

EDWARD M. WHITE

Teaching and Assessing Writing



*Second Edition,
Revised and Expanded*

Teaching And Assessing Writing

Edward M. White



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Teaching and Assessing Writing Edward M. White, 1994-03-18 PQ White's new edition of *Teaching and Assessing Writing* retains its place as the best one source examination of issues and techniques. Sensible, thorough, even handed, it is useful for both the novice teacher and the experienced administrator in designing writing classes and programs that can serve many kinds of students fairly. PQS Richard Lloyd Jones, professor of English, University of Iowa. In this thoroughly revised and completely reorganized second edition, White offers the latest theoretical and practical materials that instructors in English and across the disciplines will need in order to help students build strong writing skills. *Teaching and Assessing Writing*

Edward M. White, 1994-03-01 Teaching and Assessing Writing Edward M. White, 1985 **Teaching and Assessing Writing** Edward Michael White, 1985 **Assessing Writing** Billie F. Birnie, 2016 This book on assessing writing is designed for teachers, school leaders, and evaluators. It begins with a collection of assessment practices that will increase teachers' efficiency and effectiveness as they guide students in learning how to think and write successfully. The second section includes step-by-step procedures, prompts, and rubrics for conducting on-demand, timed writing assessments either for diagnosis of students' skills or for analysis of instruction. The final section explains how to develop and measure interrater reliability, the extent to which assessors agree on the quality of student writing, a critical component for any faculty that seeks to increase the efficacy of their teaching. Whether readers wish to assess the thinking and writing of students in one class, one school, or a whole district, this book will show them how. **Antiracist Writing Assessment Ecologies** Asao B.

Inoue, 2015-11-08 In *Antiracist Writing Assessment Ecologies*, Asao B. Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts. **Writing Assessment and Instruction for Students with Learning**

Disabilities Nancy Mather, Barbara J. Wendling, Rhia Roberts, 2009-10-12 A hands-on guide for anyone who teaches writing to students with learning disabilities. This valuable resource helps teachers who want to sharpen their skills in analyzing and teaching writing to students with learning disabilities. The classroom-tested, research-proven strategies offered in this book work with all struggling students who have difficulties with writing, even those who have not been classified as learning disabled. The book offers a review of basic skills: spelling, punctuation, and capitalization, and includes instructional strategies to help children who struggle with these basics. The authors provide numerous approaches for enhancing student performance in written expression. They explore the most common reasons students are reluctant to write and offer helpful suggestions for motivating them. Includes a much-needed guide for teaching and assessing writing skills with children with learning disabilities. Contains strategies for working with all students that struggle with writing. Offers classroom-tested strategies, helpful information, 100 writing samples with guidelines for analysis, and handy progress monitoring charts.

Includes ideas for motivating reluctant writers Mather is an expert in the field of learning disabilities and is the best selling author of *Essentials of Woodcock Johnson III Tests of Achievement Assessment* *Teaching and Assessing Writing in the Primary School* Eithne Kennedy, Gerry Shiel, 2025-02-10 The capacity to write well is fundamental to success in school and beyond Yet many children struggle to become proficient writers *Teaching and Assessing Writing in the Primary School* provides a comprehensive guide to the theory practice and pedagogical research behind teaching children to write Supported by case studies and real world examples of teaching and learning writing in the classroom this practical book proposes a whole school research informed writing framework that engages children while building their writing skills Readers will benefit from building their knowledge of the theory and research behind learning how to write successfully while discovering how they may apply this effectively to their classroom practice Firmly grounded in the theory of writing and with clear links to practical application chapters explore Effective pedagogies for teaching children aged 4 12 how to write The planned and received curriculum for writing including a whole school approach Formative and summative assessment of writing in the classroom Designing and organising a Writing Workshop for pupils Practical implementation of mini lessons to support writing Supporting the needs of diverse writers within our schools Filled with strategies for teaching this practical and engaging book will be an essential resource for anyone working within primary schools including classroom teachers both new and more experienced teaching assistants subject leaders literacy coordinators and senior leadership *What We Really Value* Bob Broad, 2003-12-01 *What We Really Value* traces the origins of traditional rubrics within the theoretical and historical circumstances out of which they emerged then holds rubrics up for critical scrutiny in the context of contemporary developments in the field As an alternative to the generic character and decontextualized function of scoring guides he offers dynamic criteria mapping a form of qualitative inquiry by which writing programs as well as individual instructors can portray their rhetorical values with more ethical integrity and more pedagogical utility than rubrics allow To illustrate the complex and indispensable insights this method can provide Broad details findings from his study of eighty nine distinct and substantial criteria for evaluation at work in the introductory composition program at City University These chapters are filled with the voices of composition instructors debating and reflecting on the nature interplay and relative importance of the many criteria by which they judged students texts Broad concludes his book with specific strategies that can help writing instructors and programs to discover negotiate map and express a more robust truth about what they value in their students rhetorical performances *Writing Assessment in the 21st Century* Norbert Elliot, Leslie C. Perelman, 2012 For over forty years Edward M White author seminal works in instruction and evaluation has led debates about accountability by focusing on student learning In this edited collection thirty five leaders in assessment pay tribute to Professor White by documenting the landscape strategies consequence and future of the field *Assessing Writing, Teaching Writers* Mary Ann Smith, Sherry Swain, 2016-12-23 Many writing teachers are searching for a better way to turn student writing into teaching and learning

opportunities without being crushed under the weight of student papers This book introduces a rubric designed by the National Writing Project the Analytic Writing Continuum AWC that is making its way into classrooms across the country at all grade levels The authors use sample student writing and multiple classroom scenarios to illustrate how teachers have adapted this flexible tool to meet the needs of their students including using the AWC to teach revision give feedback direct peer to peer response groups and serve as a formative assessment guide This resource also discusses how to set up a local scoring session and how to use the AWC in professional development Book Features Introduces teachers to a powerful assessment system and teaching tool to support student writing achievement Offers a diagnostic tool for guiding students toward a common understanding of the qualities of good writing Provides ideas for helping students learn from models and give productive feedback to peers Illustrates ways to adjust the AWC to various grade levels and different teaching goals

Rearticulating Writing Assessment for Teaching and Learning Brian Huot, 2003-04-01 Brian Huot's aim for this book is both ambitious and provocative He wants to reorient composition studies view of writing assessment To accomplish this he not only has to inspire the field to perceive assessment generally not the most appreciated area of study as deeply significant to theory and pedagogy he also has to counter some common misconceptions about the history of assessment in writing In *Re Articulating Writing Assessment* Huot advocates a new understanding a more optimistic and productive one than we have seen in composition for a very long time Assessment as Huot points out defines what is valued by a teacher or a society What isn't valued isn't assessed it tends to disappear from the curriculum The dark side of this truth is what many teachers find troubling about large scale assessments as standardized tests don't grant attention or merit to all they should Instead assessment has been used as an interested social mechanism for reinscribing current power relations and class systems

Assessing Writing Billie F. Birnie, 2016-07-19 This book on assessing writing is designed for teachers school leaders and evaluators It begins with a collection of assessment practices that will increase teachers efficiency and effectiveness as they guide students in learning how to think and write successfully The second section includes step by step procedures prompts and rubrics for conducting on demand timed writing assessments either for diagnosis of students skills or for analysis of instruction The final section explains how to develop and measure interrater reliability the extent to which assessors agree on the quality of student writing a critical component for any faculty that seeks to increase the efficacy of their teaching Whether readers wish to assess the thinking and writing of students in one class one school or a whole district this book will show them how

Best Practices in Teaching and Assessing Writing Elizabeth Allen, Concordia University (Portland, Or.)- College of Education, 2012 This action research project describes a teacher's efforts to improve writing instruction in her classroom through the use of the Writing Workshop and use of checklists as a tool for assessing student writing Abstract

Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing Carl Whitthaus, 2005-04-27 This book takes on a daunting task How do writing teachers continue to work toward preparing students for academic and

real world communication situations while faced with the increasing use of standardized high stakes testing Teachers need both the technical ability to deal with this reality and the ideological means to critique the information technologies and assessment methods that are transforming the writing classroom Teaching and Evaluating Writing in the Age of Computers and High Stakes Testing serves this dual need by offering a theoretical framework actual case studies and practical methods for evaluating student writing By examining issues in writing assessment ranging from the development of electronic portfolios to the impact of state wide standards based assessment methods on secondary and post secondary courses this book discovers four situated techniques of authentic assessment that are already in use at a number of locales throughout the United States These techniques stress interacting with students as communicators using synchronous and asynchronous environments describing the processes and products of student learning rather than enumerating deficits situating pedagogy and evaluation within systems that incorporate rather than exclude local variables and distributing assessment among diverse audiences By advocating for a flexible system of communication based assessment in computer mediated writing instruction this book validates teachers and students experiences with writing and also acknowledges the real world weight of the new writing components on the SAT and ACT as well as on state mandated standardized writing and proficiency exams

Assessing Writing Across the Curriculum Charles R. Duke, Rebecca Sanchez, 2001 Assessing Writing Across the Curriculum offers guidelines for effective assessment of student writing performance in various content areas such as English science mathematics and social studies at the junior or senior high school level The book suggests a change in teaching methodology in order to make writing a key part of the instructional process Written by teachers it offers examples of applications and tools for assessment concluding with a list of additional resources for further research Assessing Writing Across the Curriculum addresses issues such as assignment design communication of expectations scoring rubric design and student involvement in writing assessment It emphasizes writing to learn versus writing to test This change in emphasis allows the student to understand how writing can contribute to his or her thinking and learning about a subject The book utilizes the knowledge editors Duke and Sanchez have accumulated in directing National Writing Project sites and in their extensive in service work on writing assessment with teachers

Assessing the Teaching of Writing Amy E. Dayton, 2015-03-04 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in Assessing the Teaching of Writing demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing

sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation Assessing the Teaching of Writing will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program Task-Based Approaches to Teaching and Assessing Pragmatics Naoko Taguchi, YouJin Kim, 2018-08-15 This volume is the first book length attempt to bring together the fields of task based language teaching TBLT and second language pragmatics by exploring how the teaching and assessment of pragmatics can be integrated into TBLT The TBLT pragmatics connection is illustrated in a variety of constructs e g speech acts honorifics genres interactional features methods e g quantitative quasi experimental conversation analysis and topics e g instructed SLA heritage language learning technology enhanced teaching assessment and discursive pragmatics Chapters in this volume collectively demonstrate how the two fields can together advance the current practice of teaching language for socially situated real world communicative needs *Teach Writing Well* Ruth Culham, 2018 Ask great writers what the key to writing well is and they will tell you revision Author Ruth Culham both a successful writer and writing teacher understands the challenges elementary teachers face when teaching writing and revision and now shares her knowledge in *Teach Writing Well* How to Assess Writing Invigorate Instruction and Rethink Revision Divided into two parts Culham's book provides ways to teach that are both accessible to the teacher and student You will find techniques to assess writing that are practical and results driven Inside you'll discover Culham's traits of writing and how to use them to read and assess student work Ways to guide revision decisions using these traits as common language How to address challenges students may face within the different modes of writing narrative expository and persuasive Strategic lessons to teach the writer that scaffold students towards making their own craft decisions A chapter on mentor texts which can be used to model traits and key qualities for your students *Teach Writing Well* pulls best practices together and shows writing with fresh eyes *Creating Writers* Vicki Spandel, Richard J. Stiggins, 1990 From the Back Cover The missing link in effective writing instruction is everyday assessment techniques These techniques when used by teachers and students connect assessment and writing instruction to successful teaching The benefit is an effective efficient and reflective strategy for teaching writing skills Based upon seven years of collaboration in research and teaching *Creating Writers* reveals a clear set of standards for good writing The authors link these standards to practical strategies encouraging good writing and evaluation The result is highly motivated and effective writers and teachers *Creating Writers* Clearly identifies attributes of good writing with developed scoring guides Integrates writing assessment with daily writing instruction Offers practical tips for saving time and effort in assessing and teaching writing Presents practical instructional strategies with illustrations of their use in the classroom Suggests how teachers can share

views on what constitutes good writing and participate in evaluating the work of each other s students

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