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 in writing to the senior college appeals committee who review and decide. Usually the student is allowed to continue with the condition 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 Ash, Florida Department of Education
Judy Moyer, National 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 wrote its own large-scale testing program. However, commencing in 1978, CUNY went to a uniform literacy testing program for all its colleges. The test includes 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 is $30 to $60.
per writing sample is between $2 and $2.25. There are, in addition, numerous indirect costs for handling, filing, transportation, etc. Ribaudo concluded his comments that data management is a "nightmare."

Barbara Ash discussed Florida's testing programs, SSAT I and II, FCTE, and the relatively new CLAST, pointing out that for the former two tests, out of 450,000 executed annually, fewer than one half of one percent involve any kind of writing sample. Even when a writing sample is included, it is not an extended piece of writing. The Florida Department of Education has recommended that a writing sample be included at each level, but this recommendation has not yet been actuated. Both the FCTE and CLAST include extended writing samples. In the case of the FCTE, three readers are used for each writing sample. While the figures for reading and assessing the FCTE and CLAST writing portion only are not broken out, estimates for CLAST range between $3 and $4 per writing sample. As in the case of Ribaudo's projections, the cost is only for direct items, and does not include indirect costs.

**IMPACT OF TESTING ON CURRICULUM AND TEACHING**

**Speaker:** Charles Suhoor, National Council of Teachers of English  
**Introductor/Recorder:** Cornelia Orr, Florida Department of Education

Charles Suhoor opened the session by presenting an allegory from **New York Teacher Education**, by Linda Darling Hammond. The implication was that a limited testing instrument, such as a thermometer or an objective writing test, will limit and probably damage the practice of medicine or of writing instruction. The remainder of the session dealt with the impact of testing on the curriculum and teaching in elementary and secondary schools.

Suhoor contrasted the effects on instruction of objective tests of writing and test that use writing samples. The information was based on testimony of professionals in the field and some research data, but hard evidence was scarce. He reported that most people believe assessment via writing samples has a salutary effect on curriculum, but some people think that both objective test and writing sample tests are pernicious.

It was clear from Suhoor's presentation, and from audience discussion, that testing has produced both positive and negative effects on writing curriculum. It was also apparent that a specific impact may elicit both positive and negative reactions. The various impacts of testing on the curriculum are as follows:

**Positive Impact**

1. More writing is required and writing is given more emphasis.
2. Instruction improves because of clearer delineation of teaching practices.
3. Additional classes are added in punctuation, grammar, and spelling, review or remediation.
4. Class size is reduced.
5. More teachers realize the importance of writing and dialogue increases between teachers regarding methods and standards.
6. Grading practices are "tightened-up."
7. Inservice programs on writing are funded.
8. Textbooks are adopted which actually teach, not merely assign, writing.
9. Less able students receive more attention, and all students pay more attention to English.

**Negative Impact**

1. Emphasis is placed on basic composition skills rather than composition per se.
2. Testing drives instruction. Writing is not taught for a variety of situations. Good writing programs may be narrowed to the tasks that prepare for the test.
3. Curriculum is narrowed with less integration of language, literature, and composition.
4. Greater emphasis on the study of basic skills and on formal grammar instruction on mechanical, routines correctness.
5. Teachers must show evidence of writing activity.
6. Publication of test scores which compare districts and schools creates unhealthy attitudes.
7. Promotion is contingent on test results.
8. Poor writers languish in writing labs.

Judy Moyer advised that the testing program used by her firm, formerly the Iowa Testing Program, was originally developed for machine scoring since concern for costs is universal and this is the least expensive way. Even so, the cost per student paper ranges between $1 and $2. Again, this does not include indirect costs, described by Moyer as "many, many." This figure is based on three million tests being scored between January and May each year. In order to project a reliable essay score assessment, Moyer stated her firm required a large base of scores. The costs quoted, $1 to $2, are for a minimum of 200,000 students.

During the question and answer period, Ribaudo stated that the scoring scale includes six points. Florida uses a four-point scale. All of the speakers agreed that use of computers for test results retention is effective, although costs have not yet been determined. Ash pointed out legal implications of preserving test results. With regard to the selection of readers, Ribaudo claimed that it is the quality of the training, not the background of the person, that is important. Moyer added that the level of boredom for the reader is a major problem and that comfort, lighting, etc., were prime considerations.