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## What We Really Value

Bob Broad

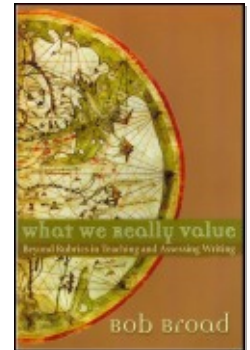
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## NOTES

1. Some of the text, figures, and tables in this chapter originally appeared in Broad, 2000. These excerpts, copyright 2000 by the National Council of Teachers of English, are reprinted with permission.
2. Sample texts selected for inclusion here are those that received the most attention in the norming and trio conversations I analyzed.
3. Synonyms and antonyms for each criterion are direct quotations from transcripts; words added for clarity are bracketed. Where synonyms and antonyms contain no internal punctuation, I have separated them with commas. Where they do contain internal punctuation, I have separated them with semicolons.
4. *Learning/Progress/Growth* is a Contextual Criterion discussed further in chapter 4.
5. In this study I define “criteria for evaluation” as “considerations influencing judgments of writing performance.”
6. “Video Notes” were taken from videotapes of norming sessions and added as supplementary data to the audio transcripts.