

International Political/Policy Contexts of Second Language Writing Assessment

Editors:

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Whether the College English Test (CET) in China, Common Core-aligned assessments in the U.S., English proficiency tests in Poland, or the material conditions (e.g., access to technology, training, and other resources) affecting classroom assessment in a variety of global contexts, assessment impacts the lives of second language (L2) writers and their teachers around the world. Nonetheless, much existing work on assessment politics has focused extensively on the U.S. Consequently, it is important for a book that focuses on the politics of assessment of L2 writers in both the U.S. and around the world, a gap that this collection intends to fill.

To this end, we are seeking proposals for chapters that explore the intersections of politics and assessment in a variety of contexts. We are interested in work based in elementary and secondary schools as well as postsecondary settings, private language institutes, and other contexts. We are interested in chapters that deal with large scale standardized high-stakes tests as well as those that deal with local contexts of assessment, such as institutional policies or the way different material conditions (such as access to technology, teaching loads, class size, and other factors) impact the ways teachers assess writing in their classes.

New addition: In addition to longer research-based chapters, we are also seeking proposals for shorter vignette chapters that are based around a teacher or student reflecting on their experiences with assessment. For examples of what these might look like, see Cox, Jordan, Ortmeier-Hooper, and Schwartz's (2010) *Reinventing Identities in Second Language Writing*.

Some questions to consider:

- How do local, national, and international educational policies concerning large scale assessments impact L2 writing instruction?
- What opportunities and challenges do computer-based assessments pose to L2 writing teachers and students, including moves towards machine scoring of essays?
- What impact do national and international companies have on L2 writing assessment?
- How have local, national, and international tests been designed to meet (or not) the backgrounds of linguistically and culturally diverse L2 writers?
- What are the theories that drive large scale writing assessment?
- How can teachers and institutions create space for agency in contexts dominated by high-stakes assessment?
- How are institutions (in one country compared to another, in one part of town compared to another, serving higher income vs lower income students, serving more or less L2 students) impacted differently under various testing programs?

- What are the costs, both financial and psychological, to L2 writers who must pass standardized tests of writing?
- How can assessments uphold and/or challenge the deficit mindset often applied to L2 writers?
- How do increased external assessment pressures (e.g., pushing standardized writing assessment and the glorification of student retention/graduation rates at all costs) impact the way postsecondary institutions serve L2 writers?

Contributions from all regions of the world and all institutional contexts are encouraged. The editors will review the abstracts and decide on chapters for possible inclusion in the collection.

Interested authors are invited to **submit a title and an abstract of no more than 400 words by ~~May 15, 2016~~. May 22, 2016 (note that the deadline has been extended)**. Include each author's name, affiliation, and e-mail address in the proposal document and specify whether you are submitting a proposal for a full length chapter or a vignette chapter. Name the proposal file using the contact author's last name (e.g., ruecker.docx).

Authors invited to submit full chapters will be notified by June 30, 2016

Deadline for submission of full chapters for review is January 15, 2017.

Please submit abstracts for consideration to:

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