CONSIDERING STUDENTS, TEACHERS AND WRITING ASSESSMENT: VOLUME 2, EMERGING THEORETICAL AND PEDAGOGICAL PRACTICES
The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

The WAC Clearinghouse and University Press of Colorado are collaborating so that these books will be widely available through free digital distribution and low-cost print editions. The publishers and the series editors are committed to the principle that knowledge should freely circulate and have embraced the use of technology to support open access to scholarly work.

Recent Books in the Series

Amy Cicchino and Troy Hicks (Eds.), *Better Practices: Exploring the Teaching of Writing in Online and Hybrid Spaces* (2024)
Genesea M. Carter and Aurora Matzke (Eds.), *Systems Shift: Creating and Navigating Change in Rhetoric and Composition Administration* (2023)
Michelle LaFrance and Melissa Nicolas (Eds.), *Institutional Ethnography as Writing Studies Practice* (2023)
Phoebe Jackson and Christopher Weaver (Eds.), *Rethinking Peer Review: Critical Reflections on a Pedagogical Practice* (2023)
Megan J. Kelly, Heather M. Falconer, Caleb L. González, and Jill Dahlman (Eds.), *Adapting the Past to Reimagine Possible Futures: Celebrating and Critiquing WAC at 50* (2023)
William J. Macauley, Jr. et al. (Eds.), *Threshold Conscripts: Rhetoric and Composition Teaching Assistantships* (2023)
Jennifer Grouling, *Adapting VALUEs: Tracing the Life of a Rubric through Institutional Ethnography* (2022)
Chris M. Anson and Pamela Flash (Eds.), *Writing-Enriched Curricula: Models of Faculty-Driven and Departmental Transformation* (2021)
Alexandria L. Lockett, Iris D. Ruiz, James Chase Sanchez, and Christopher Carter (Eds.), *Race, Rhetoric, and Research Methods* (2021)
CONTENTS

Introduction to Volume 2, Emerging Theoretical and Pedagogical Practices . . . 3
Diane Kelly-Riley, Ti Macklin, and Carl Whithaus

PART 4. THEORETICAL EVOLUTIONS: CONSIDERING FAIRNESS
AND ASPIRING TO JUSTICE. ........................................ 13
Retrospective. A Reflective Analysis: Toward Fairness .................. 15
Mya Poe

Chapter 11. Moving Beyond Holistic Scoring through Validity Inquiry .... 33
Peggy O’Neill

Chapter 12. Rhetorical Writing Assessment: The Practice and Theory
of Complementarity. ................................................ 55
Bob Broad and Michael Boyd

Chapter 13. Articulating Sophistic Rhetoric as a Validity Heuristic
for Writing Assessment. ............................................ 71
Asao B. Inoue

Chapter 14. Ethical Considerations and Writing Assessment. .......... 97
David Slomp

PART 5. STUDENTS’ AND TEACHERS’ LIVED EXPERIENCES ............ 109
Retrospective. Toward Fairness in Writing Assessment ................. 111
Diane Kelly-Riley, Ti Macklin, and Carl Whithaus

Chapter 15. Civil Rights and Writing Assessment: Using the Disparate
Impact Approach as a Fairness Methodology to Evaluate Social Impact ... 121
Mya Poe and John Aloysius Cogan, Jr.

Chapter 16. Let Them In: Increasing Access, Completion, and Equity
in English Placement Policies at a Two-Year College in California .... 165
Leslie Henson and Katie Hern

Chapter 17. Neurodivergence and Intersectionality in Labor-Based
Grading Contracts. .................................................. 191
Kathleen Kryger and Griffin X. Zimmerman

Chapter 18. Engaging in Resistant Genres as Antiracist Teacher Response. 213
Shane Wood

Coda ................................................................. 241
Victor Villanueva

Editors and Retrospective Contributors ............................... 245