought, in general, to be seen as a conceptual failure, deriving, in part, from a failure to understand the state of the art in the measurement of writing ability. For example, if you go on a diet and lose ten or fifteen pounds, take in your belt two notches, and fit nicely into an outfit you previously could not button, you have pretty good evidence that your diet has been a success. But suppose that you had decided to employ a more quantitative pretest/post-test model as an added rigorous statistical check and had used the truck scale beside an interstate highway as your measure before and after your diet. Since the truck scale weights in hundred-pound increments, it does not register your

weight loss. Alas you would say--if you were to follow the usual unsophisticated program evaluation model--I must have been deceiving myself; I have not lost any weight, since the truck scale does not show that I have, and the truck scale is, after all, an objective measure. Strange as it may seem, this truck scale measurement model is still the dominant form of program evaluation, and it has lead to much absurdity." (Page 248)

2. "Normally, the post-test shows that no statistically significant improvement has taken place in the students' test scores. The disappointment brought about by this kind of result, after all the work of the assessment, can be devastating. Sometimes it becomes hard to realize that the fault is still with the evaluation design. . . . Why has it failed to measure the improvement in student writing that every teacher in the program knows has occurred? Or is it (the hidden fear buried in every American intellectual) all a delusion that education has an effect, that students can be taught to write, that we have really earned our salaries, such as they are? No, the problem remains with the evaluation model--the pre-test post-test model, to be precise--with its assumption that the only program effect worth measuring is the short-term learning that may show up in first draft products on a writing test." (Page 251)

3. "The test needs to have enough administrative, clerical, statistical, and computer support so that its various components can be carried out professionally. It is a foolish economy to ask an English professor to do statistical work or to ask secretaries to grade compositions. In testing, as in life, we get what we ask for and usually what we pay for. Those elected or chosen to direct this limited evaluation design need to recognize the strong odds against achieving results and to resist the kinds of economies that lower reliability and validity." (Page 253)

4. "Just as the pretest/posttest model seems to come readily to the minds of those with little assessment experience, so do two other means of simplifying the complex questions of program evaluation: hiring an outside consultant and administering an opinion survey. Although these devices are not improper in themselves as part of an overall evaluation plan, they are sometimes adopted as substitutes for an evaluation plan. They usually will produce positive results, whether the program is an effective one or not. For this reason, the results may not be convincing to some important audiences, particularly those looking for data rather than opinions." (Page 254)

5. "The reports produced by most outside experts, particularly by those without discernible expertness, should really be called subjective impressions of a program rather than program evaluations." (Page 254)

6. "Those seeking serious but economical evaluation prefer to use evaluators who already know the program and its context and who can find legitimate evaluation devices at modest cost." (Page 254)

7. "Surveys of faculty and students about writing programs are often part of responsible program evaluations, but they cannot substitute for such evaluation. Those without much experience at such surveys imagine them to be much easier to prepare and analyze than they in fact are and often will

ask local faculty to prepare one on short notice. Such quick and cheap surveys are almost sure to have numerous flaws; most prominently, the wording of the questions will lead respondents to give answers that the evaluators are hoping to obtain." (Page 255)

8. "Thus, outside experts and surveys of opinion do not, by themselves, solve the problems of program evaluation. Indeed, since they are easy substitutes for a program evaluation, and since they are even occasionally used as if they were program evaluation, they may be even more deceptive than the pretest/posttest models. The worst one can say about these latter models is that they generally do not live up to the expectations of those who employ them, whereas experts and surveys are often sympathetically misleading." (Page 256)

9. "An early indication of improvement to come is an attitude change. Measures of student attitudes may show that students have more positive feelings about writing after they complete the program, even if their writing skills have not yet improved very much. Other desirable student outcomes might be improved grades in some or all other classes, a lower dropout rate, or a willingness to take other courses requiring writing. Long-range outcomes,

such as changed attitudes and behavior years after the program has been completed, have not been much attended to, but they offer real possibilities under the right circumstances." (Page 257)

10. Although the effects of a program on teachers are generally ignored, programs that value and challenge the faculty, that make them feel efficacious and appreciated, usually are successful programs." (Page 257)

11. "But although we know that our students write better and we have all kinds of unofficial non-empirical evidence to show that our programs are valuable, we seem unable to come up with data to prove it to outsiders." (Page 265)

12. "In program evaluation, as in all other aspects of writing programs, we need to resist using or accepting simple and reductive definitions, procedures, tests, and inferences. It is surely a wise instinct that leads us to trust writing instruction more to poets than to scientists, or even logicians. The resistant reality of learning to think, to write, to create, to revise and recreate, and to understand does not yield its secrets readily. Our primary job, in program evaluation as in many other aspects of our work, is to help others see the complexity and importance of writing, to distinguish between the simple and the not so simple, to be willing to accept the evidence of many kinds of serious inquiry into the nature of creative thought." (Page 268)

13. "Whenever writing teachers involve themselves, as they should, with program evaluation, they must be fully alert both to the dangers of oversimplification and to the large possibilities for constructive change offered by any evaluation program." (Page 269)

Chapter 13: "The Politics of Assessment: Past and Future"

1. Past:
   - A. In the 1970's, when the author took up the design of the Cal State University test, there were few people who knew anything about holistic writing assessment. Most were at Educational Testing Service (ETS).
   - B. Most teachers perceived the movement into holistic grading a fad, an attempt to resist the many multiple-choice tests and the negative grading of student papers.
   - C. In one decade, by the early 1980's, most English departments said they used holistic scoring.
   - D. Two of the multiple-choice tests that did the most to promote holistic scoring were the TSWE (Test of Standard Written English) and the CLEP (College Level Examination Program).
     1. The TSWE is still a part of the SAT test score. It is a fill-in-the-bubble test to measure correct English writing ability. It, in fact, measures the ability of the student to identify the dialect of the white upper-middle class in America.
     2. ETS has plans to phase out the use of the TSWE in the SAT and does offer a direct writing assessment for added validity.
     3. The CLEP, smaller than the TSWE, was needed for college if a student wanted to place out of Freshman English. The CLEP grants college units in writing if the student can score high on this multiple-choice test that measures writing without writing. Today, the CLEP has been modified to include writing and holistic scoring.
     4. Holistic scoring and essay tests became the answers to these ETS tests that purported to judge writing without any writing taking place.
     5. Out of these debates came the Freshman English Equivalency Exam in California, now 30 years old.

2. Holistic Scoring (Page 281)
   - A. Holistic scoring gives normally solitary English teachers a time to come together to form a community, to discuss, debate, and share opinions about writing. These discussions change the teaching of writing in the classroom. Teachers become confident, organized, systematic in their teaching and grading of writing in their own classes. It is the most significant in-service training available for writing teachers.
   - B. Problems with holistic scoring:
     1. Validity (that a test measures what it says it measures). The claim is that direct writing samples are more valid than multiple-choice exams because they measure the real thing. It is not exactly the real thing because real writing is intrinsically motivated while writing for a test is not the student's own topic and involves time pressure. But it is writing unlike multiple-choice tests, albeit limited real writing.
     2. Weak-question development can lead to validity problems.
     3. New questions should be developed carefully and constantly by a committee, and this committee should have new members regularly.

4. Reliability - the fairness of a test - is a problem for holistic scoring. One holistically scored failed test result is not reliable enough to say that the teacher of a passed English class has low standards. It is probably closer to say that the multiple measure of the teacher is more reliable than the one exam score.

3. Teaching and assessing writing in the future: (Page 289)
   A. Essay tests will continue; they are active not passive. But they do not measure what is taught exactly, they measure a first-draft writing; what is taught is writing as process.
   B. Portfolios reveal more closely writing as a process and so are preferable as a measure. Monies for essay tests seem to be going to portfolio assessments. Portfolios require two steps: the collection of writing activities and the assessment of those activities. The collection of writing activities, what, when how they will be collected is new, but the holistic scoring of them is not. Scores for portfolios are valid in that they measure what they say they will measure, writing as process, and as such are more valid than essays. Portfolios must also be reliable and score all students fairly.
   C. The future is likely to see debate between educational (teacher) and institutional (administrative) goals for assessment. While portfolios seem to mirror educational assessment goals, they will not catch on unless they can be molded to fit with the institutional assessment goals with quantifiable measures. The author states that, when he is pessimistic, he sees portfolios in the classroom but multiple-choice for placement in the future of educational assessment. Large-scale essay tests, the author believes, will be the middle ground between multiple choice and the portfolio.

Summary/Conclusions of *Teaching and Assessing Writing:*

Having been involved in the process, design, and implementation of the assessment of direct writing at Mt. SAC (the AWE) for the past four years, it is reassuring to now step back and take a detailed look at the process we went through. I see that we conducted ourselves professionally and collegially and established a writing community that gave birth to our direct writing instrument. Professionalism and collegiality are the two key concerns, and are the places where programs fail. At Mt.SAC the process that our writing community went through was mirrored in Dr. White's listing the pitfalls of direct writing assessment.

Statistics, an important pitfall the author details, were and will be difficult for us to attain.

As a campus developing a direct writing instrument, we were not different; we were not trailblazers in the field. We tumbled into some of the pitfalls and skirted others. But we endured the process that is necessary for any institution to succeed.

Of course, these readings will be of use to me in other venues besides the Mt. SAC placement test. In my classroom, I intend to apply the concepts of writing assessment to my speech students, as well as my writing course students. As well, my departmental program review will be colored by this reading. Dr. White suggested some ideas for evaluation that I take back to my department, especially for program

review. When the time comes for me to be chair and I interview prospective teachers, my interview techniques will include assessment of the applicant's attitudes, exams, and syllabi. Additionally, these readings have painted a picture of why, as I took part in reviewing our AWE, I felt a conflict of interest; here I have learned that outsiders, someone not directly involved, should be the lead reviewer.

Knowing the past of writing assessment gives perspective on the present and future.

B. Holistic Writing Assessment

2. *Writing Assessment: Issues and Strategies,* Karen Greenberg, Harvey S. Wiener, Richard A. Donovan, Longman, Inc., Copyright 1986

Writing Assessment: Issues and Strategies

Longman, Inc. Copyright 1986
Karen L. Greenberg
Harvey S. Wiener
Richard A. Donovan

Writing Assessment: Issues and Strategies is a compilation of articles about writing assessment by authors from around the nation. Some of the contributors are professors who have expertise in writing assessment, some administrators, some researchers, some psychologists, and some testing specialists from such differing locales as universities, colleges, professional testing services, and professional organizations. The first four chapters are a history of ideas in writing assessment from colonial America to China. The second four chapters are about the nuts and bolts of testing writing. The last four chapters present research on writing assessment.

The collaborative editors are all from CUNY and served as Co-Directors of The National Testing Network in Writing

Chapter 1: "The Past--and Future--of Writing Assessment"

Andrea A. Lundsford
(Pages 1-10)

1. The history of writing assessment begins when Harvard instituted a written exam in the form of an English composition. Out of a need to standardize writing assessment, the first National Conference on Uniform Entrance Requirements was held in 1894, over 100 years ago.

2. In 1911 there was a revolt by teachers and professors against the reading lists upon which the Ivy League schools' entrance writing exams were based. This protest brought about the National Council of Teachers of English, NCTE.

3. The first exams were oral, not written
   - A. The oral university exams at Bologna in the 13th century are an example.
   - B. These ancient first forms of assessment tools survive today in the form of defending the Ph.D. thesis.
   - C. In the 18th century, courses and exams were orally based, with writing done only secondarily, as a means to the end. This form of testing had advantages:
     1. It was interdisciplinary
     2. It unified theory and practice
     3. It presented a unified, collaborative learning model.

4. So what happened to these exams of the 18th century? How did they come to be so non-interdisciplinary, non-unified and uncollaborative? The author points to four probable reasons:
   A. A rapidly increasing enrollment.
   B. A rapidly increasing body of scientific knowledge.
   C. The trend toward specialization, which was the precursor to narrower disciplines and departments as we have today.
   D. A growing emphasis on writing and a shift from oral to written in assessment.

   In sum, teachers were forced to evaluate their growing student body in an increasingly scientific world and in increasingly specialized subjects. Hence came the fall of the collaborative, integrated model of oral testing. Testing, in a word, became written by the end of the 19th century, with a move from the art of public speaking and rhetoric to the appreciation of literature in English departments across the country.

5. In the old system of oral evaluation, there was a mingling of purpose, a relationship between language, thought, and belief. With the new emphasis on written evaluation, writing became something to produce, a product that was "correct" or "incorrect" in arbitrary ways.

6. In sum, the 20th century has seen the death of the writing assessment tools based on the Harvard reading lists, the move from essay to objective more efficient tests, the revolt against only objective tests to assess writing, the attempt to create writing tests that are both valid and reliable, and the recent proliferation of direct writing assessment. Below is a time line that details the history of writing assessment in America:

1300's First Universities Established Assess Orally	1873 Harvard Reading List Based Written Assessment	Late 1800's through Early 1900's Assessment not Based on Harvard's Lists	Early 1900's The Move to Objective Tests (Multi Choice)	Revolt Against Objective Tests	Mid-1900-Now Proliferation of Valid, Reliable Direct Writing Assessment

7. Does this past point a direction for the future? The first question for the future deals with the association between speaking, reading, and writing:

   A. The author notes that most writing is related to or associated with speech or has links to reading. Therefore, to assess them separately, as we do when we assess reading, writing, and speaking with different instruments, seems removed from reality.

1. Even objective tests that test writing are not truly objective. They test memory more than writing.
2. Many writing sample tests may test reading more than writing if two or more topics are offered since students must first critically read then select a topic.
3. Can we find a way to test reading, writing, and speech that is valid and reliable?

B. The second question for the future deals with what kind of learning model our tests should reflect: collaborative?

C. The last question the author points up is that voice-activated computers will have as much impact on the process of writing as the printing press did in Gutenberg's time. Assessment will be and must be affected by computers. The author cites the example of a teacher who logged on at 2:30 a.m. to do some work and got instant "help" messages from students who were working on an assignment. She was able to collaborate with them about their writing. I myself have experienced this new mode of instruction via computer, which opens up the lines for communication for just-in-time learning that did not used to exist. This seems to take us back in time to a more integrated learning model involving reading, writing, and speech.

D. An additional note deals with how the computer with spelling and grammar checks may make writing instructors see that writing is not mechanics: it is content and organization where students have problems.

To conclude the comment on the future, assessment will certainly be affected by computers and all the implications to instruction that come with them. The future may help us return to pick up the best of our past assessment systems that were more integrated and collaborative.

Conclusions/Personal Insights

As I stated above, I have personally seen the future of writing instruction to come as it is affected by computers. Assessment is going to be affected by computers as instructors and students learn to focus on content and its organization instead of mechanics. I will look to implement new assessment methods in my classroom that reflect this shift in instruction. Creating a time line of the history of assessment provided me with much-needed background knowledge.

Chapter 2: "Literacy and the Direct Assessment of Writing"

Stephen P Witte, Mary Trachsel, Keith Walters

(Pages 13-34)

In chapter two the authors hope that a review of the history of the relationship between literacy and direct writing assessment will help modern-day writing assessors answer the difficult problems they face regarding literacy.

1. The institutions of higher education in this country were founded, first, because of the need for the society to be literate enough to read the Bible and, therefore, be good religious citizens and, second, for the society to be literate enough to be good political citizens thus ensuring the survival of the democratic state. The colonial ideals which established the early school system as early as 1647 still survive today.
2. The authors note that, historically, literacy has been equated with education and illiteracy with ignorance, ideas which are still encountered today. Literacy, reading and writing, is more than an academic subject; it opens up a world of ideas communicated by the written word. Its importance necessitates a study of literacy to improve education and its assessment.

3. The authors give a brief history of writing assessment that I have illustrated on the time line. A new detail, however, is that in Boston public schools in 1845, the use of writing changed from one of literary value used to comment solely on a list of revered writers, such as Shakespeare, to a medium used to demonstrate knowledge of content areas such as physics. Writing became the expedient mode of assessing student academic performance. Many educators of the day expounded upon the advantage of written assessment over oral assessment, saying it is more thorough, impartial, more just to pupils. These early educators were actually under the assumption that writing reflected thought directly. They were, in actuality, measuring how well a student could express knowledge, not the knowledge itself.

4. By the late 1860's, the new field of statistics began to question whether the then current methods of evaluating writing were reliable.

5. When written exams were first used to assess writing ability, not knowledge of content, the raters were those who were textbook authors, English professors, psychologists, and gifted teachers. They were viewed as outstanding evaluators of good versus bad writing. This occurred around the turn of the 20th century.

6. M. B. Hillegas, in his 1912 article, "A Scale for Measurement of Quality in English Composition By Young People," *Teachers College Record* 13.3:331-84, proposed the first attempt to judge the quality of writing using a number scale. The trouble was it was actually believed to have measured the individual as well as his writing. The sample writings at the lower end of the scale (1-4) involved nonsense syllables, lists of color words, and barnyard animals, writing done by just the sort of people that educators of the day thought were far from the academic world. On the other hand, the higher scores of 8-10 were samples from literature, which involved a writer who had time and money to know the arts, history, and literature.

7. In 1910 "new-type" exams were the first to promote indirect measurement of writing ability, the forerunners of modern objective tests. These tests were born out of the desire to separate the measurement of knowledge from the measurement of writing ability.

8. During the 1920's to 1930's, these new-type tests became popular. They were expedient and economical and appeared to provide a solution to the problem of reader subjectivity. These tests treated writing as a series of discrete mechanical skills.

9. One of the first to question the validity of these objective tests was A. Huxtable of Los Angeles, California, in her, "Criterion for Judging Thought Content in Written English," *Journal of Education Research 19,"* (1929): 188-95. Here she proposed a scale to measure the quality of thought in the writing and not just the discrete mechanical items that objective tests assessed. The problem was that she supported her scale with sample papers that did not address the question and revealed her own preference for writing samples that revealed a knowledge of literature, the arts, and history just as her predecessors.

10. As the use of the new-type test continued, critics argued that it fostered teaching to the tests and memorization of facts. The new-type tests lacked critical thinking.

11. During the 1950's to 1960's, much work was done to increase the reliability of objective tests.

12. However, one study, done by Jim Stalnaker, "The Essay Type of Examination," *Education*, 1951, 495-530, revealed the discontent with the new-type objective exam. Stalnaker had begun to express what many educators felt literacy meant, not just a reiteration of facts gathered out of experience in society but a way of dealing with the environment that allowed for growth and understanding of the world and to interact productively.

Conclusions/Personal Insights

I feel that a just as adequate title for this chapter would have been "What is Literacy?" Classroom instructors, writing programs, and assessment programs must look at the assumptions about what literacy is that are reflected in their classroom assessments, program assessments, and placement assessments. I will be careful to reflect what literacy is in my own classroom assessments. This will in part assure more valid assessment instruments within my own classroom.

With the added information about the history of assessment of writing, the time line I presented in chapter 1 becomes more detailed.

Chapter 3: "Why Do We Test"

Marie Jean Lederman

(Pages 35-43)

A look at the history of why we test can bring historical perspective to why we test today.

1. Beginning in ancient, prehistoric times, the first kinds of tests were *rites de passage* or coming-of-age tests, which signaled a man or woman's passing into adulthood as members of that societal group. This test took on the form of the values of each differing group. The author likens these *rites de passage* to some schools' rising junior tests wherein wanna-be juniors must demonstrate mastery of a certain set of skills so they can be part of the group of college juniors and seniors.

2. Another one of the first kinds of tests sought to sort people so that the best could be chosen to do certain important tasks. The Chinese in A.D. 1370, had a written exam to select government positions like our own civil service tests:

   A. These writing tests utilized a double-blind reading with papers going to a third reader if necessary. Any prejudice based on penmanship was eliminated by the re-copying of all the students' exams by bureau of examination copyists. This question of how the quality of the students' writing affects the score given by the reader comes into play today at reading sessions.
   B. Recopying of the Chinese essays also assured anonymity, thereby not influencing the judges. Today, schools strive in many ways to keep the identity of students secret to readers.
   C. The Chinese worried that an imposition of specific format directions of, for example, five or eight paragraphs with no more than 1,000 words, would stifle student creativity. We still belabor this question today as the Chinese did in A.D. 1370.

   D. Another debate in modern direct writing assessment is how often should students be allowed to retests. In China in the 19th century, students were allowed to take the test 20-30 times, some at the age of 80 or 90 trying to get that degree.

   E. In China, for these direct writing civil service exams cheating was a concern; police examined testees.

   F. Equality, disproportionate impact in modern terms, was a problem for China in the 17th century as it can be now. The written system favored the sons of the rich. Testing programs worry about this aspect nowadays as well.

3. One of the first scoring scales was done by Reverend George Fisher in 1864 of Greenwich, England. On his Fisher scale one was the best score, five the worst. The reader need only match the paper with a set of anchor papers to come up with a score. This Fisher scale sounds very much like many modern-day rubrics.

4. The multiple-choice format of objective testing became popular after WWI. Colleges and universities used it widely where before they had used direct-writing essay assessment.

5. In 1947, Educational Testing Service, ETS, was founded by the major groups involved in testing: The American Council on Education and the College Entrance Exam Board. Through ETS, the multiple-choice test has become firmly entrenched and is seen as the norm so much that a renewed call for direct writing testing seems revolutionary. In fact, however, essay testing was the norm longer than the half century or so of multiple-choice testing dominance.

6. An experiment done at Florida International University by L. R. Cramer, "Testing Multiple Study Choices," *Psychology Today* May 1984; 17, supports the fact that writing facilitates learning. Students in different groups were told to expect different tests: One group was told multiple choice, another short answer, another essay. Ultimately, all students received the same test. The students who were told essay did better on the test. The conclusion was that writing done while studying for exams seems to aid in the recall of information on multiple-choice tests.

The author concludes by saying that test administrators and writing instructors must ask themselves what skills their students need to survive in the world of work. Tests should be the *rite de passage* to success in that world.

Conclusions/Personal Insights

The Chinese examples that the author cites were extremely interesting to me as the facilitator of the AWE at Mt. SAC. In this capacity, I asked myself the same questions that the Chinese did over 600 years ago! Learning this and taking into account what I found as I traveled to other schools and observed other facilitators and readers grappling with the same issues, I realize that these issues are inherent to the task of assessing writing directly; any institution that conscientiously undertakes this job will have to ask and answer these basic questions if the assessment program is to be reliable and valid.

Chapter 4: "A Personal Statement on Writing Assessment and Education Policy"
Rexford Brown
(Pages 44-52)

The author describes his discoveries regarding writing assessment while serving as a professor of English and then while working for the National Assessment of Educational Progress. He felt different pulls from each side. English department members considered him a turn-coat for serving as a testing administrator. On the other hand, testing administrators would not listen to his experience as a teacher. Assessment is seen in two very different ways by these two groups, which must of necessity, be involved with assessing writing on any campus. The administrators/statisticians make it a numbers game; everything reduces to a number. The educators can not come up with a way to quantify writing improvement. In his experience, he recommends that these two groups must work together, respecting their differing assessment needs, to reform assessment.

Conclusions/Personal Insights

Hearing the author articulate the differences between test administrators and instructors lent credence to our experiences during the development of our direct writing placement instrument at Mt. SAC. At times it seemed various committee members were speaking a different language, but we worked hard to understand the needs of all the differing departments.

Chapter 5: "Pitfalls in the Testing of Writing"
Edward M. White
(Pages 53-78)

This chapter has already been summarized as it appears as Chapter 9 in Edward White's book *Teaching and Assessing Writing*. Curiously, Edward White personally told me that he wrote the chapter for this Greenberg book first and then included it as Chapter 9 in his book two years later. This text took so long to be released that the "Pitfalls" chapter came out first in his book two years later.

Chapter 6: "Writing Samples and Virtues"
Daniel Fader
(Pages 79-92)

The writer, an English professor and Chair of the English Composition Board at the University of Michigan, gives the virtues of the last seven years of administering the freshman placement test at the University of Michigan.

1. The virtues:
   - A. The most virtuous of virtues is that the writing is there; it speaks for itself. It is in hand.
   - B. The second virtue that he and his colleagues have found is that a homemade writing test has "propaganda" value. Everywhere from the legislature to the rural school districts they have had nothing but praise, respect, and support for their writing sample.
   - C. A third virtue is that the faculty think they have seen an improvement in the writing of incoming students. It appears that since high school and junior college teachers could no longer teach to an SAT or ACT test for college admission, they had to teach, assign, and grade more writing since that is the only way to prepare their students for a direct writing placement test.
   - D. Because the University of Michigan gave seminars on the new writing sample assessment instrument, a network of those involved in teaching writing in Michigan has grown to form an articulated writing program across the state.
   - E. At the University of Michigan, it seems that a year after the writing sample was institutionalized, more teachers in more subject areas felt that teaching writing was their job, not the job of only English faculty. Huge amounts of faculty from across the campus attended workshops on "How to Write and How to Teach Writing Better Than You Do Now." Instructors across campus wanted help on how to assess writing.
   - F. The writing sample is a symbol of how important the university feels writing is.
   - G. Perhaps the greatest virtue is that having a writing sample fosters continued dialogue about what constitutes good and bad writing.
   - H. Before and during construction of the test, surveys were taken across the departments on campus regarding what teachers wanted to see in their students' writing. Faculty campus-wide responded that organization and argument of the material was more important than mechanics.

2. The reasons why writing samples are not used more despite all their virtues:

   A. The mistaken belief that testing writing components is the same as testing writing directly.

      This also leads to the high school students' idea, based on how writing is tested, that "inspiration is more appropriate to breathing than to writing."

   B. Perceived cost.
      The cost of assessing student writing via objective test is much higher; students, both good and bad writers, who repeatedly take these tests come to believe that writing is a set of grammar rules which must be memorized rather than an inexact art that needs to be practiced. The cost of reeducating such students about the real value of writing in college is much higher than administering a direct writing assessment.

   C. The misunderstanding of benefits:
      The benefits of the large expenditure of money on a writing sample are not completely understood. Some benefits include: 1. Clear articulation of the writing criteria to the writing faculty and their students, 2. What good writing is and is not is clear to all involved, 3. Teaching is viewed as the students gaining the criteria not demonstrated in his or her sample, 4. The sample illustrates the strengths and weaknesses of the students' writing so that the student is placed where he or she will be taught what is needed, 5. Students learn that writing is a means for discovery as well as a tool for communication, and this realization is worth the cost.

3. Example prompts from The University of Michigan and the College Board:
   The author gives examples of prompts from the College Board test for high school juniors and seniors compared with his University of Michigan placement test. Both prompts are of the same length, 22 lines, but the College Board test devotes 17 lines to directions and five to content, whereas the Michigan test devotes the opposite, 17 lines to content and five lines to directions. The author concludes that more detail about content should be given to students and less direction.

Conclusions/Personal Insights

As an instructor, I find it easy to understand the virtues of the direct assessment of writing. I have seen the advantages of the students understanding that writing is a means of self-discovery and not just a group of arbitrary rules. As an instructor who had the added responsibility of test development, I heard the misunderstandings of such a test from many across campus. Perceived cost seemed to be the excuse on our campus for not embracing direct writing assessment. This chapter's added details about virtues that far outweigh cost are worthy of mention on our campus.

Chapter 7: "Beginning a Testing Program: Making Lemonade"
Kenneth A. Bruffee (Pages 93-108)

The author became a member of the twelve-person Chancellor's task Force on Writing which was charged with the responsibility of testing 180,000 CUNY students a year in writing. They were starting at the beginning with nothing in place, just a mandate to enhance the reputation of the university; the reputation had been damaged by six years of open admissions. The Board of Trustees of the City University of New York wanted, also, to ensure that students who entered upper-division classes were ready.

The task force members found themselves empowered, inspired, and able to do the task. As they began, they soon realized that their decision to test incoming students held ramifications for the New York City high schools. Because of their decision, an evaluation of the New York City high school system was in play. The test enabled the task force to make decisions that improved the quality of education at the post-elementary level, which its members found exciting.

The author reveals several bits of wisdom for those beginning a testing program:

1. Decide to institute a testing program if the consensus is there.
2. Hand the responsibility over to faculty as soon as possible with a clear, concise, short mandate.
3. Warn the faculty designers that complaints will be many. No test is perfect.
4. Say "no thanks" to others who say their test is good. Each place is different and must design its own test.
5. Know that no test tells "the truth." At best, it is only approximate. Some will feel it is not enough while others will think the opposite.

Conclusions/Personal Insights

The opinion and experience of the author hold true here at Mt. SAC. When we decided to institute a writing test, there were ramifications across campus on many fronts that were never foreseen. Advisors and counselors had questions and concerns. The English department had to rearrange English 67 and 68 sections. Programs experienced lulls in student eligibility. Students were confused. There were ramifications in high school districts that serve Mt. SAC; high school counselors and teachers needed information. They could no longer assume a multiple-choice college entrance test. The original short-term goal of the test design was to better place students in classes that would promote success instead of failure. Although at present there is a lack of statistical data to prove this goal has been met, there is a general feeling among English faculty that it has. A farsighted benefit that was never articulated in committee and was beyond our wildest dreams has been attained; it has promoted a sense that writing is important, it has supplied a venue for faculty to discuss writing on a regular basis which has begun to affect classroom instruction positively. There are, I am sure, many benefits that we have not yet discovered.

I only wish we had known of the five points the author outlines in this chapter at the beginning when we began to make assessment lemonade. It would have saved lots of anguish and relieved insecurities during test design. But knowing now helps to understand the process we went through and to vindicate our experiences.

Chapter 8: "Testing Black Student Writers"
Roscoe C. Brown, Jr.
(Pages 98-108)

The author begins by stating that tests must be free of bias, and results must be used fairly. He cites a number of 1970's court cases which made standardized tests open to public scrutiny for the first time in history and which sought to make standardized testing bias-free and non-discriminatory.

There are three types of test bias: due to content, due to norms, due to the testing situation.

1. He gives several definitions of test bias; the general idea I summarize:
A test is biased if it consistently produces a lower or higher score for a sub-population.

2. Time and test anxiety and their effects on aptitude tests such as the SAT are discussed. The author states that because test anxiety, brought on by a fear of failure, is more prevalent among minority examinees, these tests may be expected to disproportionately impact minority students.

3. The writer lists several characteristics of black writing: free association; redundancy; quotations and misquotes; sermonizing and moralistic tone; biblical references; word choice; use of metaphor; and use of proverbs, maxims, and aphorisms and cliches. He states that these features appear in an average of 56.6% of black writing while an average of 13.8% appear in non-black writing. This study was undertaken by the University of Houston's Delsey Noonan-Wagner, "Black Writers in the Classroom: A Question of Language Experience, Not Grammar," *ERIC Clearinghouse on Tests, Measurement, and Education* (1980).

To conclude the discussion on testing black writers, the author states that people judge people based on their language; therefore, we must watch the testing process carefully and closely examine it for fairness to minorities.

Conclusions/Personal Insights

Certainly it would seem that testing programs, instructors, and writing sample readers must be aware of these stylistic traits to prevent any prejudice they might cause.

As a linguist, I had never before seen a list of features of black writing. Out of curiosity, I discussed these features with my colleague who is an expert in black English. She revealed to me that she had never before seen such a list. As we discussed our experiences with black writers, we were able to come up with examples of each and agreed with each of the listed features. These would be of interest to the AWE readers on campus as well.

Chapter 9: "'Objective' Measures of Writing Ability"
Gertrude Conlan
(Pages 109-125)

This chapter is organized around false, yet commonly held, assumptions that people in general make about objective tests:

1. Multiple-choice means objective.
2. The test designer can choose multiple choice or essay questions, not both
3. Any essay test measures writing better than a multiple-choice test.
4. All multiple-choice questions that test writing ability are alike; there is nothing new under the sun in the world of multiple-choice tests of writing ability.

The objective test:

1 No objective test is truly objective since it is put together by people who have opinions. The amount and type of questions allow subjectivity to enter.

2.. The term objective suggests that other tests are not objective and, therefore, are not fair and perhaps are invalid and unreliable.

3. Objective refers to the method of scoring not the test itself.

4. An objective test is one that can be scored by machine or by people who do not need to make judgements about right or wrong answers.

5. The English Composition Test (EPT) is a 20-minute essay and part of the College Board Achievement Test for college admission. Each December, 85,000 essays must be scored twice at a cost of approximately $500,000. This subjective writing test does not have the same potential for statistics that multiple-choice tests do. But high school teachers across the country know that statistics are not as important as the message a writing test gives about how important writing is. It affects their teaching and their students' learning.

6. The four kinds of test validity:
   A. Predictive validity: the ability to predict success in a writing course.
   B. Concurrent validity: the ability to predict success on other tests of writing skills.
   C. Construct validity: the ability to measure writing competence.
   D. Face validity: the ability to measure skills teachers think important to writing.

7. Multiple-choice tests lack face validity. Conversely, face validity of essay tests makes people think it is the only way to measure writing ability.

8. The inclusion of any writing on a test does not automatically make it better. It must be a valid, reliable writing tool.

9. Multiple-choice tests are usually more reliable than essays but not as valid. Multiple-choice tests must have validity, must measure what is intended.

10. A multiple-choice test must be valid, reliable, and in concurrence with the program's goals, values, philosophy, and curriculum.

11. A test which contains multiple-choice and essay is best because the multiple-choice section can offer some fairness if by chance a pre-tested prompt goes wrong and by increasing the amount of information collected to base a placement on.

12. There are many kinds of multiple-choice tests. Multiple-choice tests are usually thought of as asking the student to find an error. They usually deal with the sentence but do not have to. Multiple-choice questions can ask about organization and development in writing, but they are at risk for becoming reading tests, not writing tests. Some alternative types of multiple-choice tests:
    A. Choose the better of the statements that is more clear and unambiguous.
    B. Choose the best word for the writer's meaning.
    C. Choose the sentence that has about the same meaning as this sentence.
    D. Choose the sentence that indicates the relationship between these two statements.
    E. Choose the statement that indicates the correct assumption/deduction about the writer. (This type shows the student's knowledge about how words can be used to make generalization and illogical opinions.)
    F. Insert these changes in the sentence and choose the number that is the best rewrite. (This shows if the student can say the same thing in different ways.)
    G. Select the number that indicates the illogical or unclear part of the sentence.
    H. Select the number that best clarifies the ambiguity in the statement.

The author concludes by saying that multiple-choice questions may be expanded and sophisticated but are still limited. The test maker's responsibility is to ensure as high a validity and reliability rating as possible and to reduce as much as possible the errors that are bound to occur in all assessment. This is best achieved by the use of a non-duplicated combination of a multiple-choice section and an essay section.

Conclusions/Personal Insights

This chapter offered many useful insights into objective versus subjective tests and what they actually are as opposed to what people think they are. In the future, I will be able to choose my words carefully when addressing the subject and will be able to speak to the topic when necessary. As well, the author gave many exceptional examples of unique writing test questions that can be used in my classroom and on other writing tests which I may design.

Chapter 10: "Testing ESL Student Writers"

Sybil Carlson and Brent Bridgeman
(Pages 126-152)

This chapter presents the issues of assessing ESL writing and the research findings:

1. The reading of ESL writing samples must be done by readers that possess an "expanded definition" of writing competence, not the traditional definition. However, just because the ESL writer has communicated does not excuse the errors. The teaching of writing to ESL students must be less grammar based and more functional.
2. Error gravity needs to be studied. Which ESL errors are perceived worse and which ones are not as important?

3. It has been revealed that most important to instructors at university campuses are the receptive language skills of listening and reading; writing is thought to be a secondary skill. Students, however, feel writing is most important.

4. Studies generally indicate that writing sample readers note grammar errors in poorly organized writing and tend to ignore errors in well-organized writing.

5. Studies have shown that ESL students, even very advanced ESL students, generally organize their writing as if they were writing in their first language. As readers and teachers find organization the most important, ESL writers are perceived to be worse writers.

6. Before the author designed a writing program, a survey of perceptions of writing ability was submitted to 190 departments at 34 universities with high enrollments of non-native students in the US and Canada. The findings are summarized below:

   A. Writing skill is important in college but more so after college.
   B. All departments required writing of first-year students.

   C. Descriptive skills in writing were important in the engineering, computer science, and physics fields. Skills in writing argumentation were more important in business and psychology and less important in engineering, computer science, and chemistry.
   C. In grading writing, faculty indicated that skills such as organization, development, and content are more important than sentence-level characteristics such as punctuation and spelling.
   D. One-third of the departments surveyed reported using different standards for evaluating ESL student writing. Two-thirds reported using the same standards.
   E. Preferred topic types, as can be expected, varied from department to department.

To conclude, the survey of faculty clearly revealed much about ESL writing demands on first-year university students. Any ESL writing program must attend to these findings.

Conclusions/Personal Insights

Although the AWE Advisory Board considered and discussed the issue of using differing standards for non-native writers, ultimately we designed a democratic placement instrument that gives the same prompt and uses the same standards for native and non-native speakers alike. However, the Advisory Board, the American Language Department Instructors in particular, and Assessment of Written English readers should know of these findings that affect our students, as they have implications for course content.

Chapter 11: "How Do We Judge What They Write?"

Rosemary Hake

(Pages 153-167)

It is the opinion of the writer that the perceptions of the reader have gone unstudied for too long. The author has studied reader responses during reading sessions of compulsory essay exams for which the topic was personal experience or narrative in nature. His findings:

1. Pure narration topics produced essays that were not organized in an essay framework: thesis statement, support, conclusion. The topics which required the inclusion of narration but also some exposition required the student to state a thesis and support it.

2. As can be expected, readers graded the purely narrative papers differently than the essays that were narrative of personal experience but also included some exposition or comment on the experience. There was more variation, less inter-rater reliability, in the purely narrative essays, while the mixture of exposition and narrative produced reader scores that were more reliable.

The author concludes from his research that a personal experience prompt, to be as valid and reliable as possible, should include some exposition rather than be purely narrative.

Conclusions/Personal Insights

This chapter reveals much about reader reliability and purely narrative prompt choice. It stands to reason that prompts which ask the writer to reflect on the meaning of an experience will require more thought, development, and organization. The AWE rubric was designed to reflect such an attention to detail. Writers who reflect upon the meaning, or give some exposition with their writing samples, are more likely to place into the higher levels of English than papers that do not contain any reflection. For my classroom, these findings have practical application. Purely narrative topics generate less organized writing while narratives which require exposition are more
likely to be well organized.

Chapter 12: "Current Research and Unanswered Questions in Writing Assessment"

The purpose of chapter 12 is to explore the knowledge to date about writing assessment, the statistics that have been generated, and the various attempts to collect data about writing assessment.

There are three major variables for direct writing assessment: topic variables, writer variables, procedural variables.

1. Topic variables
   A. Wording - The research studying the influences of wording of the prompt -- whether it is in question form, contains "you", is cognitively demanding, or asks for highly personal to impersonal answers -- has yielded no statistically significant data. As long as a prompt is worded clearly, requires no specialized vocabulary or knowledge, and is appropriate for the population, small wording changes do not have an effect on the essay scores.

B. Subject matter -
   1. There are two rules for choosing subject matter:
      a. The subject must be of potential interest to the writer
      b. The subject must be of potential interest to the evaluator.
   2. One study for the Florida Teacher Certification Exam found that topics were unrelated to scores on the essays.
   3. It has been noted in several studies that the appropriateness of the prompt change; one prompt that is good for a certain population may be inappropriate for another.

C. Mode of Discourse - highlights of research include these findings:
   1. Most research indicates that differences in semantic complexity reflect differences in mode of discourse; narrative is less complex than argument.
   2. Writing is better if it is syntactically complex.
   3. Writing is better if it contains mature vocabulary, regardless of the complexity of syntax. (This research conflicts with other research in b. above.)
      a. Other studies show that length of the essay was significant to score.
      b. Future research should include investigation into why some people write longer and better essays on topics that omit or include certain information in the prompt.

D. Organization and wording of the prompt directives:
   1. The author conducted research on the directives and found that prompts that contained a moderate-level of rhetorical specification worked best to help writers achieve their best writing. (Full rhetorical specification is full information about purpose, audience, speaker, and subject.)
   2. Other research suggests that as audience specification increases, the quality increases; as purpose is more clearly delineated, writing quality decreases; writing quality is higher still when audience specification is highest and purpose is lowest and when purpose specification is lowest and content specification is highest. Writing quality is highest when audience is specified, content is specified, and purpose is unspecified.

2. Human variables:

A. Topic interpretation

Further research on how people read and interpret prompts is needed for the further development of writing assessment. Some findings:
   1. Different writers interpret writing prompts differently.
   2. Test makers and test readers agree on a prompt interpretation more than do test takers.
   3. Different writers will create different directives for a given prompt commensurate with the writers' stage of writing development.

B. Writer apprehension
   1. Not much research has been conducted on how apprehension affects writing quality.

2. One researcher reported apprehensive writers scored lower on personal narrative essay topics but experienced no effects on argumentative essays.

3. Procedural variables:
All testing conditions are unique but must seek to limit reader bias.

To conclude his chapter on research, the author states that the research that has been done indicates that the issues involving assessing writing are not always empirically verifiable. Future research must endeavor to understand the nature of the writing process.

Conclusions/Personal Insights

This chapter points out the fact that research on writing assessment is difficult to design and statistics on writing assessment are difficult to collect. Even experts in the field have a difficult time coming up with statistically significant findings. I do recognize, however, that Mt. SAC has potential for research.

C. Teaching Writing to Non-Native Speakers - -

Decoding ESL — International Students in the American College Classroom,
Amy Tucker, Mcgraw-Hill, Inc. 1991

Decoding ESL — International Students in the American College Classroom,
by Amy Tucker, 1991, Mcgraw-Hill, Inc.

Introduction

I chose to read a book on teaching writing to ESL students because ever since I began teaching, my interest and, therefore, my emphasis, has been in oral language development. However, at this point in my career my interest has expanded to include writing as well. Much of this new interest was brought about by my involvement in Title III and the development and institutionalization of the AWE. I felt a need then to become reacquainted with the concepts and terminology of the writing field I learn in college and to become familiar with the updates in the field.

The author is an associate professor of English at Queens College campus of the City University in New York (CUNY). She teaches writing and American literature and directs the ESL Composition Program at Queens. She is co-author of *The Random House Writing Course for ESL Students* and *Forms of Literature: A Writer's Collection* (Random House). She has also published articles on composition, literature, and art history.
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Organization

While reading *Decoding ESL*, I took notes to outline the main ideas of the chapters. In addition, a number of useful categories beyond this basic outline format presented themselves. Therefore, in addition to the outline notes on the chapter, I have included notes of interest in these general categories:

1. Language Notes (notes of interest about particular languages and language families)
2. Linguistic/Cultural Notes (notes of interest about language in general)
3. Key Terms (words to remember)
4. Research Cited (interesting research facts)
5. Classroom Implications/Applications
6. Summary

Pulling these ideas out of the outline format and placing them in separate categories helped to make these notes more useful. Please note that not all chapters include each category.

Part I: Cross Cultural Literacy: What do readers need to Know?

Chapter 1: "On First Reading"

The main theme of Chapter 1 is a reflection on the writings of two Persian-speaking students. The author uses a few examples from two art expositions in New York at the time of writing Chapter 1 (1987) to expound upon what nonnative students need to know. She reads the students' text in light of the politics and the art exhibits of the time. After interviewing each student personally, she finds that she "read" between the lines, decoded the ESL on the page, inappropriately; her decoding reflected her own westernized ideas of the culture and traditions in Iran, Afghanistan, and Pakistan. This study is her example of how a reader can be and is biased by language and by culture toward the words on the page.

At last, the author purports that teachers in the ever-growing multi-cultural classroom should strive for cross-cultural literacy by discussing and entertaining different interpretations of international texts in class instead of complaining about the in-class behavior of nonnatives and their lack of language sophistication. Ultimately, looking at our cultural habits, especially in this the composition classroom, through the eyes of another can develop a sharper image of self.

In Chapter 1, to make her point that everyone must edit when writing and when decoding the writing of nonnative speakers, the author discusses her initial decoding of two Persian-speaking students' writing. Later, in Chapter 2, she rereads and reinterprets the same two students' texts with new eyes. In Chapter 1 she makes these discoveries:

1. Her decoding was influenced by two art exhibits in New York at the time (1987): Suleyman and Matisse.
2. Her decoding was also influenced by the works of Salman Rushdie.
3. She finds that decoding is deeply influenced by the social and political context of the writing.
4. The author makes her point many (many) times drawing comparisons between the art in these exhibits, her students' writings, and her decoding of her students' writings. (It became obvious in this chapter that the author has expertise in art.)

Chapter 2: "Rereading Chapter 1"

In Chapter 2, the author, a year after decoding the students' essays in Chapter 1, has occasion to interview the two Persian-speaking students from Pakistan. In light of their own interpretation of what they wrote, she finds out her decoding was not correct in many ways:

1. She finds that the young man who wrote about the topics of a family member's responsibility to his/her ancestors had taken his points and his experiences from the Koran not, as she had assumed, from being involved in major strife while immigrating from The Soviet Union, to Afghanistan, to Pakistan.

2. The author is told by her second writer, a Persian speaking young woman, that the writer imagined the romantic narrative she wrote in a style after the Barbara Cartland novels she so avidly read at that time in college, not as a result of having experienced such an affair.

Chapters 1 and 2, which attempt to point out how difficult it is to decode the writing of other cultures while operating under the codes and assumptions of another culture, are filled with myriad references to the Suleyman and Matisse art exhibitions and the works of Salman Rushdie. The author obviously enjoyed these very much. She believes that the Matisse exhibit, while beautiful, was not as intriguing and compelling as the Suleyman exhibit. Yet the Matisse exhibit received grand reviews from professionals as well as nonprofessionals. The author thinks this is because it is easier for Westerners to interpret Western art, as with Western writings, than it is to interpret Eastern art, which is so culturally, socially, and politically different.

Chapter 1: Summary

So, *What do Students Need to Know?* They need to know the language as well as the culture. Furthermore, while learning these, the nonnative, as well as the native reading international texts, must learn to see the world through another's eyes. Decoding writing is fluid. Interpretations can change relative to perspective, time, history, place, and culture. Please note that I make the following notes on Chapters 1 and 2 together because they deal with the same topic, Chapter 2 being a reinterpretation of Chapter 1.

Chapters 1 and 2: Language Notes

1. A Chinese student expressed an opinion that composition in both Chinese and English should be clear, with strict grammar. However, the difference between the two is English is more direct and Chinese is indirect (page 6).

2. A Korean student thinks that a good essay has honest opinions. But the difference is western writing is more logical in its descriptions, whereas Eastern writings are more speculative (page 6).

Chapters 1 and 2: Linguistic/Cultural Notes

1. Topic, support, conclusion formula for paragraphs seems cold, logical, systematized, and too direct in many nonnative students' eyes (page 7).

2. American composition classes make greater demands on nonnative students because they are required to not only interpret the language but also the culture (page 8).

3. Students do not speak out in class because of a lack of confidence in their language ability as well as because of differing cultural norms; in many of the world's classrooms, students listen and write and never speak (pages 8-10).

4. Acculturation works both ways. Teaching nonnative students affords the opportunity to teach and learn of differing cultural ways. It offers the instructor, as well as the students, a chance to grow and learn (page 39).

Chapters 1 and 2: Key Terms

1. Cross-cultural literacy - the result of having interpreted and understood international texts (page 25).

2. Original intent - what the writer tried to say but did not quite communicate clearly. The reader speculates at the readers meaning (page 29).

3. Coda - an additional remark about something already addressed, an addendum (page 31).

4. Inter-language - the language nonnative students speak and write which is a mixture of language one and language two and culture one and culture two, which will in time be a true second language (page 31).

Chapters 1 and 2: Research Cited

Of interest are two studies that the author cites that debunk the idea that nonnative speakers hold their own and perhaps excel in math classes while their English is poor and lacking. I quote selected sections of those studies here. The first is George S. Cheong's, *A Cursory Comparison Between Chinese and English on Precision."* From *Elementary English* 49.3 (1972): 341-348:

"In other words, the structure of mathematical expressions is utterly foreign to Japanese, and it can be inferred from this that mathematical expressions are not independent of nor neutral among natural languages. This is easily understood if we recall the fact that current mathematical expressions were modeled in Europe on European languages in the sixteenth to the eighteenth centuries. As the expressions become more complicated, this discrepancy between Japanese and the expressions is aggravated, and it constitutes a serious obstacle for Japanese students in the way of learning advanced mathematics." (page 9)

The second study of interest is from White and Pollack, *The Cultural Transition: Human Experience and Social Transformation in the Third World and Japan,* Boston: Routledge, 1986:

"It revealed that making mathematics one's own can be as culturally dependent as learning literature or history, and not only at the linguistic or symbolic level. The apparent ahistoricity and aculturality of mathematics is a fiction of an adult mind that has reached the plateau of formal thought and has repressed the historically conditioned, culturally dependent reasoning of all children and most adults..." (page 9).

The author cites this quotes from the studies above to make the point that teachers in any discipline are not only teaching their particular subject matter and the language of that subject matter but are also teaching a way of seeing the world around them.

Part II: In the Composition Classroom

Chapter 3: "How to Do Things with Function Words - A Russian Student's Acquisition of English Articles"

The purpose of Chapter 3 is to decode a Russian student's writing over time to discover the process of acquiring grammar, especially articles, using contrastive, error, discourse, and speech act analysis. She presents a case study of a Russian student whose essays displayed these errors:

1) Omission of articles
2) Addition of unnecessary articles (more rare than omission)
3) Substitution of one article for another (a, an, the)

In his second essay, two semesters and two courses after the first essay, the student has been able to correct some of the same types of errors he made in the first essay. However, fossilization had occurred with some structures, and he continued to make them even after explicit instruction. After a closer look at the errors, the author notes that there is no teachable rule governing the use of articles in phrases such as "at (the) first glance." Many rules for articles are simply idiomatic and must be memorized until they become second nature to students.

Chapter 3: Summary

This one student's case study is meant to show how far a nonnative student must come to master such a minuscule, yet important and telling, point of English grammar. She offers, while citing research in the field, that grammar instruction in her opinion should be subordinate to consideration of the entire body of writing and its meaning.

Chapter 3: Language Notes

1. Russian speakers tend to devoice final obstruents. Hence, g become k, thing becomes think. Bad becomes bat (page 71).

2. Articles are likely to be easier for speakers of languages which have their equivalent than for speakers of Russian, Chinese, and Japanese (page 73).

3. Sequencing of tenses and relative tenses (perfect tenses) do not exist in Russian (page 73).

4. Because Russian signals grammatical relationship morphologically, word order serves to guide the listener through the message, unlike English which has fixed word order to mark grammatical relationships. Hence, learning the word order of Russian is very difficult for nonnative speakers (page 75).

Chapter 3: Linguistic/Cultural Notes

1. Many times in Chapter 3 teachers from all disciplines express that while nonnative writers do not have the linguistic knowhow, their content is generally riveting, much more so than the writing of native speakers.

2. Rarely is an error because of one linguistic phenomenon such as transfer, over-generalization, or simplification. Rather, errors in second language production are caused by interplay between the two languages (page 71).

3. Articles are among the last structures to be acquired in a nonnative language (page 73).

4. Second language learning is influenced by:
   A) the student's native language and
   B) the degree of complexity of the grammar structure being learned in language 2 (page 73).

5. Hyper-awareness of a grammar problem can cause a student to make errors that would not have been made earlier (page 81).

Chapter 3: Key Terms

1. Obstruent - a consonant sound that is produced by a blockage of air (page 67).

2. Interlingual - between two languages (page 72).

3. Intralingual - within the same language (page 72). The speaker's effort to learn a second language is influenced interlingually and intralingually, by rules in language one and language two.

4. Contrastive analysis - Analysis of the differences and similarities of two or more languages (page 74).

5. Error analysis - Analysis of the errors that occur in a particular piece of discourse (page 74).

6. Discourse analysis - Analysis of language produced orally (page 74).

7. Speech act analysis - Analysis of a particular segment of speech (page 74).

8. Teacher-induced mistake - A student error that is made when a teacher asks for clarification and the student assumes there has been an error made that needs correcting. This probably results because teachers often use this technique of asking for clarification to allow for student self-editing (page 80).

9. Fossilized errors - Errors that students continue to make even though they have been taught the correct form (page 84).

Chapter 3: Research Cited

Because in this chapter the author is dealing with the question of whether or not formal grammar instruction is helpful in the acquisition of English articles, she cites research by two colleagues.

In his review article "Grammar, Grammars, and the Teaching of Grammar," in *College English* 47.2, 1985, pages 105-127, Patrick Hartwell concludes, after looking through 75 years of studies on the topic of formal grammar instruction, that research "for all practical purposes told us nothing" (page 106).

A second study by Ellen Bialystock, "Some Evidence for the Integrity and Interaction of Two Knowledge Sources," in *New Dimensions in Second Language Acquisition Research,* Newbury, 1981, pages 62-74, finds that students apply a grammar rule based on the unconscious grammar they have already acquired and then consciously look for a formal rule to substantiate their "guess."

Chapter 3: Summary

After reading some details of the research here, I maintain, as I always have, that students need, and most of the time demand, the rule. But more importantly they need substantial time for oral and written practice to facilitate acquisition of that structure. It is a controversy in our field whether or not formal grammar instruction enables students to use the rules they have learned to actually generate language. These two cited studies challenge this notion.

The rules of this very small, finite grammar form — articles— are so complex, and in many ways unteachable, that it is no wonder mastery takes language learners, nonnative as well as native, years to acquire. Time and exposure are the teachers.

Chapter 4: "A Greek Writer's Idiolect - What is Not a ESL Error?"

The main thesis of Chapter 4 is that a nonnative writer has the same difficulty deciding what he or she wants to say as native speakers do, compounded by the language two
issues of grammar, word choice, word form, etc. (page 93)

1. Review of techniques commonly used in a composition classroom:
   A. Lots of writing: 1. Journals 2. Essays and revisions 3. Autobiographical narratives (kernel sentence: Once I was ____: now, I _____) 4. In-class assignments toward the end of the semester

   B. Each kind of paragraph (rhetorical mode) generates a particular grammatical structure: descriptive paragraph = adjective forms, adjective clauses. Grammar work can be done both on the board as a group and discussed in a personal conference.

   C. Jump off readings which are good prompts that also introduce professional writers that students will later read in literature classes.

   D. Lots of revision of students' own writings: 1) class asks questions about an anonymous piece of writing and the writer edits accordingly 2) Small group critiques 3) As a class expand one section of a student's writing to make it more descriptive, more specific, etc.

2. One Greek student's reaction to some of these techniques in the author's composition class — an unmotivated, inflexible Greek student named Koula.

Basically, this Greek student believed that learning to write in the American rhetorical modes, in response to what peers in the class noted were weaknesses and strengths, and in response to the teacher's continued insistence to clarify the thesis was being disloyal to her native language. This student actually did not progress in her writing and met with much frustration due to a very strong sense of pride for everything Greek. In fact, during the entire class, she sported a negative attitude toward the English language and culture that would not allow her to benefit from instruction. She could barely tolerate small group and pair work which is so prevalent in composition classes.

I have seen this kind of student so many times. I always attributed the student's behavior primarily to personality and secondarily to culture. I can see that asking the students to write down their attitudes about what will hinder and help them learn English and discussing them in relation to the techniques in 1. above would help point up the cultural differences. Hopefully, this technique would open up the non-receptive students and allow them to become more flexible

Chapter 4: Language Notes

1. Greek requires a lengthy statement and development of the thesis with nothing personal added. This makes the English instructor's assignment of an autobiographical nature culturally challenging (page 100).

2. In Greek, as well as Chinese and other languages, the words for "borrow" and "lend" are the same. This explains why many students have such a difficult time with them (page 103).

Chapter 4: Linguistic/Cultural Notes

1. Adult language learners often have their own opinions about how to learn a language, and this has a direct effect on the learner will learn language two (page 97).

2. A second language learner's progress is based on his attitude, motivation, and commitment (page 99).

3. It seems to many nonnatives that many American composition classes use far too much personal reflection for writing topics (page 101).

4. One of the most important functions of the composition class is for the instructor and students to learn to respect cultural diversity with regard to student opinions and choice of topic and support. But this respect for cultural diversity should not happen at the expense of grammatical intelligibility. That is to say that ideas are the most important, but the language that expresses those ideas must be acceptable (page 111).

Chapter 4: Classroom Implications/Application

1. Because what students learn and how they progress are dependent upon individual student attitudes, motivation, and commitment as well as their own ideas about how language is learned, I can see at the beginning of my classes I need to assess student attitude, reasons for study (goals), and level of commitment. I will also need to summarize the ways we will be learning in my class so that students can reflect upon how they learn and remove any barriers. To this end, I have developed a survey and have included it on the following page.

Student Attitudes Survey - SAS

Name:_____ Class:_____ Date:_____

Research in second language learning indicates many things affect how you will learn language:

1. Your own personal attitude about this country, its people, and its culture.
2. Your level of commitment (How much do you want to speak, read, and write English?)
3. Your goals (Why do you want to improve your English?)
4. Your ideas and opinions about how to learn language, what methods work best.

So, before we begin this class, I want you to think about these very important topics by taking some time right now to write about them. Think about and write as much as you can about the questions below:

1. How do you feel about the English language?

_____

_____

2. How do you feel about Americans?

_____

_____

3. How much do you want to learn English? (circle one)

More than anything else A lot Some A little Not at all; I have to be here

4. Why do you want to improve your English? What are your goals?

_____

_____

5. Below are some of the ways we will learn English in this classroom. Check four that you like **most**:

___reading alone	___writing alone	___talking in pairs	___teacher lecture
___reading in groups	___writing in groups	___talking in groups	___teacher conference
___reading in class	___writing on board	___talking in class	___homework
___computer lab exercises	___writing on computer	___tutor sessions	___other

(AMLA 55)

6. What are some ways that you liked to learn language **in your country**?

_____

_____

7. **In your native country**, what does your teacher expect you to do in the classroom to learn?

_____

_____

8. **In this country**, what do you think your teacher expects you to do in the classroom to learn?

_____

_____

9. Fill in the blanks below: (Use single words or phrases, anything that describes how you feel about Mt. SAC)

Mt. San Antonio College is _____,

_____, _____.

Classroom Implications/Techniques Continued - -

2. Because topics are culturally bound, I will include in my syllabus and will discuss what kinds of topics we will be writing about and how some will be personal and culturally different from topics assigned to them in their native countries.

3. Possible topics from Chapter 4 for writing in AMLA 55:
   A. Write about a "time of value" that changed you.
   B. Describe a favorite class in detail.
   C. Your choice of topic.
   D. Defend or challenge a stereotype of a group you are a member of.

4. In all my writing sections, I will distribute my new SAS survey and discuss all these attitudinal and cultural issues before classes begin.

Chapter 4: Summary

So, what is not an ESL error (the question the author titles this chapter)? ESC, English as a second culture, is not an ESL error. Attitudes, opinions, commitment, goals are not ESL errors, but they do influence the learning of the language. ESL and ESC, especially the culture of the classroom, together determine success or nonsuccess.

Chapter 5: "What Changed Me" - Mimi Soo and the Question of Motivation

The main thesis of Chapter 5 is to attempt to answer the question why a 35-year-old Mandarin-speaking woman, here for 20 years, finally succeeds in college after many failed attempts because of fossilized English. The author takes up the matters of motivation and affective variables in second language acquisition.

1. Rhetorical differences between English and Chinese:
   A. Chinese, and other languages as well, tends to be allusive in organization.
   B. English is direct and requires clarity of purpose.
   C. These differences are not always a liability in the author's opinion.

2. Mimi's progress:
   A. Mimi's writing at the sentence level was so ungrammatical that she was advised to enroll in a lower level ESL composition class. She had improved dramatically when she showed up in the author's composition class the next semester. Why? How?

B. The author recounts a conversation with Mimi in which we see that Mimi was extremely integratively and instrumentally motivated at the time she entered CUNY. She was ready to improve her English, ready to grow up. Her first and second English composition classes gave her the opportunity to do both.

C. Two kinds of motivation:
   1. Integrative motivation - a drive to become like the language two community
   2. Instrumental motivation - a desire to become proficient in English to get a better job, better grades, more money
   3. Both kinds of motivation must be involved to learn a language successfully (page 115).

Chapter 5: Language Notes

1. In spoken and written Chinese many sentences do not contain subjects and objects. Chinese speakers think it is redundant to repeat subjects and objects. This explains why a common error when writing English is to omit the subject and object (page 117).
2. Chinese is not inflected for tense, mood, or agency. Verbs, instead, use adverbs such as yesterday, just now. So if the speaker or writer says "this happened long ago" in the first sentence, the other verbs do not have to be in the past tense (page 118). This explains why students forget subsequent past tense verb forms; they know them but just forget to use them.
3. Popo is grandmother in Chinese (page 115).
4. Chinese has no equivalent to "to be" or "to have," the most common irregular verbs in English (120).
5. Chinese has no way to mark the hypothetical or counterfactual statement; apparently, making these kinds of statements is shunned in Chinese society (more under Research Notes for this chapter) (page 120).
6. Chinese does not mark nouns for plurality, instead uses numbers: five pen, ten student (page 121).
7. Spoken Chinese makes no distinction between spoken subjective and objective pronouns (he/she/him/her — I gave she the book) (page 122). Chinese speakers have trouble with these pronouns when writing English.
8. The phonemic system in Mandarin Chinese does not distinguish between voiced and unvoiced consonants (page 123). Therefore, all of the voiced pairs in English will be problematical: p/b, t/d, k/g, s/z, ch/j, th/*th*, f/v, sh/zh.
9. In Chinese /l/ only occurs in word initial position (for example: like). And /r/ does not occur in word initial position (page 123). Here is the source of the stereotypical Chinese l/r error "flied lice."
10. The organization of the Chinese language is such that the speaker or writer is more likely to make the listener or reader feel the meaning instead of being direct and to the point (page 125).
11. Chinese uses pairs of connecting words, which would be redundant in English (page 126):

Although I want to, but I cannot (which I have seen in use by Chinese writers many, many times).

Chapter 5: Linguistic/Cultural Notes

1. The author draws an analogy between Chinese writing organization and Chinese art. Chinese art has always been known for its lack of heavy line; a few thin lines suggest a whole range of mountains. In the Chinese language, too, the main idea is not stated directly; rather it is subtly implied (page 128).

Chapter 5: Key Terms

1. Hypotaxis - the use of connecting words between clauses and phrases to show relationships. English uses hypotaxis (page 133).
2. Parataxis - the use of no connecting words between clauses and phrases to show relationships. Chinese uses parataxis and finds hypotaxis in language (as in English) redundant (page 133).
3. Facilitating anxiety - the type of in-class excitement that actually encourages learning to take place, as opposed to debilitating anxiety (page 133).
4. Debilitating anxiety - the type of in-class anxiety that obstructs learning (page 133).

Chapter 5: Research Cited

1. A very interesting study that the author cites (page 120) is Alfred H. Bloom's *The Linguistic Shaping of Thought: A Study of the Impact of Language and Thinking in China and the West.* Hillsdale, N.J.: Lawrence Erlbaum, 1981. In this study, the author notes that Bloom posits a causal relationship between the lack of the hypothetical, counterfactual aspect in the Chinese language and difficulty with deductive reasoning containing the hypothetical. Also cited as challenging this view is David Birdsong and Terence Odlin's "If Whorf Was on the Right Track: A Review of *The Linguistic Shaping of Thought: A Study of the Impact of Language and Thinking in China and the West," Language Learning,* 33.3 (1983): 401-410. Certainly this argument is interesting to any one who has tried to teach the concept of the conditional (hypothetical) in English (for example: If I were a teacher, I would. . .).

2. The author cites many research studies on pages 132-134 regarding the factors influencing student motivation, which affect success in the language classroom. Of note are: Oller, J.W., Jr. "Research on the Measurement of Affective Variables: Some Remaining Questions." *New Dimensions in Second Language Acquisition Research.* Ed. R. Andersen. Rowley, Mass.: Newbury, 1981, pages 14-28; Fred Genesee, Pierre Rogers, and Naomi Holobow, "The Social Psychology of Second Language Learning: Another Point of View." *Language Learning* 33.2 (1983): 209-224; and J.W. Upshur and A. Guiora. "Causation or Correlation: A Reply to Oller and Perkins." *Language Learning* 28.1 (1978): 99-104.

The verdict is still out regarding the actual factors that influence student motivation and success. But below I list suggested possible factors mentioned in the research in Chapter 5:

A. Attitude of self, native group, and target-language group.
B. Reasons for living in the new country.
C. The planned length of stay in the new country.
D. Linguistic, social and cultural difference between the native language and the target language.
E. Amount of support expected from members of the target language.
G. Degree of introversion or extroversion of the student.

Many studies are at odds with each other; some show a positive correlation between one or more of these factors and success in language studies while other studies show a negative correlation. The author hints that perhaps the truth is that all of these variables affect student success to a greater or lesser degree depending on each student's personality.

3. The author cites numerous studies about second-language acquisition and concludes that teachers should encourage students to take risks in speaking and writing. Inventiveness, creativity, and play should be emphasized more than grammar rules and drill (pages 135-136).

4. The author cites the research by Barry McLaughlin: "The Monitor Model: Some Methodological Considerations." *Language Learning* 28.2 (1978): 309-331. This research finds that second language learners often make more transfer errors in the classroom environment than they would outside the classroom (page 135-136). This research would seem to suggest that teachers should emphasize the message not the grammar.

Chapter 5: Classroom Implications/Applications

1. Chapter 5 suggested a topic which can be adapted for use in AMLA 55 writing classes. Keep a notebook of paragraphs, perhaps called a Mt. SAC Notebook or L.A. Notebook, that illustrate the character or quality of a place. The paragraphs can be descriptive, narrative, or dialogues. They need to be about that place to show aspects of its character (page 123)

2. The Chinese classroom model places great emphasis on copying from a model or master, whether it be a photograph, drawing, or essay (page 138). The more the student's work looks like the original the better. In light of the very different classroom styles, the American idea of plagiarism needs to be discussed at length. Although my syllabi have always included a paragraph on plagiarism, I will spend more time in class explaining the concept with interactive examples. Perhaps I could begin by asking the students to draw

a cat and offer mine as an example, all the while encouraging imaginative drawing and the use of individual style. A group discussion would ensue while we look at all the cats, alike and different.

3. The author suggests (page 146) that students should be encouraged first and foremost to communicate a message and secondarily to go back and correct the grammar. In an attempt to apply this philosophy of first writing and then editing, I would like to change the organization of writing assignments in my AMLA 55 class. To encourage students to edit and rewrite, I will allow them just to get their ideas down the first day in the computer lab and then ask them to go back and edit and rewrite the second day. I would try this for the first half of the semester when paragraphs are not graded so heavily.

Chapter 5: Summary

The Chapter 5 topic of what motivates students and what factors affect their success has increased the breadth of my teaching. Not only do I need to attend to language but also to the factors that affect student success, such as self-esteem, student goals, and attitudes toward the American language and culture.

Chapter 6: "Some "Japanese" and "American" Rhetorical Preferences"

Chapter 6 offers a comparative view of English and Japanese rhetorical modes. Japanese is chosen because it is a homogeneous culture, which sets itself apart from other cultures; hence, any cultural rhetorical styles will be more clearly seen.

1. Japanese errors in English:
   - A. Phonetic - "postphoned" and "cerebrate"
   - B. Articles - Japanese has no equivalent to English articles
   - C. Ellipses (omission) of subjects and objects
   - D. Word Order -SOV vs. SVO language pattern. Japanese sentence structure is Subject + Object + Verb while English is Subject + Verb + Object
   - E. Unshared cultural concepts, one of which is classroom behavior
   - F. Indicating degree of respect toward the listener/reader
   - G. Organization of thesis

2. The Japanese preferred mode of organization is not to be straightforward. The Japanese rely on set phrases which are learned passively in Japanese culture. The appropriate phrase must be used at the appropriate time, and Japanese society teaches one to remain quiet until the correct answer comes to him or her. Never can one ask what to say or write or how to say or write it. In writing being direct is undesirable (pages 161-162).

3. The American method of organization, by contrast, is to be very direct in the first parts of an utterance, paragraph, or essay about the thesis, support the thesis, and finally reiterate the thesis. All these American ways are very different from Japanese strategies for manipulating language.

Chapter 6: Language Notes

1. Japanese is thought to be a "vague" language. Several aspects of the grammar patterns contribute to this vagary (page 160):
   A. The negative comes at the end of an utterance so that the speaker can reserve judgement until the last minute depending on the listener's reaction.
   B. There is a lack of relative pronouns to show relationships.
   C. Verbs are left out of the sentence altogether.

In spite of this vagary, a Japanese speaker/writer can be very clear and get to the bottom line if desired. It is a personal choice. There is nothing inherently vague about the grammar just the social and cultural norms surrounding its organization (pages 159-162).

Chapter 6: Linguistic/Cultural Notes

1. It is the Japanese style of classroom behavior for the lecturer to look over the heads of listeners and for the listeners not to make any reactions or interrupt (page 164).

2. After a Japanese student has studied in America where students are generally encouraged to actively listen, question, and participate in classroom activities and be responsible for their own learning, it has been reported to be very difficult to return to Japan and take up the traditional Japanese classroom behavior. Therefore, many Japanese attend Saturday classes in the U.S. so as not to forget or be out of practice with Japanese classroom norms (page 165).

3. The Japanese argumentation/persuasion rhetorical mode requires the writer to lack clarification and full explanation of the writer's opinion, to only give hints. This is in direct contrast to the American English argumentation pattern which requires the writer to state an opinion and support it, all the while trying to persuade the reader to be of the same opinion (page 171).

4. The author contrasts Japanese and American art and draws an analogy between Japanese and American art and language patterns. Whereas Japanese art is empty or silent in places and only suggestive in others, American art is obvious, detailed, realistic, true to life (page 165).

5. The Japanese school curriculum does not include the teaching of writing after junior high school; furthermore, in junior high, writing is taught directly in only one or two chapters in the reading textbook (page 170).

Chapter 6: Classroom Implications/Application

1. In view of the facts expounded upon in chapter 6, I will need to spend much more time on explaining the typical organization of paragraphs and essays in English. As well, in my explanations perhaps the use of contrastive analysis would make things clear to more students.

2. As well, we will need to discuss openly what appropriate classroom behavior is in America and what kinds of behavior teachers expect.

3. I have added items 7 and 8 to the Student Attitudes Survey (SAS) I developed in Chapter 4.

Chapter 6: Summary

It is easy to see, given all these details about the Japanese culture and language, that Japanese students will experience trouble in American classrooms where they will be asked to state an opinion, argue their point, persuade an audience, and write autobiographically.

Chapter 7: "In Which the Emphasis of Chapter 6 Is Shifted" - Some "American" and "Japanese" Rhetorical Preferences

Chapter 7 presents an overview of American composition instruction and an examination of representative textbooks on composition, especially regarding the topic of argumentation. Then the author examines two Japanese students' essays for evidence of trouble adjusting to this American rhetorical mode.

1. Argumentation in American High Schools:
   Generally, in American high schools, when argumentation is taught, it must contain a clear statement of the problem that needs to be changed (in the author's opinion) and must present very direct solutions to the problem. It is the goal of the argumentation paper to persuade the reader to agree with the writer of the argument (page 175).

2. History of the Instruction of the Argument in the U.S.(page 176-179):
   A. American universities were influence by the Scottish educational system in the 19th century. This system was very democratic and favored discussion and writing over lecturing.

B. There was a rebellion against Aristotelian deductive logic which required learned syllogisms in favor of more scientific inductive logic which did not require these syllogisms.

C. Alexander Bain published English Composition and Rhetoric, in 1866 which contained the first major discussion of modes: narration, description, exposition, argumentation. These ideas, first presented in 1866, continue to influence composition pedagogy.

D. Bain, in his English Composition and Rhetoric, also presented the idea that lives on today: the paragraph that contains a topic sentence, developed with unity and coherence.

E. Richard Whately, an Oxford rhetorician in 1828, taught that the argument paper should be rationally structured, have a narrow thesis, and utilize an outline to insure coherent and clear arrangement of the argument.

F. Dewey's Democracy and Education (1916) lead a movement away from lectures and memorization of lessons toward a classroom of students who participated more and who were lead to self-discovery and individual responses, through writing and discussion.

G. In the 1950's a growth in college communication skills courses and an emphasis on critical analysis occurred, designed to develop exposition, argument, and critical thinking.

H. Secondary schools and colleges continued the goals on language development and communication skills after WWII and during the Cold War in response to the perceived threat of Communism.

J. The current educational system is still largely the product of these major events in history.

3. Current College Composition Texts (page 179)
Ten out of 39 college writing texts published in the 1980's concern themselves with the argument exclusively, with 21 handling it in one or more chapters. The argument is clearly the emphasis of college writing texts, the perception being that writing an argument requires more sophisticated language than a narrative.

4. Two Japanese Students' Efforts at Writing Argumentation (page 184-194)
The author presents two case studies that followed Masaaki and Mickie over several semester at CUNY. The studies suggest that grammar and sentence structure are secondary to proper organization. The writers had learned to write like Americans; despite many basic grammar errors, these two students passed the writing exam simply because the organization of argumentation was present.

Chapter 7: Language Notes

The Japanese language has at least 16 ways to circumlocute the idea of "no." This fact shows how far the Japanese will go to avoid conflict; it also is some indication of how difficult a Japanese writer will find the task of writing an American argument paper (page 183).

Chapter 7: Classroom Implications/Application

Japanese, indeed all nonnative students, not only have language trouble expressing themselves, but mystifying cultural norms may prevent them from following instructions (page 174).

Chapter 7: Summary

To be successful in American college classrooms, nonnative students need to develop cognitive skills (think like an American) as well as communicative competence (speak like an American). This is very clear when examining the composition course requirement for argumentation.

Part III: In the Literature Classroom

Chapter 8: "Breaking Literary Codes, or Reading Students' Notebooks."

Chapter 8 discusses the implementation of a special course, Composition II - Writing and Literature, offered at Queens College in New York in 1985. The class was composed of 10 nonnative students and 10 native students who were to read specially selected literature, some American and some international.

1. The goal of the course was to mix natives and nonnatives in a collaboratively-run class where the teacher did not give "the" interpretation of the text but rather let the students discuss the readings in multi-cultural groups and come up with meanings. The teacher made it a point to tell the class that each meaning was just as valid as the other. The philosophy behind listening to different interpretations of the text was to let all the students see things through the eyes of others, a potentially mind-broadening experience (pages 199-201).

2. A review of "schema theory" reveals that the difference between the cultural sophistication of the student and the text he is reading has more impact on comprehension than the degree of linguistic difficulty. In other words, if the student is not familiar with the cultural concepts in the reading, this influences comprehension **more** than if the vocabulary or the grammatical structure is advanced (page 204). As an aside, we must remember from earlier chapters that a student's attitude and motivation also contribute to comprehension.

3. The author cites numerous examples of how cultural norms influence how students interpret American English poems (page 218-223). These cultural norms relate to:
   A. The cultural meaning of colors: red, black, white.
   B. Religious traditions.
   C. Phonemic rhyming patterns.
   D. Social class meaning in American names.
   E. Cultural symbols: the Chinese meaning of a dragon (luck) versus the American meaning (horror).

Chapter 8: Classroom Implications/Application

1. Because each student brings his own background to a text, my exam on a reading should measure what understanding or insight the student gained from reading it; the exam should not measure just memorized facts but this more ephemeral knowledge. In the past, I have given questions of this sort but not on a regular basis. I have found them to be more difficult to conceive (requiring some degree of inspiration) and construct but far easier to read and score; students find them much more compelling. I now see how important it is to include inspired questions of this type in each exam. I will look for the inspiration.
2. This chapter talks about how building background knowledge about the subject before reading the text greatly increases comprehension. I have found that such pre-reading activities go by the wayside because of time constraints. Being that my students are nonnatives of the culture, pre-reading becomes almost required but often overlooked because of time.

   Some ideas for including pre-reading on a regular basis:
   A. Pre-reading questions on small sheets of paper for five-minutes of thought and discussion in small groups upon assignment of the reading.
   B. A carefully chosen single word or phrase on the board that introduces the topic of the reading.
   C. A picture or object for discussion.
   D. Five minutes of quick-write time where students write their ideas about the topic and then share them.

3. Chapter 8 contains some possible writing class assignments adaptable for AMLA: Write a series of autobiographical paragraphs that create a snapshot of you and your family (adapted from page 226). Each paragraph should help the reader know you. Possible paragraph topics:
   A. Narrate a secret story about a family member.
   B. Describe or narrate a story about a hero/shero you had as a child.
   C. Narrate a story from the early life of a parent.

D. Narrate a story about another relative.
E. Narrate a story about a key childhood incident that greatly impacted you.
F. Describe yourself.

Chapter 8: Summary

Over and over again in unforeseen ways the author found that collaboration between native and nonnative enriched the writing and the personal insight of both.

Chapter 9: "Notes for an American Studies Course"

Chapter 9 presents an American Studies course for nonnative students that the author and others in the Queens College English Department conceived of, wrote and received a FIPSE grant for in 1988.

1. It was decided in the English department, after much good-natured and fruitful debate, that ESL students would be better served if they were to study recognized authors, works, and themes with an occasional less recognized author thrown in. In this way, they could better cope with further Humanities courses. The author particularly wanted to teach her students to participate intelligently in her class and later classes and to be able to do so as confident members of two cultures (page 32).

2. On the first day, students were asked what they would like to learn in the American Studies class. It is interesting to note that many answered in their journals that they would like to know what Americans are since they come from all over the place (235).

3. The students began reading writings from the pre-colonized New World, Columbus, Centenedes, and Apache and Okanagon native Americans, and moved into Benjamin Franklin, Frederick Douglass, The Declaration of Independence, The Gettysburg Address, Sojourner Truth, Emerson, Irving, and Cather (pages 258-259).

4. During the reading of pre-colonized works, students were asked to visualize the New World through "old" eyes. Here, the author's expertise in art lent itself to a survey of American painting, a cultural bonus. Students were encouraged to talk/write about what they saw in the art works (page 237).

Chapter 9: Classroom Implications/Application

1. A possible classroom assignment: After reading some American folk tales and discussing their meanings, students narrate a folk tale from their country and tell the moral.

2. I include the syllabus of the course as a starting point for discussion in case Mt. SAC might want to develop such a class in the future. As well, this syllabus could help begin discussion about adapting such a course for nonnative students in the American Language Department. Some

Chapter 9: Summary

The point of the course was to teach nonnative students, and in the future native students along side the nonnatives, that the way they perceive a literary text is valid. But nonnatives must also perceive what natives perceive in a piece of literature.

Summarization of *Decoding ESL: International Students in the American College Classroom* - Some Final Thoughts

In all, the book has inspired me with the renewed awareness that I must help my students not only develop their linguistic competency but also to a greater extent I must help them achieve a certain understanding, a certain amount of insight into and experience with American culture. Although this was a key theme in many of my university courses, I have grown in my understanding of it since reading the experiences of this author. It is important to students as it will determine their degree of success in later courses, English and otherwise. I was impressed with this author's way of imbibing her students with the belief that having two cultures enables them to have different perspectives, thereby enriching their college work and personal lives and building their self-esteem. The author supplied many examples of student writing that demonstrated a lack of understanding of the cultural subject matter about which the language two writer was writing. This, coupled with the grammatically-challenged writing, made the writing all but incoherent to the reader. But, as the author demonstrated through student examples, if the writer had organized the writing in the way that was expected by the reader, the writer's message would have been far more clear and far more acceptable, despite the lack of language aptitude. This being able to organize like a native is the first step to learning the target culture. The language will come with time and practice.

First, the book will have impact on my teaching. By reading students' writings and by looking at their topics, I was able to adapt some topics for use in my AMLA 55 writing course, as I have noted in the Classroom Application sections throughout my notes. Second, the numerous examples of cultural misunderstandings of the classroom norm invited me to develop the Student Attitudes Survey - SAS, which I look forward to administering to my class for discussion on the first days of all classes. This in an effort to alleviate any misunderstandings from the beginning and make students feel I understand what they are going through as they try to become members of two cultures. Third, the answers the students give on the survey will influence my classroom presentation style. Finally, I plan to share the SAS form with the members of my department.

In Chapter 9 -- *Notes for an American Studies Course* -- I was able to study in detail the syllabus for such a course. Mt. SAC does not have a course on American Culture for nonnative students, but my department has seriously discussed creating one. This chapter gives me invaluable insight into the process of creating such a course and the debate over its contents. I plan to begin discussion of such a course in department meetings. I believe it will be embraced by many.

Ultimately, all the influence of this book cannot be jotted down; some will come to light when I begin to apply some new methods; others will be subtle.

In this book I had hoped that I would discover newly developed secrets to decoding the writings of English as a second language students. What I found was the message that the task of decoding is less stressful in writing that comes from students who understand the prompt in terms of the target culture and understand how the reader expects the ideas to be organized. A second message, as important as the first, is that students who know their own opinions are valued automatically begin to develop some self-esteem in language two and culture two while learning to write. This, in turn, will make them better writers.

D. Computers and the Composition Process —

Article 1.	"Starting to Teach Writing with Computers," *Writing Lands*, Jane Zeni, pages 65-74
Article 2.	"Teaching 'Process' with Structure," *Writing Lands,* Jane Zeni, pages 75-78
Article 3.	"Harry the Detective," *Writing Lands,* Jane Zeni, pages 79-83
Article 4.	"The Three Faces of 'Harry,'" *Writing Lands,* Jane Zeni, pages 84-95
Article 5.	"Teachers," *Writing Lands,* Jane Zeni, pages 129-139
Article 6.	"Peers," *Writing Lands,* Jane Zeni, pages 140-146
Article 7.	"Processing Words and Writing Instructions," *Writing at Century's End: Essays on Computer-Assisted Composition, ,pages 27-33)*
Article 8.	"Computer Extended Audiences for Student Writers," *Writing at Century's End: Essays on Computer-Assisted Composition,* pages 21-26
Article 9.	"Defining the 'Writon,'" *Writing at Century's End: Essays on Computer-Assisted Composition,* pages 116-121
Article 10.	"Beyond Word Processing: Networked Computers in ESL Writing Classes," *Computers and Composition 14,* pages 45-58, 1997

Computers and Composition

Introduction

The purpose of the readings in this section of my sabbatical is to bring me up to date with the literature about teaching writing by using computers. The ten readings come from a variety of sources as listed. I have organized my notes into three or four general sections for each article: outline/summary/main idea, teaching tips, quotes, personal insights. Please note that not all articles have all sections.

Article 1: "Starting to Teach Writing with Computers," from *Writing Lands* by Jane Zeni, pages 65-74

Outline/summary/Main ideas:

Writing on computers can often be frustrating, frightening, and stressful to students. It is important to use the first experiences with writing on computers to make students feel comfortable and relaxed and to teach them what powers a computer has.

I. Begin with short, meaningful writing:
Both young and old students do better when they begin with short, meaningful pieces. First assignment pieces, such as essays describing a classmate, are too long for first-time computer students who can not type quickly, even though this assignment may have worked well as a first activity with pencil and paper. Teach the mechanics of word processing as needed.

II. Begin with an assignment that teaches revision:
Beginning with a piece of writing that requires many revisions allows students to become familiar with the capabilities of the computer: deleting, moving, inserting.

Students who use a computer to write and rewrite consistently write longer pieces, using more words than students who write the same assignment by hand.

III. Begin with an assignment that requires collaboration:
Collaboration reduces anxiety.

IV. End with brief informal and/or formal publication of writers' works.
Ending the beginning of their computer composing careers with a hard copy of their writing is reassuring to students.

Teaching Tips:

1. A good idea for the first day in computer lab is to use a program that allows students to type to each other. To each pair of students, the teacher passes out cartoons with the words blanked out. The students take turns writing in captions to each other without speaking to each other. After time is up, the captions can be printed out (page 67).

2. Writing captions for magazine pictures is also a good brief exercise. Pictures and captions can be displayed on the board. Both these activities are good first-day stress relievers (page 67.)

3. Doing clustering as a group on the board before the students begin writing gives help to students who may be at a loss for ideas or vocabulary. One specific example is to write the word computer on the board and ask students to say things about the computer in front of them using the five senses. Student use the clustering on the board to write their impressions of their computer (page 67).

4. Freewriting is not a good technique for prewriting to use on computers because students must write what they are thinking very quickly without stopping in a certain time period. Students rarely type fast enough on computer to make freewriting a viable prewriting activity; ideas are lost (page 68).

5. A good first lesson to teach that the computer is not just a fancy typewriter but a powerful revising tool is to give pairs of students a passage that needs much editing. Students change words, move sections, omit and add passages as they deem necessary to make their rewritten version better (page 71).

6. Some students find it difficult and frustrating to collaborate on a single assignment. But if assignments are short and not too personal, comical or derivative in nature, students find co-authoring easier and maybe even fun (page 71).

7. Using an electronic journalling program, pairs of students can take on the personas of characters in a story they read and compose a dialogue together (page 73). Other role playing scenarios might be a teacher and a student who does not understand the grammar topic, a teenager and parent conversing about some important topic, two friends discussing weekend plans, the college president and vice-president discussing improving the campus, two cooks in the kitchen discussing improve the campus food, two bookstore employees discussing improving the bookstore, a student in the US and parent in the native country discussing advantages of living abroad, etc.

8. The many forms of collaborative writing aid in reducing anxiety:
   a. Round-robin composing. Students begin composing a paragraph as a continuation of a paragraph they read. The two students are asked to get up and move to another computer and continue that paragraph. Printing all paragraphs and comparing to the original paragraph the author read allows for examination of style, word choice, tone.

b. Story completion. Students read a story that leaves them hanging. They sit at computers in pairs and type a new ending. After students are finished, they move one computer to the right and read other students' endings.

Quotes:

1. "The first day with computers can be overwhelming. Too many teachers resort to lessons in computer literacy, hoping that the writing process will follow. We have found that the best way to start is with a real writing experience, making computer instruction as simple, natural, and unobtrusive as possible (page 65):
   A. They produce short, meaningful pieces of writing
   B. They require revision
   C. They are social or collaborative
   D. They result in quick, informal publication."

2. "Starting with short, easy pieces is far more effective than preteaching the software. Very often it is the teacher, not the students, who feels a need for such prior instruction" (page 66).

3. "But when the task is collaborative, you can expect to see more revising and more experimentation. When writers collaborate on a single product, they must explain their choices to an audience and discuss alternative choices. The process discourages them from tossing off a quick draft." (page 71)

Article 2: "Teaching 'Process' with Structure," from *Writing Lands* by Jane Zeni, pages 75-78

Outline/summary/Main ideas:

I. The new definition of writing as a process describes writers who weave back and forth, planning, drafting, reviewing, revising, looking back to revise again. No longer a linear series of steps as in the traditional definition, this definition describes writers' movements back and forth inside the piece constantly revising and refining.

II. Problems surface here because teachers must necessarily teach in a linear fashion with lessons that have a beginning, middle, and end. How can such a recursive subject such as writing be taught in a linear manner?

III. Teachers must be the middle man between the linear world of lessons and the recursive world of writing as process. The teacher must provide guidance to help students recognize, define, and refine their own writing process, what works and does not work for them.

Teaching Tips

1. As the title of the article suggests, teaching writing as process needs some sort of structure. One way of structuring the process approach is to introduce peer editing. Peer editing effectively teaches the concept of audience and reader as reactor to the text. I have developed a peer editing form, which I include at the end of this article. I plan to use and refine it in my writing courses.

Quotes:

1. "When we watch students write, we see that there is not one writing process but many. Highly skilled writers tend to work with the text as a whole; low-skilled writers may have tunnel vision as they concentrate on surface mechanics and lose track of meaning." (page 75)

2. "The writing process is as individual as the sleeping process (On your back? On your stomach? Head rested on one elbow?)." (page 75)

Peer Editing Guide

AMLA 55

Name of writer:_____ Name of editor:_____

Assignment:_____ Date:_____

Organization:

1. Copy the topic sentence:_____

   _____

2. Is the topic sentence clear/focused/interesting? 5 4 3 2 1

3. Are the supporting details clearly marked? 5 4 3 2 1

4. Copy the conclusion:_____

   _____

5. Is this conclusion effective? 5 4 3 2 1

Content:

6. Is the content appropriate to the assignment? 5 4 3 2 1

Language:

7. Is the verb time clear? Are verbs consistent? 5 4 3 2 1
   Highlight verbs that are not correct.

General Impressions:

8. How well could you understand and follow? 5 4 3 2 1
   How much did you have to reread to follow?

9. What would improve this piece?_____

10. What is something you liked? (Circle it and comment here.)_____

    _____

Article 3: "Harry the Detective," from *Writing Lands,* by Jane Zeni, pages 79-83.

This article describes a Gateway Writing Project done in 1984-85 involving four instructors, two of whom had access to computers for their writing classes and two who used pencil and paper. Fifteen sixth graders used computers, and forty-six used pen and paper.

I. The Experiment:
   A. All students were asked to revise the "Harry" story that had been rewritten by the author and other involved instructors to contain errors they had taught their students to identify and edit for.
   B. The four teachers reviewed what makes a good story with their classes individually. The pen and paper classes received the "Harry" story typed and double-spaced for editing, marking, rewriting, and recopying. The computer students called up the story on their monitors. The time limit for all students was thirty minutes. The fear was that the computer students would be slower because of computer demands, but time was saved in not having to recopy the text when done.
   C. All handwritten copies were typed, errors and all, onto the same computer program so that all papers looked the same. Next, words were counted. Then, two uninvolved instructors read each revision and gave a holistic score. The possible corrections: mechanics 12, dull or redundant wording 10, fragments and run-ons 2, introduction and conclusion 2.

II. Results/Findings:
   A. The statistics:
      1. The computer writer's average length was 148 words; pen and paper was 127 words.
      2. There were no significant differences in error analysis.
      3. Computer writers earned an average holistic score of 6.1; pen and paper was 5.3
   B. What the numbers show about the teaching style of the individual teachers:
      1. High holistic scores could be traced back to, not the computer, but to the teaching style of the teacher. There were different patterns of revision in each writer which could be traced back to the classroom. The variable for revising was not the computer but the teacher's individual approach to writing and revising.
      2. The computer students did receive higher overall scores, but this was ultimately traced back to the approach of the teacher instead of the use of the computer.

Article 4: "The Three Faces of 'Harry,'" from *Writing Lands* by Jane Zeni, pages 84-95.

Article 4 is an in-depth analysis of the revision and editing done by the computer and pen-and-paper writers in Article 3. This article shows how each teacher uses her writing tools (computer or pen and paper) to emphasize the features of good writing, to teach the writing process with her own characteristic structure.

I. The Experiment:

A. Four classes with process-trained writing teachers participated, all a mix of computer and pen-and-pencil writers and a mix of class abilities.

B. The four teachers had different emphasis:
Classroom one - good writing is well-developed
Classroom two - good writing has interesting words
Classroom three - good writing is correct

II. Results/Findings:

A. Each of the four classes rated superior in the revising of "Harry" in the aspect of good writing that their teacher emphasized in her particular style of teaching the structure of writing as process.

B. Each writer revised based on the model of good writer emphasized in class.

C. No one class was consistently superior in scores; each class of writers had its own strengths that correlated with that teacher's particular emphasis.

D. Originally the goal was to establish that writers using computers produced text that was superior in editing and revising. Ultimately, the findings revealed that writing tools were not the biggest component. It is the instructional emphasis of the teachers that made the biggest differences.

E. For students to be good editors, they must be taught a model of what good writing is. When they are able to look at a text and reshape it to look more like their own internalized concept of good writing, they are editing. Students who are good editors have been taught to step back from the writing and read it as a reader not a writer. They must be able to compare what they wanted to write with what they actually wrote regardless of the writing tools they use.

Personal Insights:

1. I need a lesson that will teach this concept of an editor's eyes. I have developed and will use these two forms of classroom demonstration to teach the concept of stepping back and looking at writing again in order to revise and refine: What makes a good writer? A hands-on demonstration is for classroom use early in the semester of writing class. For demonstration one, as many students as possible go to the board in groups of four or five, and one person in the group writes something on the board in a somewhat large script. (Reading from left to right, groups will eventually write the sentence, "Good writing requires stepping back, examining, rethinking, revising, and editing.") All students are asked to tell what each group wrote without stepping back from the board. Of course, it will be almost impossible for students to tell what was written without stepping back and then taking a look. It is necessary to step back physically in order to get a good look at what was written. Here I will draw the analogy to writing: it is necessary to step back (figuratively) and see what was actually written compared to what was intended. Students can then step back and look at the sentence reiterating my point on the board. For demonstration two, students pass around the room prints of impressionist paintings. First, they are to look at them very closely, as if they are a part of them, creating them up close. It is difficult to see what the whole picture means when so close. Stepping back brings details in clearly, just as stepping back from writing with an editor's eyes allows the writer to clear things up.

2. After reading this article, I felt the need for my students to know what good writing is. I have developed the following form to get them thinking about what they believe to be good writing. From here, we can discuss the many aspects of good writing.

What is Good Writing? — a Survey
AMLA 55

In order to be a good writer, it is important to understand what good writing is. Rate your beliefs about the importance of the following aspects of writing::

5=extremely important 4=very important 3-somewhat important 2=little importance 1=no importance

Organization (topic sentence, sup. details, conc.)	**5**	**4**	**3**	**2**	**1**
Grammar (verbs, word forms, prepositions)	**5**	**4**	**3**	**2**	**1**
Vocabulary (word choice, descriptive)	**5**	**4**	**3**	**2**	**1**
Sentence structure (S + V + O, variety, transitions)	**5**	**4**	**3**	**2**	**1**
Punctuation (RO, CS)	**5**	**4**	**3**	**2**	**1**
Logic of content (easy to follow, makes sense)	**5**	**4**	**3**	**2**	**1**

Article 5: "Teachers," from *Writing Lands,* by Jane Zeni (pages 129-139)

Throughout the book, the author has attempted to show that computers are not teachers and do not produce better writing. However, this article shows how the computer does affect teaching and writing. The main character in a writing classroom is the teacher who ushers the students through the process and comments during the process, not only at the end where the writing is already dead, having been handed in. Along with the role of facilitator, the teacher also wears the hat of interested reader. The teacher's job is to be done before the final copy so that the final copy does not require much comment. Here I outline the article's assertions of the instructor's job:

I. Individual Conferences
   A. The instructor uses lab time to teach:
      1. The instructor circulates and gives direct, tough kinds of comments to delete, rewrite, substitute, to students as they write.
      2. The instructor suggests finding another sentence to edit.
      3. While circulating, the instructor reads student text out loud as interested reader so that students can hear their words and revise from there.

   B. The instructor must look for individual conference time within the structure of the course.
   C. Several brief, individual meetings is better than one long one. Each short conference should focus on one point, leaving the others for the next brief visit.
   D. This differs from traditional individual conferences which are teacher dominated with little to no actual writing taking place. Traditional conferencing tends to center on the pointing out of errors, whereas several brief conferences at the computer focus on the development of the writing process.

II. Group/Pair Conferences
   A. Students can brainstorm together in groups of pairs to identify the purpose, voice, tone, audience of a particular assignment.
   B. The group/pair can help guide students through each stage of the process.
   C. At a conference, the teacher can ask the peer partner questions about the other peer partner's paper while the writer listens in. This way the writer gets input from an interested audience. The writer can take notes as the teacher and peer partner are discussing the work.

III. Projects and Publications
   Because every student is author, modeling student writer after literary works to produce publishable material. Students read a poem of short story and model their writing in some way after it.

IV. Computer Curriculum Development
   Teacher quickly realize the need to put lesson plans onto a word processing program so that students have access to them in the lab.

A. Frozen text that does not print can be used too give student lesson material.
B. Students can look at a reading on frozen-text mode on the computer and model their own work on it. The printout shows the students' own work.
C. The instructor can enter a passage into frozen text that appears on all students' screens and ask students to continue or complete it.
D. Students read a frozen-text passage, predict the next sentence, and write it.
E. Groups can work at the computer, discussing the options. One student simply types the group's consensus.
F. The teacher and students can compose together; in this way, the instructor can model how a writer constantly goes back to revise. The instructor can actually model good writing to the students who watch on the projected computer screen.

V. How computers affect the teaching of writing:
A. Teachers are more flexible in teaching, having to use the computers as available.
B. Teachers learn word processing and other computer functions.
C. Teachers require their students to revise more.
D. Students' attitude about revising improve.
E. Writing is done in class with help rather than at home.
F. The peer editing process changes because of lab time. Peer consulting easily takes place in the lab as students write. In addition, some peer consulting is done as homework outside of class time.
G. Teachers learn how to use the computer for instruction.
H. Experiences teachers spend little time giving instruction about the computer.
I. Students spend more time writing, which frees the teacher to help students.
J. Students quickly get comfortable with computers.

Teaching Tips:

1. Altering the physical setting can help keep the writer in control. Using a small stool to get to the student's level and the teacher never touching the key board are two tips for helping the student keep control.

2. Assign peer partners.

3. Students could be awarded with certificates that recognize whatever the teacher would like to recognize. Award systems have been proven to have merit for challenging students.

4. Some of the teaching tips I can use in my writing labs. I am going to order a stool for the lab. I plan to use some of the many frozen-text techniques in the lab for more guided writing instead of just letting the students sit down and get a topic.

5. I will inform students how the computer will affect their writing:
   A. They will be required to revise more than normal because it is so easy on computer.
   B. Their attitudes will improve about revising.
   C. More writing will be done in class, not as homework.

Quotes:

1. "A process approach to writing emphasizes the one-to-one conference while students are drafting." (page 130)
2. "Many teachers who have used printouts in conferences find they can coach their students to aim higher than they would dare expect with traditional writing tools. We can demand the mental hard work of revision because the physical act of revision is easy." (page 133)
3. "Students spend more time on task, enabling teachers to help individuals. Teachers take advantage of drafting time in the lab to give brief conferences. The computers help to support a serious-but-informal workshop atmosphere." (page 138)

Article 6: "Peers," from *Writing Lands,* by Jane Zeni, (pages 140-146)

Article 6 discussed the benefits and problems that go with the use of peers for writing support in a writing class.

I. The use of computers in a writing classroom is likely to make the course more student centered.
   A. Computers lead to shared authority because students know about computers and some may even know more than the instructor.
   B. Group work is very noisy in a regular classroom, but instructors find computer collaboration more quiet and private. This may encourage more students to collaborate more.
   C. Well-planned cooperative learning activities are the single most effective way of addressing the problems of low-level writers.

II Peer tutors for assisting with computers:
Student who have some computer knowledge make good tutors for students who know little to nothing about computers. The authors caution that peer tutors be chosen in a planned way. Tutors should be selected in a way that counters stereotypes. Often the low level, underachiever is the best tutor.

III Collaborative writing:
Collaborative composing has become almost the norm in the business world. Research reports, marketing analysis, and curriculum proposals are often written by a team of several employees. Practice with this writing method in course work introduces the student.

IV While collaborative writing works great for some, others have a more difficult time:

A. Learning styles, work habits may be incompatible.
B. There needs to be time to build trust before the pressure of a major assignment.
C. Some writers need to work independently.
D. Most writers can learn to collaborate.
E. Students who are very advanced or very weak may do better working alone.

V. One activity to begin collaboration:
A. Choose four short newspaper articles.
B. Ask the collaborative pairs to write a summary together.
C. The summaries are read aloud to check comprehension and get group feedback. Also the pairs can hear what other pairs did with the summary.
D. The next assignment is for pairs to draft a journalistic piece that uses all four short news articles.
E. Discuss the task
F. The pairs will need an angle to approach this melding of articles.
G. Pairs share aloud so all can hear the different angles.
H. Students learn that writing is synthesis not just mechanics.

VI Peer Response:
Peer response is often disappointing to teachers. For peer response to work **it must be taught**:
A. The teacher selects one student paper to be edited. A transparency and copies for each student are made.
B. In groups, students discuss their suggested changes and make changes on the transparency for all to see.
C. Slowly, students learn to give peer response.
D. Next, students individually select a passage to edit and copies are made for all to see.
E. Then, students select a passage from one of their own previous papers for the small group to edit.
F. The group compares their individual suggestions and writes a collaborative version.
G. After these lessons, the students' drafts were messier and offered more constructive, to-the-point peer response.

VII The best way to teach peer response is to model it.

Teaching Tips:
1. This article suggested a computer activity that I can adapt for use in my AMLA courses for several purposes:
    A. Students sit at computers in pairs.
    B. One student is the writer. The other is the editor.
    C. The instructor gives a command to the writer. This could be any grammar item that we are working on.
    D. One student writes a sentence with a past tense verb with I as the subject, for example. The other student edits it.

E. This game is adaptable for many uses in my AMLA courses. The computer brings a sense of immediacy to the task because the editor can make corrections which the writer can immediately make.

2. This article also suggests a technique for teaching the idea of reading your own writing during the process of editing. The author suggests an "author's chair" in the front of the room where the teacher at first and then the students can sit and read writing that needs editing.

Article 7: "Processing Words and Writing Instructions," from *Writing at Century's End: Essays on Computer-Assisted Composition,* (pages 27-33)

I. The benefits of computers:
   A. Encourage risk taking
   B. Easy revision
   C. Screen display of proposed revisions makes it easy to envision changes
   D. Students see how fluid language and writing can be
   E. Easy to get fast-moving ideas down before they are lost

II. Disadvantages of using computers:
   A. Style becomes breezier and more informal, closer to spoken language
   B. Some students experience anxiety about computers

III. Do computers help revision? Or do students continue to revise mechanical and typographical errors to pretty-up the text, erroneously thinking this is revision? Because computers allow writers to see revisions before they actually make them, revision is easier than with pencil and paper. Students should be more apt to make stylistic and global revisions, actually adding, deleting, and moving text to make it more effective.
   A. One study done by Richard Colleir, *College Composition and Communication 34*, "The Word processor and Revision Strategies" (1983): 149-155, shows that students continued to make superficial changes the same way as before the use of computers.
   B. Because the author, Erna Kelly, believes theoretically this should not be so, she describes an activity that allows students to see how moving text around is revision more than fixing mechanical, superficial errors. In fact, the activity teaches students a new idea of what revision is, in place of the traditional view. The activity involves writing instructions, telling how to do something. In addition, it attempts to teach how global changes done easily on computer improve the text dramatically.

IV. The Project:
   A. University students in a technical writing seminar were to rewrite instruction/directions for a "PC Write" user's manual. Some students were word-processing neophytes.
   B. The goals were to teach students about audience awareness (seeing things from the reader's point of view), as well as a new definition of revision in place of their old traditional view of revision. The new definition of revision involves adding, deleting, moving, substituting text to refine it, instead of just correcting mechanical, superficial errors.

C. In all students spend seven weeks (half the term) to write, edit, and revise eight sections of a user's manual.

D. There were three major parts: becoming familiar with the computer, writing the instructions, and testing and revising.

E. First, students became familiar with the computer feature to be written about: centering, transposing, underlining, footnoting, margins, etc. From this, they actually were in the reader's shows which made it easier for them to write about because they had just actually experienced learning it themselves.

F. In the second stage, students collaborated with peers and the instructor while writing, got feedback, edited, and revised.

G. They identified their audience and purpose on index cards and handed them in, reinforcing the concept of audience.

H. In the third stage, the teacher sat with a group at a computer and actually read their instructions out loud, trying to follow them. Students took notes while they watched the teacher-reader-direction follower read and try to follow their written directions. Writers revised based on this experience. This portion of the exercise taught the concept of audience or reader reaction to the text, an important concept no matter what is being written, for what purpose, or by whom. They made their revisions based on reader reaction.

V. Assessing the project:

To assess the success of the project the instructor used the first and last drafts of students' text, informal feedback from before, during, and after class, and an anonymous questionnaire completed by each student at the end of class.

VI. Findings of the project:

A. Students edited effectively, newer versions of the text were clearer.

B. Student awareness of audience made revision more clear, effective.

C. The kinds of revisions made:

1. Surface revision: commas splices and run-on sentences
2. Passive to active voice
3. Reduced sections
4. Reorganized large portions of text
5. Divided text into smaller portions and used subheadings
6. Added sentences of introduction
7. Added overviews
8. Added self-tests for the read to check understanding
9. Added reminders at the end of lessons
10. Turned a negative analogy into a positive one

D. Largely, students gained the knowledge that writing is rewriting and revision is not handing in the first draft. This is a big concept for writers who frequently complete many years of composition courses without fully understanding this notion.

Quotes:

1. "Students no longer feel their writing is set in stone. Words moving across the screen, scrolling up and down, and appearing and disappearing show students how fluid writing can become." (page 27)
2. "During this segment of the project, we also discussed characteristics that make instructions easier to follow--for example, the Document Design Center's finding that headings are more effective when couched as 'questions, statements, or very phrases' than when couched as 'single nouns of noun strings." (page 30)

Personal Insights

Process writing, writing directions, lends itself well to a physical, active learning experience, one that fits well with my personal learning style and one which I myself carry into the classroom. I see now very clearly why my favorite lessons to teach and the favorites of my students, I believe, are ones which are so active, for example a lesson in writing process in which I demonstrate a scientific experiment in the front of the classroom and actually make clouds, using a glass jar, ice, foil, and a match. In groups, students then write the process they observed.

Classroom Lesson Plans:

I. I demonstrate the scientific experiment of making clouds.

II. I ask for one or two students to volunteer to demonstrate something to the group. Groups discuss and write what was demonstrated. The test is to choose one and write it in the lab. Some ideas for student demonstrations: cook, dance, make a traditional craft, etc. Self-selected volunteers do not have to come to the lab and write the paragraph but need to hand in an outline on their demonstration day and confer with me.

Article 8: "Computer Extended Audiences for Student Writers" from *Writing at Century's End: Essays on Computer-Assisted Composition,* (pages 21-26)

I. The Project:
   A. A high school sophomore paragraph workshop e-mailed drafts and revisions to a class of university seniors in a senior-level course on teaching writing in secondary schools--a perfect match.

Teaching Tips:

1. This match of high schools students and future high school teachers made me ask myself, "What is the perfect match for my students." My immediate answer is to match my students with an audience that would understand what is required in such a composition class as mine. So I will require students in one of my courses to e-mail, as "e-pals," students in my other writing course to get feedback on their drafts and vice-versa. So each student in the two classes will have an "e-pal" in the other class.

2. I have developed the following survey to help me in evaluating how successful "e-pals" is. I will administer the anonymous at the end of the semester.

"E-Pals" — A Survey of Opinion
AMLA 55

1. How did you feel when you first heard about the "e-pal" requirement for this class?

_____

2. How many times did you e-mail your "e-pal"? (Circle one)

Fewer than five The required number A few more than required Many more than required

3. If you did not meet the requirement, what prevented you?

_____

4. If you communicated with your "e-pal" many more times than required, why?

_____

5. Complete these statements:

6. I liked the "e-pal" assignment

because_____

7. I did not like the "e-pal" assignment

because_____

8. The "e-pal" assignments would be better

if_____

Quotes:

1. "Those not using the computer did little prewriting at the beginning of the course, considerable prewriting by the end. Those using the computer developed no clear prewriting stage at all. Are concept like 'prewriting' and 'drafts' incompatible with a single, fluid, evolving electronic text? Will the organization of longer writings suffer from lack of prewriting? Can too much 'simultaneity' lull writers into accepting looser structures of discourse? If we can foresee some benefits of extended audiences, we ought to be ready to count our losses, too. Whenever we extend one of our senses through a new technology, McLuhan suggests, we run the risk of amputating another. Perhaps our challenge as educators is once again to map out the golden mean as we attempt to define the role of computers in the teaching of writing." (page 26)

Personal Insights:

1. Because writers only improve by writing and because I have learned that computers tend to make writers write more and be more prolific, as an instructor, I need to provide more opportunity for my students to write. I will incorporate e-mail and electronic journalling into the course -- writing to me, e-pals, and other classmates. This will be greatly facilitated by the fact that the Humanities Writing Lab and Internet Lab are together in the same area.

2. As well, I hope to begin teaching in the smart classroom as soon as it is available in the new mega-lab in the library. The smart classroom will allow me to make use of the computer even more as student and instructor computers will be connected and will allow written interaction between individual student and teacher, student pairs, small and large groups with and without the teacher..

Article 9: "Defining the 'Writon'" from *Writing at Century's End: Essays on Computer-Assisted Composition,* (pages 116-121)

This article discusses the problem of instructors who must present proof that student writing has been improved and is now better because administration has spent money on computers for one program or another. Administrators want evidence, usually statistical, that money has been spent on worthwhile projects that have improved student skills. The author posits that writing improvement be measured with the "writon," the basic measurable unit of writing improvement.

I. Many things could be measured:
   - A. Words per essay
   - B. Total number of words compared to time it took to write it
   - C. Count "T-units," sentences
   - D. Measure spelling mistakes against word counts
   - E. Grammar mistakes word counts against sentence counts
   - F. Average three holistic scores for an essay

G. Score holistically for certain qualities--style, organization, creativity
H. On and on

II. The author draws an analogy between defining the "writon" and the ARPI, The Arson Risk Prediction Index, which helps the New York City firemen predict targets for building arson. A mathematical equation is used, but a different equation is needed for each neighborhood. So, by analogy, a different definition of the A"writon" would be needed for each writing land, for each high school, college, or university. The mathematical equation method of defining the "writon" has gotten complicated.

III. Perhaps a "writon" can be defined by means of holistic readings (such as those which we conduct at Mt. SAC for the AWE). But this process is only a definition of the "writon" for that particular time, place, and student and reader population.

IV. Findings of the project:

A. Those responsible for the "proof" of writing improvement must offer some definition of the "writon." But it will not be called the "writon." Those responsible will write a definition depending on the target audience's ability to understand the definition: the dean will get a different definition from a professional journal about how writing improvement has been measured. Defining the basic unit of writing improvement has as much to do with rhetoric as science.

B. To start with, the writer of the article presents a mathematical method of measuring writing improvement with equations. But this is an absurd idea; the author is making the point that attempting to measure writing is a largely misunderstood thing that some think is easily attainable. But measuring writing improvement is a difficult task to accomplish to administrators' specifications.

C. The author believes that the best way to avoid this quagmire is not to be forced to measure writing improvement in the first place. Let administrators and those involved know at the outset what is measurable and what is not.

D. The author states that programs should attempt to measure how the computer helps to achieve department goals. These are concepts easier to measure and more specific than measuring general writing improvement.

Quotes:

1. "'Has the money we've spent on all of this hardware, software, and logistical support improved the quality of the writing instruction in a cost-effective way?' Often the people who ask this question expect an answer something like this: 'Student writing done with computer support has improved XX percent, compared to YY percent for student writing done the traditional way.' They want numerical evidence that computers have improved student writing more quickly and

efficiently than non-computerized instruction. Whether we get to keep the instructional computers we have, and whether we get to acquire more, often depends on our meeting this expectation. But what is 'better' and how do you measure it? That's the big problem." (page 116)

2. "Whatever it is that we measure, we have to avoid being put in the position of proving that 'writing has been made better because of computers' and instead evaluate how well computers have helped us meet the specific curricular goals for which we obtained them."

Article 10: "Beyond Word Processing: Networked Computers in ESL Classes," *Writing at Century's End: Essays on Computer-Assisted Composition,* (pages 116-121)

Computers have only recently begun to be used to aid in collaboration in ESL classes, only within the last five years. They have been in use in ESL for about as long as other English classes but lag behind in the use of networking computers for collaborative use. ESL students should get an added advantage from computers; that is, they are accent free. ESL students, in general, are shy about speaking in class, and the computer alleviates the reluctance to speak.

I. Project Overview:

This project compared the writing improvement of first-year English as a second language students in a networked computer class with students is a traditional lecture-based class. The goals was to determine which of the two classroom situations promoted better writing, more writing improvement, and more peer and teacher feedback. The project was conducted at a medium-sized state university in the southeast US with an enrollment of 12,000, approximately 800 of which were ESL students. In this particular school, students must pass a rigorous writing exam to pass out of Composition I and into Composition II.

In the winter and spring quarters of 1994, the 69 students took part in the study. Thirty-four students were enrolled in the networked classroom, and 35 were enrolled in the traditional classroom. Students were at different points in their academic careers and were from varying backgrounds. They all wrote three major assignments during the quarter. The first was short and expressive in nature. The second was longer and descriptive in nature, requiring two sources. The third and last was a 1,250-word persuasive paper based on extensive library research.

II. Methods: All students were taught by the same instructor. For each rough draft, peer response was given over the network at the beginning of each class. The teacher joined these peer subconferences via the network and gave feedback as well. In the traditional course, students sat in groups of three to four to get peer feedback. At the end of class, the drafts were given to the teacher for additional comments.

III. Analysis of the Data: First and final drafts were holistically scored after names and other identifying clues were removed. The scorers were experienced Test of Written English (TWE) readers who scored the papers based on the six-point TWE scoring guide.

IV. Findings in the Three Categories Measured: quality of writing, improvement in writing quality, and length of peer and teacher comments.

1. Quality of writing: The networked students had first draft mean scores of 5.3 and a final draft mean score of 5.6. Traditional students had first draft mean score of 4.8 and a final draft mean score of 5.2.
2. Improvement in Writing Quality: networked students improved their scores between first and final draft by 0.3. Traditional course students improved their first to final draft scores by 0.4, slightly most of an improvement than computer networked student improvement.
3. Length of Comments: In networked classes students wrote an average of 480 words while peer reviewing. In traditional classes, students wrote an average of 197 words. In networked classes the teacher wrote an average of 152 words of comments. Total networked teacher time for comments was 340 minutes, 10 minutes per students. In traditional classes, the teacher wrote an average of 148 words of comments with a total of 564 minutes or 16 minutes per student.

V. Discussion of the Findings:

A. Networked classes produced higher quality of writing as evidenced by the higher holistic scores.
B. Papers in the traditional class showed a higher degree of improvement between first and final drafts. Perhaps this is because the networked students realized their best writing sooner.
C. Perhaps the better quality of writing sooner can be attributed to less anxiety on the part of students on computer. The computer classroom setup can be less stressful, less anxiety producing, than traditional classrooms.
D. The quantity of writing in the networked classes in this study may be attributable to small group size and the fact that comments were more focused than in entire class discussions.
E. Since research indicates that authentic and appropriate interactions with teachers and classmates is the best way to improve language, it would seem that networked classrooms provide more of an opportunity for this interaction.
F. An anxiety-free, authentic, meaningful environment is the best in which to learn a language. This is what networked computers add to language classrooms.
G. In addition, the networked class teachers spent less time providing more student feedback.

Conclusions/Personal Insights

While I have always suspected that students write better on computer, I did not know the nature of that improvement. I see that networked computers ideally support the creation of an anxiety-free second language classroom, the kind of classroom I strive to maintain. Now that the mega-lab will be up and running in the fall of 1999, I can bring the networked computer into my classroom (or is it bring my classroom into the networked computer?). I now have a few tips for doing so.

VII. Sabbatical Conclusions, Findings, Recommendations

Sabbatical Findings/Conclusions 1998-1999:

Writing Assessment Findings

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During the course of my sabbatical visits and research, I drew a number of findings and conclusions which I list in detail at the end of each section of this report. The findings and conclusions listed here are of particular import to the development or continued implementation of the Assessment of Written English (AWE) at Mt. SAC:

1. While many institutions have undertaken to assess and place students based on their writing abilities, few have designed and implemented it as seriously, conscientiously, and collaboratively as we have at Mt. SAC. Of the schools that I visited, Mt. SAC and the AWE placement process is by far the most fair, organized, cohesive, cooperative, thorough, methodical, and unbiased. This is, no doubt, a continuation of the ideal circumstances under which the process was developed. It is only by comparison that one gets a sense of what one has. Now that I have a basis to compare I say kudos to all those involved in the inspiration, development, and implementation of direct writing assessment on our campus.

2. Here at Mt. SAC we have designed and implemented much more than a placement instrument. As have other campuses, we have stated our commitment to writing to our faculty, to our present and future students, to our business community, and to our educational community. In addition, through our efforts at direct writing assessment, we have instituted one of the best mechanisms for faculty in-service. Faculty, readers, coordinators, and administrators on all the campuses I visited report a more cohesive faculty and more cohesive programs as a result of regularly scheduled reading sessions where faculty assemble to read, place, and discuss writing.

3. Largely what I observed on other campuses was what I had been a part of at Mt. SAC, a conscientious, diligent community dedicated to direct writing assessment. My research has helped me understand the historical context and background that lead to the present-day position of writing assessment in the nation and the world. As a result, I understand where Mt. SAC stands in the scheme of things. We at Mt. SAC are trying to assess writing reliably and validly with direct writing just as many colleges and universities are. Our exact methods and details of the processes vary, but the goal is the same: to collect a sample of the student's best writing and assess that writing as reliability and validly as possible with no bias or discrimination and in a timely fashion. We are not alone in our efforts, but we do read and place far more writing samples on a semester-to-semester basis than other campuses.

4. Research on writing assessment is difficult to design, and statistics are difficult to collect. Even experts in the field have a difficult task coming up with statistically significant findings. This we should keep in mind when designing research and reviewing the data we have on our campus. Mt. SAC has great potential for research in this field. Most schools have the assistance of an in-house institutional researcher or an outside consultant on a regular semester-to-semester basis. This facilitates the collection of the proper data, not too much and not too little. At Mt. SAC, given the fact that the Title III grant is ending, a plan should be made about how the institutional researcher will assist in the process of data collection, preparation, and interpretation. The College-Wide Assessment Committee should be active in this endeavor.

5. Dr. Edward White, the recognized national expert in the field of direct writing assessment, recommended that we use the DTLS to assess student reading in addition to writing and to decrease the amount of papers that are read. He suggested that with proper study of cut off scores the DTLS would eliminate the need to read the writing samples of the very highest and the very lowest scores. Indeed, several campuses I visited used other measures to decrease the writing sample reading load. After hearing of our project in detail, he specifically recommended the DTLS. Dr. White is well aware of the strengths and weaknesses of the test having been the lead developer at Educational Testing Service (ETS) when the State contracted its development.

6. The Assessment of Written English (the AWE) was developed ideally with the representation of administrators, testing specialists, and instructors. According to what I heard facilitators say about their own test development and from the literature about direct assessment test development, the ideal is rare. All too often testing is imposed and is developed under less than ideal circumstances. If the AWE is to continue on its ideal path, it must continue to be watched by a diverse group of people much the same as the group who developed it. Student tracking, data collecting, surveying with the assistance of the institutional researcher will provide a scientific base of data from which the diverse supervising group can make informed, well-supported decisions.

7. Mt. SAC's use of the same prompt for all students, native and non-native, is unique. Non-native students are commonly assessed differently on other campuses. Some prompts, such as at the University of Michigan, have such long readings and directives, that non-native students, as well as poor readers, would be lost — resulting in any invalid test for them. As long as there is no evidence of disproportionate impact for non-native students who are placed via the AWE, Mt. SAC should continue its policy of including all students in its writing sample, no matter what the primary language. The problem of sorting out non-native speakers, from ESL to true bilingual speakers, to be sure they take the proper test is overwhelming and is not unique on our campus. Many campuses have the same system that asks students to choose which test to take. Giving uninformed, time-conscious students a choice of test as Mt. SAC has in the past is irresponsible. Treating all students the same is not only more democratic, it is also more fair and streamlines the process.

8. My research revealed that other colleges make use of many sources for direct writing assessment monies. Because of the faculty development value, both English departments and campus-wide staff development departments commonly finance the effort.

9. My research revealed the findings of the CSU study done by Edward M. White and L. Thomas in 1981 that indicated minority student scores are not distributed the same as non-minority students on essay, multiple choice, and combination exams. Direct writing assessment has a much more positive view of minority writers than multiple choice exams. These findings indicate that we are truly being more fair to all of our students in addition to the fact that we offer the same test to all students.

10. Schools that endeavor to assess at placement with a direct-writing instrument generally apply the same system to holistically scored final exams. The scores are used to advise instructors; final exam scores do not solely determine grades. It seems on most other campuses I visited that the philosophy and commitment to direct-writing assessment permeates the entire campus from placement to advancement.

11. The price of a direct-writing assessment includes many not easily seen benefits in addition to the obvious more accurate placement of students. The benefits to the campus, the students, and the community are many; listed here are just two of the main advantages:

    A. The community of instructors from K-12 sees that the college values writing enough to put money and effort into assessing all incoming students' writing. This, in turn, requires instructors at all levels to pay more attention to writing. The effect is students who have written more and who value writing more than a multiple-choice, fill-in-the-blank mode of learning.

    B. The community of employers sees that Mt. SAC values writing which CEO's know to be important to their employees at their businesses. The community of employers sees Mt. SAC as a partner in graduating students with the writing skills to compete in the job market.

12. All schools I visited had readers initial their placement scores. This is a good idea for future reference and for the facilitator to make note of the quality of each reader's work. I suggest we begin having readers initial their placements as a permanent part of the record. It will be a difficult and bothersome task for more experienced readers who have been reading since the beginning but a necessary one for the good of the entire process.

13. Computers have affected and will continue to affect writing and the writing process. Assessment of that writing must be flexible enough to absorb these changes and must change itself. We must be vigilant to ensure that our assessment methods change with the times.

14. The rubric should continue to be refined to reflect our changing student population and the demographics of our area, or it will become unreliable and invalid itself and produce placements that are unreliable and invalid as well.

15. The choice of topics on each test, either topic A or B, may lead to unreliability since it is difficult to judge differing student responses to differing rhetorical modes that different prompts may elicit. Rather, the literature seems to say, reliability is increased by offering one topic that is broad and has good directives on content and organization.

16. Research indicates the wording of the prompts themselves seems to have little effect on the final writing sample quality. However, the degree of detail of directives in the instructions has great effect on the quality of student writing. Some instruction about organization and some information about length is reportedly essential to elicit the best student sample. Conversely, it is detrimental to give too much detail. Presently, our sample states nothing about length and little about organization. Perhaps the committee should discuss the issue of directives.

17. All throughout the development of the AWE rubric, the people involved debated what literacy is and what levels of literacy are required for success in English 67, 68, 1A, LERN, and AMLA levels. This is reportedly the first issue people must debate and agree on before designing a rubric that will stand the test of time and remain valid.

Sabbatical Findings/Conclusions: Classroom Implications and Personal Insights

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As a result of my sabbatical research, my classroom will be forever changed. In this conclusions section, I list how my sabbatical has affected and will affect my classroom and my personal teaching philosophy as well.

18. Portfolios are a way to ensure standards in the classroom and to be sure all professors are on the same page regarding standards. Because portfolios offer a snapshot of the curriculum on campus, they can be used to assess program or classroom strengths and weaknesses. I plan to use portfolios in the courses I teach and then begin introducing them first informally and then more formally to my department. We need such an instrument to ensure standards and to facilitate program review.

19. A possible doctoral dissertation topic: how to teach writing to non-native writers who often hand in perfect writing, generally free of grammatical errors, on all out-of-class work assigned. What techniques, course outline formats, can instructors use, or how can existing outlines be modified, to deal with non-native writers' in class?

20. My sabbatical has facilitated the evolution of my personal teaching techniques -- stimulating, refining, and redefining my ever-evolving personal teaching style. Based on the readings, I will make some changes in lesson plans:
    - A. Include more active, experiential, process-oriented activities.
    - B. Stress the ideas of audience, purpose, and revising based on reader reaction from the beginning to the end of the writing and speaking courses.
    - C. Include the concepts in 1 and 2 above earlier in the term so students gets these concepts early.
    - D. Include more collaboration, student to student and teacher to pairs/groups.
    - E. Include more experience with response from readers, peers, and teacher by reading student writing aloud to individuals and groups so they get the idea of reader response to writing and revise based on that feedback. This is all in an effort to give the writing a voice that can be heard as well as read.

21. The past year has afforded me the opportunity to discover the possibilities of publishing, researching, conducting studies, and publication. I can see that these are very real future possibilities for me that I had never considered before.

22. No conclusion would be complete without a note about how my self-esteem has benefitted from this sabbatical. As a result of my visitations and studies, I feel confident of my knowledge base on direct writing and classroom writing instruction in general.

23. BRING ON THE NEXT SEVEN YEARS. I AM READY!!

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Appendix A: Collection --

Forms
Surveys
Handbook
A collection of items for practical use on campus

1. Writing Sample Facilitator Handbook Addendum
2. Student Attitudes Survey
3. Peer Editing Guide
4. What is Good Writing? — A Survey
5. E-Pals — A Survey of Opinion

Writing Sample Facilitator Handbook Addendum

This Writing Sample Facilitator Handbook Addendum is a summarization of *Teaching and Assessing Writing,* 1994, by Edward M. White, the nationally recognized expert in the field of direct writing assessment. Included here are outlines of Chapter 10, "Organizing and Managing Holistic Essay or Portfolio Readings;" Chapter 11, "Avoiding Pitfalls in Writing Assessment;" and Chapter 12, "Evaluating Writing Programs."

1. The history:

   Holistic scoring has developed rapidly over the last 20 to 25 years. ETS in Princeton, New Jersey, originated holistic scoring on a large scale in the early 1970's. That same team at ETS helped shape the reading session procedures and philosophy on the west coast in 1973 as the Cal State University English Equivalency Exam took shape. Modeled after the Cal State English Equivalency Exam was the CSU English Placement Test in 1977, which was copied widely across the US. The CSU Placement test became the model for the New Jersey Basic Skills Testing Program, which, in turn, heavily influenced the essay test at City University, New York. Most holistic scoring across the country was either taken up by members of these teams or by people who attended their seminars. In 1985, the first edition of Ed White's *Teaching and Assessing Writing* outlined the process further for the benefit of many faculty involved with implementing holistic scoring in its direct writing assessment.

   Below is a time line of the history of assessment developed from *Writing Assessment: Issues and Strategies,* Karen Greenberg, Harvey S. Wiener, Richard A. Donovan, 1986.

1300's First Universities Established Assess Orally	1873 Harvard Reading List Based Written Assessment	Late 1800's through Early 1900's Assessment not Based on Harvard's Lists	Early 1900's The Move to Objective Tests (Multi Choice)	Revolt Against Objective Tests	Mid-1900-Now Proliferation of Valid, Reliable Direct Writing Assessment

2. The well-planned, successful scoring session:

   The three categories for a successful reading session: facilities, personnel, and materials:

   A. Facilities:
      1. Good lighting
      2. Quiet environment
      3. Lots of space for readers

4. Tables with table leaders and a chief reader (facilitator)
5. Xerox machine for copying student papers for discussion, training
6. Refreshments (before, during, and/or after). Refreshments encourage early arrival, provide much needed breaks, promote conversation among readers, and save time chasing down lunch.

B. Personnel:

Careful consideration must be given to the selection of the three leaders: the facilitator, table leaders, and readers.

1. The facilitator:
   a. Keeps records of reader accuracy and consistency (accuracy being more important than speed)
   b. Treats readers professionally
   c. Needs to be flexible and have authority
   d. Encourages debate over standards, but effectively ends discussion when it is no longer productive
   e. Spot checks readers or table leaders to see that they are not scoring papers based on their own standards instead of the group standards
   f. Re-norms readers after a longer break
   g. Uses sensitivity and tact when approaching readers who are off on their placements, bringing example papers to demonstrate clearly what changes are needed
   h. Projects him/herself as a facilitator not as a dictator
   i. Should not judge readers and abilities right away, giving readers time to adjust to the standards
   j. Should give readers adequate time to complete the job so they do not feel rushed
   k. Must have a thick skin, as most reader complaints concern the lead reader or facilitator that handled the reading poorly
   l. Must maintain a sense of collegiality and professionalism while building a team committed to upholding the standards of the rubric
   m. Must assist readers to interpret anchor papers and to understand the rubric.
   n. Must make readers feel as if they are part of the entire process, not just carrying out the standards of others as they are told to

2. Table leaders (for larger readings):
   a. Must be able to monitor the readers at his/her table and consult them diplomatically when placement are off
   b. Are appreciated as peers not overseers by the readers at the table but are rejected as dictators by readers who feel they are coerced to change scores

c. Will reveal themselves naturally as candidates for table leaders after having been part of the reading community for awhile

3. Readers:
   a. There is no one characteristic that makes a good reader. As long as readers are made to feel part of the reading community, they can adopt the group's standards.
   b. Readers should be rotated to give as many as possible the opportunity to read as reading is known to be an extremely effective way of refining the teaching of writing, far more effective than in-services, conferences, seminars, and retreats.
   c. Readers must feel they are appreciated, they are adequately paid, and are not rushed for time.
   d. A reader needs to be able to admit that he/she is scoring incorrectly when his/her score is different from everyone else's. This reader must be able to see and accept as valid the others' points of view
   e. A reader must be able to put aside his/her own standards and impose the standards of the reading community.

4. Aides:
   a. Responsible for assembling the papers
   b. Makes copies of papers as requested
   c. Keeps track of hire papers/contracts, time sheets and supplies
   d. Reserves rooms
   e. Records scores as necessary
   f. Helps with any data collection

C. Materials:
   1. Pens, pencils
   2. Tylenol
   3. Name tags
   4. Notebooks for rubric and anchor papers
   5. Blank time sheets

3. Arrangement of test materials for scoring:
   A. Test papers must be of uniform size and format
   B. Having placement numbers on the form makes it easy for readers to simple circle the placements thus insuring legibility. Readers must initial or write their readers number near their placement score.
   C. If papers are in random batches of 10-20 tests, they are easier and faster to pass from reader to reader, saving the facilitator time.

4. Preparation of the rubric:
   The rubric, which has been given a great deal of thought and discussion by the committee, must become the guide for all readers, constantly referred to and matched.

5. Recording the scores:
   A. Each paper must be read by at least two readers, despite possible urging from administration to have just one reading
   B. Each score must be arrived at individually with no discussion and no peeking at others' scores

6. Dollars/budget issues:
   A. Since being a part of a scoring community is a very effective way of in-servicing faculty on the teaching of writing, faculty development funds would be well spent on readers.
   B. Because reading sessions are to institutionalize a direct assessment of writing, which says a lot to the campus and the community about that educational institution, instructional budget monies could be used to fund reading sessions.

Quotes of Note: Chapter Ten

1. "Any faculty director of an assessment program should involve the local computer specialist in planning for the use of scores. With careful communication and planning, the problem of what to do with scored materials and how to handle the mass of data produced by a scoring session can be solved. Without this proper and orderly planning, one can expect to be overwhelmed by tons of paper and unanswerable questions." (Page 213)

Chapter 11: "Avoiding Pitfalls in Writing Assessment"

Chapter Eleven deals with problems developers may encounter when implementing a writing assessment. Three sections are addressed: pitfalls in planning, pitfalls in scoring, and pitfalls in evaluation and the use of results.

1. Pitfalls in planning (page 218):
   A. A statement of goals of the assessment is an important first step which is often overlooked.
   B. The teachers of writing and the developers of assessment should be brought together to complete the task.
   C. A rubric and detailed standards should be developed by all those involved on campus.
   D. Enough money should be budgeted to pay the readers a professional wage and to allow for at least two readings per paper. If monies run low, a writing assessment program should be abandoned rather than cut in ways that could seriously threaten reliability.

E. Multiple choice tests and essay tests have somewhat equal costs. They are not as discrepant as some may think. Multiple choice tests may be easier and cheaper to develop and score. But if they are to remain valid, reliable, and secure, they must be updated regularly at heavy costs. Essay tests, which are costly to score but relatively cheap to develop and keep current, give added advantages to the college curriculum and its faculty and community.

F. From the outset there should be a plan about who will report what to whom and when so that not too much data or not enough data are collected. All reporting of test results should be done with the thought in mind that there is much misunderstanding, oversimplifying, and misreading of results.

G. Planners should develop a time line containing all important activities.

2. Test scoring pitfalls (page 231):

A. Types of scoring for essays and portfolios:

1. Holistic scoring is the theory that states that because of writing's complexities, it should be evaluated for its overall quality. Readers look at the entire piece of writing for a score.

2. Primary-trait scoring looks at only one single aspect of writing at a time, i.e., sentence variety, coherence. Readers require much training to be oblivious to all other aspects.

3. Analytic scoring looks at each sub skill and adds them up for a total score. It gives good diagnostic information (something holistic scoring does not give about a writer).

B. Three categories of pitfalls with holistic scoring of essays or portfolios: procedure, personnel, statistics:

1. Procedures:

a. First pitfall is loss of collegiality among readers.

b. Second pitfall involves the rubric, the lack of one or invalidity.

c. Third pitfall is treating the reading session like a department meeting, which often allows for endless, unresolved debate. The reading session has a goal which must be met.

2. Personnel:

a. Choosing a facilitator is most difficult and should be done by a committee. It should be a person who can be diplomatic with sensitive persons and issues, can cope with many demands for time at once, and has foresight and vision about the goals of the writing assessment. It is not a position won by publication, seniority, or title.

b. The committee should define the requirements for the job of reader and seek those readers.

3. Statistics:

   a. Problem one involves the temptation to score papers once not twice in the face of budget demands.
   b. The second problem involves the setting of passing scores. For a criterion-referenced reading, the passing scores have already been set but may be unreliable from semester to semester. For norm-referenced tests, the rankings are not determined until after the reading is completed. This takes into account changes in student ability and test question difficulty semester after semester, year after year.
   c. Score distributions should be studied from semester to semester, year to year to see if last year's score of five has become this year's score of four or six.

4. Portfolio scoring requires special planning to estimate the cost and time required to score portfolios. Moving slowly into portfolio assessment is recommended. Only about six portfolios can be read in an hour.

5. Although multiple-choice tests are said to be objective, objective is a judgement not a description. Multiple-choice tests, which are called objective tests, is actually subjective. They are composed of questions that may or may not be valid and/or reliable. They appear to be objective because they produce a nice computerized list of raw scores, scale scores, distribution, etc. In fact, one statistic that is very important is the standard error of measurement, which is a range or band of scores, not single point scores, which are approximations of student ranking.

6. A reliable and valid multiple choice test score matched with a direct writing score is the most reliable method of assessment, although the assessment of multiple direct writings would be even better to determine true writing ability.

3. Evaluation and the use of assessment results (page 241):

The number one pitfall is in the reporting, misunderstanding, and misuse of test scores. Large-scale writing assessment programs are as misunderstood as teachers who think they are saying one thing to a student but the student hears another completely different thing. One example of misunderstanding test scores involves the upper-division writing test for university juniors, which is supposed to warn juniors who are poor writers but with much misunderstanding becomes a barrier to graduation for seniors.

A. The development of graphs of the numbers and different kinds of comparative data help others interpret the data.

B. There must be, as required by legislation, some way for students to examine and challenge their test results. Even Educational Testing Services (ETS) has been persuaded to change a score after a student made a challenge.

C. Large-scale writing assessment programs require large reviews to see if they are working:

1. Different tests require different evaluation/review methods. A placement test should not use predictive validity as a means of evaluation. Since weak students are placed in a program where they will succeed, their success where they were placed will lower the predictive validity of the test. So the use of predictive validity actually measures the success of the writing program not the failure of the placement test. A college entrance test might use predictive validity where a placement test can not.
2. A placement test evaluation should discover the accuracy of placement, perhaps by surveying faculty.
3. Another pitfall when evaluating/reviewing writing programs is involving test developers, program directors, and other committed folks in the evaluation. Evaluations should be done by evaluators who are non-biased, uninvolved, but who are knowledgeable .

D. Assessment is political, in the classroom, departments, administration, and the public. As well, political matters exist during all stages of development from goals statements, to test and rubric design, to evaluation/review.

Quotes of Note: Chapter Eleven

1. "The development costs of multiple-choice testing are not well known and are usually ignored when arguments for the economy of such testing are presented. . . . .the validity problems of multiple choice writing tests are severe, and the low cost of scoring is no compensation for an invalid test. Besides, multiple choice tests, though cheaper to score than essay tests, are far more costly to put together; if we add in the necessary costs of multiple forms and revisions (required by many of the new truth-in-testing laws), essay tests

   turn out to be far more cost-effective. And when we consider the advantages to the curriculum and to the professional development of the faculty from essay testing, such direct measurement of writing skill becomes a wise investment of resources." (Page 228)

2. "Essay test development can never be considered finished as long as a testing program continues. Just as a conscientious classroom teacher is always revising his or her exams, improving, clarifying, updating, or expanding them, so test development committees can never rest. The challenge to these committees is not only to produce new topics, but also to keep abreast of writing research, which is now slowly moving into the area of measurement and cognition." (Page 229)

3. "The results of a careful multiple-choice test, when combined with the results of a single essay test, will yield a fairer and more accurate measure of writing ability than will either test when used by itself, according to research done at the Educational Testing Service (Godshalk, F., Swineford, E., and Coffman, W. *The Measurement of Writing Ability.* Princeton, N.J.: College Entrance Examination Board, 1966. A perferable alternative is to score more than one writing sample, either in paired essay tests or in portfolios." (Page 241)

4. "Finally, assessment is power, and power is a root political issue. In our classrooms, we need to use that power with decency and humanity. In large programs, that power remains at our backs and over our shoulders, always to be reckoned with. Those who ignore the politics of assessment may well find themselves replaced by better and smoother politicians, and even those who are alert to the power pressures and power drives of administrative and political figures or of the public may wind up defeated by forces with little concern for academic matters. No one should imagine that a test is above politics or that an assessment program is outside the political arena." (Page 246)

5. "As the size of a program increases, so does the chance of encountering (or, more usually, failing to avoid) one of the many problems I have discussed in this chapter. The surprise is not that pitfalls occur in the assessment of writing; the wonder is that--given the general lack of understanding of these issues and the general lack of communication among those involved in evaluation--so much assessment goes on so competently and intelligently at large and small institutions throughout the country." (Page 247)

Chapter 12: "Evaluating Writing Programs"

Writing programs are notorious for conducting evaluations that do not contain statistically meaningful results. The author gives examples of inappropriate evaluation measures: using a truck scale to measure personal weight loss and using error tabulation as a measure of writing improvement from freshman to senior years. A program evaluation that does not show students are improved by the program should be avoided (Page 248).

1. Review of Evaluation Models - Four types: norm-referenced testing; criterion-referenced testing; anecdotal results, outside experts, opinion surveys; varied measures:
   A. Norm-referenced testing:
      Norm-referenced testing is the most popular and common that comes to the minds of evaluators. It consists of a pre/post-test format. These tests do not show progress from the beginning to the end of a single semester because they are not necessarily normed to that particular student population. Norm-referenced testing is better for scoring aptitude not achievement in a particular course because it is designed not to show short-term learning. Certain failure, according to the author, if used under those circumstances.

B. Criterion-referenced testing (a single essay test):

A single pre-post essay test should never be the sole means of evaluating or reviewing a writing program because a criterion-referenced test is specifically designed not to show the effects of short-term instruction in a course. If a pre-post test is used, these steps should be followed:

1. Involve instructors in topic selection and rubric development.
2. Require at least two kinds of writing: narrative and expository for example, as some kinds of writing are easier and faster to develop in different students.
3. All testing, pre- and post-, should be scored together at the same time. Pre- and post tests should not be scored at different times
4. Raters should be unable to know if a test is a pre- or post- test by looking at its form number. Different classes should use different form numbers if pre- post-testing.
5. Get proper time, money, statistical and clerical help

C. Anecdotal results, outside experts and opinion surveys:

Hiring outside consultants and conducting opinion surveys are also very commonly thought of evaluations. They should be used a part of an overall evaluation plan not solo:

1. Results of an outside expert's evaluation are usually positive and are less than convincing to people without any hard data.
2. Surveys generally are ambiguous, self-serving, and oversimplified. Generally, they offer snapshots of a program not complete descriptions.
3. Pre- post- evaluation formats generally do not show improvement over a course, but, worse, surveys of experts, faculty, and students can be misleading.

D. Evaluation by various measures:

Effective writing program evaluations will attempt to gather information about all of that program's goals:

1. Measure student outcomes:
    a. Measure pre- post-test gain scores.
    b. Measure how many students reach the program's goals
    c. Measure student attitude about writing and self. (Long-range outcomes involving changes in student behavior and attitude have been ignored by program evaluations in the past but could supply valuable, well-received, convincing data of program worth):
        1. Positive versus negative feelings about writing after taking the program
        2. Improved grades in students' other classes as a result of taking writing program
        3. Decreased drop out rate from program
        4. Change in student willingness to take other classes involving writing after having taken the writing program course
        5. Understanding of self increased
        6. Intellectual/moral growth experienced

2. Effects of program on faculty:
   The opinions of a program's teachers can not be ignored since programs that value teachers, challenge them, and appreciate them are usually successful ones. Evidence of teacher opinion/attitude can be found in exams, syllabi, assignments, research, publications, conference attendance, attitudes toward colleagues and students.
3. Spread of effects of the program:
   How does the program affect other departments, administrators, advisors?

2. Steps in program evaluation (page 258):
   A. Define the task/purpose/audience:
      1. Formative evaluation looks for areas for improvement
      2. Summative evaluation looks to document the effectiveness of the program
   B. Select people to be involved in the writing program evaluation, select a leader:
      1. Some say outsiders are OK to use, but an unbiased, uninvolved insider should be in charge: both are required
      2. Some say outsiders must be used; they are the only truly unbiased reviewers
      3. The best leader is someone uninvolved but who has expertise in the field and knows the program
   C. Define the goals of the program and define terms:
      1. List the goals in order of importance
      2. Not all goals can be funded for evaluation; evaluate the most important but include all goals and any evidence of achievement
   D. Evaluation design:
      1. Find what data already exists that would be useful for program review
      2. Questionnaires are readily available for sale and may not need to be devised
      3. Make use of a variety of measures about a variety of goals of the program
      4. Make plans for how the design will be tended to in the years between evaluations: time lines, detailed notes, etc.

3. Empirical and non-empirical research:
   A. Historically speaking, empirical research to evaluate writing programs has been in use since Harvard began its use in 1892. But it has not given and still does not give answers to how to evaluate the effectiveness of writing programs. There is no model for writing program evaluation in existence that outlines a consistently successful process for evaluating a writing program
   B. Why are there no models for writing program evaluation?
      1. The process is removed many times from the end statistical number
      2. Many aspects of what is taught in writing classes are not included on the test; reading, research, editing, revising, moral growth, self-awareness and self-understanding.

Quotes of Note: Chapter Twelve

1. "The typical evaluation of writing programs (including writing projects, writing-across-the-curriculum programs, research and grant design, in-service training seminars, and regular instructional programs) usually fails to obtain statistically meaningful results. This failure should not be taken to mean that writing programs are failures. The inability to get results ought, in general, to be seen as a conceptual failure, deriving, in part, from a failure to understand the state of the art in the measurement of writing ability. For example, if you go on a diet and lose ten or fifteen pounds, take in your belt two notches, and fit nicely into an outfit you previously could not button, you have pretty good evidence that your diet has been a success. But suppose that you had decided to employ a more quantitative pretest/post-test model as an added rigorous statistical check and had used the truck scale beside an interstate highway as your measure before and after your diet. Since the truck scale weights in hundred-pound increments, it does not register your weight loss. Alas you would say--if you were to follow the usual unsophisticated program evaluation model--I must have been deceiving myself; I have not lost any weight, since the truck scale does not show that I have, and the truck scale is, after all, an objective measure. Strange as it may seem, this truck scale measurement model is still the dominant form of program evaluation, and it has lead to much absurdity." (Page 248)

2. "Normally, the post-test shows that no statistically significant improvement has taken place in the students' test scores. The disappointment brought about by this kind of result, after all the work of the assessment, can be devastating. Sometimes it becomes hard to realize that the fault is still with the evaluation design. . . .Why has it failed to measure the improvement in student writing that every teacher in the program knows has occurred? Or is it (the hidden fear buried in every American intellectual) all a delusion that education has an effect, that students can be taught to write, that we have really earned our salaries, such as they are? No, the problem remains with the evaluation model--the pre-test post-test model, to be precise--with its assumption that the only program effect worth measuring is the short-term learning that may show up in first draft products on a writing test." (Page 251)

3. "The test needs to have enough administrative, clerical, statistical, and computer support so that its various components can be carried out professionally. It is a foolish economy to ask an English professor to do statistical work or to ask secretaries to grade compositions. In testing, as in life, we get what we ask for and usually what we pay for. Those elected or chosen to direct this limited evaluation design need to recognize the strong odds against achieving results and to resist the kinds of economies that lower reliability and validity." (Page 253)

4. "Just as the pretest/posttest model seems to come readily to the minds of those with little assessment experience, so do two other means of simplifying the complex questions of program evaluation: hiring an outside consultant and administering an opinion survey. Although these devices are not improper in themselves as part of an overall evaluation plan, they are sometimes adopted as substitutes for an evaluation plan. They usually will produce

positive results, whether the program is an effective one or not. For this reason, the results may not be convincing to some important audiences, particularly those looking for data rather than opinions." (Page 254)

5. "The reports produced by most outside experts, particularly by those without discernible expertness, should really be called subjective impressions of a program rather than program evaluations." (Page 254)

6. "Those seeking serious but economical evaluation prefer to use evaluators who already know the program and its context and who can find legitimate evaluation devices at modest cost." (Page 254)

7. "Surveys of faculty and students about writing programs are often part of responsible program evaluations, but they cannot substitute for such evaluation. Those without much experience at such surveys imagine them to be much easier to prepare and analyze than they in fact are and often will ask local faculty to prepare one on short notice. Such quick and cheap surveys are almost sure to have numerous flaws; most prominently, the wording of the questions will lead respondents to give answers that the evaluators are hoping to obtain." (Page 255)

8. "Thus, outside experts and surveys of opinion do not, by themselves, solve the problems of program evaluation. Indeed, since they are easy substitutes for a program evaluation, and since they are even occasionally used as if they were program evaluation, they may be even more deceptive than the pretest/posttest models. The worst one can say about these latter models is that they generally do not live up to the expectations of those who employ them, whereas experts and surveys are often sympathetically misleading." (Page 256)

9. "An early indication of improvement to come is an attitude change. Measures of student attitudes may show that students have more positive feelings about writing after they complete the program, even if their writing skills have not yet improved very much. Other desirable student outcomes might be improved grades in some or all other classes, a lower dropout rate, or a willingness to take other courses requiring writing. Long-range outcomes, such as changed attitudes and behavior years after the program has been completed, have not been much attended to, but they offer real possibilities under the right circumstances." (Page 257)

10. Although the effects of a program on teachers are generally ignored, programs that value and challenge the faculty, that make them feel efficacious and appreciated, usually are successful programs." (Page 257)

11. "But although we know that our students write better and we have all kinds of unofficial non-empirical evidence to show that our programs are valuable, we seem unable to come up with data to prove it to outsiders." (Page 265)

12. "In program evaluation, as in all other aspects of writing programs, we need to resist using or accepting simple and reductive definitions, procedures, tests, and inferences. It is surely a wise instinct that leads us to trust writing instruction more to poets than to scientists, or even logicians. The resistant reality of learning to think, to write, to create, to revise and recreate, and to understand does not yield its secrets readily. Our primary job, in program evaluation as in many other aspects of our work, is to help others see the complexity and importance of writing, to distinguish between the simple and the not so simple, to be willing to accept the evidence of many kinds of serious inquiry into the nature of creative thought." (Page 268)

13. "Whenever writing teachers involve themselves, as they should, with program evaluation, they must be fully alert both to the dangers of oversimplification and to the large possibilities for constructive change offered by any evaluation program." (Page 269)

Student Attitudes Survey - SAS

Name:_____ Class:_____ Date:_____

Research in second language learning indicates many things affect how you will learn language:

1. Your own personal attitude about this country, its people, and its culture.
2. Your level of commitment (How much do you want to speak, read, and write English?)
3. Your goals (Why do you want to improve your English?)
4. Your ideas and opinions about how to learn language, what methods work best.

So, before we begin this class, I want you to think about these very important topics by taking some time right now to write about them. Think about and write as much as you can about the questions below:

1. How do you feel about the English language?

_____

_____

2. How do you feel about Americans?

_____

_____

3. How much do you want to learn English? (circle one)

More than anything else A lot Some A little Not at all; I have to be here

4. Why do you want to improve your English? What are your goals?

_____

_____

5. Below are some of the ways we will learn English in this classroom. Check four that you like **most**:

___reading alone	___writing alone	___talking in pairs	___teacher lecture
___reading in groups	___writing in groups	___talking in groups	___teacher conference
___reading in class	___writing on board	___talking in class	___homework
___computer lab exercises	___writing on computer	___tutor sessions	___other

(AMLA 55)

6. What are some ways that you liked to learn language **in your country**?

_____

_____

7. **In your native country**, what does your teacher expect you to do in the classroom to learn?

_____

_____

8. **In this country**, what do you think your teacher expects you to do in the classroom to learn?

_____

_____

9. Fill in the blanks below: (Use single words or phrases, anything that describes how you feel about Mt. SAC)

Mt. San Antonio College is _____,

_____,_____.

Peer Editing Guide
AMLA 55

Name of writer:_____ Name of editor:_____

Assignment:_____ Date:_____

Organization:

1. Copy the topic sentence:_____

_____

2.	Is the topic sentence clear/focused/interesting?	5	4	3	2	1
3.	Are the supporting details clearly marked?	5	4	3	2	1

4. Copy the conclusion:_____

_____

5.	Is this conclusion effective?	5	4	3	2	1

Content:

6.	Is the content appropriate to the assignment?	5	4	3	2	1

Language:

7.	Is the verb time clear? Are verbs consistent? Highlight verbs that are not correct.	5	4	3	2	1

General Impressions:

8.	How well could you understand and follow? How much did you have to reread to follow?	5	4	3	2	1

9. What would improve this piece?_____

10. What is something you liked? (Circle it and comment here.)

_____

What is Good Writing? — a Survey
AMLA 55

In order to be a good writer, it is important to understand what good writing is. Rate your beliefs about the importance of the following aspects of writing::

5=extremely important 4=very important 3-somewhat important 2=little importance 1=no importance

Organization (topic sentence, sup. details, conc.)	**5**	**4**	**3**	**2**	**1**
Grammar (verbs, word forms, prepositions)	**5**	**4**	**3**	**2**	**1**
Vocabulary (word choice, descriptive)	**5**	**4**	**3**	**2**	**1**
Sentence structure (S + V + O, variety, transitions)	**5**	**4**	**3**	**2**	**1**

"E-Pals" — A Survey of Opinion
AMLA 55

1. How did you feel when you first heard about the "e-pal" requirement for this class?

_____

2. How many times did you e-mail your "e-pal"? (Circle one)

Fewer than required The required number A few more than required Many more than required

3. If you did not meet the requirement, what prevented you?

_____

4. If you communicated with your "e-pal" many more times than required, why?

_____

Complete these statements:

5. I liked the "e-pal" assignment

because_____

6. I did not like the "e-pal" assignment

because_____

7. The "e-pal" assignments would be better

if_____

Appendix B:

Documents of Interest from Colleges Visited

1. Cabrillo College Prompts
2. Cabrillo College Instructions to Student
3. Cabrillo College Rubric
4. Cabrillo College Reader Contract
5. Cabrillo College Reader Job Description
6. California State University, San Bernardino, Senior Portfolio Description
7. California State University, San Bernardino, English Department Mission
8. California State University, San Bernardino, Portfolio Scoring Sheet
9. Cuesta College Prompts
10. Cuesta College English and Math Equivalencies
11. Glendale Community College Challenge Petition
12. Glendale Community College Rubric
13. Irvine Valley College Assessment and Placement Survey
14. Irvine Valley College Assessment and Placement ESL Survey
15. Irvine Valley College Rubric
16. Long Beach City College Rubric
17. Lorain County Community College Rubric
18. Lorain County Community College Prompts
19. Middlesex Community College Rubric
20. Middlesex Community College Rubric for Passage into Freshman Composition
21. MiraCosta College Rubric
22. Rio Hondo Community College Assessment and Placement Survey
23. Rio Hondo Community College Validation Study 1998
24. Rio Hondo Community College Rubric
25. Sacramento City College Rubric
26. Sacramento City College Prompt
27. Sacramento City College Anchor Paper Notation Format
28. Sacramento City College Essay Scantron

CABRILLO COLLEGE

Office Use Only	
Score 1 _____	Score 2 _____
Score 3 _____	

_____
Last Name/First Name

_____ _____
Social Security Number **Date**

Directions: Your essay will be evaluated on the basis of your ability to develop your central idea, to express yourself clearly, and to use the conventions of written English. Choose one of the topics below. Important: Circle the letter of your choice.

A. **Describe a teacher who made a positive or negative difference in your life. Give examples of how that teacher influenced you.**

OR

B. **We constantly get advice from others about the way we should live. Describe a piece of advice you have received that you <u>agree</u> or disagree with, and use an example or experience to show why you <u>agree</u> or disagree with it.**

CONFIDENTIAL

You may use the other side of this paper

CABRILLO COLLEGE

Office Use Only	
Score 1 _____	Score 2 _____
Score 3 _____	

_____
Last Name/First Name

_____ _____
Social Security Number Date

Directions: Your essay will be evaluated on the basis of your ability to develop your central idea, to express yourself clearly, and to use the conventions of written English. Choose one of the topics below. Important: Circle the letter of your choice.

A. Imagine a place that is important to you. Describe it so your reader can see the place and understand how you feel about it.

OR

B. Describe a past experience (mental or physical) which has taught you something about your values, expectations or beliefs.

CONFIDENTIAL

You may use the other side of this paper

CABRILLO COLLEGE

Office Use Only	
Score 1 _____	Score 2 _____
Score 3 _____	

_____
Last Name/First Name

_____ _____
Social Security Number Date

Directions: Your essay will be evaluated on the basis of your ability to develop your central idea, to express yourself clearly, and to use the conventions of written English. Choose one of the topics below. Important: Circle the letter of your choice.

A. **Our first impression of a person often turns out to be inaccurate. Describe how your impression of a person improved after you got to know him or her.**

OR

B. **Write about a turning point in your life.**

CONFIDENTIAL

given to students who took the English test.

CABRILLO COLLEGE ASSESSMENT CENTER

Writing an Essay

Example Topic: A FRIEND WHO MADE A DIFFERENCE IN MY LIFE

Take a few minutes to organize your thoughts.

Which friend will you choose?
Will you describe this friend?
In what ways has your friend impressed you?
How did your friend affect your life?

Use scratch paper to jot ideas as you think about the form your essay will take.

Outline. Do not write your essay on scratch paper.
Rewriting your essay from scratch paper to the essay sheet is a pointless exercise!

Simple outlines are easy to reorganize using arrows or numbering.

Essay development:

Beginning: Perhaps you will introduce your friend using a descriptive paragraph or maybe you will write about an incident involving your friend. Can you think of an interesting way to catch the attention of the reader?

Middle: After you have told the reader about your friend, you will probably write about the difference he/she made in your life. Search for the words which will best illustrate your friend's impact on your life. Sometimes giving examples is an effective way of attracting the reader's interest.

Ending: You may want to emphasize your friend's importance in your life. Perhaps you will describe a different, current relationship or your present life without the friend.

Proofread and correct errors in your completed essay.

Other:

Avoid slang unless you are quoting or it is pertinent to the story.

When you proofread, pretend that someone else has written the essay. Is the writing clear and easy to understand?

Reminder: Use your scratch paper to outline your essay or jot ideas, not just to write your essay and then recopy.

Cabrillo

CRITERIA FOR HOLISTIC SCORING

The holistic scoring team, using the following criteria, places students in appropriate English class levels. Each writing sample is read by two readers who independently score the paper. In cases of disagreement, a third reader, who does not know the previous scores, evaluates the essay and determines the final placement. Frequently, discussion among the three readers substantiates the final score. The transcending concern of the team is the level where the student will best succeed. To prevent a hint of bias, readers use "post-its" to hide the scores and students' names.

English 255

2. This essay includes many basic mechanical difficulties, including run-on and fragmented sentences; the topic is poorly developed and paragraphing is often absent or illogical; phrasing is wandering, vague, and repetitive; the sentence structure and vocabulary are overly simple.

3. This essay may include such basic grammar problems as run-ons and fragments. Other problems include a lack of focus, inadequately developed ideas, some inconsistency in paragraphing, lack of logical transitions, obscure pronoun reference, and modifier problems. A #3 essay shows a somewhat better development of ideas and a clearer focus of ideas than a #2, as well as fewer basic writing errors.

English 100/101

4. This essay contains a fairly clear and competent use of language. However, ideas are not adequately developed and show some vagueness. Repetition or reliance on cliches may occur. The writer may make serious grammatical mistakes but overall seems in control. A #4 essay may not present a consistent pattern of particular errors, as a #2 or #3 paper often does, but it often lacks specific detail, sentence variety, or clear transitions. Some second language reference may occur, but it does not interfere with clarity of ideas.

5. This essay shows an adequate response to the prompt, with sufficient examples and acceptable reasoning. It also shows adequate development of ideas, some ability to focus on a subject, and some understanding of paragraphs, transitions, and organization. It sometimes projects a sense of voice or tone. Grammar and usage problems remain and second language problems may occur, but they do not interfere with the clarity of ideas.

English 1A

6. This essay shows good development of ideas, the ability to focus clearly on a subject, and an understanding of paragraphs and transitions. It sometimes projects a clear sense of tone or voice. A #6 essay contains more specific detail than a #5 but is less sophisticated in structure, development, and diction than a #7.

7. This essay is well-focused and shows the writer's command of word choice and the ability to sustain a tone and fully develop an idea. The essay contains few, if any, grammatical mistakes and uses transitions naturally. The #7 essay contains colorful, specific details as well as a satisfying beginning, middle, and end. It is lucid and has good sentence variety. It presents an intelligent treatment of the subject.

8. ESL assessment referral.

9. Student advised to take additional English, 152 (spelling).

CABRILLO COMMUNITY COLLEGE DISTRICT
AGREEMENT FOR PROFESSIONAL SERVICES

1. CONTRACT IDENTIFICATION: _____

2. PARTIES:

The Cabrillo Community College District, whose address is 6500 Soquel Drive in Aptos, California 95003 and the following named independent contractor:

Name: _____

Form of Business: Holistic Scoring

Address: _____

City: _____ Telephone _____

Social Security # _____ mutually agree and promise as follows:

3. TERM

The effective date of this contract is July 1, 1997 and it terminates June 1, 2000 unless sooner terminated, as provided herein.

4. TERMINATION

This Agreement shall terminate upon completion by the Independent Contractor of the obligations listed in Section 7. However, this Agreement may be terminated by either party upon ten (10) days written notice would the other party fail substantially to perform in accordance with the terms of the agreement through no fault of the party seeking termination. In the event this Agreement is terminated prior to completion of the project, the District shall pay the independent contractor its costs incurred to the time of termination based upon a pro rata share of the total payments to the independent contractor. The Agreement may also be canceled immediately by mutual written consent.

5. PAYMENT LIMIT

Total payment(s) to the Independent Contractor under this contract are $25.00 per hour, paid in one or more payments not to exceed $1000.00.

6. COLLEGE DISTRICT'S OBLIGATION

In consideration of Independent Contractor provision of special service(s) as described in the attached Independent Contract Services Description and subject to the payment limit expressed herein, the College District shall pay Independent Contractor, upon documented evidence of completion of service(s), payment according to the fee schedule listed in Number 5, above.

In accordance with Education code Section 81655, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the Cabrillo College District Governing Board, duly passed and adopted.

Cabrillo

7. CONTRACTOR'S OBLIGATION

The Independent Contractor shall provide service(s) as described in the Independent Contractor Services Description attached hereto and incorporated herein by reference.

8. INDEPENDENT CONTRACTOR STATUS

This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

9. INDEMNIFICATION

The Independent Contractor shall defend, save harmless, and indemnify the Cabrillo College District and its officers, agents, and employees from all liabilities and claims for damages for death, sickness, or injury to persons or property, or including without limitation, all consequential damages, from any cause whatsoever arising from or connected to the operations or services of the Independent Contractor hereunder, resulting from the conduct, negligence or otherwise of the Independent Contractor, its agents or employees. The Independent Contractor agrees to provide his or her own worker's compensation and personal liability insurance.

10. TAX REPORTING/PAYMENT RESONSIBILITIES

The Cabrillo College District shall provide an annual statement of compensation paid on the appropriate federal and state information forms. The Independent Contractor is responsible for payment of any federal and/or state tax amounts due.

11. SIGNATURES

These signatures attest the parties' agreement hereto:

_____ _____

COLLEGE DISTRICT DATE

_____ _____

INDEPENDENT CONTRACTOR DATE

Attachment: Independent Contractor Services Description 7/97

INDEPENDENT CONTRACTOR SERVICES DESCRIPTION

CABRILLO COLLEGE

HOLISTIC SCORERS JOB DESCRIPTION

ENGLISH ESSAY SCORERS

Evaluate assessment essays for recommended placement in English courses.

Set up anchor papers to establish consistent placement criteria.

Score essays using the process and criteria approved by the English department.

Prepare new essay prompts when needed or when the English department requests.

Consult with other members of the team to ensure prompt and accurate placement.

Provide interrater reliability information for research.

ENGLISH AS A SECOND LANGUAGE SCORERS AND INTERVIEWERS

Evaluate assessment essay for placement recommendations in English As a Second Language courses.

Set up anchor papers to establish consistent ESL evaluation criteria.

Interview to assess language fluency for recommendation of ESL conversation courses.

Prepare new essay prompts when needed or when the English department requests.

Consult with other members of the team to ensure prompt and accurate placement.

Counsel students regarding ESL placement and registration.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

SENIOR PROJECT FOR ENGLISH MAJORS

English 516: Senior Project — **Spring 1999**
Prof. E. M. White — **M 1:00-1:50 UH 263**
Office: UH 301.25 Phone: 880-5845 — **T 1:00-1:50 UH 264**
Office Hours: T 2:00-4:00 — **E-Mail: Ewhite@csusb.edu**

Course Description:

Preparation and submission of a portfolio of writing representing successful work in the English major, accompanied by a reflective essay showing how the portfolio demonstrates accomplishment of most of the goals of the major. *Prerequisite: completion of 135 units including 40 units of the English major.* Graded credit/satisfactory progress/no credit.

Course Purpose:

This one-unit course allows the English department to evaluate the effectiveness of its major and also requires you to reflect on and write about the way in which your particular selection of courses achieves the goals of the English major. Although the one unit indicates that the course does not require great amounts of your time, the work you do should be careful and of high quality. You must pass the course in order to graduate.

As the department collects and assesses the portfolios produced in the 516 course over a period of years, the faculty will be able to adjust the mix of electives and requirements that make up the major to more fully meet departmental goals. Other matters, such as grading standards or individual course requirements, may also come up for discussion in the light of the departmental review of the senior projects. Thus your particular portfolio will help shape the future of the English major as well as help you review your own education.

Your particular task will be to assemble a portfolio of papers, exams, reading journals, or other written materials you have produced for your English courses, accompanied by a Reflective Essay in which you write about how the items you have selected individually and collectively demonstrate that you have met most of the English department's "Goals for the English Major." This means that you will need to consider carefully the accompanying "Goals" statement, select the most appropriate materials from those you have saved (remember the letter from the department chair that you received when you became an English major), and write a statement connecting your materials to the Goals.

Compiling the portfolio should be a valuable activity for you. It should help you see that an English major is not just a random selection of courses but a coherent and manageable field of study. And it should help you see the relationship between the way you have structured your major, guided by the requirements but with numbers of options and electives, and the overall goals any English major should achieve.

Portfolio Contents:

Choose for your portfolio no more than four pieces of writing which you have submitted to English courses during your time as an English major. These pieces should not be rewritten or revised beyond the version that was graded and commented on by your professor. (Of course,

Cal State San .
CSUSB Bernardino

DEPARTMENT OF ENGLISH

MISSION STATEMENT

The mission of the undergraduate English major is to acquaint students with a diverse range of literary texts and their cultural, historical, and aesthetic contexts; to develop through literature, writing, and language courses their appreciation of and respect for human values; to introduce them to some of the principal critical and scholarly approaches to the study of literature; to make them aware of the structure and history of the English language; to help them develop the ability to read perceptively, think critically, and write effectively; and to guide those students interested in creative writing to a suitable level of skill.

The department expects all students graduating with a B.A. in English to meet the following **GOALS:**

I. To be familiar with the major writers, periods, and genres of English and American literature, and to be able to place important works and genres in their historical context.

II. To be able to analyze, interpret, and compare literary works, and to write about literature in a clear, coherent, literate way that demonstrates a high level of understanding both of a text's technical merits and of its emotional impact.

III. To know that literature can be studied in a variety of ways, and to be familiar with some of these critical approaches.

IV. To have read several important works in non-western, ethnic, and women's literatures that illustrate the diversity of literary studies and the interconnectedness of literary traditions.

V. To understand writing as process and, in their own writing, to demonstrate an awareness of audience, purpose, and various rhetorical forms as well as a high level of control of the conventions of standard written English.

VI. To have some basic understanding of the phonological, morphological, and syntactic structures of English and their development, as well as to be familiar with theories of sociolinguistics and language acquisition.

VII. In addition, students who are planning to teach English should be more specifically acquainted with pedagogical approaches to literature, language, and writing, and with the theories that underlie those approaches.

VIII. Students taking the creative writing track are expected to be able to demonstrate a high level of competence in some genre of imaginative writing and the forms and techniques of that genre.

1. GOAL: Students will be expected to be able to analyze, interpret, and compare literary works, and to write about literature in a clear, coherent, literate way that demonstrates a high level of understanding both of a text's technical merits and of its emotional impact.

2. OBJECTIVES:

a. . Define/describe the various elements common to all literary texts, e.g. theme, style, tone.

b. Generate meaning for texts and defend those choices through the application of specific theoretical tools, e.g. discuss Romantic poetry in light of the social movements of the times;

c. Employ critical vocabulary in discussing components of literature, such as allegory, imagery, symbolism, structure, figures of speech (e.g. metaphor), as they are found in a literary work. For example, the use of images of darkness in Conrad's *Heart of Darkness.*

3. OUTCOMES CRITERIA:

All English majors are required to complete at least two analysis courses; in addition all literature courses require at least one substantial paper. All students in the literature track are required to take English 515 - "Senior Seminar in Literature," a course which requires a critical examination, in depth, of the literary topic being considered.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. ASSESSMENT METHODS:

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. TIME FRAME:

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. WHO WILL DO THE ASSESSMENT?

Department chair and appointed committee

7. TYPE OF FEEDBACK:

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

1. **GOAL:** Students will be expected to have read several important works in non-western, ethnic, and women's literatures that illustrate the diversity of literary studies and the interconnectedness of literary traditions.

2. OBJECTIVES:

a. Group several pertinent authors/titles into categories representative of the above-described diversity of text, e.g. authors/titles important to Chicano Lit.;

b. Compare/contrast relevant themes/issues from works authored by people of diverse backgrounds, e.g. compare issues of African American female authors to those of African American male authors

c. Assess these works for their literary and cultural value, and be able to defend the assessments, e.g. discuss narrative style or defend an author's use of dialect.

3. OUTCOMES CRITERIA:

All English majors are required to take at least one course from the following: "American Indian Literature," "Studies in Literary Diversity," "Chicano Literature," "Women Writers," or "African American Literature." Satisfactory completion of these courses introduces students to this aspect of literary studies.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

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8. HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

1. GOAL: Students will be expected to understand the phonological, morphological, and syntactic structures of English and their development, as well as to be familiar with theories of sociolinguistics and language acquisition.

2. OBJECTIVES:

a. Demonstrate basic knowledge of the phonology, morphology, and syntax of English.

b. Be aware that English has evolved and continues to evolve.

c. Understand that English is affected by factors such as power, gender, ethnicity, and the relationship between speakers.

d. Understand that dialects, in their appropriate contexts, are equally legitimate.

e. Understand major issues in language acquisition, particularly similarities and differences between first and second language acquisition.

3. OUTCOMES CRITERIA:

All English majors are required to complete English 311 - "The English Language," an introduction to the structure of the English language, including phonetics, phonology, morphology, syntax, pragmatics, sociolinguistics, psycholinguistics, and language acquisition. Students who are planning to enroll in the teaching credential program with a single subject in English have an additional language requirement (see VII below).

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. ASSESSMENT METHODS:

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios, which may include papers from linguistics courses, will be reviewed and evaluated by a departmental committee. If such papers are not included in the portfolio, students will need to demonstrate some knowledge of the English language in their reflective essay.

5. TIME FRAME:

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. WHO WILL DO THE ASSESSMENT?

Department chair and appointed committee

7. TYPE OF FEEDBACK:

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

1. GOAL: Students taking the creative writing track are expected to be able to demonstrate a high level of competence in some genre of imaginative writing and the forms and techniques of that genre.

2. OBJECTIVES:

a. Demonstrate a developing command of at least one genre of imaginative writing; for example produce a portfolio containing examples of short stories or poetry, give public readings of original material or present evidence of publication.

b. Show knowledge of the major themes and techniques of contemporary literature, particularly in the genre of the student's choice.

3. OUTCOMES CRITERIA:

All students in the creative writing track are required to take four creative writing courses; these courses offer intensive workshop experience and ongoing evaluation of the students' work.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major. Portfolios should include examples of the students' own creative writing.

Alumni and, where approprate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. ASSESSMENT METHODS:

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. TIME FRAME:

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. WHO WILL DO THE ASSESSMENT?

Department chair and appointed committee

7. TYPE OF FEEDBACK:

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.