
THREE MAJOR ISSUES IN LARGE SCALE ESSAY ASSESSMENT

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The presenters led a discussion of the following questions:

1. Do the advantages of including a writing sample in a large scale test of writing outweigh the pedagogical dangers of having students' writing assessed by a timed assignment that emphasizes a written product rather than the process of writing?
2. Citing New Jersey as an example, what are the outcomes of statewide college placement testing using direct writing assessment?
3. What are the implications of state-mandated writing assessment for college remedial programs?