bined in the writing of a complete paper at the end of the semester. Materials to prepare the students for CLAST have yet to come forward from the publishers, and materials on some of the skills have been extremely difficult to find.

After both speakers finished, there was a lively discussion of the requirements needed for teaching in high school and elementary school. It was generally agreed that in the teaching of writing there is little special training for elementary teachers, some training for secondary teachers (who are retrained to have lower expectations in their school of employment), and some specialized training for college level teachers. At FSU, teaching assistants are paid a stipend to come the summer before their employment to learn how to teach by classroom observation and laboratory work. At that time they receive help from more experienced peer teachers. Subsequently during their regular teaching assignments they are observed by senior faculty three times during their first term and two times each term thereafter until the committee agrees that they no longer need observation.

A second topic of great interest was the consequence of failing the CUNY writing test. Students who cannot pass this test and who want to continue beyond their sophomore year must apply to writing to the senior college appeals committee who review and decide. Usually the student is allowed to continue because of the pressure for FTE. The appeals committee usually make stipulations which the students must meet.

Both presenters concluded the session by stressing the need to focus on the teaching of writing rather than on the testing of writing.

COSTS AND DATA MANAGEMENT

Speakers: Michael Ribaudo, The City University of New York
           Barbara Hoetker, Ashford, Florida
           Judy Moyer, Northeast Computer Systems

Introducer/Recorder: Dan Stephenfield, The Florida State University

Michael Ribaudo reported that when CUNY went to an open admissions policy in 1970, each of the seventeen undergraduate colleges assessed its own large-scale testing program. However, commencing in 1978, CUNY went to a uniform literacy testing program for all its colleges. The test is a writing sample and multiple-choice reading assessment. Each writing sample is read by two readers and if they disagree, the sample is forwarded to a third reader for purposes of validation. This results in approximately two-and-a-half readings per sample. Since there are 100,000 samples each semester, about three-quarters of a million readings are performed annually, a very costly process.

Faculty members do the reading and are reimbursed either in cash or by compensatory measures. Generally, a reader can manage twenty writing samples per hour; the reader's pay is $12 to $13 per hour. For two and a half readings per essay, the cost range (Continued on page 10)