



# Evaluating Writing Problems

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# Evaluating College Writing Programs

**S Ashworth**



## **Evaluating College Writing Programs:**

**Evaluating College Writing Programs** Stephen Paul Witte, Lester Faigley, 1983 Noting that present evaluation systems are so limited that they are neither reliable nor valid this monograph critically reviews studies designed to evaluate composition programs at four major universities The book offers theoretical and practical guidance through discussion of generalities from the four studies and pertinent questions and guidance to evaluators of composition programs The first chapter looks at the state of the art of evaluating writing programs discussing the need for such evaluation and at two dominant approaches to writing program evaluation The second chapter discusses a quantitative model of writing program evaluation in terms of four university studies giving an overview of the dominant quantitative approach Chapter 3 discusses a framework for evaluating college writing programs including five components of writing program evaluation and the final chapter discusses accommodating context and change in writing program evaluation HTH **Very Like a Whale** Edward M. White, Norbert Elliot, Irvin Peckham, 2015-03-04 Written for those who design redesign and assess writing programs Very Like a Whale is an intensive discussion of writing program assessment issues Taking its title from Hamlet the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education Given the new era of assessment in higher education writing programs must provide valid evidence that they are serving students instructors administrators alumni accreditors and policymakers This book introduces new conceptualizations associated with assessment making them clear and available to those in the profession of rhetoric and composition writing studies It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals Philosophically and historically aligned with quantitative approaches White Elliot and Peckham use case study and best practice scholarship to demonstrate the applicability of their innovative approach termed Design for Assessment DFA Well grounded in assessment theory Very Like a Whale will be of practical use to new and seasoned writing program administrators alike as well as to any educator involved with the accreditation process

**Guide to College Writing Assessment** Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 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

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

**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

*WPA, Writing Program Administration*, 2006

**Strengthening Programs for Writing Across the Curriculum** Susan H. McLeod, 1988

[A Program Development Handbook for the Holistic Assessment of Writing](#) Norbert Elliot, Maximino Plata, Paul Zelhart, 1990-02-16 This book is a major breakthrough for developers of writing assessment programs who must certify the writing competency of undergraduate students Legislators and accreditation boards across the nation have called for and implemented large scale projects to measure educational outcomes This single source provides comprehensive information on the history underlying concepts and process of conducting a large scale writing assessment program at a specific institution of higher education The handbook opens with an analysis of the rationale for the assessment of writing during the junior year of the undergraduate curriculum The authors then turn to a case study of the success of their own institutional wide assessment program A history is provided of 20th century writing assessment practices as well attention is given to defining levels of literacy After describing an assessment process model discussion turns to the design of questions the administration of the assessment the rating of papers and the statistical analysis of data Attention is also given to the design of a course for those who are unsuccessful on the assessment

The study closes with directions for further research and over 200 references in the bibliography

*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

**Evaluating Writing** Charles Raymond Cooper, 1977 *Journal of Developmental & Remedial Education*, 1980

**Writing Assessment** Karen L. Greenberg, Harvey S. Wiener, Richard A. Donovan, 1986 *Moving Between Practice and Research in Writing* NIE-FIPSE Grantee Workshop, 1981 *Resources for change*, 1980 *A Descriptive Assessment Model for Writing Programs* Linda Pettus Peavy, 1998

**Administrative Problem-solving for Writing Programs and Writing Centers** Linda Myers-Breslin, 1999 Addressing the issues and problems faced by writing program administrators WPAs and writing center directors WCDs and how they can most effectively resolve the political pedagogical

and financial questions that arise this book presents essays from experienced WPAs and WCDs at a wide variety of institutions that offer scenarios and case studies demonstrating the types of issues that these administrators have faced and their solutions. Covering a broad range of topics the book will help both new and experienced WPAs and WCDs develop and maintain effective efficient and successful programs and centers. After a preface by Douglas D Hesse and an introduction essays in the book are:

- 1 In Pursuit of Competence Preparing New Graduate Teaching Assistants for the Classroom Richard Bullock
- 2 Selecting and Training Undergraduate and Graduate Staffs in a Writing Lab Muriel Harris
- 3 The Problem Graduate Instructor Lynn Langer Meeks and Christine A Hult
- 4 What Happens When Discourse Communities Collide Portfolio Assessment and Non Tenure Track Faculty Allene Cooper Martha Sipe Teresa Dewey and Stephanie Hunt
- 5 Introducing a Developmental Writing Program at a Small Rural Two Year College Paul Bodmer
- 6 Examining Our Assumptions as Gatekeepers A Two Year College Perspective Howard Tinberg
- 7 Mobilizing Human Resources to Re Form a Writing Program Louise Wetherbee Phelps
- 8 Writing Across the Curriculum Joan A Mullin
- 9 Budgeting and Politics Keeping the Writing Center Alive Linda S Houston
- 10 From Virtual to Reality Thinking about Technology and the Composition Program Deborah H Holdstein
- 11 Computers in the Writing Center Sara E Kimball
- 12 Productive Change in a Turbulent Atmosphere Pipe Dream or Possibility Rita Malenczyk
- 13 A New Millennium for the Writing Program Introducing Authority and Change to Traditional Folks Who Employ Time Worn Practices Ben W McClelland
- 14 Running a Large Writing Program Linda Myers Breslin
- 15 How WPAs Can Learn to Use Power to Their Own Advantage Barry M Maid
- 16 How Can Physical Space and Administrative Structure Shape Writing Programs Writing Centers and WAC Projects Carol Peterson Haviland and Edward M White
- 17 Managing the Writing Center Classroom Relationship Dave Healy
- 18 The WPA the Composition Instructor and Scholarship Lisa Gerrard and
- 19 Initiating a Peer Tutoring Program in a University Writing Center Robert S Dornsife

Contains a 47 item list of suggested readings and an approximately 100 item list of works cited. RS **Journal of Teaching Writing**, 1992

*A Sourcebook for Responding to Student Writing* Richard Straub, 1999. A Sourcebook for Responding to Student Writing is a resource for writing teachers. It provides a range of teacher comments on a sampling of college student papers and an anthology of key statements on theory and practice of responding to student writing. Specifically the book presents twenty five sets of responses made on a sampling of five student papers including expressive explanatory evaluative and argumentative writing comments by a variety of teachers both well recognized composition scholars who have contributed to the research on teacher response and college English teachers whose primary area of study is outside composition. Two additional essays without accompanying teacher comments for further practice: a detailed bibliography on teacher response; a collection of noted articles on reading evaluating and responding to student writing. Free of analysis and apparatus the book may be used by teachers in their own ways according to their own assumptions predilections and goals to develop better ways of responding to student writing. From cover **Evaluation of Instructors of College Writing Courses** Joan R.

Walukonis,1986      *Assessing Second Language Writing in Academic Contexts* Liz Hamp-Lyons,1991 This is the first volume to focus on the assessment of second language writing The collection as a whole provides coverage of all issues in second language writing assessment starting from the context in which and for which assessment must occur moving through the aspects of decision making and design in a writing assessment program and then considering how the need to evaluate any program on assessment can be carried out After a discussion of issues of public reporting an area which will receive increasing attention in the next few years the volume closes with a discussion of what new issues and answers the future may bring The book reflects the current belief in direct writing assessment in second language writing assessment While it is often expected that those working with ESL students will focus on language error throughout the book themes of needs attitudes ideas and content dominate For second language writers the use of written language to learn to create knowledge and to share ideas and beliefs are vitally important Additionally issues of cross cultural academic literacy practical information on criteria and scoring models for use with ESL writers and research on the efficacy and effects of various assessment models are provided The book blends theory and practice in a way which offers all those who are concerned with the writing skills of nonnative users of English an invaluable resource

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## **Table of Contents Evaluating College Writing Programs**

1. Understanding the eBook Evaluating College Writing Programs
  - The Rise of Digital Reading Evaluating College Writing Programs
  - Advantages of eBooks Over Traditional Books
2. Identifying Evaluating College Writing Programs
  - 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 Evaluating College Writing Programs
  - User-Friendly Interface
4. Exploring eBook Recommendations from Evaluating College Writing Programs

- Personalized Recommendations
  - Evaluating College Writing Programs User Reviews and Ratings
  - Evaluating College Writing Programs and Bestseller Lists
5. Accessing Evaluating College Writing Programs Free and Paid eBooks
    - Evaluating College Writing Programs Public Domain eBooks
    - Evaluating College Writing Programs eBook Subscription Services
    - Evaluating College Writing Programs Budget-Friendly Options
  6. Navigating Evaluating College Writing Programs eBook Formats
    - ePub, PDF, MOBI, and More
    - Evaluating College Writing Programs Compatibility with Devices
    - Evaluating College Writing Programs Enhanced eBook Features
  7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Evaluating College Writing Programs
    - Highlighting and Note-Taking Evaluating College Writing Programs
    - Interactive Elements Evaluating College Writing Programs
  8. Staying Engaged with Evaluating College Writing Programs
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Evaluating College Writing Programs
  9. Balancing eBooks and Physical Books Evaluating College Writing Programs
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Evaluating College Writing Programs
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Evaluating College Writing Programs
    - Setting Reading Goals Evaluating College Writing Programs
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Evaluating College Writing Programs

- Fact-Checking eBook Content of Evaluating College Writing Programs
  - 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

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