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Assessing Writing

Volume 7, Issue 1, February 2000, Pages 57-77

Responding to the invisible student

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[https://doi.org/10.1016/S1075-2935\(00\)00016-7](https://doi.org/10.1016/S1075-2935(00)00016-7)

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Abstract

As reflective writing plays a more prominent role in pedagogy and in assessment, teachers need a greater awareness of the assumptions they bring to the task of assigning and reading reflective texts. Beginning with the question, “What constitutes good reflection?” this study describes how one instructor used the Myers–Briggs Type Indicator (MBTI) to explore her responses to the reflective writing produced by preservice English teachers. The author concludes that the MBTI can provide insight into how instructors assign, respond to, and evaluate student reflection; the MBTI can also be used to help teachers improve these practices. She offers suggestions for responding to different kinds of reflective writing and cautions against using reflective writing as a way to assess student understanding.

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