NOTES

NOTES TO CHAPTER TWO

1. It's important to note that this proliferation was by far incomplete. A survey of placement practices in the early 1990s (Huot 1994a) shows that half of the eleven hundred or so respondents still used some form of indirect writing assessment to place students in first-year writing courses.
2. A good model of this working together can be seen in Moss's (1998) response to Haswell's (1998) validation scheme which has been central to this discussion.

NOTES TO CHAPTER FOUR

1. It is important to note that only a certain, "trend" sample of NAEP's writing assessment claims to measure writing ability from year to year.
2. Leo Ruth and Sandra Murphy have since reversed their opinion about the viability of field testing prompts, since they now contend that local situations prevent the use of prompts across student populations and educational contexts (Murphy and Ruth 1993).
3. I am pleased to note that in more than five years since an earlier version of this essay was published, many institutions, too numerous to mention, have continued to develop their own writing assessments.
4. Since the early 1990s, I have experimented with Smith's concepts in creating a portfolio placement program at the University of Louisville, which I described more fully in chapter six.

5. An exploration of this placement system and other locally generated writing assessments at Washington State University is the subject of a new book, *Beyond Outcomes: Assessment and Instruction Within a University Writing Program.*
6. While I arrive at this idea theoretically, Alan Purves (1992), in "Reflections on Research and Assessment in Written Composition," details the breakdown of writing quality as a concept in a study undertaken by the International Association of Educational Achievement on student writing in fourteen countries.
7. This movement away from psychometric procedures has been underway for some time (Barritt, Stock, and Clark 1986; Carini 2001; Faigley, Cherry, Jolliffe, and Skinner 1985; and others). There are many institutions employing similar, locally-developed procedures. SUNY Stony Brook, for example, has students write placement essays as part of a two-hour class on writing. The essays are read and judged by two teachers, one of which taught that group of students (Robertson 1994). At the University of Louisville, teachers have met in groups to discuss and evaluate student portfolios as part of an evaluation of general education. We have adapted Smith's scheme to read high school portfolios for placement, and the English Department piloted a program last year in which teachers' portfolios were read collaboratively as part of an institutional evaluation of individual departments.
8. Since Allen's first article, he has collaborated with his colleagues from across the country, Jane Frick, Jeff Sommers, and Kathleen Yancey to conduct a program assessment online.

NOTES TO CHAPTER SIX

1. As I explore in chapter two, unfortunately the educational measurement literature from scholars like George Madhaus is not commonly used by scholars like me from the college writing assessment community.
2. Nicholas Lemann details in his book, *The Big Test: The Secret History of the American Meritocracy,* that Carl Brigham who

invented the SAT had become so disenchanted with it and any efforts to promote it, that Henry Chauncey had to wait until Brigham died before he could found ETS (1999, 268). Brigham had resisted the establishment of ETS because he was aware of "the dangers of having a single all-powerful organization in charge of both research on the proper use of tests and the commercial promotion of existing tests" (79).

3. Although I am focusing explicitly on procedures within a scoring session, it is also important to pay attention to the prompt, since variations in scores from year to year or session to session can often be attributed to differences in the prompts to which students write. (Hoetker 1982; Ruth and Murphy 1988).
4. While White refers to holistic scoring specifically, these procedures are also applicable to the lesser-used analytic and primary trait scoring as well.

NOTES TO CHAPTER SEVEN

1. This fact was recently brought home to me with the publication of *The Allyn and Bacon Sourcebook for Writing Program Administrators* (Ward and Carpenter 2002) that contained twenty-three separate chapters, only one of which focused on writing assessment.
2. I originally designed this procedure to assess student writing during the fifth year of my tenure as Composition Director, since there was much work to be done before we would be ready to assess what we were doing. Unfortunately, the university was unable to fund the assessment for that year. In 2002, we revised placement. We are hoping to assess student writing next year. Although we have yet to use the method I describe, I include it here since it is the third component of our planned assessment for the composition program.
3. We do not require teachers to use portfolios.
4. All public school seniors in the state of Kentucky compile portfolios and may use these portfolios for placement into first-year writing courses at the University of Louisville.