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Classroom assessment of students' writing progress requires teachers to make decisions about assessment *focus*, assessment *strategy*, and assessment *management*. The ultimate necessity (and value) of product evaluation is clear, and literatures are replete with methods and research reflecting attention to product. Though portfolio assessment has broadened the concept of assessment, portfolios do not necessarily focus teachers' attentions on a variety of enlightening writing and nonwriting student behaviors. Once they turn attention to assessments *not* based exclusively on product evaluation, teachers face new and nontraditional problems.

The focus of teachers' attention can be broadened to include what language behaviors they can observe; what students say about writing in writing; what students produce as they compose; and what students are able to share orally regarding their writing or development as writers. Interviews, informal but regular surveys of attitudes and perceptions, and observation are all useful assessment strategies. However, teachers need a clear sense of what to look for and ask about. Teachers are beginning to provide useful, classroom-tested strategies as they experiment with nontraditional assessments of writing.

Management techniques, especially record-keeping and scheduling, can be troublesome and encouraging. The best management systems are likely to be classroom specific, and yet defined by generalizable constraints (too many writers, so little time).