NARRATIVES OF JOY AND FAILURE IN ANTIRACIST ASSESSMENT

EXPLORING COLLABORATIVE WRITING ASSESSMENTS
The Practices & Possibilities Series addresses the full range of practices within the field of Writing Studies, including teaching, learning, research, and theory. From Richard E. Young’s taxonomy of “small genres” to Patricia Freitag Ericsson’s edited collection on sexual harassment in the academy to Jessie Borgman and Casey McArdle’s considerations of teaching online, the books in this series explore issues and ideas of interest to writers, teachers, researchers, and theorists who share an interest in improving existing practices and exploring new possibilities. The series includes both original and republished books. Works in the series are organized topically.

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.

Other Books in the Series
Asao B. Inoue, *Crippling Labor-Based Grading for More Equity in Literacy Courses* (2023)
Jessie Borgman and Casey McArdle (Eds.), *PARS in Charge: Resources and Strategies for Online Writing Program Leaders* (2023)
Douglas Hesse and Laura Julier (Eds.), *Nonfiction, the Teaching of Writing, and the Influence of Richard Lloyd-Jones* (2023)
Linda Adler-Kassner and Elizabeth Wardle, *Writing Expertise: A Research-Based Approach to Writing and Learning Across Disciplines* (2022)
Michael J. Faris, Courtney S. Danforth, and Kyle D. Stedman (Eds.), *Amplifying Soundwriting Pedagogies: Integrating Sound into Rhetoric and Writing* (2022)
Crystal VanKooten and Victor Del Hierro (Eds.), *Methods and Methodologies for Research in Digital Writing and Rhetoric: Centering Positionality in Computers and Writing Scholarship, Volumes 1 and 2* (2022)
Heather M. Falconer, *Masking Inequality with Good Intentions: Systemic Bias, Counterspaces, and Discourse Acquisition in STEM Education* (2022)
Jessica Nastal, Mya Poe, and Christie Toth (Eds.), *Writing Placement in Two-Year Colleges: The Pursuit of Equity in Postsecondary Education* (2022)
Natalie M. Dorfeld (Ed.), *The Invisible Professor: The Precarious Lives of the New Faculty Majority* (2022)
# Contents

Introduction .......................................................... 3  
Asao B. Inoue and Kristin DeMint Bailey

**PART ONE. EMBODIED POLITICS AND AGENCY IN COLLABORATIVE SPACES**  ........................................................ 29

Chapter 1. More than a Story of Antiracist Failure and Hope  ...................... 31  
Asao B. Inoue

Chapter 2. Speaking Truth to Power (Or Not): A Black Teacher and Her Students on Assessing Writing ........................................ 43  
Wonderful Faison

Chapter 3. One White Woman Stumbles Toward Equity in Student Feedback Processes .................................................. 57  
Megan McIntyre

Chapter 4. Disrupting White Mainstream English in a Hispanic-Serving Institution: Reflections from Two Latina Writing Instructors  .................. 73  
Lizbett Tinoco and Sonya Barrera Eddy

Chapter 5. Between the Hammer and Anvil: The Implementation of Anti-Racist Labor-Based Contracts and Critical Pedagogy Amid Political Tensions و السيندا نبدين المطرقة .......................... 87  
Kefaya Diab

Chapter 6. I’m the Problem, It’s Me: A Story of Reflection and Failure from a White Girl Writing Teacher  .................................... 109  
Alison R. Moore

**PART TWO. COLLABORATIVE AND ANTI-OPPRESSIVE PEDAGOGIES**  .......................................................... 127

Chapter 7. Attending to the Elephant: Whiteliness in Collaborative Assessment .......................................................... 129  
Kristin DeMint Bailey

Chapter 8. Gaming the System: Assessing Basic Writing with Black Male Student-Athletes .................................................. 141  
Louis M. Maraj

Chapter 9. Assessment’s Affective Attachments ........................................ 159  
Gavin P. Johnson

Chapter 10. Tensions and Failures: A Story of Assessment  .......................... 177  
Sarah Prielipp
Chapter 11. (De)Centering Whiteness in Writing Center Assessment ........ 191
Christopher Basgier, Amy Cicchino, Katharine H. Brown,
and Megan Haskins

Afterword. Co-intentional Assessment ........................................... 213
Jesse Stommel

Contributors ..................................................................................... 223