

The University of Montana – Missoula

**University-wide Program-level Writing Assessment (UPWA)**

Annual Report for the Spring 2016 Writing Assessment

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## Contents

Overview .....	3
Writing Course Attribute Changes .....	3
Data Security .....	3
Program Process Improvements .....	3
Student Sample Collection Participation Rates .....	4
Program Outreach.....	4
2016 ASCRC Writing Assessment Retreat Participant Information.....	4
2014-2016 Scoring and Revision Percentage Comparison .....	5
2016 Score Compared to Number of Revisions-Graph .....	6
Student Survey Data on Revision Fall 2015 .....	6
Student Survey Data on Revision Spring 2016 .....	6
Student Survey Data on Information Literacy Fall 2015.....	7
Student Survey Data on Information Literacy Spring 2016.....	7
2016 Retreat Strengths and Weakness Codes .....	8
Retreat Feedback .....	8
Recommended Action Steps for the UPWA Program .....	8
Appendix A: UPWA Data Management Procedures.....	10
Appendix B: UPWA Holistic Rubric .....	13
Appendix C: Writing Retreat Evaluation.....	14

## Overview

The University-wide Program-level Writing Assessment (UPWA) was approved by the Faculty Senate in Fall 2013 and has replaced the Upper-division Writing Proficiency Assessment on the UM-Missoula campus. The new assessment provides relevant information about student writing proficiency by assessing and scoring student-revised papers from Intermediate Writing courses (formerly Approved Writing Courses) using a Holistic Scoring Rubric. The assessment process offers professional development opportunities for faculty and staff that are committed to improving student writing proficiency at UM-Missoula. The Fall 2014 and Spring 2015 student paper collection and the Spring 2015 retreat were the first completed post-pilot, with steadily improving results in all aspects of the program. Our Spring 2016 was the second of this iteration, and the first to utilize two semesters worth of student samples.

The Spring 2016 UPWA was accomplished collaboratively. Megan Stark, Chair of the ASCRC Writing Committee, provided leadership throughout the process. Beverly Chin, Chair of English Department, facilitated the retreat. Nathan Lindsay, Associate Provost, provided institutional support. Nancy Clouse from UMOonline worked on the Moodle shells for the student uploads. Doug Raiford, a computer scientist and member of the Writing Committee, provided a download program that helped tremendously with this year's process improvements. Camie Foos of Faculty Senate coordinated logistics for the retreat. Amy Kinch of Faculty Development facilitated the registration process for participants. Natalie Peeterse, UPWA Coordinator, facilitated communications with writing faculty, monitored and encourage student uploads, recruited for the retreat, provided staff assistance for the retreat, revised all retreat documents, including anchor and practice paper annotations, prepared retreat documents and authored the final report. Natalie Peeterse also made some significant improvements in the UPWA process to simplify and modernize it. This included hiring two interns, Jaclyn Rensel and Emilia Strickland, both future teachers of English, who helped organize and code student samples. Emilia Strickland also helped with document preparation. Kelly Webster of the Writing Center provided substantial support. Incoming UPWA Program Coordinator, Amy Ratto Parks, collaborated on the report as well.

## Writing Course Attribute Changes

Courses that were previously labeled Approved Writing Courses are now called Intermediate Writing Courses. This change was made for the Fall semester of 2015. The old attributes have been removed from both Academic Planner and Cyberbear search functions. The new attributes are "Introductory" (formerly called "Composition, WRIT101 or ENEX 101"), "Intermediate" (formerly called "Approved Writing Course"), and "Advanced" (formerly called "Upper Division Writing Course"). These changes do not impact course titles, just the course attributes used in Academic Planner and Cyberbear search functions. These changes were made in order to more transparently reflect the sequential nature of the writing course requirement overall and to more easily identify the courses satisfying each component of the requirement.

## Data Security

A data security plan was drafted by Kelly Webster this year and was finalized and approved by the Writing Committee. She was concerned about the security of student data and about the way data from this program would be shared in the future. All program information was moved to Box, the university's file sharing system, which is secure and meets FERPA requirements. The UPWA documents are currently shared with the UPWA Program Coordinator, the Writing Committee Chair, the Associate Provost for Dynamic Learning and the Director of the Writing Center. Doug Raiford also had access to student papers, though no other student information, as he worked on the new download process, which is detailed the next section. The current data security plan is located in Appendix A. The Chair of the Writing Committee, Megan Stark, took measures to ensure this program adhering to IRB requirements.

## Program Process Improvements

Many aspects of this program are time consuming. Several improvements to this process of collecting and preparing student work for scoring were made this year. In previous years, student papers were downloaded and then organized, coded and screened for identifying information and resaved on one workstation by the Program Coordinator. This year, Doug Raiford supplied us with a program that downloaded all of the student files in an organized fashion with coded file names. The files were then stored on Box. The UPWA interns were then trained on Box. Each intern downloaded, coded and uploaded about 120 papers to this system virtually. They were able to code papers from any place and at any time that worked in their schedule. The papers were then printed directly from Box to Campus Quick Copy. All of the UPWA

documents are now stored in Box, including all communications from the UPWA Program Coordinator to faculty, guidelines on document management, timelines for the program processes and directions on how to hire interns, etc.

### **Student Sample Collection Participation Rates**

Student samples for this assessment are collected through Moodle, the University of Montana's Learning Management System (LMS). As a general rule, the Moodle shell will be open for uploads the last month of each semester. This year was the first year that we had two batches of uploads for the UPWA retreat's student sample, the Spring of 2015 and the Fall of 2015. In the Fall of 2015, our participation rate dipped slightly from the previous semester. Out of 1250 students in 63 Intermediate Writing Courses, 443 uploaded papers, which is a 35% participation rate. This is a 4% decrease from the previous semester. In the Spring of 2015, out of 1214 students in 60 approved writing courses, 478 papers were uploaded to Moodle, representing a 39% student participation rate, which is close to a 10% increase in participation since the semester before that. In the Spring of 2016, our participation rate went back up a bit to 37%. Out of 1090 students in 53 Intermediate Writing Courses, 406 uploaded papers.

### **Program Outreach**

Starting in April of 2015, the UPWA Program Coordinator communicated with instructors of Intermediate Writing Courses via email and campus mail, encouraging faculty to participate and supporting them in the process. An instructional video was shared to help educate faculty about the UPWA and about the Moodle upload process specifically. A FAQ was also shared to answer questions and provide information for faculty about all the changes taking place in the process. Instructors were emailed sample syllabi language to use in preparing their courses. They were also emailed throughout the semester to encourage participation in the program and in the ASCRC Writing Retreat. In May of 2016 instructors were emailed information about the UPWA requirements, as well as sample syllabi language. Paper copies of this communication were also sent via campus mail to instructors who would have been participating for the first time. A copy of this communication was also sent to relevant Deans and Chairs, asking for their support of the program. The UPWA Program Coordinator was available to answer questions and solve problems throughout the semester.

A separate outreach effort was made to recruit participants for the ASCRC Writing Retreat. A message was sent out to all faculty and staff through the Provost's Office via Campus Communication. The event was also listed on the Faculty Development website, where participants were able to register electronically. A flier was also circulated. Beverly Chin also recruited participants from the Writing Coaches of Missoula and her teaching contacts at regional high schools on top of her connections with faculty on campus.

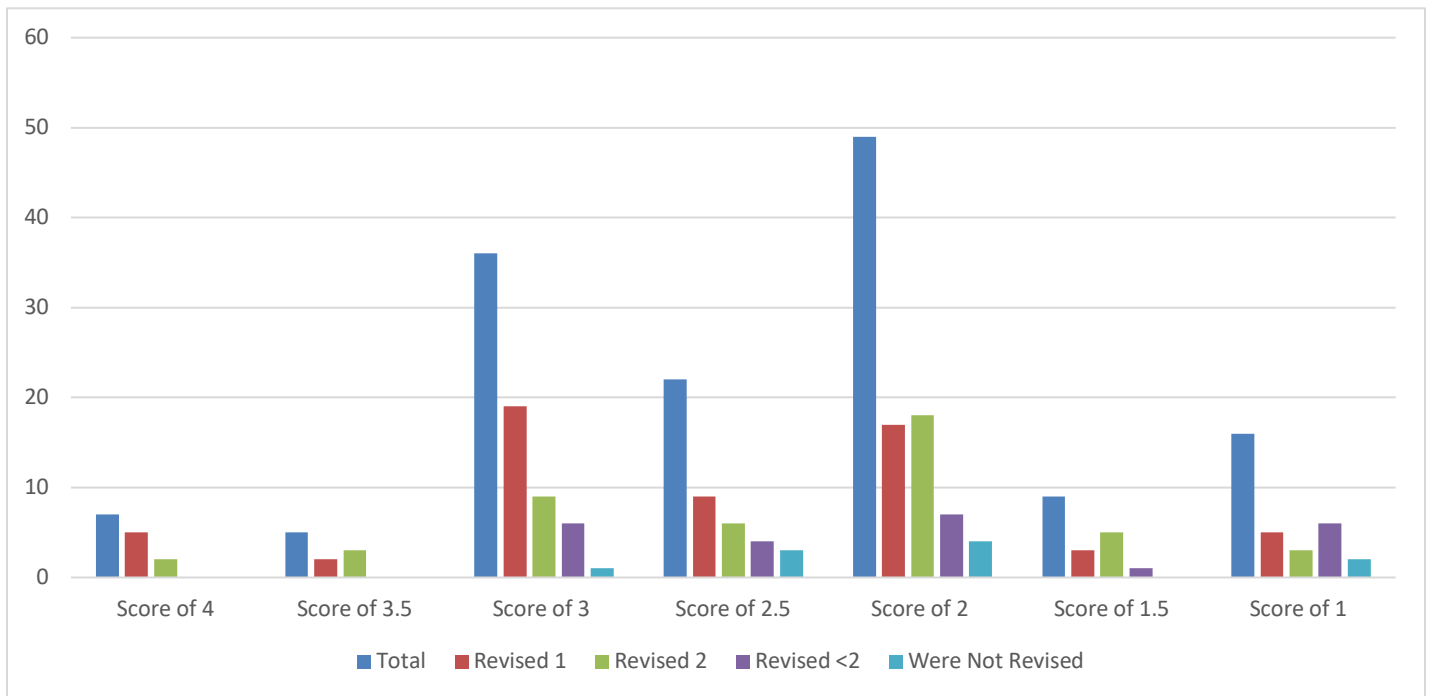
### **2016 ASCRC Writing Assessment Retreat Participant Information**

During the Spring 2016 ASCRC Writing Retreat, 43 volunteer faculty, staff, graduate students and UPWA interns from UM-Missoula, Bitterroot College and Missoula College read and scored a sample of student submissions. Volunteers also included several members of the Writing Coaches of Missoula. We also had two guest professors from China sit in on the scoring. In the Spring of 2015, there were 48 volunteers. There were representatives from a variety of disciplines at the retreat, including Athletics, Biology, Business, Curriculum and Instruction, Educational Leadership, English, Forestry, Health, Library, Linguistics, Pharmacy, Sociology, Theater, and the Writing Center. Participants learned how to apply the Holistic Scoring Rubric accurately, consistently, and efficiently to student papers. Retreat participants scored 146 papers in 2016, 159 papers in 2015 and 160 in 2014.

## 2014-2016 Scoring and Revision Percentage Comparison

Score	2016 Results (144 total papers)	2015 Results (159 total papers)	2014 Results (160 total papers)
4	5% <ul style="list-style-type: none"> <li>70% were revised once</li> <li>30% were revised twice</li> <li>0% were revised more than twice</li> <li>0% were not revised</li> </ul>	5% <ul style="list-style-type: none"> <li>71% were revised once</li> <li>14% were revised twice</li> <li>0% were revised more than twice</li> <li>15% were not revised</li> </ul>	5% <ul style="list-style-type: none"> <li>38% were revised once</li> <li>3% were revised twice</li> <li>25% were revised more than twice</li> <li>25% were not revised</li> </ul>
3.5	4% <ul style="list-style-type: none"> <li>40% were revised once</li> <li>60% were revised twice</li> <li>0% were revised more than twice</li> <li>0% were not revised</li> </ul>	3% <ul style="list-style-type: none"> <li>33% were revised once</li> <li>67% were revised twice</li> <li>0% were revised more than twice</li> <li>0% were not revised</li> </ul>	11% <ul style="list-style-type: none"> <li>44% were revised once</li> <li>33% were revised twice</li> <li>11% were revised more than twice</li> <li>11% were not revised</li> </ul>
3	25% <ul style="list-style-type: none"> <li>53% were revised once</li> <li>26% were revised twice</li> <li>18% were revised more than twice</li> <li>3% were not revised</li> </ul>	31% <ul style="list-style-type: none"> <li>33% were revised once</li> <li>31% were revised twice</li> <li>26% were revised more than twice</li> <li>10% were not revised</li> </ul>	27% <ul style="list-style-type: none"> <li>36% were revised once</li> <li>20% were revised twice</li> <li>20% were revised more than twice</li> <li>23% were not revised</li> </ul>
2.5	15% <ul style="list-style-type: none"> <li>41% were revised once</li> <li>27% were revised twice</li> <li>18% were revised more than twice</li> <li>14% were not revised</li> </ul>	15% <ul style="list-style-type: none"> <li>50% were revised once</li> <li>25% were revised twice</li> <li>25% were revised more than twice</li> <li>0% were not revised</li> </ul>	19% <ul style="list-style-type: none"> <li>50% were revised once</li> <li>20% were revised twice</li> <li>13% were revised more than twice</li> <li>17% were not revised</li> </ul>
2	35% <ul style="list-style-type: none"> <li>36% were revised once</li> <li>38% were revised twice</li> <li>16% were revised more than twice</li> <li>10% were not revised</li> </ul>	35% <ul style="list-style-type: none"> <li>41% were revised once</li> <li>24% were revised twice</li> <li>17% were revised more than twice</li> <li>13% were not revised</li> <li>4% did not have survey data</li> </ul>	31% <ul style="list-style-type: none"> <li>36% were revised once</li> <li>28% were revised twice</li> <li>6% were revised more than twice</li> <li>30% were not revised</li> </ul>
1.5	7% <ul style="list-style-type: none"> <li>34% were revised once</li> <li>56% were revised twice</li> <li>10% were revised more than twice</li> <li>0% were not revised</li> </ul>	5% <ul style="list-style-type: none"> <li>42% were revised once</li> <li>29% were revised twice</li> <li>0% were revised more than twice</li> <li>29% were not revised</li> </ul>	5% <ul style="list-style-type: none"> <li>25% were revised once</li> <li>38% were revised twice</li> <li>13% were revised more than twice</li> <li>25% were not revised</li> </ul>
1	9% <ul style="list-style-type: none"> <li>31% were revised once</li> <li>18% were revised twice</li> <li>38% were revised more than twice</li> <li>13% were not revised</li> </ul>	6% <ul style="list-style-type: none"> <li>44% were revised once</li> <li>33% were revised twice</li> <li>0% were revised more than twice</li> <li>11% were not revised</li> <li>11% did not have survey data</li> </ul>	2% <ul style="list-style-type: none"> <li>67% were revised once</li> <li>33% were revised twice</li> <li>0% were revised more than twice</li> <li>0% were not revised</li> </ul>

## 2016 Score Compared to Number of Revisions-Graph



### Student Survey Data on Revision Fall 2015

According to the survey that students responded to before they uploaded their papers to Moodle for the Fall 2015 upload, 42% of respondents revised their paper in response to instructor feedback at least once, 25% of them twice, 18% of them more than two times, and 14% of them did not revise their paper in response to instructor feedback. There were a total of 455 survey responses.

For those respondents that did revise, 35% of them did so from written comments, 15% of them did so from comments related to grading criteria or a rubric, 16% of them did so from line by line editing, 15% of them did do after an in-person discussion, 5% of them did so after an email exchange with the instructor, 12% of them did so after small or whole group class discussion, and 1% of them replied "Other". Here is a sample of what students listed under "Other":

- Writing Center tutor
- Private writing tutor
- Marginal notes
- Had a friend look over notes
- Instructor urged me to dumb down my writing style. I found it very offensive and hence forth wrote like a high school student versus the senior college student that I am.

In response to instructor feedback, 12% of respondents made major changes to their paper, 53% of respondents made mid-level changes, and 35% of respondents made minor changes.

### Student Survey Data on Revision Spring 2016

According to the survey that students responded to before they uploaded their papers to Moodle for the Spring 2016 upload, 35% of respondents revised their paper in response to instructor feedback at least once, 30% of them twice, 17% of them more than two times, and 18% of them did not revise their paper in response to instructor feedback. There were a total of 415 survey responses.

For those respondents that did revise, 35% of them did so from written comments, 16% of them did so from comments related to grading criteria or a rubric, 15% of them did so from line by line editing, 14% of them did do after an in-person

discussion, 5% of them did so after an email exchange with the instructor, 12% of them did so after small or whole group class discussion, and 2% of them replied “Other”. Here is a sample of what students listed under “Other”:

- Another student critiqued my paper
- Peer editing
- Writing Center
- Did not receive instructor feedback

The corrections were very subjective and many times when I made the edits suggested, I was told they were wrong.

In response to instructor feedback, 12% of respondents made major changes to their paper, 55% of respondents made mid-level changes, and 33% of respondents made minor changes.

### **Student Survey Data on Information Literacy Fall 2015**

In response to the question, “Which of these sources did you search or consult to find, evaluate and synthesize information to write your paper?” 32% said a general web search, like Google. Fifteen percent of respondents used a library database, 3% used a librarian, 22% used a professor or instructor, 14% used a peer, and 4% used a writing tutor. Thirteen percent replied either “Other” or that they did not use sources. Here is a sample of what students listed under “Other”:

- Live interviews
- The required books for the course
- Personal experience and travel
- The Bible
- Vectorworks
- Fieldwork

Forty percent of respondents said they integrated sources into their papers by directly quoting a source. Twenty-nine percent said they paraphrased, 27% said that they summarized, and 1% responded with “Other”. Three percent did not integrate sources into their papers. Here is a sample of what students listed under “Other”:

- Content reporting
- Attribution
- Was not necessarily required a set number of sources

### **Student Survey Data on Information Literacy Spring 2016**

In response to the question, “Which of these sources did you search or consult to find, evaluate and synthesize information to write your paper?” 31% said a general web search, like Google. Sixteen percent of respondents used a library database, 1% used a librarian, 21% used a professor or instructor, 14% used a peer, and 5% used a writing tutor. Thirteen percent replied either “Other” or that they did not use sources. Here is a sample of what students listed under “Other”:

- My family helped
- Relevant community expertise
- Wikipedia
- Personal interviews
- Textbook

Forty-two percent of respondents said they integrated sources into their papers by directly quoting a source. Twenty-nine percent said they paraphrased, 26% said that they summarized, and 1% responded with “Other”. Three percent did not integrate sources into their papers. Here is a sample of what students listed under “Other”:

- Numbers

- I wrote about a video, so I referenced the video segments in my analysis

More detailed information and full responses are available for review in Appendix D.

## 2016 Retreat Strengths and Weakness Codes

The 2015 ASCRC Writing Assessment Retreat was the first time student papers were scored for strengths and weaknesses. Scorers were instructed to give a paper a strengths or weaknesses code as a part of a holistic scoring method, so not every paper received a code, and some received more than one. Scorers used the following codes to score papers:

ID = ideas

OR = organization

INF = information literacy

WS = writing style

GUM = grammar, usage and mechanics

The following table shows how many and which codes were used to describe an attribute of a student paper as either a strength or a weakness for the last two scoring sessions:

Year	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
Code	ID	ID	OR	OR	INF	INF	WS	WS	GUM	GUM
Strength	12	17	10	11	7	11	9	11	1	2
Weakness	14	17	13	23	9	15	11	15	14	21

## Retreat Feedback

Feedback from the retreat was overwhelmingly positive, with most volunteers communicating that they loved discussing student papers with colleagues from across a variety of disciplines. Participants seem highly invested in the retreat as a professional development activity and as a way to interact with peers from across campus. Many participants wanted more time to spend on discussing and scoring the anchor and practice papers, as well as the student samples. One participant thought a more thorough introduction that explained the purpose of the retreat more carefully to participants would be useful. Several respondents requested more science writing in the training and in the student sample. Many respondents thought that longer breaks were necessary, and less overall scoring. Last year, there were several complaints about the level of noise and smallness of the room. This year there were none.

## Recommended Action Steps for the UPWA Program

- The Program Coordinator should begin to collaborate with the Writing Committee to cross-reference and analyze the data that has been uploaded to banner for the past two retreats. This data should be tracked over time. Possible questions to ask of the data could be:
  - What is the relationship between ACT/SAT scores and UPWA scores?
  - What trends do we see with students who scored a 1?
  - What trends do we see with students who scored a 4?



- What relationships are there between which high schools the students matriculated from and what their UPWA score is?
  - Are there any discipline specific trends?
  - Etc.
- Consider how to gather more data and more reliable data about student writing.
  - Could the retreat happen twice a year?
  - Could papers be scored electronically throughout the year?
  - How can scorers be calibrated more reliably?
- Continue to develop, simplify and modernize the UPWA data gathering process.

## Appendix A: UPWA Data Management Procedures

### Background Information

The University of Montana University-wide Program-level Writing Assessment (UPWA) provides relevant information about our Intermediate Writing curriculum by assessing and scoring student-revised papers from Intermediate Writing courses. This is done using a Holistic Scoring Rubric. The assessment process offers professional development opportunities for faculty and staff who are committed to improving student writing proficiency at UM.

UPWA assessment data inform important decisions about teaching and learning; therefore, UPWA data should be protected and shared only with appropriate stakeholders. This document provides stewardship procedures for storing and providing access to UPWA data. Any new participant in UPWA data management should be informed of these stewardship policies. This document outlines procedures applicable to UPWA data files.

### Expected Data

Types of UPWA data generated:

Data File	Types of data included	File Name	Format	Access/Storage Location
Moodle Output Files (by retreat)	Student IDs, Essay Codes, Scores, Strength and Weakness Codes, Survey Answers	SpringYearRetreatData Ex: Spring15RetreatData	csv file	UPWA coordinator only/UM Box
Banner Upload Files (by retreat)	Same as above, reformatted for uploading	wpwaSpringYearRetreat Ex: wpwaSpring15Retreat	csv file	UPWA coordinator only/UM Box
Output Files (by retreat)	All data from a single retreat plus data pulled from Banner (e.g., grades, courses, credits earned)	SpringYearRetreatOutput Ex: Spring15RetreatOutput	csv file	UPWA coordinator only/UM Box
Master Files (all retreats)	Data from all retreats plus data pulled from Banner; output file for each retreat will be merged with this file	MasterRetreatOutput	csv file	UPWA coordinator only/UM Box
Master File Stripped	Data from all retreats plus data pulled from Banner;	MasterRetreatOutputStripped	csv file	UM Box

	ALL SENSITIVE DATA STRIPPED			
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**Data Storage, Preservation and Retention**

UPWA data is stored in UM Box,\* which provides a secure location behind a UM login and which allows for varied levels of appropriate access. Other UPWA related files (procedures, communications, etc.) also are stored in UM Box.

The UPWA Program Assistant/Coordinator is responsible for stored data, backup and preservation. The UPWA Program Assistant/Coordinator is also responsible for the overall and day-to-day management of the data.

Data are stored for a period of five years in order to facilitate purposeful, longitudinal benchmarks.

**Data Sharing and Dissemination**

UPWA data must be protected from unauthorized acquisition or disclosure as well as accidental or intentional modification or loss. All sharing of UPWA data will happen in UM Box (e.g., not through email).

The following individuals should have full access (co-owner status) to UPWA data files in UM Box:

- UPWA Program Assistant/Coordinator
- Associate Provost for Dynamic Learning
- Director of the Writing Center

In an effort to ensure UPWA data are used to inform decisions that improve teaching and learning, additional stakeholders may be invited to view UPWA data files. For example, faculty should have access to the annual UPWA report, and other partners may be given access to assist in data analysis.

A co-owner (listed above), may provide access (*but not editing or downloading privileges*) to appropriate audiences. This can happen in two ways:

- A stakeholder may be granted non-editing access to a folder in UM Box. Privileges should be set up so that data may not be changed or downloaded.
- A co-owner can create a url for a specific folder or file. This url can then be sent to stakeholders for viewing of specific files.

**Statement about Privacy and Confidentiality**

The purpose of UPWA data collection is to improve instruction, but the collected data includes potentially-sensitive student information. To ensure minimal exposure to potentially-sensitive information, the UPWA Assistant/Coordinator will remove FERPA-protected information and other individually-identifying information from the files before they are stored in UM Box.

**Statement about Institutional Review of Human Subject Research**

The mission of UM’s Institutional Review Board (IRB) is to ensure the protection of human participants in research, maintain federal regulatory compliance, and facilitate research at the University of Montana. The University's Federal-wide Assurance number is FWA00000078.

UM Policy 460 requires that all projects involving **human subjects research** be approved by the IRB when UM faculty, staff, or students are **engaged** in the research. Grant applications for these projects also must show evidence of IRB approval before they are processed by the Office of Research and Creative Scholarship. Please contact the IRB if you have any questions about your research.

## Resources Consulted

FERPA Exceptions Summary

[http://ptac.ed.gov/sites/default/files/ferpa%20exceptions\\_handout\\_horizontal\\_0.pdf](http://ptac.ed.gov/sites/default/files/ferpa%20exceptions_handout_horizontal_0.pdf)

North Carolina State University Libraries Elements of a Data Management Plan

[http://www.lib.ncsu.edu/guides/datamanagement/how\\_to\\_dmp](http://www.lib.ncsu.edu/guides/datamanagement/how_to_dmp)

University of Nebraska-Lincoln Data Management Plan Template

[http://libraries.unl.edu/images/Services/Data\\_management\\_plan\\_template.pdf](http://libraries.unl.edu/images/Services/Data_management_plan_template.pdf)

University of Montana Institutional Review Board (IRB) for the Protection of Human Subjects in Research

<http://www.umt.edu/research/compliance/IRB/>

University of Montana University-wide Program-level Writing Assessment

[http://www.umt.edu/facultysenate/committees/writing\\_committee/UPWA.php](http://www.umt.edu/facultysenate/committees/writing_committee/UPWA.php)

### \*UM Box tips

- User must be online to use UM Box
- User should install Box for Office (on a PC)
- User should install Box Edit (on a PC or Mac) to be able to edit documents directly in UM Box to ensure only one version exists.
  - To edit directly in UM Box, click on the downward arrow next to the file. Select “Open with ...” Edit the file and save.
- User must be inside a folder before inviting people to that folder
- User must set up his or her UM Box account with @umontana.edu before accessing
- User may share files with people who don't have access to or prefer not to use UM Box by creating a url and allowing “people with a link” to access the file

## Appendix B: UPWA Holistic Rubric

The University of Montana — Missoula

# University-wide Program-level Writing Assessment Holistic Rubric

(Created by the ASCRC Writing Committee, Revised May 13, 2013)

### Learning Outcomes for Approved Writing Courses

1. Compose written documents that are appropriate for a given audience or purpose
2. Formulate and express opinions and ideas in writing
3. Use writing to learn and synthesize new concepts
4. Revise written work based on constructive feedback
5. Find, evaluate, and use information effectively
6. Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
7. Demonstrate appropriate English language usage

### Score 4: Advanced

The texts show a strong sense of purpose and audience. Expression of ideas is articulate, developed, and well-organized. These texts demonstrate a clear ability to synthesize concepts. The texts consistently show the writer's ability to evaluate and use information effectively. Writing style (word choice and sentence fluency) is highly effective for the purpose and audience. The writer is beginning to use discipline-specific writing conventions with general success. While there may be a few errors in grammar, usage, and mechanics, a strong command of English language usage is clearly evident.

### Score 3: Proficient

The texts show a clear sense of purpose and audience. Expression of ideas is generally developed and organized. These texts demonstrate an ability to synthesize concepts. The texts show the writer's ability to evaluate and use information. Writing style (word choice and sentence fluency) is effective for the purpose and audience. The writer is beginning to use discipline-specific writing conventions with uneven success. While there may be some errors in grammar, usage, and mechanics, a competency in English language usage is evident.

### Score 2: Nearing Proficiency

The texts show some attention to purpose and audience. Expression of ideas may be vague, unclear, and/or unorganized at times. These texts demonstrate developing ability to synthesize concepts. The texts reveal the writer's uneven ability to use information; use of information may be insufficient. Writing style (word choice and sentence fluency) is sometimes ineffective for the purpose and audience. The writer shows minimal knowledge of discipline-specific writing conventions. A basic control of English language usage is apparent, even though frequent errors in grammar, usage, or mechanics may occasionally hinder understanding.

### Score 1: Novice

The texts show little understanding of purpose and/or audience. Expression of ideas is confusing, minimal, or irrelevant; the organization is illogical or weak. These texts demonstrate difficulty in synthesizing concepts. The writer's use of information is inaccurate, inappropriate, or missing. Writing style (word choice and sentence fluency) is not effective for the purpose and audience. The writer shows little to no awareness of discipline-specific writing conventions. Severe problems with grammar, usage, and mechanics show poor control of English language and impede understanding.

## Appendix C: Writing Retreat Evaluation

Your name (optional) \_\_\_\_\_

Please respond to this evaluation. Your comments will help the Writing Committee write its 2015 report and will assist in our implementation of next year's University-wide Program-Level Writing Assessment. Thank you.

A. Please check the statement that best reflects your knowledge and experience with writing assessment before this retreat.

\_\_\_ 1. I have created and used rubrics to assess students' writing.

\_\_\_ 2. I knew about rubrics, but have not used them regularly in my assessment of students' writing.

\_\_\_ 3. I did not know about rubrics for assessment of students' writing.

\_\_\_ 4. I use a different method for assessing students' writing. Please describe that method below:

B. Please place a check in the column that represents your opinion.

	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
1. This retreat helped me understand and apply a holistic rubric to students' writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This retreat helped me assess students' writing accurately and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying strengths and weaknesses in students' writing was a worthwhile process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This retreat was a valuable professional development experience for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I would recommend this retreat to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Please write your responses to these 2 items. Feel free to continue your responses on the back of this page.

1. What aspects of this retreat were most useful for you?

2. What might be changed to improve this retreat?