

## WHAT ASSESSMENT REVEALS TO ASSESSORS

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In this presentation I described a five-year, collaborative writing assessment project involving high school and college writing teachers. What they learned about themselves and other assessors in this venture became as important to them as the score distributions and growth curve found in the project's final report.

Given the day-to-day demands of writing teachers and writing program administrators, it is not surprising that they have historically devoted little time to writing assessment research. The Early English Composition Assessment Program provided these school and college writing teachers with the support they needed to learn about the teaching and assessment of writing and to experiment with a variety of writing assessment methods.

They pushed for more than one piece of writing, more than one draft, more than one mode of discourse. They experimented with using writing portfolios to assess their students' writing. They involved their students in the development of prompts and rubrics. Students evaluated their own writing and the writing of their peers using these rubrics.

These teachers are, as Andrea Lunsford suggested in her 1989 CCCC address, composing themselves rather than allowing themselves to be composed by others. As the collective professional scheme of these and other teachers becomes more pervasive, legislators and administrators are less likely to push forward with unexamined testing initiatives.