



Evaluating Student Writing Across the Curriculum

Teaching And Evaluating Student Writing

Carl Whithaus



Teaching And Evaluating Student Writing:

Teaching and Evaluating Student Writing Mary Ann Trost, 1985 *Teaching and Evaluating Student Writing*, 1988
Discusses how to improve the teaching of writing in the classroom how student compositions should be evaluated and the relation of writing to other studies **McDougal, Littell English: Teaching and evaluating student writing** Allan A. Glatthorn, 1988 Assigning, Responding, Evaluating Edward M. White, Cassie A. Wright, 2015-05-08 The advent and innovation of computer technologies for composing has dramatically and rapidly changed the classroom environment and even the curriculum with which writing teachers now find themselves charged to teach writing Assigning Responding Evaluating A Writing Teacher's Guide is designed to help the teacher create writing assignments evaluate student writing and respond to that writing in a consistent and explainable way But it also suggests ways that writing programs can take advantage of our new digital environment and meet the increasing demands for accountability without decreasing the role or creativity of teachers or the importance of writing instruction to college education **Teaching and Evaluating Student Writing** British Columbia. Learning Assessment Branch, 1978 **Assessing and Improving Student Writing in College** Barbara E. Walvoord, 2014-07-07 Step by step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum Guiding and assessing student writing in classrooms general education and departments takes knowledge planning and persistence but it can be done effectively and efficiently Written in the concise accessible style Barbara Walvoord is known for *Assessing and Improving Student Writing in College A Guide for Institutions General Education Departments and Classrooms* offers administrators program chairs general education leaders and classroom instructors the guidance they need The book provides concrete suggestions for how to Articulate goals for student writing Measure student writing Improve student writing Document that improvement The book begins by addressing four basic concepts what we mean by writing what we mean by good writing how students learn to write and the purposes of assessment Next Walvoord explains the various approaches and methods for assessing writing urging a combination of them adapted to the institution's purposes and political context After this introduction successive chapters offer realistic practical advice to institution wide and general education leaders department members and classroom instructors Walvoord addresses issues such as how to engage faculty how to use rubrics how to aggregate assessment information at the department and institutional levels and how to report assessment information to accreditors The chapter for classroom instructors offers practical suggestions how to add more writing to a course without substantially increasing the grading load how to construct writing assignments how to make grading and responding more effective and time efficient how to address grammar and punctuation and how to support students whose native language is not English The book also includes four helpful appendices a taxonomy of Writing Across

the Curriculum WAC and Writing in the Disciplines WID programs sample outlines for faculty development workshops a student survey on teaching methods instructors can use to inform their choices in the classroom and a student self check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete correct assignments Practical step by step guidance for each point in the assessment and improvement process creates a cohesive institution wide system that keeps students faculty and administrators on the same page

Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing Carl Whithaus, 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

What Student Writing Teaches Us Mark Overmeyer, 2009 This book provides practical suggestions for teachers of writing Framed within the context of writing workshop the book examines the reasons for reading student work and provides various methods for helping students improve as writers book cover

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. *Teaching and Evaluating Student Writing*, 1978

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*. **Evaluating Writing** Charles Raymond Cooper, Lee Odell, 1999. Intended to guide writing teachers through the complexities of evaluation, the essays in this collection represent a variety of approaches to evaluation. The essays display, however, some common beliefs about what is fundamentally important to writing teachers' work: specifically, the need to distinguish between grading and evaluation; to develop the ability to describe students' writing; to connect teaching and evaluation; and to continually reexamine assumptions and practices that guide evaluation. Following an introduction by the editors, the 17 essays and their authors are as follows: 1. Assessing Thinking: Glimpsing a Mind at Work, Lee Odell; 2. What We Know about Genres and How It Can Help Us Assign and Evaluate Writing, Charles R. Cooper; 3. Audience Considerations for Evaluating Writing, Phyllis Mentzell Ryder, Elizabeth Vander Lei, and Duane H. Roen; 4. Coaching Writing Development: Syntax Revisited, Options Explored, William Strong; 5. Cohesion and Coherence, Martha Kolln; 6. Assessing Portfolios, Sandra Murphy; 7. How to Read a Science Portfolio, Denise Stavis Levine; 8. Using Writing to Assess Mathematics Pedagogy and Students' Understanding, Richard S. Millman; 9. Evaluating Student Writing about History, Kathleen Medina; 10. Evaluating Students' Response Strategies in Writing about Literature, Richard W. Beach; 11. Evaluating the Writing of Culturally and Linguistically Diverse Students: The Case of the African American Vernacular English Speaker, Arnetha F. Ball; 12. Latino ESL Students and the Development of Writing Abilities, Guadalupe Valdes and Patricia Anloff Sanders; 13. Texts in Contexts: Understanding Chinese Students' English Compositions, Guan-Jun Cai; 14. Reflective Reading: Developing Thoughtful Ways to Respond to Students' Writing, Chris M. Anson; 15. Creating a Climate for Portfolios, Sandra Murphy and Mary Ann

Smith 16 Integrating Reading and Writing in Large Scale Assessment Fran Claggett and 17 Let Them Experiment Accommodating Diverse Discourse Practices in Large Scale Writing Assessment Roxanne Mountford NKA **Assigning, Responding, Evaluating** Edward M. White, 2002-11 Assigning Responding Evaluating offers teaching faculty a new kind of support for the writing class It is not a mere collection of tests and assignments though it includes both but is rather an evaluation guide based on writing and reading theory and integrally related to the teaching of writing It is designed to help the teacher create writing assignments evaluate student writing and respond to that writing in a consistent and explainable way Book jacket *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 **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 Classroom Writing Assessment and Feedback in L2 School Contexts Icy Lee, 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing Drawing upon current educational and L2 writing theories and research the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms providing a comprehensive up to date review of key issues such as assessment for learning assessment as learning teacher feedback peer feedback portfolio assessment and technology enhanced classroom writing assessment and feedback The book concludes with a chapter on classroom assessment literacy for L2 writing teachers outlines its critical components and

underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy. Written in an accessible style, the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training. Though the target audience is school teachers, L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book.

Teaching and Assessing Writing Edward Michael White, 1985

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 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.

Writing Assessment and the Revolution in Digital Texts and Technologies Michael R. Neal, 2011

This text provides an innovative new framework for the formative and holistic assessment of students' digital writing. It also addresses the rapid evolution of writing assessment tools, analyzing the research in clear terms for both technophobic and technosavvy teachers. The author critiques computer-automated scoring of student writing, for example, but also considers the possibilities and potential of the future of technology-assisted assessments.

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Teaching And Evaluating Student Writing Introduction

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