

# Contents

---

Foreword	000
<i>Anne Ruggles Gere</i>	
Introduction	000
<i>Diane Kelly-Riley and Norbert Elliot</i>	
<b>Part 1: Values</b>	
A Matter of Aim: Disciplinary Writing, Writing Assessment, and Fairness	000
<i>Mya Poe</i>	
A Disability-as-Insight Approach to Multimodal Assessment	000
<i>Ruth Osorio</i>	
Fairness as Pedagogy: Uniformity, Transparency, and Equity through Trajectory-Based Responses to Writing in Hawai‘i	000
<i>Brooke A. Carlson and Cari Ryan</i>	
<b>Part 2: Foundational Issues</b>	
Assessing Writing: Construct Representation and Implications of a Sociocognitive Perspective	000
<i>Robert J. Mislevy</i>	
Access, Outcomes, and Diversity: Opportunities and Challenges in Basic Writing	000
<i>Ruth Benander and Brenda Refaei</i>	
Feedback Analytics for Peer Learning: Indicators of Writing Improvement in Digital Environments	000
<i>William Hart-Davidson and Melissa Graham Meeks</i>	
Developing Culturally Responsive Assessment Practices across Postsecondary Institutions	000
<i>Erick Montenegro</i>	
Using Transdisciplinary Assessment to Create Fairness through Conversation	000
<i>Jeremy Schnieder and Valerie M. Hennings</i>	

### Part 3: Disciplinary Writing

Reclaiming English's Disciplinary Responsibility in  
the Transition from High School to College 000

*Christine Farris*

Opening an Assessment Dialogue: Formative Evaluation  
of a Writing Studies Program 000

*Beth Buyserie, Tialitha Macklin, Matt Frye, and Patricia Freitag Ericsson*

Incorporating Self-Relevant Writing  
in a Social Science General Education Class 000

*Karen Singer-Freeman and Linda Bastone*

Writing in Architecture: Multidimensionality,  
Language Making, and New Ways of Becoming 000

*Jeffrey Hogrefe and Vladimir Briller*

Writing to Outcomes: Genre in Nursing Practice 000

*Rhonda Maneval and Frances Ward*

Assessment beyond Accreditation: Improving the Communication  
Skills of Engineering and Computer Science Students 000

*Julia M. Williams*

### Part 4: Location

Teaching Composition in the Two-Year College: Approaches for  
Transfer Students and Career and Technical Education Students 000

*Angela B. Rasmussen and Andrea Reid*

Distributed Learning: Fairness, Outcomes, and Evidence-Based  
Assessment in Online, Hybrid, and Face-to-Face Writing Courses 000

*Carl Whithaus*

Accreditation for Learning: The Multi-State Collaborative to  
Advance Opportunities for Quality Learning for All Students 000

*Terrel L. Rhodes*

Afterword 000

*Diane Kelly-Riley and Norbert Elliot*

Notes on Contributors 000

Works Cited 000