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Editors' Introduction (Fall 2018)

by Diane Kelly-Riley and Carl Whithaus

This latest volume of the *Journal of Writing Assessment (JWA)* examines how assessment, response, and feedback work within both high school and college settings. Our authors explore topics including the effects of teacher response on students; faculty emotional responses to student writing within programmatic assessments; the observed growth of undergraduate writers; and ways to understand writing assessment through both theoretical lenses and mixed methods approaches. These articles demonstrate the wide ranging impact of writing assessment research across venues.

As editors, we remain committed to keeping this scholarship accessible to a variety of stakeholders-- not behind paywalls. Whether an article examines classroom-, institutional-, state-, or national-level writing assessment issues, it is crucial that this work be available for researchers and accessible to the general public. *JWA* is committed to an open-access model of peer reviewed, scholarly publication.

combines the formulaic and time-saving components of rubrics with the differentiated and individualized components of narrative response and grading via detailed feedback...[and it is] a tool that has largely been neglected for teachers who desire to individualize writing assessment while remaining concise and efficient.

Wilson's article suggests the value of localized writing assessments in ways that could be taken up further by writing assessment researchers and by education policy makers at the state level.

While it is essential to understand the classroom and the dynamics between instructors and students within a course, writing assessment also helps assess the effectiveness of educational programs. In "Helping Faculty Self-Regulate Emotional Responses in Writing Assessment: Use of an 'Overall Response' Rubric Category," Michelle E. Neely, examines the tension of involving faculty in on-going assessment work for programmatic purposes and faculty's emotional responses to student writing especially when it is not their own students. Programmatic assessment settings present different challenges to faculty raters as they are not connected to the faculty member's classroom. Neely argues that these "assessment contexts provide a different challenge for us to understand and explore faculty members' emotional responses." In her article, Neely reviews work about teacher beliefs and their influence on practice, strategies used to provide scorer support within group contexts, and the influence of teachers' emotions on evaluation tasks. She reports that the use of an 'overall response' rubric category added to the rubric may ease some of these challenges that faculty writing assessment scorers face. Neely's work with scorers' emotional responses contributes to ongoing discussions about programmatic assessment through the concrete development of a rubric category.

this book is a timely addition to conversations about writing placement for multilingual learners in US higher education...Saenkhum proposes complementing standardized test scores with increased student agency, and her book provides an effective case study and materials illustrating how such integration can be implemented.

Saenkhum's *Decisions, agency, and advising* and di Gennaro's review highlight the need for examining writing assessments and their use. As the most recent issue of *Standards for Educational and Psychological Testing* (2014) makes clear, assessment systems need to consider the use that tests are put--an assessment system needs to strive for validity, reliability, and fairness in use as well as in theory. di Gennaro's and Saenkhum's works show how that does--and does not--happen within a context that includes students and advisors as well as teachers and test developers.

As ever, the *Journal of Writing Assessment* relies on a large team to bring you this excellent scholarship. We are indebted to the *JWA* Editorial Team: Associate Editor, Jessica Nastal-Dema of Prairie State College; Associate Editor, Tialitha Macklin of Boise State University. They also have assumed editorial leadership for the *JWA Reading List*, which highlights emerging writing assessment scholarship. We are grateful to Assistant Editor, Gita Das Bender from New York University for her coordination of reviews and reviewers; Digital Archivist, Johanna Phelps-Hillen of Washington State University Vancouver for her work on organizing and archiving *JWA*'s extensive files; Social Media Coordinator and Indexer, Mathew Gomes of Santa Clara University for his work on communicating with external audiences; Technology Coordinator, Stephen McElroy of Florida State University for his work producing and publishing *JWA* articles. We are also grateful for the detail-oriented and careful work of our Editorial Assistants, Stacy Wittstock of University of California, Davis; Katherine Kirkpatrick of Clarkson College; and Skyler Meeks of Utah Valley University. All of these positions are volunteer and we are grateful for their generous donation of their time and expertise.

JWA relies on legions of reviewers who carefully read and responded to many manuscripts this year. As editors we are grateful for

their generosity with their expertise and time. We are thankful for their service contributions to the field. Reviewers this year included:

Jacob Babb, Indiana University Southeast

Laura Ballard, Center for Applied Linguistics

Khalid Barkaoui, York University

Bob Broad, Illinois State University

Chris Gallagher, Northeastern University

Aline Godfroid, Michigan State University

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