

Week 1: Introduction to the Course and Writing Assessment

Activities: Introduction to the class. Minilecture on “The History of Writing Assessment in the USA”. In class reading and discussion on the politics large scale writing assessment. Discussion of research possibilities: online 50 assessment materials, Writing Program Evaluation research, Review of Writing 2. Sign up for conferences with Chris to discuss research project.

I Go over nature of the class (15 min)

- A. Why are you here in this class? What do you want to know/learn about Writing Assessment?
- B. Get class discussion leaders.
 - a. Point out that this is just really preparing, don't go overboard. Bring questions. Post the longer paper, that's it. **Make connections.**
- C. Tell them that you'll be filling in with discussions as well.
- D. Next week, we'll choose **1 book to review.**
- E. Take questions and give out the book list.

II What is Writing Assessment? (20 min)

- A. Take ten minutes and write freely about what the short phrase “writing assessment” brings to mind. Also, is assessment different from grading or evaluation? If so how?
- B. Share responses.
- C. Things to tease out:
 - a. Assessment is often for outside stakeholders.
 - b. Grading is often subjective, tacit, and personal.
 - c. Evaluation can mean grading, but it can mean something else.
 - d. Assessment can happen formal or informally.

III History of Assessment MiniLecture (10-15 min)

IV CAT Reading and Discussion (30 min)

- A. Quickly read and annotate this short piece on Classroom Assessment Techniques (1998, Angelo and Cross).
- B. Where does this fit in the continuum of assessment, evaluation, and grading? Also, how might a Writing teacher use this either for research or teaching?

V Go over the Project (10 min)

- A. Tell them about your Writing 50 project, and then tell them about what they can do.
- B. One: research of grading practices at UCSB—in the Writing Program. Do a qualitative study, plus perhaps interviews, of at least one teacher and students.
- C. Two: Work to gather information about what the Writing Program ESCIs should look like, since this is of topic now.
- D. Three: Work from the Writing 50 data set on issues of assessment. Have to choose a focus and talk to me. It could be about individual grading, program evaluation, or even the electronic evaluation of student writing.
- E. Four: Do work on the E sequence for Madeline Sorapure and Glen Beltz—to center for outside stakeholders relevant information about how to assess the E sequence for the upcoming accreditation.
- F. Five: Other ideas.

VI Brainstorming (15 min)

- A. Bring out the big paper, and pass around.
- B. Put down an idea that you want to work on for the moment.
- C. Write down everything you know about the topic—make connections and lines.
- D. What are some things that you need to know—on the back side.
- E. Look at what they need to know, and see if you can add.
- F. What is something that you could and want to research, right now, and can you formulate a beginning question to start your inquiry.

Break: 15 min

VII Response Work (30 min)

- A. Give out three short papers, created in Writing 1 Common Final.
- B. What would you say to Student 1, Student 2, Student 3.
- C. Do student 1, and talk about what they see.
- D. Make connections to the work on grading.
- E. Talk about the idea of calibration readings, anchors, and the subjectivity of grading.
- F. Questions:
 - a. **What do you think you emphasize in your grading? What types of comments predominate?**
 - b. **What do you value in writing?**
 - c. Look over your comments and number the following: all mechanical marks, all higher order concerns.
 - d. Talk about the results.
 - e. **Do the next paper, and try to focus more on higher order concerns—how do you step back from a focus on mechanics?**
 - f. **Ken Macrorie claims: “Most English teachers have been trained to correct students' writing, not to read it”, what do you think?**
 - g. **How easy is it for you, when responding to student work, to not address mechanical concerns?**
 - h. Take a moment and see what they notice in the second paper. What are its strengths relative to the other paper? Its weaknesses? How would we convey this information in writing? At the first draft? At the final?
 - i. Read the last paper, and talk about what its elements are.
 - j. Talk about where we could go from here, if we were developing a holistic scoring system, if we were group grading, if we were dealing with anchor papers.

VIII What is your Philosophy of Responding to Student Texts? (15 min)

- A. Read and respond to it.

IX Demonstrate how moodle will Work for Response (10 min)

- A. Show them your response, and how to respond for it.
- B. I will be leading the next meeting.
- C. The sign-in is: 50187

Week 2: Grading and Responding

Reading:

- Grading and teaching writing: Huot Chapters 3 and 5
- Haswell's "Minimal Marking"—online at <http://www.lagcc.cuny.edu/ctl/dfi/dfi0304/midyearinstitute/Haswell%20Minimal%20Marking--ADV%20Set%2022.htm>

Assignments: Post and respond to Chris' response paper in moodle: <http://moodle.id.ucsb.edu>

Activities: Work with student papers from Writing 50 study. Discussion of readings. Workshopping of research ideas.

- **Response paper/discussion leader:** Chris Dean
- **Book Review:** *12 Readers Reading*, reviewed by Chris Dean