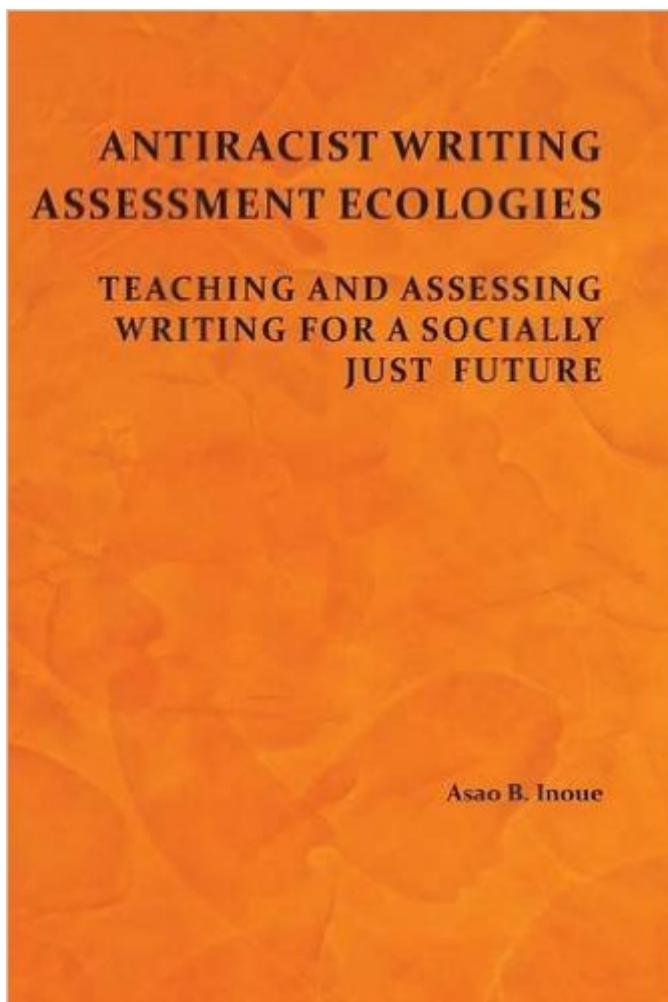


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Antiracist Writing Assessment Ecologies: Teaching And Assessing Writing For A Socially Just Future



Synopsis

PERSPECTIVES ON WRITING | Series Editors: SUSAN H. MCLEOD and RICH RICE | In ANTIRACIST WRITING ASSESSMENT ECOLOGIES, ASA B. INOUE theorizes classroom writing assessment as a complex system that is "more than" its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts. Inoue helps teachers understand the unintended racism that often occurs when teachers do not have explicit antiracist agendas in their assessments. Drawing on his own teaching and classroom inquiry, Inoue offers a heuristic for developing and critiquing writing assessment ecologies that explores seven elements of any writing assessment ecology: power, parts, purposes, people, processes, products, and places. | ASA B. INOUE is Director of University Writing and Associate Professor of Interdisciplinary Arts and Sciences at the University of Washington Tacoma. He has published on writing assessment, validity, and composition pedagogy in *Assessing Writing*, *The Journal of Writing Assessment*, *Composition Forum*, and *Research in the Teaching of English*, among other journals and collections. His co-edited collection *Race and Writing Assessment* (2012) won the CCCC's Outstanding Book Award for an edited collection.

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