Works Cited

Apple Computer, Inc. 1990. *Global Warming*. Computer software. Sacramento, CA: Econet.

Applebee, Arthur. 1986. Problems in Process Approaches: Toward a Reconceptualization of Process Instruction. *The Teaching of Writing (85th Yearbook of the National Society for the Study of Education, Part II)*, ed. Anthony Petrosky and David Bartholomae. Chicago: University of Chicago Press: 95-113.

————. 1993. *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States*. Urbana, IL: NCTE

ASCD (Association for Supervision and Curriculum Development). 1992. *Redesigning Assessment: Portfolios*. Videocassette. Alexandria, VA.

Atwell, Nancie. 1987. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Heinemann-Boynton/Cook.

Baker, Nancy W. 1993. The Effects of Portfolio-Based Instruction on Composition Students' Final Examination Scores, Course Grades, and Attitudes toward Writing. *Research in the Teaching of English* 27: 155-174.

Barker, Thomas T. and Fred O. Kemp. 1990. Network Theory: A Postmodern Pedagogy for the Writing Classroom. *Computers and Community*, ed. Carolyn Handa. Portsmouth, NH: Boynton/Cook: 1-27.

Barrett, Edward, ed. 1988. *Text, Context, and HyperText: Writing with and for the Computer*. Cambridge, MA: MIT Press.

————, ed. 1989. *The Society of Text: Hypertext, Hypermedia and the Social Construction of Information*. Cambridge, MA: MIT Press.

————, ed. 1992. *Sociomedia: Multimedia, Hypermedia, and the Social Construction of Knowledge*. Cambridge, MA: MIT Presss.

Batson, Trent. 1988. The ENFI Project: A Networked Classroom Approach to Writing Instruction. *Academic Computing*: 32-33.

Belanoff, Pat. 1994. Portfolios and Literacy: Why? *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 13-24.

————, and Marcia Dickson, ed. 1991. *Portfolios: Process and Product*. Portsmouth, NH: Boynton/Cook.

————, and Peter Elbow. 1991. Using Portfolios to Increase Collaboration and Community in a Writing Program. *Writing Program Administration* 9.3 (Spring 1986): 27-40. Rpt. in *Portfolios: Process and Product*, ed. Pat Belanoff and Marcia Dickson. Portsmouth NH: Heinemann, Boynton/Cook.

Bergamini, Jan. 1993. An English Department Portfolio Project. *Teachers' Voices: Portfolios in the Classroom*, ed. Mary Ann Smith and Miriam Ylvisaker. Berkeley: National Writing Project: 145-159.

Berlak, Howard. 1992. Toward the Development of a New Science of Educational Testing and Assessment. *Toward a New Science of Educational Testing and Assessment*, ed. Howard Berlak et al. Albany, NY: SUNY Press.

Berlin, James. 1987. *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*. Carbondale, IL: Southern Illinois University Press.

———. 1994. The Subversions of the Portfolio. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 56-67.

Bernhardt, Stephen A. 1993. The Shape of Text To Come: The Texture of Print On Screens. *College Composition and Communication* 44: 151-175.

Bishop, Wendy. 1991. Going up the Creek without a Canoe: Using Portfolios to Train New Teachers of College Writing. *Portfolios: Process and Product*, ed. Pat Belanoff and Marcia Dickson. Portsmouth, NH: Boynton/Cook, Heinemann: 215-227.

———. 1992. *Working Words*. London: Mayfield.

Bissex, Glenda L. 1985. Watching Young Writers. *Observing the Language Learner*, ed. A. Jagger and M. Trika Smith-Burke. Newark, DE.

Black, Laurel, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall, eds. 1994a. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring*. Portsmouth, NH: Boynton/Cook, Heinemann.

———. 1994b. Writing Like a Woman and Being Rewarded for It: Gender, Assessment, and Reflective Letters from Miami University's Student Portfolios. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 235-248.

Blanton, William E., Max S. Thompson, and Sara O. Zimmerman. 1993. The Application of Technologies to Student Teaching. *The Arachnet Electronic Journal on Virtual Culture* 1.

Bolter, Jay David. 1990. *Writing Space: The Computer in the History of Literacy*. Hillsdale, NJ: Lawrence Erlbaum.

———. 1991. *The Computer, Hypertext, and the History of Writing*. Hillsdale, NJ: Lawrence Erlbaum.

———. 1992. Literature in the Electronic Writing Space. *Literacy Online: The Promise (and Peril) of Reading and Writing With Computers*, ed. Myron C. Tuman. Pittsburgh: University of Pittsburgh Press: 19-42.

Boomer, Garth, ed. 1982. *Negotiating the Curriculum: A Teacher-Student Partnership*. Sydney: Ashton-Scholastic.

Bowden, Darsie. 1993. The Limits of Containment: Text-as-container in Composition Studies. *College Composition and Communication* 44: 364-379.

Brandts, Lois. 1993. A First Grade Perspective. *Teachers' Voices: Portfolios in the Classroom*, ed. Mary Ann Smith and Miriam Ylvisaker. Berkeley: National Writing Project: 108-109, 115.

Britton, James N., T. Burgess, N. Martin, A. McLeod, and H. Rosen. 1975. *The Development of Writing Abilities (11-18)*. London: Macmillan Education Ltd.

Broad, Robert. 1994. 'Portfolio Scoring': A Contradiction in Terms. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 263-76.

Bryk, A.S., and Hermanson, K.M. 1993. Educational Indicator Systems: Observations on Their Structure, Interpretation, and Use. *Review of Research in Education* 19: 451-484.

Burke, Kenneth. 1945. *Grammar of Motives*. Berkeley: University of California Press.

Burnham, Chris. 1986. Portfolio Evaluation: Room to Breathe and Grow. *Training the New Teacher of College Composition*, ed. Charles W. Bridges. Urbana, IL: NCTE: 125-138.

Calfee, Robert, and Elfrieda Hiebert. 1987. The Teacher's Role in Using Assessment to Improve Learning. *Assessment in the Service of Learning*, ed. Eileen E. Freeman. Princeton, NJ: Educational Testing Service: 45-63.

Calkins, Lucy McCormick. 1983. *Lessons From A Child: On the Teaching and Learning of Writing*. Portsmouth, NH: Heinemann Educational Books.

Callahan, Susan. 1994. "Trying to Dance in the Glass Slipper: Portfolios and Accountability." Paper presented at the Conference on College Composition and Communication. Nashville, TN.

———. 1995. Portfolio Expectations: Possibilities and Limits. *Assessing Writing* 2: 117-152.

Camp, Roberta. 1985. The Writing Folder in Post-Secondary Assessment. *Directions and Misdirections in English Education*, ed. Peter J. A. Evans. Ottawa, Canada: Canadian Council of Teachers of English.

———.1992. Portfolio Reflections in Middle and Secondary School Classrooms. *Portfolios in the Writing Classroom: An Introduction*, ed. Kathleen Blake Yancey. Urbana, IL: NCTE: 61-79.

———. 1993a. Changing the Model for the Direct Assessment of Writing. *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*, ed.Michael M. Williamson and Brian Huot. Cresskill, NJ: Hampton.

———. 1993b. The Place of Portfolios in Our Changing Views of Writing Assessment. *Construction Versus Choice in Cognitive Measurement: Issues in Constructed Response, Performance Testing, and Portfolio Assessment*, ed. R. E. Bennett and W. C. Ward. Hillsdale, NJ: Lawrence Erlbaum: 183-212.

Chancer, Joni. 1993. The Teacher's Role in Portfolio Assessment. *Teachers' Voices: Portfolios in the Classroom*, ed. Mary Ann Smith and Miriam Ylvisaker. Berkeley: National Writing Project: 41-42.

Charney, Davida. 1994. The Effect of Hypertext on Processes of Reading and Writing. *Literacy and Computers: The Complications of Teaching and Learning with Technology*, ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA: 238-263.

Cherry, Roger, and Paul Meyer. 1993. Reliability Issues in Holistic Assessment. *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*, ed. Michael M. Williamson and Brian Huot. Cresskill, NJ: Hampton.

CLAS (California Learning Assessment System). 1994. Dimensions of Learning.

Clay, Marie M. 1966. Emergent Reading Behavior. Diss. University of Auckland.

———. 1972. *Reading: The Patterning of Complex Behavior*. Auckland, NZ: Heinemann Educational Books.

———. 1975. *What Did I Write?* Auckland, NZ: Heinemann Educational Books.

———. 1985. *The Early Detection of Reading Difficulties: A Diagnostic Survey with Recovery Procedures*. 3rd ed. Auckland, NZ: Heinemann.

Clift, Renee. 1991. Learning To Teach English—Maybe: A Study of Knowledge Development. *Journal of Teacher Education* 42.5: 357-372.

Cochran-Smith, Marilyn. 1991. Learning to Teach Against the Grain. *Harvard Educational Review* 61: 279-310.

Condon, William, and Liz Hamp-Lyons. 1994. Maintaining a Portfolio-Based Writing Assessment: Research That Informs Program Development. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black,

Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 277-285.

Conway, Glenda. 1994. Portfolio Cover Letters, Students' Self-Representation, and Teachers' Ethics. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring,* ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 83-92.

Cooper, Marilyn M., and Cynthia L. Selfe. 1990. Computer Conferences and Learning: Authority, Resistance, and Internally Persuasive Discourse. *College English* 52.8: 847-869.

Coover, Robert. 1992. The End of Books. *New York Times Book Review* 21: 1, 23-25.

———. 1993. Hyperfiction: Novels for the Computer. *New York Times Book Review* 29 A: 1, 8-12.

Corbett, H. Dickson, and Bruce L. Wilson. 1991. *Testing, Reform, and Rebellion.* Norwood, NJ: Ablex.

Cronbach, Lee J. 1989. Five Perspectives on Validity Argument. *Test Validity,* ed. Harold Wainer. Hillside, NJ: Lawrence Erlbaum.

Csikszentmihalyi, Mihaly. 1990. *Flow: The Psychology of Optimal Experience.* New York: Harper and Row.

———, and Reed Larson. 1984. *Being Adolescent: Conflict and Growth in the Teenage Years.* New York: Basic Books.

———, Kevin Rathunde, Samuel Whalen, with contributions by Maria Wong. 1993. *Talented Teenagers: The Roots of Success and Failure.* Cambridge, UK: Cambridge University Press.

Culp, George H., and G. Morgan Watkins. 1993. *The Educator's Guide to HyperCard and HyperTalk.* Boston: Allyn and Bacon.

Darling-Hammond, Linda. 1989. Accountability for Professional Practice. *Teacher's College Record* 91: 59-80.

———. 1990. Instructional Policy into Practice: The Power of the Bottom Over the Top. *Educational Evaluation and Policy Analysis* 12.3: 339-347.

———, and Jon Snyder. 1992. Reframing Accountability: Creating Learner-Centered Schools. *The Changing Contexts of Teaching (Ninety-first Yearbook of the National Society for the Study of Education),* ed. Ann Lieberman. Chicago: University of Chicago Press: 11-36.

———, and Jacqueline Ancess. 1994. *Graduation by Portfolio at Central Park East Secondary School.* New York: National Center for Restructuring Education, Schools and Teaching: 7-8.

Decker, Emily, George Cooper, and Susanmarie Harrington. 1992. Crossing Institutional Boundaries: Developing an Entrance Portfolio Assessment to Improve Writing Instruction. *Journal of Teaching Writing* 12.1: 83-104.

Deen, Mary Kay. 1993. Portfolios as Discovery. *Teachers' Voices: Portfolios in the Classroom,* ed. Mary Ann Smith and Miriam Ylvisaker. Berkeley: National Writing Project: 52, 57-58.

Delany, Paul, and George P. Landow. 1991. *Hypermedia and Literary Studies.* Cambridge, MA: MIT Press.

Despain, LaRene, and Thomas L. Hilgers. 1992. Readers' Responses to the Rating of Non-Uniform Portfolios: Are There Limits of Portfolios' Utility? *Writing Program Administration* 16.1-2 (Fall/Winter): 24-37.

Dewey, John. 1963. *Experience and Education.* New York: Collier Books.

DiPardo, Anne, and Mike Dipardo. 1990. Towards the Metapersonal Essay: Exploring the Potential of Hypertext in the Composition Class. *Computers and Composition* 7.3: 7-22.

Dixon, John. 1975. *Growth Through English.* 3rd ed. London: Oxford University Press.

Dobrin, David N. 1994. Hype and Hypertext. *Literacy and Computers: The Complications of Teaching and Learning with Technology*, ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA: 305–315.

Door-Bremme, D., and J. Herman. 1986. *Assessing Student Achievement: A Profile of Classroom Practices*. Los Angeles, CA: Center for the Study of Evaluation.

Douglas, J. Yellowlees. 1992. What Hypertexts Can Do that Print Texts Cannot. *Reader* 28: 1–22.

Dryden, L. M. 1994. Literature, Student-Centered Classrooms, and Hypermedia Environments. *Literacy and Computers: The Complications of Teaching and Learning with Technology*, ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA: 282–304.

Edgerton, Russell, Pat Hutchings, and Kathleen Quinlan. 1991. *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, DC: American Association of Higher Education.

Elbow, Peter. 1994. Will the Virtues of Portfolios Blind Us to Their Potential Dangers? *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 40-55.

———. 1996. Writing Assessment in the Twenty-first Century: A Utopian View. *Composition in the 21st Century: Crisis and Change*, ed. Lynn Z. Bloom, Donald A. Daiker, and Edward M. White. Carbondale, IL: Southern Illinois University Press: 83-100.

———, and Pat Belanoff. 1991. SUNY: Portfolio-Based Evaluation Program. *New Methods in College Writing Programs: Theory into Practice*, ed. Paul Connolly and Teresa Vilardi. NY: MLA, 1986. Rpt. in *Portfolios: Process and Product*, ed. Pat Belanoff and Marcia Dickson. Portsmouth NH: Heinemann, Boynton/Cook: 3-16.

———, and Kathleen Blake Yancey. 1994. On the Nature of Holistic Scoring: An Inquiry Composed on Email. *Assessing Writing* 1: 91-108.

Eldred, Janet. 1989. Computers, Composition, and the Social View. *Critical Perspectives on Computers and Composition Studies*, ed. Gail E. Hawisher and Cynthia L. Selfe. New York: Teachers College Press: 201-218.

———, and Ron Fortune. 1992. Exploring the Implications of Metaphors for Computer Networks and Hypermedia. *Re-imagining Computers and Composition: Teaching and Research in the Virtual Age*, ed. Gail Hawisher and Paul LeBlanc. Portsmouth, NH: Boynton/Cook: 58-73.

Emig, Janet. 1983. *The Web of Meaning: Essays on Writing, Teaching, Learning, and Thinking*, ed. Dixie Goswami and Maureen Butler. Upper Montclair, NJ: Boynton/Cook Publishers.

Fader, Daniel. 1986. Writing Samples and Virtues. *Writing Assessment: Issues and Strategies*, ed. Karen L. Greenberg, Harvey S. Weiner, and Richard A. Donovan. New York: Longman.

Faigley, Lester. 1989. Judging Writing, Judging Selves. *College Composition and Communication* 40: 395-412.

Feiman-Nemser, S., and M. Buchman. 1985. Pitfalls of Experience in Teacher Education. *Teachers College Record* 87: 53-65.

Fajans, Elizabeth, and Mary Falk. 1993. Against the Tyranny of Paraphrase: Talking Back to Texts. *Cornell Law Review* 78: 163-205.

Falk, C.J. 1985. English Skills Tutorials for Sentence Combining Practice. *Computers and Composition*. 2.4: 2-4.

Ferreiro, E. 1984. The Underlying Logic of Literacy Development. *Awakening to Literacy*, ed. H. Goelman, A. A. Oberg, and F. Smith. Portsmouth, NH: Heinemann.

Flower, Linda, John R. Hayes, Linda Carey, Karen Shriver, and James Stratman. 1986.

Detection, Diagnosis, and the Strategies of Revision. *College Composition and Communication* 37: 16–55.

Forman, Janis. 1992. *New Visions of Collaborative Writing.* Portsmouth, NH: Boynton/Cook, Heinemann.

Forester, Tom. 1989. *High Tech Society: The Story of the Information Technology Revolution.* Cambridge, MA: MIT Press.

Foster, Jack D. 1991. The Role of Accountability in Kentucky's Education Reform Act of 1990. *Educational Leadership* 48.5: 34-36.

Foster, Teree E. 1993. But Is It *Law* ? Using Literature to Penetrate Societal Representations of Women. *Journal of Legal Education* 43: 133-148.

Foucault, Michel. 1977. *Discipline and Punish.* NY: Vintage Books.

The Foxfire Approach: Perspectives and Core Practices. *Hands On: A Journal for Teachers* (Spring): 3-4.

Frazier, D. M., & Paulson, F. L. 1992. How Portfolios Motivate Reluctant Writers. *Educational Leadership* 49.8: 62-65.

Frederiksen, Norman. 1984. The Real Test Bias. *American Psychologist* 193-202.

Gallehr, D.R. 1993. Portfolio Assessment in the College Writing Classroom. *Process and Portfolios in Writing Instruction,* ed. Kendall Gill. Urbana, IL: NCTE.

Gemmette, Elizabeth Villiers. 1989. Law and Literature: An Unnecessarily Suspect Class in the Liberal Arts Component of the Law School Curriculum. *Valparaiso University Law Review* 23: 267-340.

Gentry, J. Richard. 1981. Learning to Spell Developmentally. *The Reading Teacher* 34: 378-381.

Gere, Anne Ruggles. 1987. *Writing Groups: History, Theory, and Implications.* Carbondale, IL: Southern Illinois University Press.

————, Deborah Williams Minter, and Deborah Keller-Cohen. 1995. Learning Literacies. *College English* 57: 669-687.

Giroux, Henry A. 1989. *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning.* Granby, MA: Bergin & Garvey.

Goldberg, Natalie. 1986. *Writing Down the Bones.* Boston: Shambhala.

Goldenberg, Claude. 1995. (Re-)Constructing Constructivism. *CAIP Quarterly* 7.2: 3.

Golub, Jeff, ed. 1988. *Focus on Collaborative Learning: Classroom Practices in Teaching English.* Urbana, IL: NCTE.

Gomez, Mary Louise. 1991. The Equitable Teaching of Composition. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s,* ed. Gail E. Hawisher and Cynthia L. Selfe. Urbana, IL: NCTE: 318-335.

Gomez, Mary Louise, M. Elizabeth Graue, and Marianne N. Bloch. 1991 Reassessing Portfolio Assessment: Rhetoric and Reality. *Language Arts* 68: 620-628.

Goodman, J. 1985. What Students Learn From Early Field Experiences: A Case Study And Critical Analysis. *Journal of Teacher Education* 36: 42-48.

Goodman, Yetta. 1984. The Development of Initial Literacy. *Awakening to Literacy,* ed. H. Goelman, A. A. Oberg, and F. Smith. Portsmouth, NH: Heinemann.

Goswami, Dixie, and Peter R. Stillman, eds. 1987. *Reclaiming the Classroom: Teacher Research as an Agency for Change.* Portsmouth, NH: Boynton/Cook.

Graff, Gerald. 1987. *Professing Literature: An Institutional History.* Chicago: University of Chicago Press.

Graves, Donald H. 1992. Help Students Learn to Read Their Portfolios. *Portfolio Portraits,* ed. Donald H. Graves and Bonnie S. Sunstein. Portsmouth, NH: Heinemann.

————. 1994. *A Fresh Look at Writing.* Portsmouth, NH: Heinemann.

————, and Sunstein, Bonnie, eds. 1992. *Portfolio Portraits.* Portsmouth NH: Heinemann.

Greenblatt, Stephen. 1985. Shakespeare and the Exorcists. *After Strange Texts: The Role of Theory in the Study of Literature*, ed. Gregory S. Jay and David L. Miller. University, AL: University of Alabama Press: 101-123.

——. 1988. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Berkeley: University of California Press.

Guba, Egon, and Yvonna Lincoln. 1989. *Fourth Generation Evaluation*. Newbury Park, CA: Sage.

Grumbach, Doris. 1994. *Fifty Days of Solitude*. Boston: Beacon.

Haertel, Edward, and Robert C. Calfee. 1983. School Achievement: Thinking About What to Test. *Journal of Educational Measurement* 20:119-132.

Hain, Bonnie. 1991. Portfolios and the M.A. in English. *Portfolios: Process and Product*, ed. Pat Belanoff and Marcia Dickson. Portsmouth NH: Boynton/Cook: 93-98.

Hamp-Lyons, Liz and William Condon. 1993. Questioning Assumptions about Portfolio-Based Assessment. *College Composition and Communication* 44: 176-190.

Harrison, Susan. 1995. Portfolios Across the Curriculum. *Writing Program Administration* 19 (Fall/Winter): 38-49.

Hawisher, Gail, and Cynthia L. Selfe. 1991a. Introduction to Part Three. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s*, ed. Gail E. Hawisher and Cynthia L. Selfe. Urbana, IL: NCTE 173–175.

——, and Cynthia L. Selfe. 1991b The Rhetoric of Technology and the Electronic Writing Class. *College Composition and Communication*. 42: 55-65.

——, and Cynthia L. Selfe. 1993. Tradition and Change in Computer-Supported Writing Environments: A Call for Action. *Theoretical and Critical Perspectives on Teacher Change*, ed. Phyllis Kahaney, Joseph Janangelo, and Linda A. M. Perry. Norwood, NJ: Ablex: 155-186.

——, and Paul LeBlanc, eds. 1992. *Re-Imagining Computers and Composition: Teaching and Research in the Virtual Age*. Portsmouth, NH: Boynton/Cook.

——, and Patricia Sullivan. Forthcoming. Women on the Networks: Searching for Presence in Online Discussions. *Feminism and Composition*, ed. Lynn Worsham and Susan Jarratt. New York: MLA.

Hayakawa, S. I. 1962. Learning to Think and to Write: Semantics in Freshman English. *College Composition and Communication* 13: 5-8.

Heiges, J. M. 1994. "Replacing a Doctoral Candidacy Examination with a Portfolio: The Trade-offs." NCTE Portfolios, Reflection, and Teacher Research Conference. Baltimore.

Heiges, J. M. 1992. "Should Portfolio Assessment Be Used in Graduate Education?" Paper presented at New Directions in Portfolio Assessment Conference. Miami University, Oxford, OH.

Heilker, Paul. 1992. Revision Worship and the Computer as Audience. *Computers and Composition*. 9.3: 59-69.

Hewitt, Geof. 1995. *A Portfolio Primer*. Portsmouth, NH: Heinemann.

Holdstein, Deborah. 1983. The WRITEWELL Series. *Computers and Composition* 1: 7.

Holdstein, Deborah H., and Cynthia L. Selfe, eds. 1990. *Computers and Writing: Theory, Research, Practice*. New York: MLA.

Hollingsworth, Sandra. 1989. Prior Beliefs and Cognitive Change in Learning To Teach. *American Educational Research Journal* 26.2: 160-189.

Howard, Kathryn. 1993. Portfolio Culture in Pittsburgh. *Fire in the Eyes of Youth*, ed. Randolph Jennings. St. Paul: Occasional Press: 89-102.

Howard, Rebecca. (1994, February 14). Online Portfolios [email to Gail E. Hawisher], [Online]. Available email: HAWISHER@UIUC.EDU.

Huot, Brian. 1994. A Survey of College and University Placement Practices. *Writing Program*

Administration 17: 49-67.

Huling-Austin, L. 1986. What Can and Cannot Reasonably Be Expected From Teacher Induction Programs. *Journal of Teacher Education* 7.1: 2-5.

Jamentz, Catherine. 1994. Will Performance Assessment Improve Student Performance? *California Curriculum News Report* 19.3: 1,7.

Jessup, Emily. 1991. Feminism and Computers in Composition Instruction. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s*, ed. Gail E. Hawisher and Cynthia L. Selfe. Urbana, IL: NCTE: 336-355.

Jobst, Jack. 1984. Computer-Assisted Grading of Essays and Reports. *Computers and Composition* 1.2: 5.

Johnson-Eilola, Johndan. 1992. Review Essay. Structure and Space: *Writing Space* and STORYSPACE. *Computers and Composition* 9.2: 95-129.

————. 1994. Reading and Writing in Hypertext: Vertigo and Euphoria. *Literacy and Computers: The Complications of Teaching and Learning with Technology*, ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA.: 195-219.

Johnston, Peter. 1989. Constructive Evaluation and the Improvement of Teaching and Learning. *Teachers College Record* 90: 509-528.

Joyce, Michael. 1988. Siren Shapes: Exploratory and Constructive Hypertexts. *Academic Computing* 3.4: 10-42.

Juska, Jane. 1993. No More One-Shots. *Teachers' Voices: Portfolios in the Classroom*, ed. Mary Ann Smith and Miriam Ylvisaker. Berkeley: National Writing Project: 63-64.

Kaplan, Nancy and Stuart Moulthrop. 1990. Other Ways of Seeing. *Computers and Composition* 7.3: 89-102.

Kentucky Office of Management Information Services. *Profiles of Kentucky Public Schools, Fiscal Year 1991-1992*. Frankfort, KY: Kentucky Department of Education.

Kirby, Dan, and Carol Kuykendall. 1991. *Mind Matters: Teaching for Thinking*. Portsmouth, NH: Boynton/Cook.

Kneeshaw, David. 1992. Writing Portfolios in Secondary Schools. *Portfolios in the Writing Classroom: An Introduction*, ed. Kathleen Blake Yancey. Urbana, IL: NCTE: 80-89.

Knoblauch, C.H., and Lil Brannon. 1984. *Rhetorical Traditions and the Teaching of Writing*. Upper Montclair, NJ: Boynton/Cook.

Koretz, Daniel. 1992. *The Vermont Portfolio Assessment Program: Interim Report on Implementation and Impact*. Santa Monica, CA: Rand Institute on Education and Training, National Center for Research on Evaluation, Standards and Student Testing.

————. 1994. *The Vermont Portfolio Assessment Program: Findings and Implications*. Washington, DC: RAND.

————, Richard L. Linn, Susan B. Dunbar, and Lorrie A. Shepard. 1991. "The Effects of High Stakes Testing on Achievement: Preliminary Findings About Generalization Across Tests." Paper presented at the Annual Meeting of the American Educational Research Association. Chicago.

Koretz, Daniel M., B. Stecher, and E. Deibert. 1993. The Reliability of Scores from the 1992 Vermont Portfolio Assessment Program (Technical Report No. 355). Los Angeles: University of California, Center for the Study of Evaluation.

Kramarae, Cheris, ed. 1988. *Technology and Women's Voices: Keeping in Touch*. New York: Routledge & Kegan Paul.

Kremers, Marshall. 1988. Adams Sherman Hill Meets ENFI: An Inquiry and a Retrospective. *Computers and Composition* 5.3: 69-77.

Kunz, Chris, Edwin R. Hazen, Steven J. Jamar, and Mauree J. Arrigo. 1993. Collaboration. *The Second Draft: Bulletin of the Legal Writing Institute* 8.2: 6-7.

Landow, George P. 1992a. Hypertext, Metatext, and the Electronic Canon. *Literacy Online:*

The Promise (and Peril) of Reading and Writing With Computers, ed. Myron C. Tuman. Pittsburgh: University of Pittsburgh Press: 67–94.

————. 1992b. *Hypertext: The Convergence of Contemporary Critical Theory and Technology.* Baltimore: Johns Hopkins University Press.

————, and Paul Delany. 1993. *The Digital Word: Text-Based Computing in the Humanities.* Cambridge, MA: MIT Press.

Lange, David. 1992. At Play in the Fields of the Word: Copyright and the Construction of Authorship in the Post-Literate Millennium. *Law and Contemporary Problems* 55.2: 139-151.

LeBlanc, Paul J. 1990. Competing Ideologies in Software Design for Computer-Aided Composition. *Computers and Composition* 7.2: 8-19.

————. 1994. The Politics of Literacy and Technology in Secondary School Classrooms. *Literacy and Computers: The Complications of Teaching and Learning with Technology*, ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA.

LeClercq, Terri. 1993. I Use Them! Law School Portfolios. *Newsletter of the Association of American Law Schools Section on Legal Writing, Reasoning, and Research* 93: 3.

Little, Judith Warren. 1993. Teachers' Professional Development in a Climate of Educational Reform. *Educational Evaluation and Policy Analysis* 15.2: 129-151.

Linn, Robert L. 1994. Performance Assessment: Policy Promises and Technical Measurement Standards. *Educational Researcher* 23.9: 4-14.

Lovett, Carl, and Art Young. 1994. Portfolios in the Disciplines: Sharing Knowledge in the Contact Zone. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 334-346.

Lucas, Catharine. 1988. Toward Ecological Evaluation. *The Quarterly of the National Writing Project and the Center for the Study of Writing* 10.1: 1-17.

————. 1992. Introduction: Writing Portfolios–Changes and Challenges. *Portfolios in the Writing Classroom: An Introduction*, ed. Kathleen Blake Yancey. Urbana, Illinois: NCTE: 1-11.

Macrorie, Ken. 1991. The Freewriting Relationship. *Nothing Begins with N: New Investigations of Freewriting*, ed. Pat Belanoff, Peter Elbow, and Sheryl Fontaine. Carbondale: Southern Illinois University Press: 173-88.

Madaus, George. 1988. The Influence of Testing on the Curriculum. *Critical Issues in Curriculum (87th Yearbook of the National Society for the Study of Education, Part I)*, ed. L. Tanner. Chicago: University of Chicago Press: 83-121.

Markel, Mike. 1994. Behaviors, Attitudes, and Outcomes: A Study of Word Processing and Writing Quality among Experienced Word-Processing Students. *Computers and Composition* 11.1: 49-58.

Marling, William. 1984. Grading Essays on a Microcomputer. *College English* 46: 797-810.

Martin, Megan. 1994. Research Results Say YES! to Portfolios in Science: California's Golden State Examinations. *California Curriculum News Report* 19.3: 4.

Martin, Megan, George Miller, and Jane Delgado. 1993. Preliminary Research Results of Portfolio Assessment: California's Golden State Examinations in Science. *Research Report.* California Learning Assessment System. Sacramento, CA.

Marx, G. T., and S. Sherizen. 1989. Monitoring on the Job. *Computers in the Human Context: Information Technology, Productivity, and People*, ed. T. Forester. Cambridge, MA: MIT Press: 397-406.

Mason, J. 1984. Early Reading from a Developmental Perspective. *Handbook of Reading Research*, ed. P. D. Pearson. New York: Longman.

Mayers, Tim. 1996. From Page to Screen (and Back): Portfolios, Daedalus, and the

"Transitional Classroom." *Computers and Composition*, Special Issue on Electronic Portfolios: 47-55.

Mayher, John S. 1990. *Uncommon Sense: Theoretical Practice in Language Education.* Portsmouth, NH: Heinemann/Boynton/Cook.

McClelland. D. C. 1973. Testing for Competence Rather Than for Intelligence. *American Psychologist* 28: 1-14.

McDaid, John. 1991. Toward an Ecology of Hypermedia. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s*, ed. Gail E. Hawisher and Cynthia L. Selfe. Urbana, IL: NCTE: 203-223.

McDonnell, Loraine. 1994. Assessment Policy as Persuasion and Regulation. *American Journal of Education* 102: 394-413.

Mcknight, Cliff, Andrew Dillon, and John Richardson. 1991. *Hypertext in Context.* Cambridge: Cambridge University Press.

McNeil, L. M. 1988. Contradictions of Control, Part 3: Contradictions of Reform. *Phi Delta Kappan* 69: 478-485.

Messick, Samuel. 1989. Meaning and Values in Test Validation: The Science and Ethics of Assessment. *Educational Researcher* 18.2: 5-11.

———. 1994. The Interplay of Evidence and Consequences in the Validation of Performance Assessments. *Educational Researcher* 23.2: 13-23.

Metzger, Elizabeth, and Lizbeth Bryant. 1993. Portfolio Assessment: Pedagogy, Power, and the Student. *Teaching English in the Two-Year College* 20: 279-288.

Miller, Susan, ed. 1989. *The Written World: Reading and Writing in Social Contexts.* New York: Harper and Row.

Mishler, Elliot G. 1979. Meaning in Context: Is There Any Other Kind? *Harvard Educational Review,* 49.1: 1-19.

Mitchell, Ruth. 1992. *Testing for Learning: How New Approaches to Evaluation Can Improve American Schools.* New York: Macmillan.

Moffett, James. 1968a. *A Student Centered Language Arts Curriculum: Grades K-13.* Boston: Houghton Mifflin.

———. 1968b. *Teaching the Universe of Discourse.* Boston: Houghton-Mifflin.

———. 1991. *Active Voice: A Writing Program Across the Curriculum.* Upper Montclair, NJ: Boynton/Cook.

———. 1992. *Detecting Growth in Language.* Portsmouth, NH: Boynton/Cook.

Morris, Barbra S. 1983. The English Composition Board at the University of Michigan. *Literacy for Life: The Demand for Reading and Writing*, ed. Richard W. Bailey and Robin Melanie Fosheim. New York: MLA.

Morrow, Leslie Mandel. 1989. *Literacy Development in the Early Years.* Englewood Cliffs, NJ: Prentice Hall.

Moss, Pamela A. 1992. Shifting Conceptions of Validity in Educational Measurement: Implications for Performance Assessment. *Review of Educational Research* 62: 229-258.

———. 1994a. Can There be Validity Without Reliability? *Educational Researcher* 23.2: 5-12.

———. 1994b. Validity in High Stakes Writing Assessment: Problems and Possibilities. *Assessing Writing* 1: 109-128.

Moulthrop, Stuart. *1991.* The Politics of Hypertext. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s*, ed. Gail Hawisher and Cynthia Selfe. Urbana, IL: NCTE: 253-271.

Moulthrop, Stuart, and Nancy Kaplan. 1991. Something to Imagine: Literature, Composition, and Interactive Fiction. *Computers and Composition* 9.1: 7-23.

———. 1994. They Became What They Beheld: The Futility of Resistance in the Space of

Electronic Writing. *Literacy and Computers: The Complications of Teaching and Learning with Technology*, ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA: 220–237.

Murphy, Sandra. 1994a. "Portfolio Networks: Linking Assessments at Local, State, and National Levels." Paper presented at NCTE Convention, Orlando, FL.

———. 1994b. Portfolios and Curriculum Reform: Patterns in Practice. *Assessing Writing* 1.2: 175-206.

———, and Mary Ann Smith. 1990. Talking about Portfolios. *The Quarterly of the National Writing Project and Center for the Study of Writing* 12 (1990): 1-3; 24-27.

———. 1991. *Writing Portfolios: A Bridge from Teaching to Assessment*. Ontario, Canada: Pippin.

———. 1992. Looking into Portfolios. *Portfolios in the Writing Classroom: An Introduction*, ed. Kathleen Blake Yancey. Urbana, IL: NCTE: 49-61.

Myers, Miles, and David P. Pearson. 1996. Performance Assessment and the Literacy Unit of the National Standards Project. *Assessing Writing* 3.1: 4-27.

National Assessment of Educational Progress (NAEP). 1994. *Student Achievement in Core Subjects of the School Curriculum*. Washington, DC: US Department of Education.

Nelson, Jennie. 1995. Reading Classrooms as Text: Exploring Student Writers' Interpretive Practices. *College Composition and Communication* 46: 411-430.

Nelson, Theodor Holm. 1992. Opening Hypertext: A Memoir. *Literacy Online: The Promise (and Peril) of Reading and Writing With Computers*, ed. Myron C. Tuman. Pittsburgh: University of Pittsburgh Press: 43-57.

New Standards Takes a Close Look at Portfolios. 1993. *The Council Chronicle* 3.2: 1.

New Standards Project. 1994. *Student Portfolio Handbook: High School English Language Arts*. Field Trial Version. Pittsburgh: National Center on Education and the Economy.

O'Donnell, Roy. 1990. English Language Arts Teacher Education. *Handbook of Research on Teacher Education*, ed. W. Robert Houston. New York, Macmillan: 357-372.

Ohmann, Richard. 1985. Literacy, Technology, and Monopoly Capitalism. *College English* 47: 675-689.

Olson, C. Paul. 1987. Who Computes? *Critical Pedagogy and Cultural Power*, ed. D. Livingstone. South Hadley, MA: Bergin and Garvey: 179-204.

PacerForum. Pacer, 7911 Herschel Avenue, Suite 402, LaJolla, CA 92037.

Paulson, F. Leon., and Pearl R. Paulson. *Four Varieties of Self-Reflection*. Unpublished manuscript.

———. 1990. *How Do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios*. (ED 324 329).

———. 1991. *The Making of a Portfolio*. (ED 334 251).

———. 1992. *Portfolios: A Perspective on Learning*. Videocassette. Portland, OR: Paulson & Paulson, Educational Consultants.

———, Pearl R. Paulson, and Carol A. Meyer. 1991. What Makes a Portfolio a Portfolio? *Educational Leadership* 48.5: 60-63.

Paulson, Pearl R., and F. Leon Paulson. 1991. Portfolios: Stories of Knowing. *Knowing: The Power of Stories (Claremont Reading Conference 55th Yearbook)*, ed. P. H. Dreyer. Claremont, CA: Center for Developmental Studies of the Claremont Graduate School: 294-303.

———, F. Leon Paulson, and D. M. Frazier. Sarah's Portfolio. Unpublished manuscript.

Phelps, Louise Wetherbee. 1989. Images of Student Writing: The Deep Structure of Teacher Response. *Writing and Response: Theory, Practice, and Research*, ed. Chris M. Anson. Urbana, IL: NCTE: 37-67.

Pearson, P. David, and Sheila Valencia. 1987. Assessment, Accountability, and Professional Prerogative. *Research in Literacy: Merging Perspectives (Thirty-sixth Yearbook of the*

National Reading Conference): 3-16.

Piller, Charles. 1987. Separate Realities: The Creation of the Technological Underclass in America's Public Schools. *MacWorld:* 218-230.

Pratt, Mary Louise. 1991. Arts of the Contact Zone. *Profession 91.* New York: MLA: 33-40.

A Preliminary Study of the Feasibility and Utility for National Policy of Instructional "Good Practice" Indicators in Undergraduate Education. 1994. U.S. Department of Education; Office of Educational Research and Improvement. NCES 94-437.

Regan, Alison. 1994. Type Normal Like the Rest of Us: Writing, Power, and Homophobia in the Networked Composition Classroom. *Computers and Composition* 10.4: 11-23.

Reidy, Edward. 1992. All about Assessment. *EdNews.* Frankfort: Kentucky Department of Education: 3-14.

Resnick, Lauren B., and David Resnick. 1992. Assessing the Thinking Curriculum: New Tools for Educational Reform. *Changing Assessments: Alternative Views of Aptitude, Achievement and Instruction,* ed. Byron R. Gifford and Mary C. O'Connor. Boston: Klewer.

Reynolds, David S. 1988. *Beneath the American Renaissance: The Subversive Imagination in the Age of Emerson and Melville.* Cambridge: Harvard University Press.

Reynolds, Joan. 1995. Unpublished manuscript.

Richardson-Koehler, V. 1988. Barriers to Effective Supervision of Student Teaching. *Journal of Teacher Education* 39: 28-34.

Riedl, R. 1989. Patterns in Computer-Mediated Discussions. *Mindweave: Communication, Computers, and Distance Education,* ed. R. Mason and A Kaye. Oxford: Pergamon Press: 215-220.

Rief, Linda. 1990. Finding the Value in Evaluation: Self-assessment in a Middle School Classroom. *Educational Leadership* 47.6: 24-29.

————. 1992. *Seeking Diversity: Language Arts with Adolescents.* Portsmouth, NH: Heinemann.

Rideout, J. Christopher, and Jill Ramsfield. 1994. Legal Writing: A Revised View. *Washington Law Review* 69: 35-99.

Roe, Mary. 1991. "Portfolios: from Mandate to Implementation." Paper presented at the 41st Annual Meeting of the National Reading Conference. (ED 343 103).

Roemer, Marjorie Godlin. 1991. What We Talk about When We Talk about School Reform. *Harvard Educational Review* 61.4: 434-48.

Romano, Susan. 1993. The Egalitarianism Narrative: Whose Story? Which Yardstick? *Computers and Composition* 10.3: 5-28.

Romano, Tom. 1994. Removing the Blindfold: Portfolios in Fiction Writing Classes. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring,* ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 73–82.

Replica. Farallon. (10-pack $500.)

Rose, Mike. 1985. The Language of Exclusion: Writing Instruction at the University. *College English* 47: 341-359.

Roussea, Ann. 1993. From the Inside Out. Unpublished manuscript.

Salzillo, F., and A. Van Fleet. 1977. Student Teaching and Teacher Education: A Sociological Model for Change. *Journal of Teacher Education* 28: 27-31.

Schlechty, Phillip, and Anne W. Joslin. 1986. Images of Schools. *Rethinking School Improvement: Research, Craft, and Concept,* ed. Anne Lieberman. New York: Teachers College Press.

Schneiderman, Ben, Dorothy Brethauer, Catherine Plaisant, and Richard Potter. 1989. Evaluating Three Museum Installations of a Hypertext System. *Journal of the American Society for Information Science* 40 (3): 172-182.

Schon, Donald A. 1987. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions.* San Francisco: Jossey-Bass.

Scott, Patrick. 1991. Step by Step: The Development in British Schools of Assessment by Portfolio. *Portfolios: Process and Product,* ed. Pat Belanoff and Marcia Dickson. Portsmouth, NH: Heineman, Boynton/Cook: 80-92.

Selfe, Cynthia L. 1989. Redefining Literacy: The Multilayered Grammars of Computers. *Critical Perspectives on Computers and Composition Instruction,* ed. Cynthia L. Selfe and Gail E. Hawisher. New York: Teachers College Press: 13-15.

———. 1994. "Portfolios, Technology, and the World." Paper presented at NCTE Portfolios, Technology, and the World Conference, Indianapolis.

——— and Richard Selfe. 1994. The Politics of the Interface: Power and Its Exercise in Electronic Contact Zones. *College Composition and Communication* 45.4: 480-504.

Severinson Eklundh, Kerstin. 1994. Linear and Nonlinear Strategies in Computer-based Writing. *Computers and Composition* 11: 203–216.

Sewell, Lauren. 1994. "Portfolio Pedagogy and Teacher Reflexivity." Paper presented at NCTE Portfolios, Reflection, and Teacher Research Conference. Baltimore.

Sheingold, Karen, Joan I. Heller, and Susan T. Paulukonis. 1994. *Actively Seeking Evidence: Teacher Change through Assessment Development.* (Technical Report No. 94-04). Princeton New Jersey: ETS, Center for Performance Assessment: 1-34.

Shepard, Lorrie A. 1991. Will National Tests Improve Student Learning? *Phi Delta Kappan* 73: 232-238.

Shirk, Henrietta Nickels. 1991a. "Hyper" Rhetoric: Reflections on Teaching Hypertext. *The Technical Writing Teacher* 18: 189-200.

———. 1991b. Hypertext and Composition Studies. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s,* ed. Gail Hawisher and Cynthia Selfe. Urbana, IL: NCTE: 177-202.

Shor, Ira. 1987. Educating the Educators: A Freirean Approach to the Crisis in Teacher Education. *Freire for the Classroom: A Sourcebook for Liberatory Teaching,* ed. Ira Shor. Portsmouth, NH: Heinemann, Boynton/Cook: 7-32.

Short, K., and G. Hartmann. 1992. Hearing Students' Voices: The Role of Reflection in Learning. *Teachers Networking: The Whole Language Newsletter* 11.3: 1-6.

Shulman, Lee S. 1987. Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review* 57.1: 1-22.

———. 1996. "Course Anatomy: The Dissection and Transformation of Knowledge." Paper presented at American Assocation of Higher Education Conference on Faculty Roles and Rewards. Atlanta.

Sirc, Geoffrey, and Tom Reynolds. 1990. The Face of Collaboration in the Networked Writing Classroom. *Computers and Composition* 7.4: 53-70.

Slatin, John M. 1990. Reading Hypertext: Order and Coherence in a New Medium. *College English* 52: 870-883.

Smith, Catherine F. 1991. Reconceiving Hypertext. *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s,* ed. Gail Hawisher and Cynthia Selfe. Urbana, IL: NCTE: 224-252.

———. 1994. Hypertextual Thinking. *Literacy and Computers: The Complications of Teaching and Learning with Technology,* ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA: 264-281.

Smith, Mary L. 1991. Put to the Test: The Effects of External Testing on Teachers. *Educational Researcher* 20.5: 8-11.

Sommers, Jeffrey, Laurel Black, Donald A. Daiker, and Gail Stygall. 1993. The Challenge of Rating Portfolios: What WPAs Can Expect. *Writing Program Administration* 17.1-2: 7-29.

Spaulding, Elizabeth. 1995. The New Standards Project and English Language Arts Portfolios: A Report on Process and Progress. *The Clearing House.* 219-223.

Stake, R. 1967. The Countenance of Educational Evaluation. *Teachers College Record* 68.7: 523-540.

Stone, Sandra J. 1995. Portfolios: Interactive, Dynamic Instructional Tool. *Childhood Education* 71.4: 232-234.

———. 1996. *Creating the Multiage Classroom.* Glenview, IL: GoodYear Books/Scott Foresman.

Stotsky, Sandra. 1992. From the Editor. *Research in the Teaching of English* 26: 245-248.

Sullivan, Patricia A. 1991. Taking Control of the Page: Electronic Writing and Word Publishing. *Evolving Perspectives on Computers and Composition Studies. Questions for the 1990s,* ed. Gail E. Hawisher and Cynthia L. Selfe. Urbana, IL: NCTE: 43-64.

Sullivan, Patricia A., and James E. Porter. 1993. Remapping Curricular Geography: Professional Writing in/and English. *Journal of Business and Technical Communication* 7: 389-422.

Sulzby, Elizabeth. 1986. Writing and Reading: Signs of Oral and Written Language Organization in the Young Child. *Emergent Literacy: Writing and Reading,* ed. William H. Teale and Elizabeth Sulzby. Norwood, NJ: Ablex.

———. 1988. Appendix 2.1: Forms of Writing and Rereading Example List. *Reading and Writing Connections,* ed. J. Mason. Boston: Allyn and Bacon.

———, J. Barnhart, and J. A. Hieshima. 1988. Forms of Writing and Rereading from Writing: A Preliminary Report. *Reading and Writing Connections,* ed. J. Mason. Boston: Allyn and Bacon.

Takayoshi, Pamela. 1994. Building New Networks From the Old: Women's Experiences With Electronic Communications. *Computers and Composition* 11: 21-35.

Thé, Lee. 1992. PCs Tool Up For Hypertext. *Datamation* 38.3: 35-36.

Thomas, M. Wynn. 1987. *The Lunar Light of Whitman's Poetry.* Cambridge: Harvard University Press.

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. 1991. *Portfolio Assessment in the Reading-Writing Classroom.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Turkle, Sherry. 1984. *The Second Self: Computers and the Human Spirit.* New York, NY: Simon and Schuster.

———. 1995. *Life on the Screen: Identity in the Age of the Internet.* New York: Simon and Schuster.

U.S. Department of Labor. 1991. *What Work Requires of School.* Washington, DC: U.S. Government Printing Office.

Valencia, S. W., and R. Calfee. 1991. The Development and Use of Literacy Portfolios for Students, Classes, and Teachers. *Applied Measurement in Education* 4.4: 333-345.

Van Buren I.S.D (Independent School District). Undated. *Student-Directed Portfolios: Bridging the Gap.* Videocassette. Laurence, MI.

Vavrus, Linda. 1990. Put Portfolios to the Test. *Instructor.* 48-53.

Wallerstein, Nina. 1987. Problem-posing Education: Freire's Method for Transformation. *Freire for the Classroom: A Sourcebook for Liberatory Teaching,* ed. Ira Shor. Portsmouth, NH: Heinemann: 33-44.

Walvoord, Barbara, and Lucille McCarthy. 1990. *Thinking and Writing in College: A Naturalistic Study of Students in Four Disciplines.* Urbana, IL: NCTE.

Weinbaum, Kerry. 1991. Portfolios as a Vehicle for Student Empowerment and Teacher Change. *Portfolios: Process and Product,* ed. Pat Belanoff and Marcia Dickson. Portsmouth, NH: Boynton Cook: 206-214.

Weiser, Irwin. 1992. Portfolio Practice and Assessment for Collegiate Basic Writers. *Portfolios*

in the Writing Classroom: An Introduction, ed. Kathleen Blake Yancey. Urbana, IL: NCTE: 89-101.

————. 1994. Portfolios and the New Teacher of Writing. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 219-230.

Wells, P. 1991. Putting America to the Test. *Agenda* 1: 52-57.

White, Edward M. 1985. *Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance*. San Francisco: Jossey-Bass.

————. 1993. Holistic Scoring: Past Triumphs and Future Challenges. *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*, ed. Michael M. Williamson and Brian Huot. Cresskill, NJ: Hampton.

————. 1994. Issues and Problems in Writing Assessment. *Assessing Writing* 1.1: 11-28.

White, James Boyd. 1982. Law as Language: Reading Law and Reading Literature. *Texas Law Review* 60: 415-445.

————. 1985. *Heracles's Bow: Essays on the Rhetoric and Poetics of the Law*. Madison: University of Wisconsin Press.

Whitman, Walt. 1982. A Backward Glance O'er Travel'd Roads. *Walt Whitman: Complete Poetry and Collected Prose*, ed. Justin Kaplan. New York: Literary Classics of the United States.

Wickliff, Gregory and Janice Tovey. 1995. Hypertext in a Professional Writing Course. *Technical Communications Quarterly* 4.1: 47-61.

Wiggins, Grant. 1989. A True Test: Toward More Authentic and Equitable Assessment. *Phi Delta Kappan* 70: 703-13.

————. 1991. quoted by Gwen Solomon in Electronic Portfolios. *Electronic Learning*: 10.

————. 1992. Creating Tests Worth Taking. *Educational Leadership* 49.8: 26-33.

————. 1993a. *Assessing Student Performance*. San Francisco: Jossey Bass.

————. 1993b Assessment: Authenticity, Context, and Validity. *Phi Delta Kappan*: 200-214.

Williams, William Carlos. 1964. Appendix. How To Write. *The Poems of William Carlos Williams*, ed Linda Welshimer Wagner. Middletown CT: Wesleyan University Press.

Williamson, Michael M. 1992. The Worship of Efficiency: Untangling Theoretical and Practical Considerations in Writing Assessment. *Assessing Writing* 1.2: 147-174.

Wilson, Tish. 1992. Personal Interview. 21 April.

Wimsatt, W. K., and Monroe C. Beardsley. 1954. The Intentional Fallacy. *The Verbal Icon: Studies in the Meaning of Poetry*, ed.W. K. Wimsatt. Lexington, KY: The University of Kentucky Press: 3-18.

Winner, Langdon. 1986. *The Whale and the Reactor: A Search for Limits in an Age of High Technology*. Chicago, IL: The University of Chicago Press.

Witte, Stephen. P., and Jennifer Flach. 1994. Notes Toward an Assessment of Advanced Students Ability to Communicate. *Assessing Writing* 2.1: 207-246.

Wolf, Dennie Palmer. 1993. Assessment as an Episode of Learning. *Construction Versus Choice in Cognitive Measurement: Issues in Constructed Response, Performance Testing, and Portfolio Assessment*, ed. R.E. Bennett and W.C. Ward. Hillsdale, NJ: Lawrence Erlbaum Associates: 213-239.

————. 1987. Opening Up Assessment. *Educational Leadership* 45: 24-29.

————. 1989. Portfolio Assessment: Sampling Student Work. *Educational Leadership* 46: 35-39.

————, Eunice Ann Greer, and Joanna Lieberman. 1995. Portfolio Cultures: Literate Cultures. *Voices from the Middle* 2.1: 4.

———, Paul G. LeMahieu, and JoAnne Eresh. 1992. Good Measure: Assessment as a Tool for Educational Reform. *Educational Leadership* 49: 8-13.

Wolfgang, Charles H., and T. S. Sanders. 1981. Defending Young Children's Play as the Ladder to Literacy. *Theory into Practice* 20.2: 116-120.

Yancey, Kathleen Blake, ed. 1992a. *Portfolios in the Writing Classroom: An Introduction.* Urbana, IL: NCTE.

———. 1992b. Portfolios in the Writing Classroom: A Final Reflection. *Portfolios in the Writing Classroom: An Introduction*, ed. Kathleen Blake Yancey. Urbana: NCTE: 102-116.

———. 1992c. Teachers' Stories: Notes Toward a Portfolio Pedagogy. *Portfolios in the Writing Classroom: An Introduction*, ed. Kathleen Blake Yancey. Urbana: NCTE: 12-20.

———. 1992d. "The Scholarship of Our Practice and the Teaching Portfolio: A New Kind of Celebration." NCTE Annual Convention. Louisville, KY.

———. 1993a. "Exploring Together: Designing and Reading with Portfolio Rubrics." Workshop at NCTE Annual Convention. Pittsburgh.

———. 1993b. Portfolios and Program Assessment. Unpublished manuscript.

———. 1994a. Address. Portfolio Conference at Virginia Commonwealth University, Richmond, VA.

———. 1994b. Make Haste Slowly: Graduate Teaching Assistants and Portfolios. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring*, ed. Laurel Black, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall. Portsmouth, NH: Boynton/Cook, Heinemann: 210-218.

———. 1994c. "Portfolios, Technology, and the World." Paper presented at NCTE Portfolios, Technology, and the World Conference, Indianapolis.

Zaharlick, Amy, and Judith L. Green. 1991. Ethnographic Research. *Handbook of Research On the Teaching of the English Language Arts*, ed. James Flood et al. New York: Macmillan: 205-225.

Zeichner, Kenneth M. 1990. Changing Directions in the Practicum: Looking Ahead to the 1990s. *Journal of Education for Teaching* 16: 105-132.

Zemelman, Steve, Harvey Daniels, and Arthur Hyde. 1993. *Best Practice: New Standards for Teaching and Learning in America's Schools.* Portsmouth, NH: Heinemann.

Zuboff, Shoshana. 1988. *In the Age of the Smart Machine: The Future of Work and Power.* New York, NY: Basic Books, Inc.