
NOTES FROM THE NATIONAL TESTING NETWORK IN WRITING

A Project of The City University of New York and The Fund for the Improvement of Postsecondary Education

The National Testing Network in Writing, now in its seventh year, numbers 3,000 members across eleven countries. We are busier than ever collecting, cataloging, and disseminating information and data on measures and procedures used to assess students' writing skills. We are grateful for your help in sending us materials from testing programs--which, amazingly, are still proliferating, as questions about when, how, and whether to test writers continue to plague teachers and school administrators.

From the beginning, NTNW has sought to help members find answers to these questions. Our eight issues of *Notes*, the book, *Writing Assessment: Issues and Strategies*, and our annual conferences have attracted teachers, administrators, and assessment specialists from institutions around the world to examine models, and to explore the impact of assessment on pedagogy, curricula, and students.

The 1989 conference will be international in scope, featuring noted researchers from eight countries who will lead workshops and present their latest findings. The conference, co-sponsored by Dawson College, will

take place Sunday, April 9th through Tuesday, April 11th (to allow for a weekend in Quebec) at the Centre Sheraton Hotel in Montreal, Canada. A new feature will be pre- and post-conference workshops. (See the centerfold of this issue for more information and a registration form.)

This issue of *Notes* continues the tradition of publishing abstracts from the annual conferences. The 1988 conference was co-sponsored by the University of Minnesota under the coordination of Chris Anson. Here are the abstracts of all of the workshops and panels, grouped according to themes: the first nine describe models of successful writing assessment programs, followed by eight that focus on models of scales and scoring; nine abstracts examine the impact of writing assessment on students, faculty, and curricula; and the final six examine current research on writing assessment.

The theme of the upcoming 1989 conference is "Writing Assessment Across Cultures." We hope you will join us in Montreal in April.

Karen Greenberg and Ginny Slaughter

We wish to thank the people who graciously contributed to this issue of *Notes*. First we thank all of the Recorders whose summary reports make up the bulk of the issue. We also thank Chris Anson of the University of Minnesota, Twin Cities for organizing a wonderful conference and Leslie Denny for carefully overseeing all of the local arrangements. And we are grateful to Haeryung Shin and Roddy Potter for their invaluable editorial assistance. Finally, our thanks to Harvey Wiener, University Associate Dean for Academic Affairs, and Director of CUNY's Instructional Resource Center, for supporting the production of NTNW *Notes*.