



Reframing Writing Assessment to Improve Teaching and Learning

Linda Adler-Kassner, Peggy O'Neill

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Adler-Kassner and O'Neill show writing faculty and administrators how to frame discussions of writing assessment so that they accurately represent research-based practices, and promote assessments that are valid, reliable, and discipline-appropriate.

Public discourse about writing instruction is currently driven by ideas of what instructors and programs “need to do,” “should do,” or “are not doing,” and is based on poorly informed concepts of correctness and unfounded claims about a broad decline in educational quality. This discussion needs to be reframed, say Adler-Kassner and O'Neill, to help policymakers understand that the purpose of writing instruction is to help students develop critical thinking, reading, and writing strategies that will form the foundation for their future educations, professional careers, and civic engagement.

Reframing Writing Assessment to Improve Teaching and Learning is grounded in the best of writing assessment research, and focuses on how to communicate it effectively to publics beyond academe.

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