INDEX

Allen, Michael 82 Applebee, Arthur N. 27 Assessing Writing 73 Baker, Eva L. 87-90, 94 Ballou, Frank Washington 24, 25 Belanoff, Pat 39 Benhabib, Seyla 118, 132-135, 137 Berlin, James A. 44, 120 Binet, Alfred 26 Black, Laurel 38, 39 Bleich, David 46 Bolton, Sandra 73 Braddock, Richard 33 Brandt, Deborah 47, 48, 56 Breland, Hunter 72-73 Briggs, L.B.R. 21-22 Briggs, Thomas H. 24, 29 Broad, Bob 15, 77, 95, 97-99, 113, 121, 136, 140, 142, 152-153, 159-160, 164Bruffee, Kenneth A. 41, 119, 120, 168Bruss, Elizabeth 7 Buley-Meissner, Mary Louise 123 Burke, Kenneth 9, 118 Camp, Roberta 31, 72 Carlton, Sydell T. 33 Cast, B.M.D. 25 categorization theory 65, 75, 77, 95, 96-97, 112 CCCC Committee on Assessment, Position Statement 14, 76, 77–81, 84, 85, 121, 127, 129, 130, 151 Chapman, Paul Davis 26 Clinton, William J. 107 Coffman, William E. 33, 34 Cohen, Michael 106 Cole, Michael 46 College Board 22, 27-28, 32 Commission on English 28, 32 English Composition Test 32 General Composition Test 32 and portfolio assessment 37 Scholastic Aptitude Test 27-28, 100

College Entrance Examination Board 27 Comprehensive Examination in English 27–28 Restricted Examination in English 27 - 28common sense and assessment 66 communicative ethics 15, 118, 132-138complex performance assessment 87, 88-95 composition assessment in, focus on practice 162 as remediator 73-74 scales 17, 23-25, 42 theory 4 compositionists authority in assessment 168-170 co-opting educational measurement theory 76-77, 84-87, 115, 163 - 164expertise of 73-74 Condon, William 39-40, 66, 84, 86, 147-148, 151 constructivist evaluation (see also Guba; Lincoln; fourth generation evaluation) 43, 61, 67-74, 80, 110 and a level playing field 70, 71-74 context (in assessment) 128 context-stripping 83 contextual paradigm 13, 45, 68, 83, 104, 140-141 control (of assessment)128-129 Council of Writing Program Administrators Outcomes Statement 140, 148 Daiker, Donald A. 38, 39 de Castell, Suzanne 45, 50, 51-52, 54, 55, 56decision logics 154-157, 160 Delandshere, Ginette 91-94, 112, 140 Dewey, John 54 Dickson, Marcia 39 Diederich, Paul B. 33 direct assessment of writing 18, 36-37,94 Dunbar, Stephen B. 87-90, 94

Durst, Russel K. 82, 143–146

- dynamic criteria mapping 98–99, 142, 152–153, 159–160
- educational measurement theory, classic 4, 7, 31, 112, 115, 165, 167 Educational Testing Service 32, 72,
- 161, 165–166 and portfolio assessment 37
- Elbow, Peter 38, 44, 140, 164, 167
- Eliot, Charles W. 21
- Elliott, Norbert 26, 27, 28, 30
- ethics 9, 15, 117–118, 121, 130–139 and accountability 135–136 and dialogue 137–138 and expertise of stakeholders 135–136
 - and full consideration 137 as a paradigmatic function 131–
- 132 expert reader model of assessment
- 61, 62–67, 75, 110
 - and justification with educational measurement theory 66–67 at the University of Pittsburgh
 - 62–63 at Washington State University 62, 63–66
- fairness 30–31, 83, 117, 130–131, 136–137
- Feltovich, Brian 73
- feminist theory 95
- Foucault, Michel 10–11, 112–113 archaeology 12, 112–113 genealogy 11–12, 112–113
- fourth generation evaluation (see also Guba; constructivist evaluation) 41 French, John W. 33
- Gere, Anne Ruggles 95
- Godshalk, Fred I. 33, 34
- Graduate Record Examination 166
- Graff, Harvey J. 46, 56, 59
- Grant, Barbara 70–71
- Gronlund, Norman E. 95
- Guba, Egon G. 13, 41, 67–74, 75, 116, 132, 134, 151
- Habermas, Jürgen 15, 118, 132, 134– 135, 137
- Hamp-Lyons, Liz 39-40, 72, 84, 86
- Harvard entrance examinations 17, 21–22

- Haswell, Richard H. 63–66, 77, 81, 95, 96–97, 99, 112, 113, 121, 146–147, 148, 151
- Havelock, Eric 47
- Heath, Shirley Brice 47, 48, 56
- hermeneutics 77, 90, 95, 97-99, 116
- Hill, Adam Sherman 21–22
- Hillegas, Milo B. 23–25, 30
- Hirsch, E.D. 49
- Holdstein, Deborah 95 holistic scoring 32–37, 42
- and effect on pedagogy 35
- Hurlbut, Byron Satterlee 21–22
- Huot, Brian 4, 7, 8, 14, 41, 73, 76, 77, 81–86, 115–116, 121, 127, 128, 136, 139, 151, 164, 169
- indirect assessment of writing 18, 25–29, 36–37 inquiry theory 77, 97–99
- K–12 state assessments 94 Kamusikiri, Sandra 163 Kelly, Frederick James 25 Kelly-Riley, Diane 150 Kitzhaber, Albert Raymond 21–22 Kuhn, Thomas S. 5, 113
- Law. Richard 148 Leonhardy, Galen 65-66, 86 Lincoln, Yvonna S. 13, 41, 67-74, 75, 116, 132, 134, 151 Linn, Robert L. 87–90, 94, 95 literacies 57 literacy 44-60 classical paradigm of 50-53, 54, 55, 56, 57 contextual paradigm of 50, 56-58, 58-60, 101, 107, 119, 127 definition 45-49, 51 "functional" 55 and morality 51-53 progressive paradigm of 50, 53-54, 55and the SAT 47 the technocratic paradigm of 50, 53-56, 57, 107 Lloyd-Jones, Richard 33 Luke, Allan 45, 50, 51–52, 54, 55, 56 Lunsford, Andrea 19, 23 Lutz, William D. 163 Lyman, R.L. 25, 29
- Macoubrie, Jane 153-156, 158-159

Mann, Horace 19-20, 23, 40, 52, 131 meaningfulness 9, 15, 117-118, 121, 122 - 130as a paradigmatic function 126-127and ethics, interconnectedness of 160 - 161merit 25 Messick, Samuel 8, 77, 82, 86, 87, 89, 139Millican, G.D. 25 Moss, Pamela 8, 41, 60, 76, 86, 90-91, 94, 112, 140 Murphy, Sandra 70–71 National Academy of Education 104 National Board for Professional Teaching Standards in Early Adolescence/English Language Arts 91-94 National Conference on Uniform Entrance Requirements 27 National Literacy Act of 1991 101 NCTE & IRA Standards for the English Language Arts 14, 49, 101-109, 110, 113-114, 121, 127, 129, 140, 164, 167criticism of 105-107 Nelson, Jennie 150 new-type tests (see also, standardized testing) 26-27 Niday, Donna M. 73 No Child Left Behind Act 100, 111, 115, 166 norming 62, 83, 98, 159 North Carolina State University portfolio pilot 15, 142, 153-160 Noves, Edward S. 33-34 objective testing 25-29, 42 objectivist paradigm 42-43, 58-60, 112objectivity 25, 35, 40-43 Ong, Walter 47 oral testing 19-20 Otis, Arthur 26 paradigm 5-6, 113 clashes in assessment 11, 58–60, 108-109, 112-113, 163-164 and literacy education 44 Perkins, Don 123 Petrosky, Anthony R. 91-94, 112, 140 Plata, Maximino 26, 27, 28, 30

portfolio assessment 37-40, 42 and lack of theory 39 and reliability 38-39 and validity 38-39 Portnet listserv 82 positivism 4, 17, 23, 25, 29, 42, 44, 54, 83, 131-132, 136 Profiles of State Education Systems 94 psychometrics 4, 12, 29, 31-32, 37 purpose 122-124 reader-response theory 95 reliability 18, 29-31, 42, 62, 64, 76, 82-83, 86, 112, 115, 139–140, 165, 168 and fairness 30-31, 83, 130-131 and holistic scoring 33, 36 and multiple-choice testing 29 reproducibility 29 Rochester, J. Martin 107 Roemer, Marjorie 82, 143-146 Sackett, Leroy W. 25 scene 11 Scharton, Maurice 84 Schoerr, Lowell 33 Scholastic Aptitude Test 27-28, 100, 166Schultz, Lucille M. 82, 143-146 Schuster, Charles I. 162, 168 Scribner, Sylvia 46 separatism 100, 111-114 Shanker, Albert 106, 107 Smith, William L. 62-63, 66, 81, 116 social constructionism 45, 119-122 radical contingency of 121-122, 141 Soltow, Lee 51, 52 Sommers, Jeffrey 38, 39 speech situation ideal 15, 133-134 limited 135-136 Spellmeyer, Kurt 120–121 stakeholders 68-70, 71, 73-74, 80, 129 standard 106-107 standardized testing 17, 27 Standards for Educational and Psychological Testing 95 Stanford-Binet scale 17, 26 Street, Brian V. 47-48 Stevens, Edward 51, 52 Stuckey, J. Elspeth 48–49 Stygall, Gail 38, 39 subjectivity, a problem of, in assessment 17, 25 subjugated knowledge 11, 112-113

substance 122, 124–125, 128 surface of emergence 10–11 Swineford, Frances 33, 34

Terman, Lewis M. 26 terministic screen 18, 118, 165 Test of Standard Written English 35 theory 7, 118, 163 Thorndike, Edward L. 27 Trabue, M.R. 24, 25, 30 Trachsel, Mary 20, 27, 28, 32, 37–38, 47, 48 Trimbur, John 59

United States Army, use of testing by 26

University of Cincinnati 15, 142, 143146, 160

validity 18, 31–32, 42, 64, 76, 82, 85, 86, 87, 112, 115, 139–140, 165, 168 face validity 35–37

and holistic scoring 35-36 and multiple-choice testing 31 Vernon, P.E. 25 Walters, Keith 20 Washington State University 15, 77, 95, 113, 139, 142, 146-152, 160, 167Weiser, Irwin 39 White, Edward M. 7, 8, 30-31, 34-36, 38-39, 40, 71-72, 76, 84, 86, 95, 130, 163, 164 Williamson, Michael 19, 26-27, 28, 41, 83, 86 Witte, Stephen P. 20 Wolfe, Edward W. 73 Wyche-Smith, Susan 63-65, 148-151 Yancey, Kathleen 41-42, 84, 86, 151

Zelhart, Paul 26, 27, 28, 30