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The "think tank" portion of the workshop was devoted to a discussion of the different research designs and to brainstorming for new approaches. Among the suggestions were research aimed at testing long-term recall of material and research employing the procedures of George Hillocks where the control and treatment groups are not asked to recall previous material but to apply skills to new situations.

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**EXPLORING MODIFICATIONS OF PRIMARY TRAIT SCORING: DESCRIPTIVE ANALYSIS OF THE WRITING OF STUDENTS IN THE NORTHWEST TERRITORIES**

*Peter J. A. Evans, Ontario Institute for Studies in Education*

The chief objective of this presentation/workshop was to acquaint teachers with a variety of kinds of descriptive analysis of a sample of the writing of Grade 9 students in Canada's Northwest Territories. Our analyses can lead to development of resources of use to teachers in writing programs with attention to all students but with particular focus on the achievements and needs of students of native-language background who make up about half the student population tested annually 1985-1988.

We provided participants with an overview of the scoring procedure (holistic) and the various types of analysis (analytic scoring, error counts, variations on "primary trait") that were applied subsequently to a large random sample stratified by score (the holistic score originally obtained). The general performance comparisons (native and non-native) revealed a number of differences among these writers as to narrative and exposition points of view.

We illustrated the descriptive analysis in greater detail, using graphs to show how particular features related to holistic score: i.e., which seemed to have closest association with over-all achievement, which seemed present or absent in the writing of most students, and what this information suggested concerning stages of writing development or particular blockages for some students. The results influenced decisions made concerning resource development for the writing program.

Participants applied these variations on primary trait scoring first to Grade 6 writing of fantasy (from another source) and then to three point-of-view essays from the Northwest territories 1987 Assessment.

The variations on primary trait employed here provide more scope for capturing the range of student response than the American NAEP version, and include features that may be simply identified (with their frequency) as well as those that may be scaled.

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**WRITING ASSESSMENT IN PHYSICS, HUMANITIES AND ENGLISH: A FEMINIST APPROACH**

*Fran Davis, Arlene Steiger, and Karen Tennenhouse, Vanier College, Montreal*

This session was organized by three members of an interdisciplinary research team presently testing feminist pedagogical strategies with the aid of a grant from the Quebec Ministry of Education. Two of the areas under investigation are the importance of writing in the educational experience of women students and the kinds of writing assessment which are most encouraging of these students' development and growth. Since the research was still in progress in April, the team was not able to present a project report; instead, the presentation focused on the assessment strategies that these researchers have defined as feminist.

We briefly outlined the research, which indicates that, both in self-esteem and commitment to continue their education, women are much more easily discouraged than men. We also summarized the research demonstrating that women students talk less in classrooms, fare less well in competitive situations, and are less comfortable in purely intellectual, nonaffective situations. We showed how this research on women's educational experience led the present
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