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Writing Assessment Principles

Writing assessment can be used for a variety of purposes, both inside the classroom and outside: supporting student learning, assigning a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs. Given the high-stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles that are fair and just and specific to the people for whom and the context and purposes for which they are designed. This position statement aims to provide that guidance for writing teachers and administrators across institutional types and missions.

We encourage faculty, administrators, students, community members, and other stakeholders to reflect on the ways the principles, considerations, and practices articulated in this document are present in their current assessment methods and to consider revising and rethinking their practices to ensure that inclusion and language diversity, teaching and learning, and ethical labor practices inform every level of writing assessment.

Read the full statement, [Writing Assessment: A Position Statement](#) (November 2006, revised March 2009, reaffirmed November 2014, revised April 2022)

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1111 W. Kenyon Road, Urbana, Illinois 61801-1096 Phone: 217-328-3870 or 877-369-6283

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