

Assessing Writing Across the Curriculum

Diverse Approaches and Practices

edited by
Kathleen Blake Yancey
& Brian Huot



Volume 1
in the series
Perspectives on Writing: Theory,
Research, Practice

Assessing Writing Across The Curriculum

Peggy O'Neill, Cindy Moore, Brian Huot



Assessing Writing Across The Curriculum:

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 Across the Curriculum Kathleen Blake Yancey, Brian Huot, 1997-10-20 Noting that the term assessment sounds formal and institutional and frequently generates fear and anxiety this book presents 14 essays that demonstrate that assessment can help students teachers and administrators in writing across the curriculum WAC programs learn about what they are doing well and about how they might do better The first set of essays in the book focus on informal formative WAC assessments the second set discuss more formal efforts to assess WAC and a concluding essay provides a theoretical and historical look at WAC assessment After a preface The WAC Archives Revisited Toby Fulwiler and Art Young essays in the book are 1 Introduction Assumptions about Assessing WAC Programs Some Axioms Some Observations Some Context Kathleen Blake Yancey and Brian Huot 2 From Conduit to Customer The Role of WAC Faculty in WAC Assessment Barbara Walvoord 3 Documenting Excellence in Teaching and Learning in WAC Programs Joyce Kinkead 4 Contextual Evaluation in WAC Programs Theories Issues and Strategies for Teachers Cynthia L Selfe 5 Beyond Accountability Reading with Faculty as Partners across the Disciplines Brian Huot 6 How Portfolios for Proficiency Help Shape a WAC Program Christopher Thaiss and Terry Myers Zawicki 7 Listening as Assessment How Students and Teachers Evaluate WAC Larry Beason and Laurel Darrow 8 Program Review Program Renewal Charles Moran and Anne Herrington 9 The Crazy Quilt of Writing across the Curriculum Achieving WAC Program Assessment Meg Morgan 10 Integrating WAC into General Education An Assessment Case Study Martha A Townsend 11 Adventures in the WAC Assessment Trade Reconsidering the Link between Research and Consultation Raymond Smith and Christine Farris 12 Research and WAC Evaluation An In Progress Reflection Paul Prior Gail E Hawisher Sibylle Gruber and Nicole MacLaughlin 13 WAC Assessment and Internal Audiences A Dialogue Richard Haswell and Susan McLeod and 14 Pragmatism Positivism and Program Evaluation Michael M Williamson RS

Reference Guide to Writing Across the Curriculum Charles Bazerman, 2005 This reference guide traces the Writing Across the Curriculum movement from its origins in British

secondary education through its flourishing in American higher education and extension to American primary and secondary education

Assessing Writing Across the Curriculum Kathleen Blake Yancey, Brian Huot, 1997-10-20 Noting that the term assessment sounds formal and institutional and frequently generates fear and anxiety this book presents 14 essays that demonstrate that assessment can help students teachers and administrators in writing across the curriculum WAC programs learn about what they are doing well and about how they might do better The first set of essays in the book focus on informal formative WAC assessments the second set discuss more formal efforts to assess WAC and a concluding essay provides a theoretical and historical look at WAC assessment After a preface The WAC Archives Revisited Toby Fulwiler and Art Young essays in the book are 1 Introduction Assumptions about Assessing WAC Programs Some Axioms Some Observations Some Context Kathleen Blake Yancey and Brian Huot 2 From Conduit to Customer The Role of WAC Faculty in WAC Assessment Barbara Walvoord 3 Documenting Excellence in Teaching and Learning in WAC Programs Joyce Kinkead 4 Contextual Evaluation in WAC Programs Theories Issues and Strategies for Teachers Cynthia L Selfe 5 Beyond Accountability Reading with Faculty as Partners across the Disciplines Brian Huot 6 How Portfolios for Proficiency Help Shape a WAC Program Christopher Thaiss and Terry Myers Zawicki 7 Listening as Assessment How Students and Teachers Evaluate WAC Larry Beason and Laurel Darrow 8 Program Review Program Renewal Charles Moran and Anne Herrington 9 The Crazy Quilt of Writing across the Curriculum Achieving WAC Program Assessment Meg Morgan 10 Integrating WAC into General Education An Assessment Case Study Martha A Townsend 11 Adventures in the WAC Assessment Trade Reconsidering the Link between Research and Consultation Raymond Smith and Christine Farris 12 Research and WAC Evaluation An In Progress Reflection Paul Prior Gail E Hawisher Sibylle Gruber and Nicole MacLaughlin 13 WAC Assessment and Internal Audiences A Dialogue Richard Haswell and Susan McLeod and 14 Pragmatism Positivism and Program Evaluation Michael M Williamson

RS [The Harcourt Brace Guide to Writing Across the Curriculum](#) Christopher J. Thaiss, 1998

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

Strengthening Programs for Writing Across the Curriculum Susan H. McLeod, 1988 *Teaching Writing Across the Curriculum* Art Young, Lynn Q. Troyka, 1998-09 *Beyond Outcomes* Richard Haswell, 2001-05-30 Writing assessment programs help place entering and mid career students in composition courses at the appropriate level monitor the progress of those students and assist in placing them in writing courses throughout their undergraduate careers These same universities also have writing instruction programs which might include writing centers writing across the curriculum initiatives and freshman and advanced composition programs At many institutions though writing assessment is not necessarily considered fundamental to writing instruction and there is little communication between the assessment program and the composition program This book demonstrates that writing assessment and instruction programs may be successfully integrated The contributors analyze the development of the writing assessment and instruction program at Washington State University which is nationally recognized for its success In doing so they provide guidance to other institutions planning to develop similar integrated programs The volume argues that writing assessment and instruction should inform and influence each other that they should evolve together and that they should be developed locally By tracing the success of the WSU program the authors directly challenge the use of national packaged assessment programs such as standardized placement tests

Writing Across the Curriculum Shelley S. Peterson, 2008-08-08 As the amount of curriculum in today's classrooms expands and teaching time seems to shrink teachers are looking for ways to integrate content area and writing instruction In this revised and expanded edition of *Writing Across the Curriculum* Shelley Peterson shows teachers how to weave writing and content area instruction together in their classrooms The author provides practical and helpful ideas for

classroom teachers and content area specialists to easily incorporate writer s workshop while teaching in their subject area New features in this second edition include internet websites that can be used to teach writing e g wiki s weblogs and digital storytelling examples from grades 4 8 classrooms that show how science social studies health and mathematics teachers can also be teachers of poetry narrative and non narrative writing new assessment scoring guides information on working with struggling writers and supporting English Language Learners graphic organizers templates and mini lessons that engage students in learning

Reconstructing Response to Student Writing Dan Melzer,2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades

Reconstructing Response to Student Writing especially when taken together with Melzer s previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States

Guide to College Writing Assessment Peggy O'Neill,Cindy Moore,Brian Huot,2009-03-20 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don t have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results *A Guide to College Writing Assessment* is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms *A Guide to College Writing Assessment* focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing

assessment practice but also on composition programs availing themselves of the full range of available assessment practices

Writing Across the Curriculum in Secondary Education Katie L. Moles, 2019 Academic writing is an undervalued practice in secondary education Many teachers outside of the English Language Arts struggle to implement writing into their curriculum due to their lack of confidence in teaching different writing skills and the amount of time teaching and assessing writing can require Writing is extremely beneficial to students developing content knowledge and discursive writing skills however because not many teaching emphasize the importance of writing students do not develop necessary writing skills In California 49 88 percent of students in grades 3 11 who participated in the California Assessment of Students Performance and Progress CAASPP did not meet the standards in English Language Arts Torlakson 2018 This study researches secondary education teachers in Northern California to understand how they teach writing and areas where they need support to more successfully bring writing into their classrooms to promote student literacy

Evaluating Teachers of Writing Christine A. Hult, 1994 Describing the various forms evaluation can take this book delineates problems in evaluating writing faculty and sets the stage for reconsidering the entire process to produce a fair equitable and appropriate system The book discusses evaluation through real life examples evaluation of writing faculty by literature faculty student evaluations of teachers peer evaluation videotaped evaluation of class sessions and standard departmental numerical evaluation Chapters in the Background and Theory section are 1 Introduction Christine A Hult 2 Evaluating the Teacher of Writing Questions of Ideology David Bleich and 3 Evaluating College Teaching An Overview Jesse Jones Chapters in the Evaluation Methods section are 4 The Devil Is in the Details A Cautionary Tale Edward M White 5 Peer Review of Writing Faculty Ellen Strenski 6 The Observer Observed Retelling Tales in and out of School Anne Marie Flanagan 7 E VALUE D When Writing Teachers Teach Literature Michael J Vivion 8 Making Better Use of Student Evaluations of Teachers Peter Elbow and 9 Using Microteaching to Evaluate Teaching Assistants in a Writing Program Mark A Baker and Joyce A Kinkead Chapters in the Evaluating Specific Faculty Groups section are 10 Evaluating Adjunct Faculty David E Schwalm 11 Teaching Assistants as Collaborators in Their Preparation and Evaluation Irwin Weiser 12 Evaluating Teachers in Writing across the Curriculum Programs John C Bean and 13 Evaluating Teachers in Computerized Classrooms Deborah H Holdstein RS

The Longman Sourcebook for Writing Program Administrators Irene Ward, William James Carpenter, 2008 The Longman Sourcebook for Writing Program Administrators serves as a reference work and handbook for those charged with administering writing programs at colleges and universities Both English Department Chairpersons and Directors of Writing Programs will find this an essential resource The book is also intended for graduate level courses in writing program administration serving as an introduction to the theory issues and practical problems of writing program administration

Creating and Evaluating an Interdisciplinary Writing Program Matthew William Segard, 2004

Naming What We Know Linda Adler-Kassner, Elizabeth Wardle, 2015-06-15 Naming What We Know examines the core principles of knowledge in the discipline of writing studies

using the lens of threshold concepts concepts that are critical for epistemological participation in a discipline The first part of the book defines and describes thirty seven threshold concepts of the discipline in entries written by some of the field s most active researchers and teachers all of whom participated in a collaborative wiki discussion guided by the editors These entries are clear and accessible written for an audience of writing scholars students and colleagues in other disciplines and policy makers outside the academy Contributors describe the conceptual background of the field and the principles that run throughout practice whether in research teaching assessment or public work around writing Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites first year writing programs WAC WID programs writing centers writing majors and for professional development to present this framework in action Naming What We Know opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field

The Allyn & Bacon Sourcebook for Writing Program Administrators Irene Ward, William James Carpenter, 2002 The Allyn Bacon Sourcebook for Writing Program Administrators offers essential advice for the novice the experienced or the returning Writing Program Administrator Provides eleven original works by nationally known writing program directors plus reprints of ground breaking articles from journals like ADE Bulletin College English and WPA Writing Program Administrator Many of the chapters have extensive bibliographies and help with such issues as teacher training and professional development curriculum and assessment and promotion and professional issues Other chapters are focused on advice for planning a career and flourishing as an administrator An extensive section of appendices collects the major professional statements pertaining to writing program administration including statements about standards for teaching working conditions and much more For anyone interested in writing program administration

WPA, Writing Program Administration, 2003

Writing Across the Curriculum Susan H. McLeod, 1992-08-27 How can institutions develop and sustain writing across the curriculum WAC programs This volume written for faculty and administrators alike answers that question Chapters written by some of the foremost WAC directors and consultants in the country discuss how to get started how to run WAC workshops what role administrators can play and how WAC can be integrated into the university curriculum Also there are pertinent chapters on developing permanent institutional support for WAC Writing Across the Curriculum gives details about resources successful WAC programs need administrators coordinators faculty who participate in workshops and seminars support systems such as peer tutoring or writing centers and institution specific curricular models The book assumes that WAC directors are learners as well as facilitators of learning and asserts that they expand the definition of good writing through discussion with members of other disciplines

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Table of Contents Assessing Writing Across The Curriculum

1. Understanding the eBook Assessing Writing Across The Curriculum
 - The Rise of Digital Reading Assessing Writing Across The Curriculum
 - Advantages of eBooks Over Traditional Books
2. Identifying Assessing Writing Across The Curriculum
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Assessing Writing Across The Curriculum
 - User-Friendly Interface
4. Exploring eBook Recommendations from Assessing Writing Across The Curriculum
 - Personalized Recommendations
 - Assessing Writing Across The Curriculum User Reviews and Ratings
 - Assessing Writing Across The Curriculum and Bestseller Lists
5. Accessing Assessing Writing Across The Curriculum Free and Paid eBooks

- Assessing Writing Across The Curriculum Public Domain eBooks
 - Assessing Writing Across The Curriculum eBook Subscription Services
 - Assessing Writing Across The Curriculum Budget-Friendly Options
6. Navigating Assessing Writing Across The Curriculum eBook Formats
 - ePub, PDF, MOBI, and More
 - Assessing Writing Across The Curriculum Compatibility with Devices
 - Assessing Writing Across The Curriculum Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Assessing Writing Across The Curriculum
 - Highlighting and Note-Taking Assessing Writing Across The Curriculum
 - Interactive Elements Assessing Writing Across The Curriculum
 8. Staying Engaged with Assessing Writing Across The Curriculum
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Assessing Writing Across The Curriculum
 9. Balancing eBooks and Physical Books Assessing Writing Across The Curriculum
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Assessing Writing Across The Curriculum
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Assessing Writing Across The Curriculum
 - Setting Reading Goals Assessing Writing Across The Curriculum
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Assessing Writing Across The Curriculum
 - Fact-Checking eBook Content of Assessing Writing Across The Curriculum
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

Assessing Writing Across The Curriculum Introduction

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