measures was undertaken. The measures (holistic

and assessments should also reflect this range.

MODELS AND TRENDS IN WRITING ASSESSMENT

Speakers: Karen Greenberg, *The City University of New York*
Harvey Wiener, *The City University of New York*
Patricia Belanoff, *The State University of New York, Stony Brook*

Introducer/Recorder: Nancy Joseph, *Lake City Community College, Florida*

Harvey Wiener, Co-director of the National Testing Network in Writing (NTNW), opened the session by presenting information on the history of NTNW. Described as a nationwide project to encourage the exchange of information about writing tests, the network serves as (1) a clearinghouse for materials, (2) an organizational base for projects, (3) the source of publications (*Notes from the National Testing Network in Writing* and various monographs and reports), and (4) a consulting service to institutions requiring outside advice. Wiener stated that a major concern of professionals was the networking of information and noted that the NTNW strives to help "people find out about things."

The next speaker, Karen Greenberg, also a Co-director of NTNW, followed up on Wiener's opening comments by presenting some NTNW survey data on testing in writing. Greenberg discussed the present confusion in writing assessment and noted that there is no consensus on the meanings of such terms as "proficiency" or "competence" and how they translate into real practice. Discussing the NTNW findings, Greenberg explained some trends evidenced by the data. She reported that 84% of the 324 responding institutions use a writing test to place students into writing courses or to exempt them from these courses. Approximately one-fourth of the schools also use a proficiency test to determine whether students write at a level deemed appropriate for college stduents. Two-thirds of the placement tests given by the responding schools include writing samples: 50% are writing samples alone and 16% are writing samples given in conjunction with another type of test. The majority of the writing samples (for both placement and proficiency tests)—90%—are holistically scored. Greenberg concluded that while holistically-scored writing samples require greater expenditures of money, time, and effort to develop, administer, and score than do machine-scored multiple-choice tests, the majority of the schools in the NTNW sample use writing sample tests that are holistically scored to place and to exempt students and to determine their writing proficiency.

Pat Belanoff, Assistant Director of the Writing Program at the State University of New York, Stony Brook, was the third speaker. Belanoff explained the Portfolio Test, a new writing proficiency testing system at Stony Brook, which encourages revision and gives students "time to think" about their work. After each assignment is completed, students file their finished papers and later select some for intensive revision. Contrary to the messages sent by the traditional fifty-minute exit writing exam, the portfolio system recognizes that a piece of good writing requires more than the one sitting/fifty-minute routine. Using this new system, the student learns that writing is hard work, but it is rewarding. The students work harder, Belanoff noted, and they develop a stronger understanding of the standards and demands of writing.