

# GROWING IN THE POST-PROCESSING CLASSROOM

Presented by: Ed. Francisco

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# Grading In The Post Process Classroom From Theory To Practice

**Libby Allison, Lizbeth Bryant, Maureen  
M. Hourigan**

## **Grading In The Post Process Classroom From Theory To Practice:**

*Grading in the Post-process Classroom* Libby Allison, Lizbeth Bryant, Maureen M. Hourigan, 1997 Grading in the Post Process Classroom tackles that all important and difficult issue How do we fulfill our responsibilities to the traditional academy and still teach our students to become resistant critical thinkers While the question is not new new faces and voices in the field as well as the advent of virtual writing classrooms require different responses Currently most articles on the subject of grading end with the suggestion that teachers should not give grades an alternative that few instructors find viable especially in an era of increasing calls for teacher accountability *Grading in the Post Process Classroom* answers the question of what to do when theory and practice collide In addition to discussions of the ideology of grading it offers specific alternative theoretically informed grading schemes from narrative evaluation contract grading and new ways to configure portfolio grading to how to grade in cyberspace Included are pieces by both established scholars and new voices in the field Interspersed among the theory chapters are shorter personal self reflexive essays that consider how to negotiate political pressures within a department

[A Linguistically Inclusive Approach to Grading Writing](#) Hannah A. Franz, 2024 A Linguistically Inclusive Approach to Grading Writing A Practical Guide provides concrete tools for college writing instructors to improve their grading and feedback practices to benefit all student writers A linguistically inclusive grading approach honors Black linguistic justice facilitates students use of feedback and guides students to make rhetorical linguistic choices The existing literature addresses inclusive writing assessment from a programmatic and class policy level e g Inoue 2015 Perryman Clark 2012 Meanwhile this book provides models of actual comments on student writing to help instructors develop the necessary skills to incorporate inclusive assessment and feedback into their everyday practice The book details how to respond to organization word choice grammar and mechanics rooted in African American English and other language varieties A linguistically inclusive approach to grading writing will benefit instructors across contexts including instructors who teach online teach high achieving students or use contract grading The book s example comments and practices can also be implemented by instructors constrained by mandated grade weighting or rubrics that preclude adopting more extensive changes A linguistically inclusive grading approach is grounded in theory and research across education composition and sociolinguistics

*Grading With Integrity* Thomas R. Guskey, Nancy Frey, Douglas Fisher, 2024-06-20 Let evidence and integrity guide your grading practice If you want to ask a polarizing question in education ask someone their thoughts on grading Few topics have elicited more interest or opinions even though grading practices have remained relatively unchanged for years But opinions are not evidence The time has come to get it right with a fresh approach grounded in research and the principles of integrity *Grading With Integrity* introduces a measured approach to grading reform based on honesty transparency accuracy and equity with recommendations backed by clear and trustworthy evidence Addressing the many whys involved this thoughtfully organized book addresses central questions related to grading and reporting student

learning covering An historical overview of grading and reporting practices A discussion of standards based and competency based grading Recommendations for reporting non academic learning goals separately from academic achievement to accurately reflect students performance Suggestions for reporting growth and improvement using specific assessments and other reporting tools An infallible argument for grading with integrity This book is a must read for K 12 classroom teachers and administrators who are looking to implement better and more defensible grading and reporting policies and practices Let evidence and integrity be your guide to enhancing students best interests and learning success **Grading Justice** Kristen C. Blinne,2021-01-11 In Grading Justice Teacher Activist Approaches to Assessment new and seasoned teachers are invited to engage with socially just approaches of assessment including practices aimed at resisting and undoing grading and assessment altogether to create more democratic grading practices and policies foregrounding the transformative potential of communication within their courses The contributions in this collection encourage readers to consider not only how educators might assess social justice work in and beyond the classroom but also to imagine what a social justice approach to grading and assessment would mean for intervening into unjust modes of teaching and learning Educators wishing to explore critical modes of grading and assessment grounded in social justice will find this book a timely and relevant pedagogical guide for their teaching and scholarship **Best of the Independent Journals in Rhetoric and Composition 2013** Steve Parks,Brian Bailie,2015-03-01 The anthology features work by the following authors and representing these journals Mya Poe Across the Disciplines Michelle Hall Kells Community Literacy Journal Liane Robertson Kara Taczak and Kathleen Blake Yancey Composition Forum Paula Rosinski and Tim Peeples Composition Studies Mark Sample Annette Vee David M Rieder Alexandria Lockett Karl Stolley and Elizabeth Losh Enculturation Andrew Vogel Harlot Steve Lamos Journal of Basic Writing Steve Sherwood Journal of Teaching Writing Scott Nelson et al Kairos Kate Vieira Literacy in Composition Studies Heidi Estrem and E Shelley Reid Pedagogy Rochelle Gregory Present Tense Grace Wetzal and Wes Reflections Eliot Rendleman The Writing Lab Newsletter and Rebecca Jones and Heather Palmer Writing on the Edge **Rearticulating Writing Assessment for Teaching and Learning** Brian Huot,2003-04-01 Brian Huot s aim for this book is both ambitious and provocative He wants to reorient composition studies view of writing assessment To accomplish this he not only has to inspire the field to perceive assessment generally not the most appreciated area of study as deeply significant to theory and pedagogy he also has to counter some common misconceptions about the history of assessment in writing In Re Articulating Writing Assessment Huot advocates a new understanding a more optimistic and productive one than we have seen in composition for a very long time Assessment as Huot points out defines what is valued by a teacher or a society What isn t valued isn t assessed it tends to disappear from the curriculum The dark side of this truth is what many teachers find troubling about large scale assessments as standardized tests don t grant attention or merit to all they should Instead assessment has been used as an interested social mechanism for reinscribing current power relations and class systems

**Re Visioning Composition Textbooks** Gary S. Zaboly, Xin Liu Gale, Fredric G. Gale, 1999-01-01 Explores the cultures ideologies traditions and the material and political conditions that influence the writing and publishing of textbooks

*Composition Studies in the New Millennium* Lynn Z. Bloom, Donald A. Daiker, Edward Michael White, 2003 **Identity in Education** S. Sánchez-Casal, 2009-05-25 This volume explores the impact of social identity on teaching and learning The contributors argue from the perspective of diverse disciplinary and educational contexts that mobilizing identities in the classroom is a necessary part of progressive educators efforts to transform knowledge making and to create a more just and democratic society First-Year University Writing L. Aull, 2015-03-04 First Year Writing describes significant language patterns in college writing today how they are different from expert academic writing and how to inform teaching and assessment with corpus based linguistic and rhetorical genre analysis

**Crossing Divides** Bruce Horner, Elliot Tetreault, 2017-06-01 Translingualism perceives the boundaries between languages as unstable and permeable this creates a complex challenge for writing pedagogy Writers shift actively among rhetorical strategies from multiple languages sometimes importing lexical or discursal tropes from one language into another to introduce an effect solve a problem or construct an identity How to accommodate this reality while answering the charge to teach the conventions of one language can be a vexing problem for teachers Crossing Divides offers diverse perspectives from leading scholars on the design and implementation of translingual writing pedagogies and programs The volume is divided into four parts Part 1 outlines methods of theorizing translinguality in writing and teaching Part 2 offers three accounts of translingual approaches to the teaching of writing in private and public colleges and universities in China Korea and the United States In Part 3 contributors from four US institutions describe the challenges and strategies involved in designing and implementing a writing curriculum with a translingual approach Finally in Part 4 three scholars respond to the case studies and arguments of the preceding chapters and suggest ways in which writing teachers scholars and program administrators can develop translingual approaches within their own pedagogical settings Illustrated with concrete examples of teachers and program directors efforts in a variety of settings as well as nuanced responses to these initiatives from eminent scholars of language difference in writing Crossing Divides offers groundbreaking insight into translingual writing theory practice and reflection

Contributors Sara Alvarez Patricia Bizzell Suresh Canagarajah Dylan Dryer Chris Gallagher Juan Guerra Asao B Inoue William Lalicker Thomas Lavelle Eunjeong Lee Jerry Lee Katie Malcolm Kate Mangelsdorf Paige Mitchell Matt Noonan Shakil Rabbi Ann Shivers McNair Christine M Tardy **The Locations of Composition** Christopher J. Keller, Christian R. Weisser, 2007-07-05 The Locations of Composition examines how spaces places and locations define problematize and shape composition studies From a wide variety of perspectives including critical theory rhetoric cultural geography genre theory postcolonial studies and media studies the contributors explore the disciplinary boundaries and authority of composition studies how teachers of writing can engage students in more place centered pedagogies and how compositionists can sort

through the often hidden and intricate relationships between and among composition's places. The book reveals the complex ways that places are central to the field's history, identity, and ability to move and change. *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing* Carl Whithaus, 2005-04-27. This book takes on a daunting task: How do writing teachers continue to work toward preparing students for academic and real-world communication situations while faced with the increasing use of standardized high-stakes testing? Teachers need both the technical ability to deal with this reality and the ideological means to critique the information technologies and assessment methods that are transforming the writing classroom. *Teaching and Evaluating Writing in the Age of Computers and High Stakes Testing* serves this dual need by offering a theoretical framework, actual case studies, and practical methods for evaluating student writing. By examining issues in writing assessment ranging from the development of electronic portfolios to the impact of state-wide standards-based assessment methods on secondary and post-secondary courses, this book discovers four situated techniques of authentic assessment that are already in use at a number of locales throughout the United States. These techniques stress interacting with students as communicators using synchronous and asynchronous environments, describing the processes and products of student learning rather than enumerating deficits, situating pedagogy and evaluation within systems that incorporate rather than exclude local variables, and distributing assessment among diverse audiences. By advocating for a flexible system of communication-based assessment in computer-mediated writing instruction, this book validates teachers and students' experiences with writing and also acknowledges the real-world weight of the new writing components on the SAT and ACT, as well as on state-mandated standardized writing and proficiency exams. *Antiracist Writing Assessment Ecologies* Asao B. Inoue, 2015-11-08. In *Antiracist Writing Assessment Ecologies*, Asao B. Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts. *Composition in Convergence* Diane Penrod, 2005-03-23. *Composition in Convergence: The Impact of New Media on Writing Assessment* considers how technological forms such as computers and online courses transform the assessment of writing in addition to text classroom activity. Much has been written on how technology has affected writing, but assessment has had little attention. In this book, author Diane Penrod examines how, on the one hand, computer technology and interactive material create a disruption of conventional literacy practices, reading, writing, interpreting, and critique, while on the other hand, the influence of computers allows teachers to propose and develop new models for thinking and writing to engage students in real-world settings. This text is intended for scholars and educators in writing and composition, educational assessment, writing and technology, computers and composition, and electronic literacy. In addition, it is appropriate for graduate students planning to teach and assess electronic writing or teach in online environments. *Guide to College Writing Assessment* Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15. While

most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

Privacy Matters Estee Beck, Les Hutchinson Campos, 2021-04-05 Privacy Matters examines how communications and writing educators administrators technological resource coordinators and scholars can address the ways surveillance and privacy affect student and faculty composing configure identity formation and subvert the surveillance state This collection offers practical analyses of surveillance and privacy as they occur within classrooms and communities Organized by themes surveillance and classrooms surveillance and bodies surveillance and culture Privacy Matters provides writing rhetoric and communication scholars and teachers with specific approaches methods inquiries and examinations into the impact tracking and monitoring has upon people's habits bodies and lived experiences While each chapter contributes a new perspective in the discipline and beyond Privacy Matters affirms that these analyses remain inconclusive This collection is a call for scholars researchers activists and educators within rhetoric and composition to continue the scholarly conversation because privacy matters to all of us Contributors Christina Cedillo Jenae Cohn Danielle Nicole DeVoss Dustin Edwards Norah Fahim Ann Hill Duin Gavin P Johnson John Peterson Santos Ramos Colleen A Reilly Jennifer Roth Miller Jason Tham Stephanie Vie

*Writers Without Borders* Lynn Z. Bloom, 2008-07-02 In *Writers Without Borders Writing and Teaching Writing in Troubled Times* Lynn Z Bloom presents groundbreaking research on the nature of essays and on the political philosophical ethical and pragmatic considerations that influence how we read write and teach them in times troubled by terrorism transgressive students and uses and abuses of the Internet *Writers Without Borders* reinforces Bloom's reputation for presenting innovative and sophisticated research with a writer's art and a teacher's heart Each of the eleven essays

addresses in its own way the essay itself as one way to live and learn with others      **The Politics of Translingualism** Jerry Won Lee, 2017-09-22 Translingualism refers to an orientation in scholarship that recognizes the fluidity of language boundaries and endorses a greater tolerance for the plurality of Englishes worldwide However it is possible that translingualism exacerbates the very problems it seeks to redress This book seeks to destabilize underlying attitudes inherent in the narrowly conceptualized view of Englishes by pushing forward current theories of translingualism and integrating cutting edge scholarship from sociolinguistics critical theory and composition studies The Politics of Translingualism pays particular attention to the politics of evaluating language including different Englishes at a moment of unprecedented linguistic plurality worldwide The book draws on analyses of a wide range of artifacts from television commercials social media comments contemporary and canonical poetry contemporary and historical English phrasebooks commercial shop signs and the writing of multilingual university students The volume also looks outside the classroom featuring interviews with recruiters in a number of professional fields to examine the ways in which language ideologies about Englishes can impact students entering the workforce This book offers an innovative take on current debates on multilingualism and global Englishes serving as an ideal resource for students and scholars in applied linguistics sociolinguistics composition studies education and cultural studies      **Rhetoric and Composition** Steven Lynn, 2010-09-30 An accessible introduction to teaching and studying rhetoric and composition



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