The following bibliography is offered as a starting point for those new to the field of writing assessment, and for those who are somewhat knowledgeable about writing assessment but have not yet mastered the theory and jargon of testing and measurement. Once you are familiar with these materials, you can move on to more specialized material. It is important to note that this is a basic list. (My own selected bibliography on writing assessment contains 156 items.) After you have worked through this list, you can then begin to construct your own bibliography.


Diederich, Paul. Measuring Growth in English. Urbana, Ill.: NCTE, 1974. Written for the classroom-teacher, this little book is still the classic, even if parts are now somewhat dated. A good introduction to the specific topic of writing assessment.


Godshalk, Fred I., et al. The Measurement of Writing Ability. New York: College Entrance Examination Board, 1956 (available from NCTE). This is the classic study which developed the scoring procedure we call holistic assessment. An essential work for anyone involved in writing assessment.

Rubin (Continued)

Although faculty are well trained in their specific disciplines, few have been specifically prepared to teach composition. Graduate programs throughout the state typically train students in literary theory and the critical evaluation of literary texts. Few receive specific instruction in the teaching of writing or in such related subjects as linguistics and rhetoric. In the opinion of the consulting team that took part in the board of Regents' program review, there exists "a great need for at least one graduate program in the state that prepares teachers to teach the full range of college English, with emphasis on language, rhetoric, and composition."

Finally, the potential legal implications of CLASP and the question of students' rights remain to be resolved. In a recent appellate decision in Florida (Debra P. v. Turlington) the U.S. Fifth Circuit Court of Appeals ruled that a competency test must be "fair"; that is, it must test only what is actually taught in the curriculum. Obviously, the ramifications of such a decision for the classroom teacher may be far reaching and potentially damaging to creative approaches to the teaching of writing.

Conclusion

As a result of CLASP and the sophomore test of communication skills, the future of the writing curriculum throughout the state is about to undergo an interesting transformation. Whether these changes will actually be for the better remains uncertain. For the present, CLASP is seen by many as an important first step in improving the writing skills of Florida's post-secondary students. The sophomore test intends to measure performance of these skills. Ultimately it intends to insure the quality of writing instruction throughout Florida's public community colleges and universities.


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