

**Translating Assessment Principles into Your Practice:** To consider how you might implement disciplinary recommendations, or what they would look like in practice, complete the following chart. The first column lists specific recommendations culled from the CCCC position statement. Use the chart to brainstorm how each recommendation may or may not be useful in your course.

CCCC-recommended assessment practice or principle	What will this mean in your course? What might you do to follow this recommendation?	What questions or tensions does this raise for you?
Writing assessment is useful primarily as a means of improving teaching and learning.		
Best assessment practice engages students in contextualized, meaningful writing. Assessment must be contextualized in terms of why, where, and for what purpose it is being undertaken.		
Best assessment practice supports and harmonizes with what practice and research has demonstrated to be effective ways of teaching writing. What is easiest to measure - often by means of a multiple choice test - may correspond least to good writing....Essay tests that ask students to form and articulate opinions about some important issue, for instance without time to reflect, talk to others, read on the subject, revise, and have a human audience promote distorted notions of what writing is.		

<b>CCCC-recommended assessment practice or principle</b>	<b>What will this mean in your course? What might you do to follow this recommendation?</b>	<b>What questions or tensions does this raise for you?</b>
<p>Best assessment practice uses multiple measures. Ideally, writing ability must be assessed by more than one piece of writing, in more than one genre, written on different occasions, for different audiences, and responded to and evaluated by multiple readers as part of a substantial and sustained writing process.</p>		
<p>Best assessment practice respects language variety and diversity and assesses writing on the basis of effectiveness for readers, acknowledging that as purposes vary criteria will as well. Assessments that are keyed closely to an American cultural context may disadvantage second language writers....[Students should not be] arbitrarily punished for linguistic differences that in some contexts make them more. not less, effective communicators.</p>		
<p>Best assessment practice includes assessment by peers, instructors, and the student writer himself or herself. Valid assessment requires combining multiple perspectives on a performance and generating an overall assessment out of the combined descriptions of those multiple perspectives.</p>		

Source: CCCC Executive Committee, "Writing Assessment: A Position Statement." Copyright| KEOrg/CCc/resources/positions/writing assessment.

## Some Commenting Tips

(Bean, John, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, Jossey-Wiley, 2011, p. 335)

1. Comment first on ideas and organization: encourage students to solve higher-order problems before turning to lower-order problems.
  2. Whenever possible, make positive comments. Praise strong points.
  3. Try to write an end comment that reveals your interest in the student's ideas. Begin the end comment with an emphasis on good points and then move to specific recommendations for improvement.
  4. Avoid over-commenting. Particularly avoid emphasizing lower-order concerns until you are satisfied with higher-order concerns. If a draft requires major revision at the level of ideas and organization, it is premature to worry about sentence errors.
  5. As you read the essay, indicate your reaction to specific passages. Particularly comment on the ideas, raising queries and making suggestions on how the argument could be improved. Praise parts that you like.
  6. Resist the urge to circle misspellings, punctuation errors, and so forth. Research suggests that students will improve more quickly if they are required to find and correct their own errors.
- ### Marking for Ideas
7. The end comment should summarize your assessment of the strengths and weaknesses of the writer's ideas. Challenge writers to deepen and complicate their thought at a level appropriate to their intellectual development.
  8. Use marginal comments to indicate places where structure becomes confusing
  9. Praise good titles, good thesis statements, good transitions, and so forth.