REFERENCES

- Allen, Michael. 1995. Valuing Differences: Portnet's First Year. Assessing Writing 2: 67–90.
- Allen, Michael, Jane Frick, Jeff Sommers, and Kathleen Yancey. 1997. Outside Review of Writing Portfolios: An On-Line Evaluation. WPA Writing Program Administration 20: 66–90.
- Allison, Libby, Lizbeth Bryant, and Maureen Hourigan. 1997. Grading In the Post-Process Classroom: From Theory to Practice. Portsmouth, NH: Boynton/Cook.
- Anson, Chris M. 1989. Writing and Response: Theory, Practice and Research. Urbana: NCTE.
- Applebee, Arthur N. 1981. Writing in the Secondary School: English and the Content Areas. Urbana: NCTE.
- Armstrong, Cheryl S. 1991. Writing Without Testing. *Portfolios: Process and Product*, ed. P. Belanoff and M. Dickson. Portsmouth, NH: Boynton/Cook.
- Auchter, Joan Chikos. 1993. Six Years of Decentralized Holistic Scoring: What Have We Learned? Presented at the annual meeting of the American Educational Research Association. Atlanta, GA.
- Baker, Nancy Westrich. 1993. The Effect of Portfolio-Based Instruction on Composition Students' Final Examination Scores, Course Grades, and Attitudes Toward Writing. *Research in the Teaching of English* 27: 155–74.
- Bakhtin, Mikhail M. 1981. Dialogic Imagination: Four Essays by M. M. Bakhtin, ed. M. Holquist. Trans. C. Emerson and M. Holquist. Austin: University of Texas Press.
- Ball, Arnetha. 1997. Expanding the Dialogue on Culture as a Critical Component When Assessing Writing. *Assessing Writing* 4: 169–202.

- Barr, Mary A. and Margaret A. Syverson. 1997. *Assessing Literacy With The Learning Record*. Portsmouth, NH: Heinemann.
- Barritt, Loren, Patricia L. Stock and Francelia Clark. 1986. Researching Practice: Evaluating Assessment Essays. College Composition and Communication 38: 315–27.
- Beach, Richard. 1976. Self-Evaluation Strategies of Extensive Revisers. College Composition and Communication 27: 160–64.
- Beach, Richard, and Stephen Eaton. 1984. Factors Influencing Self-Assessing and Advising by College Freshmen. *New Directions in Composition Research*, ed. R. Beach and L. Bridwell. New York: Guilford.
- de Beaugrande, Robert, and Wolfgang Dressler. 1981. *Introduction* to Text Linguistics. New York: Longman.
- Beason, Larry. 2000. Composition as Service: Implications of Utilitarian, Duties and Care Ethics. *The Ethics of Writing Assessment Instruction: Issues in Theory and Practice*, ed. M. A. Pemberton. Stamford, CT: Ablex.
- Beaven, Mary H. 1977. Individualized Goal Setting, Self Evaluation and Peer Evaluation. *Evaluating Writing: Describing, Measuring, Judging*, ed. C. R. Cooper and L. Odell. Urbana: NCTE.
- Belanoff, Pat. 1991. The Myths of Assessment. Journal of Basic Writing 10: 54–66.

——. 1994. Portfolios and Literacy: Why. *New Directions in Portfolio Assessment*, ed. L. Black, D. A. Daiker, J. Sommers and G. Stygall. Portsmouth, NH: Boynton/Cook.

- Belanoff, Pat and Marcia Dickson, ed. 1991. *Portfolios: Process and Product.* Portsmouth, NH: Boynton/Cook.
- Berlak, Harold. 1992. Toward the Development of a New Science of Educational Testing and Assessment. *Toward a New Science of Educational Testing and Assessment*, ed. H. Berlak et al. Albany: SUNY Press.
- Berlin, James. 1988. Rhetoric and Ideology in the Writing Class. *College English* 50: 477–94.

——. 1994. The Subversions of the Portfolio. *New Directions in Portfolio Assessment*, ed. L. Black, D. Daiker, J. Sommers, and G. Stygall. Portsmouth, NH: Boynton/Cook.

- Bizzell, Patricia. 1992. *Academic Discourse and Critical Consciousness*. Pittsburgh: Pittsburgh University Press.
- Black, Laurel, Donald A. Daiker, Jeffrey Sommers, and Gail Stygall, ed. 1994. New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring. Portsmouth, NH: Boynton/ Cook, Heinemann.
- Black, Laurel, Edwina Helton and Jeffrey Sommers. 1994. Connecting Current Research on Authentic and Performance Assessment through Portfolios. Assessing Writing 1: 247–66.
- Bleich, David. 1997. What Can Be Done About Grading. Grading In the Post-Process Classroom: From Theory to Practice, ed. L. Allison, L. Bryant and M. Hourigan. Portsmouth, NH: Boynton/Cook.
- Bourdieu, Pierre and Loic J. D. Wacquant. 1992. An Invitation to Reflexive Sociology. Chicago: University of Chicago Press.
- Boyd, Richard. 1998. The Origins and Evolution of Grading Student Writing: Pedagogical Imperatives and Cultural Anxieties. The Theory and Practice of Grading Writing: Problems and Possibilities. ed. F. Zak and C. Weaver. Albany: SUNY Press.
- Brannon, Lil and Cy H. Knoblauch.1982. On Students' Right to Their Own Texts: A Model of Teacher Response. *College Composition and Communication* 33: 157–66.
- Breland, Hunter. 1996. Computer-Assisted Writing Assessment: The Politics of Science versus Humanities. Assessment of Writing: Politics, Policies, Practices, ed. E. White, W. Lutz and S. Kamuskiri. NY: Modern Language Association.
- 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 L. 1994. "Portfolio Scoring:" A Contradiction in Terms. New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-scale Scoring, ed. L. Black, D. A. Daiker, J. Sommers, and G. Stygall. Portsmouth, NH: Boynton/Cook, Heinemann.
 - ------. 1997. Reciprocal Authorities in Communal Writing Assessment: Constructing Textual Value Within a 'New Politics of Inquiry.' *Assessing Writing* 4: 133–68.

———. 2000. Pulling Your Hair Out: Crisis of Standardization in Communal Writing Assessment. *Research in the Teaching of English* 35: 213–60.

- Brown, George and Gillian Yule.1983. *Discourse Analysis*. Cambridge: Cambridge University Press.
- Bunch, Michael B. and Henry H. Scherich. 1993. A Summary of the Reliability Studies in Holistic Writing Assessment. Presented at annual meeting of the American Educational Research Association. Atlanta, GA.
- Callahan, Susan. 1997a. Tests Worth Taking?: Using Portfolios for Accountability in Kentucky. *Research in the Teaching of English* 31: 295–336.

——. 1997b. Kentucky's State-Mandated Writing Portfolios and Teacher Accountability. *Situating Portfolios: Four Perspectives*, ed. K. B. Yancey and I. Weiser. Logan: Utah State Press.

- ——. 1999. All Done with the Best of Intentions: One Kentucky High School After Six Years of State Portfolio Tests. Assessing Writing 6: 5–40.
- Camp, Roberta and Denise S. Levine. 1991. Background and Variations in Sixth-Through Twelfth-Grade Classrooms. *Portfolios: Process and Product*, ed. P. Belanoff and M. Dickson. Portsmouth, NH: Boynton/Cook.
- Camp Roberta. 1993. 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.
 - ——. 1996. Response: The Politics of Methodology. Assessment of Writing: Politics, Policies, Practices, ed. E. M. White, W. D. Lutz, and S. Kamuskiri. New York: Modern Language Association.
- Carini, Patricia F. 1994. Dear Sister Bess: An Essay on Standards, Judgement and Writing. *Assessing Writing* 1: 29–65.
 - ——. 2001. Starting Strong: A Different Look at Children's Schools, and Standards. New York: Teachers College Press.
- Chappell, Virginia A. 1991. Teaching Like a Reader Instead of Reading Like a Teacher. Balancing Acts: Essays on the Teaching of Writing in Honor of William F. Irmscher, ed. V. A. Chappell, M. L. Buely-Meissner, and C. Anderson. Carbondale, IL: SIU Press.

- Charney, Davida. 1984. The Validity of Using Holistic Scoring to Evaluate Writing: A Critical Overview. *Research in the Teaching of English* 18: 65–81.
- Cherry, Roger and Paul Meyer. 1993. Reliability Issues in Holistic Assessment. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations, ed. M. M. Williamson and B. Huot. Cresskill, NJ: Hampton.
- Cherry, Roger D. and Stephen P. Witte. 1998. Direct Assessments of Writing: Substance and Romance. *Assessing Writing* 5: 71–87.
- Cherryholmes, Cleo H. 1988. *Power and Criticism: Poststructural Investigations in Education*. New York: Teachers College Press.
- Combs, Warren and William L. Smith. 1980. The Effects of Overt and Covert Clues in Written Syntax. *Research in the Teaching of English* 14: 19–38.
- Connors, Robert J. 1986. The Rhetoric of Mechanical Correctness. Only Connect: Uniting Reading and Writing, ed. T. Newkirk. Upper Montclair, NJ: Boynton/Cook.
- Connors, Robert J. and Andrea A. Lunsford. 1993. Teachers' Rhetorical Comments on Student Papers. *College Composition* and Communication 44: 200–23.
- Cooper, Charles R. 1977. Holistic Evaluation of Writing. *Evaluating Writing: Describing, Measuring and Judging*. ed. C. R. Cooper and L. Odell. Urbana, IL: NCTE 3–33.
- Cooper, Peter. 1984. The Assessment of Writing Ability: A Review of Research. Princeton: Educational Testing Service: GREB No. 82–15R.
- Cronbach, Lee J. 1971. Test Validation. *Educational Measurement*, 2nd ed., ed. R. L. Thorndike. Washington, DC: American Council on Education: 443–507.
 - -------. 1988. Five Perspectives on Validity Argument. *Test Validity*, ed. H. Wainer. Hillside, NJ: Lawrence Erlbaum.
- ——. 1989. Construct Validity After Thirty Years. *Intelligence: Measurement Theory and Public Policy*. Urbana: University of Illinois Press:147–71.
- Daiker, Donald A., Jeffrey Sommers, and Gail Stygall. 1996. The Pedagogical Implications of a College Placement Portfolio. Assessment of Writing: Politics, Policies, Practices, ed. E. M. White, W.

200 (RE)ARTICULATING WRITING ASSESSMENT

D. Lutz, and S. Kamuskiri. New York: Modern Language Association.

- Davis, Barbara Gross, Michael Scriven, and Susan Thomas. 1987. *The Evaluation of Composition Instruction*, 2nd ed. New York: Teachers College Press.
- Diederich, Paul B. 1974. *Measuring Growth in English*. Urbana: NCTE.
- ——. 1996. Turning Fords Into Lincolns: Reminiscences on Teaching and Assessing Writing. *Research in the Teaching of English* 30: 352–60.
- Diederich, Paul B., John W. French and Sydell T. Carlton. 1961. Factors in Judgments of Writing Quality. Princeton: Educational Testing Service: RB No. 61–15. ED 002 172.
- Durst, Russel. 1999. Collision Course: Conflict Negotiation and Learning in College Composition. Urbana: NCTE.
- Durst, Russel, Marjorie Roemer, and Lucille Schultz. 1994. Portfolio Negotiations: Acts in Speech. *New Directions in Portfolio Assessment*, ed. L. Black, D. A. Daiker, J. Sommers, and G. Stygall, Portsmouth, NH: Boynton/Cook.
- Elbow, Peter. 1973. Writing Without Teachers. New York: Oxford Press.
 - ——. 1991. Foreword. *Portfolios: Process and Product*, ed. P. Belanoff and M. Dickson. Portsmouth, NH: Boynton/Cook.
 - ——. 1993. Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment. *College English* 55: 187–206.

—. 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. L. Black, D. A. Daiker, J. Sommers, and G. Stygall. Portsmouth, NH: Boynton/Cook.

- ——. 1996. Writing Assessment: Do it Better: Do it Less. Assessment of Writing: Politics, Policies, Practices, ed. E. M. White, W. D. Lutz, and S. Kamuskiri. New York: Modern Language Association.
- . 1998. Changing Grades While Working With Grades. The Theory and Practice of Grading Writing: Problems and Possibilities, ed.
 F. Zak and C. Weaver. Albany, NY: SUNY Press.

- Elbow, Peter and Patricia Belanoff. 1991. State University of New York at Stony Brook Portfolio-based Evaluation Program. *Portfolios: Process and Product*, ed. P. Belanoff and M. Dickson. Portsmouth, NH: Boynton/Cook.
- Emig, Janet A. 1971. *The Composing Processes of Twelfth Graders*. Urbana: NCTE.
- Englehard, George Jr., Belita Gordon, and Stephen Gabrielson. 1992. The Influences of Mode of Discourse, Experiential Demand, and Gender on the Quality of Student Writing. *Research in the Teaching of English* 26: 315–36.
- English Journal Focus: Assessing Assessment. 1994. *English Journal* 83: 37.
- Faigley, Lester. 1989. Judging Writers, Judging Selves. College Composition and Communication 40: 395–412.
- ——. 1992. Fragments of Rationality: Postmodernity and the Subject of Composition. Pittsburgh: University of Pittsburgh Press.
- Faigley, Lester, Roger Cherry, David A. Jolliffe, and Anna M. Skinner. 1985. Assessing Writers' Knowledge and Processes of Composing. Norwood: Ablex.
- Feenburg, Andrew. 1991. *Critical Theory of Technology*. New York: Oxford Press.
- Fife, Jane Mathison and Peggy O'Neill. 2001. Moving Beyond the Written Comment: Narrowing the Gap between Response Practice and Research. *College Composition and Communication* 53: 300–21.
- Fish, Stanley. 1980. *Is There a Text in This Class?* Cambridge: Harvard University Press.
- Fitzgerald, Kathryn R. 1996. From Disciplining to Discipline: A Foucauldian Examination of the Formation of English as a School Subject. *JAC: Journal of Composition Theory*: 436–53.
- Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. Trans. A. Sheridan. New York: Pantheon.
- Freedman, Sarah W. 1984. The Registers of Student and Professional Expository Writing: Influences on Teachers' Responses. *New Directions in Composition Research*, ed. R. Beach and L. Bridwell. New York: Guilford.
- Fuess, Claude. 1967. The College Board: Its First Fifty Years. New York: College Entrance Examination Board.

- Gere, Anne Ruggles. 1980. Written Composition: Toward a Theory of Evaluation. *College English* 42: 44–58.
- Gleason, Barbara. 2000. Evaluating Writing Programs in Real Time: The Politics of Remediation. *College Composition and Communication* 51: 560–89.
- Godshalk, Fred I., Frances Swineford, and William E. Coffman. 1966. The Measurement of Writing Ability. Princeton: Educational Testing Service: CEEB RM No. 6.
- Greenberg, Karen L., Harvey S. Wiener, and Richard A. Donovan, ed. 1986. *Writing Assessment: Issues and Strategies*. New York: Longman.
- Guba, Egon G., ed. 1990. The Alternative Paradigm Dialog. *The Paradigm Dialog*. Newbury Park, CA: Sage.
- Guba, Evon G., and Yvonna S. Lincoln. 1989. *Fourth Generation Evaluation*. Newbury Park, CA: Sage.
- Guilford, J. P. 1946. New Standards for Test Evaluation. *Educational* and *Psychological Measurement* 6: 427–39.
- Guion, Robert M. 1980. On Trinitarian Doctrines of Validity. Professional Psychology 11: 385–98.
- Halliday, Michael A. K. 1978. *Language as Social Semiotic*. Baltimore: Edward Arnold.
- Hake, Rosemary. 1986. How Do We Judge What They Write? Writing Assessment: Issues and Strategies, ed. K. Greenberg, H. Wiener and R. Donovan. New York: Longman.
- Hamilton, Sharon. 1994. Portfolio Pedagogy: Is a Theoretical Construct Good Enough? *New Directions in Portfolio Assessment*, ed. L. Black, D. A. Daiker, J. Sommers, and G. Stygall. Portsmouth, NH: Boynton/Cook.
- Hanson, F. Allen. 1993. *Testing Testing: the Social Consequences of an Examined Life.* Berkeley: California University Press.

Harris, Joseph. 1996. Personal correspondence.

- Haswell, Richard. 1998. Multiple Inquiry in the Validation of Writing Tests. Assessing Writing 5: 89–109.
- ——, ed. 2001. Beyond Outcomes: Assessment and Instruction Within a University Writing Program. Westport, CT: Ablex.
- Haswell, Richard and Susan McCleod. 1997. WAC Assessment and Internal Audiences: A Dialogue. Assessing Writing Across the Curriculum: Diverse Approaches and Practices. Greenwich, CT: Ablex.

- Haswell, Richard, and Susan Wyche-Smith. 1994. Adventuring into Writing Assessment. *College Composition and Communications* 45: 220–236.
 - ——. 1995. A Two-Tiered Rating Procedure for Placement Essays. Assessment in Practice: Putting Principles to Work on College Campuses, ed. T. Banta. San Francisco: Jossey-Bass.
- Hawisher, Gail. 1989. Research and Recommendations for Computers and Composition. *Critical Perspectives on Computers* and Computer Instruction, ed. Gail Hawisher and Cynthia Selfe. New York: Teachers College Press.
- Hayes, Mary F., and Donald A. Daiker. 1984. Using Protocol Analysis in Evaluating Responses to Student Writing. *Freshman English News* 13: 1–10.
- Hester, Vicki, Brian Huot, Michael Neal, and Peggy O'Neill. 2000. Reporting on the Results and Implications of a Six-Year Pilot Program Using Portfolios to Place Students in First-Year College Composition. Presented at American Educational Association annual conference. New Orleans.
- Hilgers, Thomas H. 1984. Toward a Taxonomy of Beginning Writers' Evaluative Statements on Written Compositions. Written Communication 1: 365–84.

——. 1986. How Children Change as Critical Evaluators of Writing: Four Three-Year Case Studies. *Research in the Teaching of English* 20: 36–55.

- Hillocks, George Jr. 1995. *Teaching Writing as Reflective Practice*. New York: Teachers College Press.
- Himley, Margaret. 1989. A Reflective Conversation: Tempos of Meaning. *Encountering Student Texts*, ed. B. Lawson, S. Sterr Ryan, and R. W. Winterowd. Urbana: NCTE.
- Hoetker, James. 1982. Essay Examination Topics and Students' Writing. College Composition and Communication 33: 377–92.
- Hopkins, Thomas L. 1921. The Marking System of the College Entrance Examination Board. *Harvard Monographs in Education* Series 1 No. 2. Cambridge, MA.
- Huot, Brian. 1990a. The Literature of Direct Writing Assessment: Major Concerns and Prevailing Trends. *Review of Educational Research* 60: 237–64.

———. 1990b. Reliability, Validity, and Holistic Scoring: What We Know and What We Need to Know. *College Composition and Communication* 41: 201–213.

—. 1993. The Influence of Holistic Scoring Procedures on Reading and Rating Student Essays. *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*, ed. M. M. Williamson and B. Huot. Cresskill, NJ: Hampton.

———. 1994a. A Survey of College and University Placement Practices. WPA: Writing Program Administration 17: 49–67.

 . 1994b. Beyond the Classroom: Using Portfolios to Assess Writing. *New Directions in Portfolio Assessment*, ed. L. Black, D. A. Daiker, J. Sommers, and G. Stygall. Portsmouth, NH: Boynton/Cook.

——. 1994c. An Introduction to Assessing Writing. Assessing Writing 1: 1–9.

———. 1996. Toward a New Theory of Writing Assessment. College Composition and Communication 47: 549–66.

- Huot, Brian and Michael M. Williamson. 1997. Rethinking Portfolios for Evaluating Writing: Issues of Assessment and Power. *Situating Portfolios: Four Perspectives*, ed. K. B. Yancey and I. Weiser. Logan: Utah State University Press.
- Iser, Wolfgang. 1978. The Act of Reading: A Theory of Aesthetic Response. Baltimore: Johns Hopkins University Press.
- Johanek, Cindy. 2000. Composing Research: A Contextualist Paradigm for Rhetoric and Composition. Logan: Utah State University Press.
- Johnston, Peter. 1989. Constructive Evaluation and the Improvement of Teaching and Learning. *Teachers College Record* 90: 509–28.
- Judine, Sister M. 1965. A Guide for Evaluating Student Compositions. Urbana: NCTE.
- Klein, Julie Thompson. 1990. *Interdisciplinarity: History, Theory, and Practice*. Detroit: Wayne State University Press.
- Koretz, Daniel. 1993. The Evaluation of the Vermont Portfolio Program: Interpretations of Initial Findings. Annual Meeting of the National Council of Measurement in Education. Atlanta.
- Labov, William, ed. 1980. *Locating Language in Time and Space*. New York: Academic Press.

Larson, Richard L. 1996. Portfolios in the Assessment of Writing: A Political Perspective. Assessment of Writing: Politics Policies and Practices, ed. E. White, W. Lutz, and S. Kamuskiri. New York: Modern Language Association.

——. 2000. Revision as Self-Assessment. *Self-Assessment and Development in Writing*, ed. Smith, J. B. and K. B. Yancey. Cresskill, NJ: Hampton.

- Lawson, Bruce, Susan Sterr Ryan, and W. Ross Winterowd, ed. 1989. Encountering Student Texts: Interpretive Issues in Reading Student Writing. Urbana: NCTE.
- Lehmann, Nicholas. 1999. *The Big Test: The Secret History of the American Meritocracy*. New York: Farrar, Straus and Giroux.
- Levinson, Stephen C. 1983. *Pragmatics*. New York: Cambridge University Press.
- Lloyd–Jones, Richard. 1977. Primary Trait Scoring. Evaluating Writing: Describing, Measuring and Judging, ed. C. R. Cooper and L. Odell. Urbana: NCTE.
- Lowe, Teresa J. and Brian Huot. 1997. Using KIRIS Writing Portfolios to Place Students in First–Year Composition at the University of Louisville. *Kentucky English Bulletin* 46: 46–64.
- Lunsford, Andrea A. 1986. The Past and Future of Writing Assessment. Writing Assessment: Issues and Strategies, ed. K. L. Greenberg, H. S. Wiener, and R. A. Donovan. New York: Longman.
- Madhaus, George F. 1993. A National Testing System: Manna From Above? An Historical/Technological Perspective. *Educational Assessment* 1: 9–28.
- Marting, Janet. 1991. Writers on Writing: Assessment Strategies for Student Essays. *Teaching English in the Two-Year College* 18: 128–32.
- Messick, Samuel. 1989a. Meaning and Values in Test Validation: The Science and Ethics of Assessment. *Educational Researcher* 18: 5–11.
 - —. 1989b. Validity. *Educational Measurement Third Edition*, ed.
 R. Linn. Washington, DC: American Council on Education and National Council on Measurement in Education.
- Miller, Richard. 1994. Composing English Studies: Toward a Social History of the Discipline. *College Composition and Communication* 45: 164–79.

- Miller, Susan. 1982. How Writers Evaluate Their Own Writing. College Composition and Communication 33: 176–83.
- Mills-Court, Karen, and Minda Rae Amiran. 1991. Metacognition and the Use of Portfolios. *Portfolios: Process and Product*, ed. P. Belanoff and M. Dickson. Portsmouth, NH: Boynton/Cook.
- Moss, Pamela A. 1992. Shifting Conceptions of Validity in Educational Measurement: Implications for Performative Assessment. *Review of Educational Research* 62: 229–258.
- ——. 1994a. Can There Be Validity Without Reliability? *Educational Researcher* 23: 5–12.

------. 1994b. Validity in High Stakes Writing Assessment: Problems and Possibilities. *Assessing Writing* 1: 109–28.

—. 1996. Enlarging the Dialogue in Educational Measurement: Voices from Interpretive Research Traditions. *Educational Researcher* 25.1: 20–28.

- ——. 1998. Response: Testing the Test of the Test. Assessing Writing 5: 111–22.
- Moss, Pamela A. and Aaron Schutz. 2001. Educational Standards, Assessment and the Search for Consensus. American Educational Research Journal 38: 37–70.
- Murphy, Sandra. 1994. Portfolios and Curriculum Reform: Patterns in Practice. *Assessing Writing* 1: 175–206.
- ——. 1997. Teachers and Students: Reclaiming Assessment Via Portfolios. *Situating Portfolios: Four Perspectives*, ed. K. B. Yancey and I. Weiser. Logan: Utah State University Press.

——. 2000. A Sociocultural Perspective on Teacher Response: Is There a Student in the Room? *Assessing Writing* 7: 79–90.

Murphy, Sandra, and Barbara Grant. 1996. Portfolio Approaches to Assessment: Breakthrough or More of the Same? Assessment of Writing: Politics, Policies, Practices, ed. E. M. White, W. D. Lutz, and S. Kamuskiri. New York: Modern Language Association.

- Murphy, Sandra, and Leo Ruth. 1993. The Field Testing of Writing Prompts Reconsidered. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations, ed. M. Williamson and B. Huot. Cresskill, NJ: Hampton.
- Myers, Miles. 1980. A Procedure for Writing Assessment and Holistic Scoring. Urbana: NCTE.

- Nelson, Jeannie. 1995. Reading Classrooms as Text: Exploring Student Writers' Interpretive Practices. College Composition and Communication 46: 411–29.
- North, Stephen M. 1987. The Making of Knowledge in Composition: Portrait of an Emerging Field. Upper Montclair, NJ: Boynton-Cook.
- Nystrand, Martin, Alan S. Cohen, and Nora M. Dowling. 1993. Addressing Reliability Problems in the Portfolio Assessment of College Writing. *Educational Assessment* 1: 53–70.
- Olson, Gary A. 1999. Toward a Post-Process Composition: Abandoning the Rhetoric of Assertion. *Post-Process Theory: Beyond the Writing Process Paradigm*, ed. Thomas Kent. Carbondale, IL: SIU Press.
- O'Neill, Peggy. 1998. Writing Assessment and the Disciplinarity of Composition. Ph.D. dissertation, University of Louisville.
- Palmer, Orville. 1960. Sixty Years of English Testing. College Board Review 42: 8–14.
- Papert, Seymour. 1987. Computer Criticism Versus Technocentric Thinking. *Educational Researcher* 16: 22–30.
- Papoulis, Irene. 1998. Gender and Grading: 'Immanence' as a Path to 'Transcendence?' The Theory and Practice of Grading Writing: Problems and Possibilities, ed. F. Zak and C. Weaver. Albany, NY: SUNY Press.
- 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: NCTE.
 ——. 1998. Surprised by Response: Student, Teacher, Editor, Reviewer. JAC: A Journal of Composition Theory 18: 247–73.
- ——. 2000. Cyrano's Nose: Variations on the Theme of Response. *Assessing Writing* 7: 91–110.
- Pula, Judith J., and Brian Huot. 1993. A Model of Background Influences on Holistic Raters. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations, ed. M. M. Williamson and B. Huot. Cresskill, NJ: Hampton.
- Purves, Alan C. 1992. Reflections on Research and Assessment in Written Composition. *Research in the Teaching of English* 26: 108–22.
 1005 Apploping Nat Accounted College Composition and
- ———. 1995. Apologia Not Accepted. *College Composition and Communication* 46: 549–50.

208 (RE)ARTICULATING WRITING ASSESSMENT

——. 1996. Personal communication, December.

- Qualley, Donna. 2002. Learning to Evaluate and Grade Student Writing. *Preparing College Teachers of Writing: Histories, Theories, Programs, Practices*, ed. B. Pytlik and S. Liggett. New York: Oxford University Press.
- Resnick, Lauren, and David Resnick. 1982. Assessing the Thinking Curriculum: New Tools for Educational Reform. *Changing* Assessments: Alternative Views of Aptitude Achievement and Instruction, ed. B. R. Gifford and M. C. O'Connor. Boston: Flower.
- Rigsby, Leo. 1987. Changes in Student Writing and Their Significance. Conference on College Composition and Communication annual convention. Atlanta.
- Royer, Daniel J., and Roger Gilles. 1998. Directed Self–Placement: An Attitude of Orientation. *College Composition and Communication* 50: 54–70.
- Ruth, Leo and Sandra Murphy. 1988. Designing Writing Tasks for the Assessment of Writing. Norwood, NJ: Ablex.
- Scharton, Maurice. 1996. The Politics of Validity. Assessment of Writing: Politics, Policies, Practices, ed. E. White, W. Lutz and S. Kamuskiri. New York: Modern Language Association.
- Schendel, Ellen and Peggy O'Neill. 1999. Exploring the Theories and Consequences of Self–Assessment through Ethical Inquiry. Assessing Writing 6: 199–227.
- Schön, Donald A. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Shepard, Lorrie A. 1993. Evaluating Test Validity. *Review of Research in Education*. 19: 405–450.
- Shiffman, Betty Garrison. 1997. Grading Student Writing: The Dilemma from a Feminist Perspective. Grading In the Post-Process Classroom: From Theory to Practice, ed. L. Allison, L. Bryant and M. Hourigan. Portsmouth, NH: Boynton/Cook.
- Shumacher, Gary and Jane Gradwohl Nash. 1991. Conceptualizing and Measuring Knowledge Change Due to Writing. *Research in the Teaching of Writing* 25: 67–96.
- Smith, Barbara Hernstein. 1988. Contingencies of Value: Alternative Perspectives for Critical Theory. Cambridge, MA: Harvard University Press.

Smith, Frank. 1982. Understanding Reading, 3rd ed. New York: Holt.

- Smith, Jane Bowman, and Kathleen Blake Yancey. 2000. Self-Assessment and Development in Writing. Cresskill, NJ: Hampton.
- Smith, William L. 1993. Assessing the Reliability and Adequacy of Using Holistic Scoring of Essays as a College Composition Placement Program Technique. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations, ed. M. M. Williamson and B. Huot. Cresskill, NJ: Hampton.
- Sommers, Nancy. 1982. Responding to Student Writing. *College Composition and Communication* 33: 148–56.
- Spaulding, Elizabeth and Gail Cummins. 1998. It Was the Best of Times, It Was a Waste of Time: University of Kentucky Students' View of Writing Under KERA. Assessing Writing 5: 167–200.
- Speck, Bruce W., and Tommy R. Jones. 1998. Direction in the Grading of Writing: What the Literature on the Grading of Writing Does and Doesn't Tell Us. *The Theory and Practice of Grading Writing: Problems and Possibilities*, ed. F. Zak and C. Weaver. Albany, NY: SUNY Press.
- Sperling, Melanie. 1994. Constructing the Perspective of Teacheras-Reader: A Framework for Studying Response to Student Writing. *Research in the Teaching of English* 28: 175–207.
- Sperling, Melanie, and Sarah W. Freedman. 1987. A Good Girl Writes Like a Good Girl: Written Response and Clues to the Teaching/Learning Process. *Written Communication* 4: 343–69.
- Starch, Daniel, and Edward C. Elliott. 1912. Reliability of the Grading of High-School Work in English. School Review 20: 442–57.
- Stock, Patricia L. and Jay L. Robinson. 1987. Taking on Testing: Teachers as Tester-Researchers. *English Education* 19: 93–121.
- Straub, Richard. 1996. The Concept of Control in Teacher Response: Defining the Varieties of Directive and Facilitative Commentary. *College Composition and Communication* 47: 223–51.

——. 1997. Students' Reactions to Teachers' Comments: An Exploratory Study. *Research in the Teaching of English* 31: 91–120.

——. 2000. The Student, the Test and the Classroom Context: A Case Study of Teacher Response. *Assessing Writing* 7: 23–56.

- Straub, Richard, and Ronald F. Lunsford. 1995. Twelve Readers Reading: Responding to College Student Writing. Cresskill, NJ: Hampton.
- Sulieman, Susan R. 1980. Introduction: Varieties of Audience-Oriented Criticism. *The Reader in the Text*, ed. S. R. Sulieman and I. Crosman. Princeton: Princeton University Press.
- Sunstein, Bonnie. 1996. Assessing Assessment and Reflecting on Reflection: The Mirror and the Scoreboard. Presented at NCTE Conference on Learning and Literacies. Albuquerque.
- Sunstein, Bonnie, and Jonathan Lovell, ed. 2000. The Portfolio Standard: How Students Can Show Us What They Know and How They Know It. Portsmouth, NH: Heinemann.
- Thelin, William. 1994. The Connection Between Response Styles and Portfolio Assessment: Three Case Studies of Student Revision. *New Directions in Portfolio Assessment*, ed. L. Black, D. Daiker, J. Sommers, and G. Stygall. Portsmouth, NH: Boynton/Cook.
- Tierney, Robert J. and P. David Pearson. 1983. Toward a Composing Model of Reading. *Language Arts* 60: 568–80.
- Tobin, Lad. 1991. Reading Students, Reading Ourselves: Revising The Teacher's Role in the Writing Class. *College English* 53: 333–48.
- Trachsel, Mary. 1992. Institutionalizing Literacy: The Historical Role of College Entrance Examinations in English. Carbondale, IL: SIU Press.
- Valentine, John A. 1987. The College Board and the School Curriculum: A History of the College Board's Influence on the Substance and Standards of American Education 1900–1980. New York: College Entrance Examination Board.
- Veal, Ramon L. and Sally A. Hudson. 1983. Direct and Indirect Measures for the Large-Scale Evaluation of Writing. *Research in the Teaching of English* 17: 285–96.
- White, Edward M. 1990. Language and Reality in Writing Assessment. *College Composition and Communication* 40: 187–200.

——. 1993. Holistic Scoring: Past Triumphs and Future Challenges. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations, ed. M. M. Williamson and B. Huot. Cresskill, NJ: Hampton. ——. 1994a. *Teaching and Assessing Writing, 2nd ed.* San Francisco: Jossey-Bass.

------. 1994b. Issues and Problems in Writing Assessment. Assessing Writing 1: 11–27.

——. 1995a. Apologia for the Timed Impromptu Essay Test. *College Composition and Communication* 46: 30–45.

- ———. 1995b. Response To Alan Purves. College Composition and Communication 46: 550–51.
- White, Edward M., William D. Lutz, and Sandra Kamuskiri, ed. 1996. Assessment of Writing: Politics, Policies, Practices. New York: Modern Language Association.
- Wiggins, Grant. 1993. Assessing Student Performance. San Francisco: Jossey Bass.
- Williams, Joseph. 1981. The Phenomenology of Error. *College Composition and Communication* 32: 152–68.
- Williamson, Michael M. 1993. An Introduction to Holistic Scoring: The Social, Historical, and Theoretical Context for Writing Assessment. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations, ed. M. M. Williamson and B. Huot. Cresskill, NJ: Hampton.

——. 1994. The Worship of Efficiency: Untangling Theoretical and Practical Considerations in Writing Assessment. *Assessing Writing* 1: 147–74.

- Williamson, Michael M., and Brian Huot, ed. 1993. Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations. Cresskill, NJ: Hampton.
- Winner, Langdon. 1986. The Whale and the Reactor: A Search for Limits in an Age of High Technology. Chicago: Chicago University Press.
- Witte, Stephen P., Mary Trachsel, and Keith Walters. 1986. Literacy and the Direct Assessment of Writing: A Diachronic Approach. *Writing Assessment: Issues and Strategies*, ed. Karen L. Greenberg, Harvey S. Wiener, and Richard A. Donovan. New York: Longman.
- Yancey, Kathleen Blake. 1992. Portfolios in the Writing Classroom: An Introduction, ed. Kathleen Blake Yancey. Urbana, IL: NCTE.

212 (RE)ARTICULATING WRITING ASSESSMENT

——. 1998. *Reflection in the Writing Classroom*. Logan: Utah State University Press.

- ——. 1999. Looking Back as We Look Forward: Historicizing Writing Assessment. *College Composition and Communication* 50: 483–503.
- Yancey, Kathleen Blake, and Irwin Weiser, ed. 1997. *Situating Portfolios: Four Perspectives*. Logan: Utah State University Press.
- Zak, Frances, and Christopher C. Weaver. 1998. *The Theory and Practice of Grading Writing: Problems and Possibilities.* Albany, NY: SUNY Press.
- Zebroski, James T. 1989. A Hero in the Classroom. *Encountering Student Texts: Interpretive Issues in Reading Student Writing*, ed. B. Lawson, S. Sterr Ryan, and W. R. Winterowd. Urbana: NCTE.
 - ——. 1994. Thinking Through Theory: Vygotskian Perspectives on the Teaching of Writing. Portsmouth, NH: Boynton/Cook.

——. 1998. Toward a Theory of Theory for Composition Studies. Under Construction: Working at the Intersections of Composition Theory, Research, and Practice, ed. C. Farris and C. Anson. Logan: Utah State University Press.