personality types, and learning styles. Frequently the research on basic writers neglects this diversity by focusing on what these writers cannot or do not do when they write instead of emphasizing their strengths or what they do when they write. Inclusion of personality type in the composition classroom offers insight into the strengths each personality type brings to writing.

Groff described research in progress investigating the relationship between personality type as measured by the MBTI and the writing strategies employed by basic writers in two classes at Ball State University. While the MBTI can predict the type of environment and instructional methods which can aid or hinder learning for a particular student, it cannot predict how a student actually reads, writes, or studies. Through process logs, self-evaluation questionnaires, and writing journals, students documented the writing strategies they used throughout the semester. These process instruments will also show if students are employing processes that demonstrate their personality types or learning styles. In addition, this study will indicate if students use preferred processes in writing as predicted by personality type as they write and learn or if a shift toward these preferred processes occurs as students move away from inappropriate writing strategies adopted from previous writing instruction.

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**TESTING ESL WRITERS: WHAT DO YOU REALLY WANT TO KNOW?**

*Jane Hughey and Deanna Womuth, Texas A&M University*

Why have we begun to test English as a Second Language (ESL) students' ability to produce, as well as to recognize, standard written English? What exactly do we want to know? To succeed and compete with native-speaking students, ESL students in most North American colleges and universities must be able to communicate clearly and effectively in writing. Thus, we examine what constitutes sufficient writing skills for this purpose. In order to make this determination, examiners must be familiar with the standards of the receiving institution and its writing requirements and expectations for students at the graduate and undergraduate levels as well as with the requirements in specific fields of study.

What we have discovered from surveying a number of colleges and universities is that students must be able to summarize material, analyze and present evidence, and defend a position in writing. Some departments require that students be able to write within the time frame of an essay test, while others require students to write extended pieces over a period of time. Further, since standards, requirements, and expectations vary from one institution to another, no one test or scoring procedure is appropriate for all situations.

Defining what and how much we need to know determines the way we structure, administer, and interpret a production writing test. Major purposes for evaluation or testing ESL writing include entrance to an academic institution, placement into a program of study within the institution, and identification of instructional needs of students within a program.

In light of these considerations, we find that large-scale writing tests, producing first-draft writing in a brief time period, and using scoring scales ranging from 1 to 6 (such as the holistic scale for the ETS-TWE), are adequate for most admissions purposes. However, when an academic institution needs more complete information about students' specific writing abilities in English, such as for placement and instructional purposes, then a test designed to elicit a more specific kind of writing and a scoring scale that provides more detailed information (such as the Composition Profile used by Texas A&M University or the scoring grid used by Michigan University) is preferable.

Ultimately, then, testing purpose, specific institutional requirements, and the intended use of the test results should influence the design, administration, and type of scoring that provide what we really want to know.
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