

The University of Montana – Missoula

**University-wide Program-level Writing Assessment (UPWA)
2023 Annual Report**

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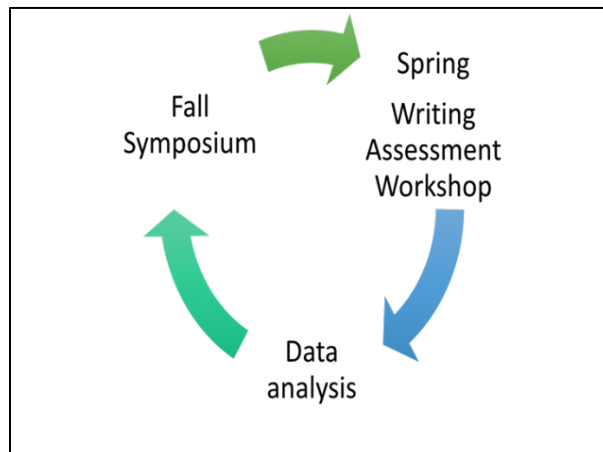
Overview/Background

The University-wide Program-level Writing Assessment (UPWA) assess student writing from Intermediate Writing Courses across the curriculum at University of Montana's Mountain Campus, Missoula College, and Bitterroot College. Intermediate Writing courses are part of the General Education Writing Requirement. Intermediate Writing Course status is awarded by the ASCRC Writing Committee based upon a course application; the proposed course must meet the required Intermediate Writing Course Guidelines (Appendix A).

The UPWA was approved by the Faculty Senate in Fall 2013 and replaced the Upper-division Writing Proficiency Assessment on the UM-Missoula campus. The current assessment provides relevant information about student writing proficiency by assessing and scoring student-revised papers from Intermediate Writing courses using a Holistic Scoring Rubric that was developed locally by faculty members. All sampled papers have come from courses that have Intermediate Writing Course status and because Intermediate Writing Courses are a General Education Writing Requirement, the UPWA offers insight into academic work happening at the heart of students' overall education at UM.

Overview of the UPWA Annual Cycle

The annual UPWA cycle is one of the things that helps make it a unique writing assessment in higher education. The annual cycle consists of three core overlapping elements that allow us to collect and observe timely data. Over the course of each academic year, there are two submission periods for student work (the end of fall and spring semester), a spring Writing Assessment workshop, and a fall Writing Symposium.



Spring and Fall Student Participation Overview

At the end of each fall and spring semester, all students in Intermediate Writing (IW) courses take a short survey and submit their work to the UPWA via a secure Submittable link. The success of this part of the process relies heavily on bridge-building, campus collaboration, and communication between the UPWA Coordinator, the course instructors, and the students. Communication about the UPWA begins two weeks before the semester begins, when the coordinator reaches out to all IW teachers to 1) let them know they are teaching an IW course, 2) offer background and links to information about the UPWA, 3) share instructional resources, 4) share language for them to include on their syllabi and Moodle page.

By mid-semester, the coordinator creates a survey and a new submission form in Submittable; each semester has a unique submission link for tracking purposes, but the survey and submission language are identical. The submission portal assigns a code to each paper so that samples can be reviewed confidentially. Toward the end of the semester, the coordinator receives a list of student emails from the IW courses from the Registrar's Office and sends the students a short, friendly email about the upcoming UPWA submissions deadline.

Because we encourage students to submit revised work, the submissions link is opened two weeks before the end of the semester and left open until one month after classes have ended. During this time, the coordinator

writes back and forth with students who have questions or issues with their submissions, and sends a series of reminders as the deadline for submissions approaches.

Annual Spring Writing Assessment Workshop Overview

The Spring Writing Assessment Workshop (WAW) is a pedagogical conversation about writing that is facilitated through a lens of professional development and which results in data for the UPWA. In order to prepare for the assessment workshop, the UPWA Coordinator chooses a selection of essays through the use of a random number generator. The coordinator then reviews each selected work and removes submissions that identify the student, course, or instructor in any way.

The WAW is a regional day-long assessment workshop open to faculty, new writing teachers, graduate teaching assistants, high school teachers, and dual enrollment teachers. Following a brief norming session, and hearty, cross-disciplinary conversations, participants independently and then collectively score and code the writing, resulting in data that can make observations about writing practices in Intermediate Writing courses at UM. Analysis of quantitative and qualitative data from the WAW then guides the development of the Fall Writing Symposium, a faculty development event focused on practical problem-solving in the higher education writing classroom.

Annual Fall Writing Symposium Overview

The Annual Fall Writing Symposium is designed to foster a shared conversation about the teaching of writing across disciplines. Specifically, the topic each fall is drawn from observations and insights from the previous spring's workshop and subsequent analysis of the scoring data. The explicit goal of the event is to find practical applications for locally generated questions about writing. For example, if the UPWA data shows a trend toward weakness in organization, the Fall Symposium will focus on how to teach organization. If the data shows weakness in information literacy, the Fall Symposium will teach instructors how to understand, teach, and assess the Information Literacy outcomes. Although the Fall Symposium always attends to one specific question, the power of the event lies in the diverse, cross-campus conversations that feed into more general philosophical and logistical questions about writing in higher education.

2022-2023 UPWA Cycle

Each UPWA cycle spans parts of three academic years. The fall symposium is built from the previous spring's assessment workshop, which draws from papers submitted at the end of the two most recently completed semesters. Here, the Fall 2022 symposium stems from the Spring 2022 Workshop, which drew from papers submitted at the end of Spring 2021, and Fall 2021. The Spring 2023 Workshop drew from papers submitted at the end of Spring 2022 and Fall 2022, and will inform the Fall 2023 Symposium.

2022 Fall Writing Symposium

Data analysis of the qualitative data and feedback from the spring 2022 UPWA workshop indicated that students were excelling with ideas and paragraph-level organization but struggling with writing introductions, conclusions, and transitions. Therefore, the fall 2022 event focused on teaching instructors about why issues with big-picture, structural organizational moves arise and how instructors can strengthen their teaching in that area.

The 9th annual Fall Writing Symposium, *Introductions, Conclusions and Transitions*, was held on Friday, November 4th from 12-1:30 pm. The three explicit goals of this workshop were for instructors to: 1) consider introductions and conclusions broadly as conventions of western academic writing; 2) think about introductions and conclusions work in specific disciplines/genres; and 3) reflect on how introductions and conclusions work in their specific assignments.

The symposium included 11 participants from Pharmacy Practice, Missoula College, Geosciences, the Experiential Learning and Career Success, Social Work, Anthropology, the Writing Center, Office of Student Success, and Humanities and Sciences, with several others requesting the details and information from the event. Following the event, all teachers of Intermediate Writing received a PDF copy of the handout and slides from the symposium.

2023 UPWA Data

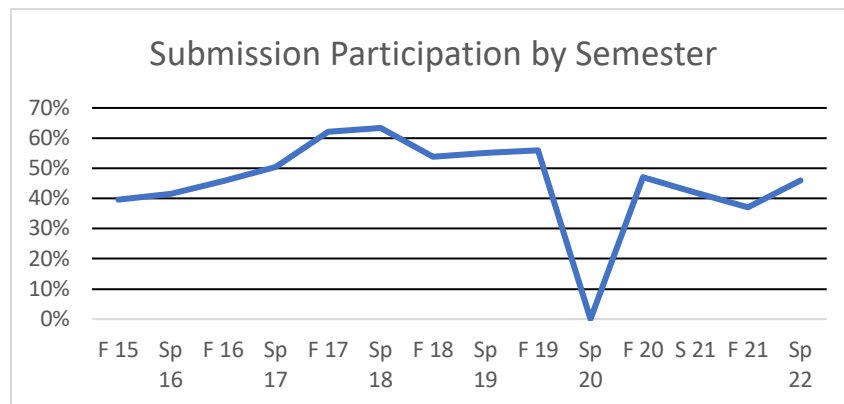
2023 Spring Writing Assessment Workshop Process Overview

In the spring of 2023, the Spring Writing Assessment Workshop cautiously (and hopefully) reverted back to pre-pandemic processes. The previous three years of assessment process had been adapted due to software migration and pandemic impacts and had included only a small group of experienced scorers. And while their insights were gratefully welcomed and offered observations that allowed us to continue an uninterrupted conversation about writing at the intermediate level, the Writing Committee voted to try to host a day-long, in-person scoring event in order to more fully embody the spirit of full-scale professional development for instructors of writing.

2022-2023 Submission Participation

During the fall of 2022, 45 instructors from 14 programs taught 38 sections of Intermediate Writing. In the spring of 2023, 33 instructors from 12 programs taught 43 sections of Intermediate Writing. While broad disciplinary stratification lends itself to strong cross-campus connections, it can also lead to pedagogically isolating situations; many people teaching Intermediate Writing courses do not have colleagues in their department with whom to collaborate, share, or problem-solve. In recent years, these faculty were more pointedly invited to the Fall Writing Symposium and Spring Writing Assessment Workshop.

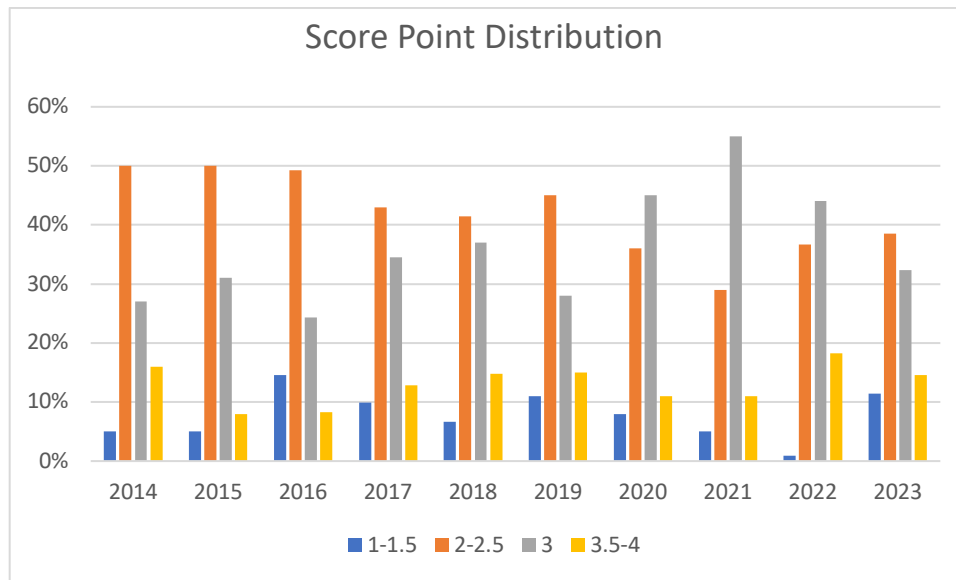
In the spring 2022, 52% of students in Intermediate Writing courses submitted work to the UPWA. During the fall of 2022, 37% of students in Intermediate Writing courses submitted work to the UPWA.



2014-2023 Scoring Percentage Comparison

At the Writing Assessment Workshop, scorers read each sample essay and give it a score between one and four. A score of one represents novice-level work while a four represents advanced-level work. The complete UPWA scoring rubric is available in Appendix D.

Score Point	% of sample									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1-1.5	5%	5%	14.58%	9.86%	6.67%	11%	8%	5%	0.90%	11.46%
2-2.5	50%	50%	49.30%	42.96%	41.48%	45%	36%	29%	36.70%	38.54%
3	27%	31%	24.30%	34.51%	37.04%	28%	45%	55%	44%	32.29%
3.5-4	16%	8%	8.30%	12.86%	14.81%	15%	11%	11%	18.30%	14.58%



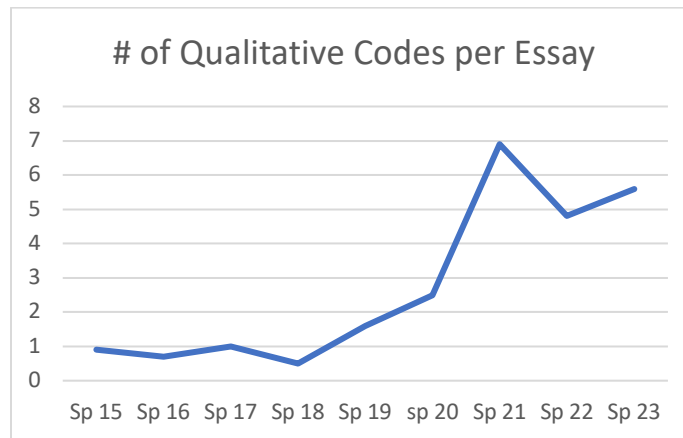
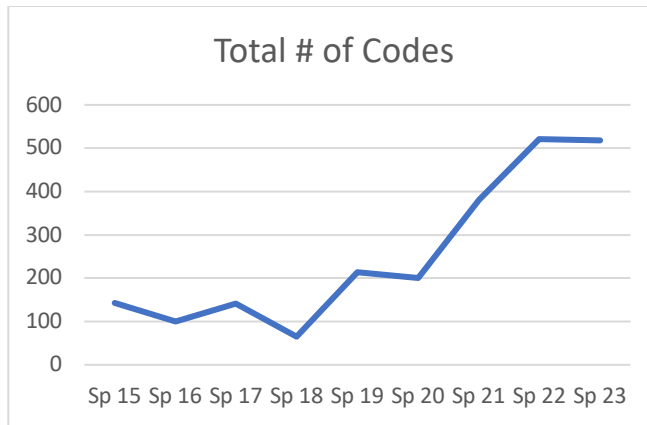
Over time, these distributions have held to a relatively regular bell curve. Between 2014 and 2019, the trend was moving toward more students scoring in the 3-4 range. The data from 2020 and 2021 show an interruption in that trend at both the lowest and highest score points. The papers in the lowest category showed positive improvement, moving from 11% to 8% to 5%, which demonstrates the fewer students were writing at the lowest threshold. However, in 2020 and 2021, fewer essays were scored as a four; the percentage dropped from 15% to 11% in 2020 and stayed there in 2021. Some of this shift may be attributable to Covid interruptions to school in general. In 2021 and 2022, the shifts at the high and low ends were also notable. Less than 1% of students (specifically, only one paper of the 109 scored) received the lowest score. Conversely, 18% received a score of four, which is the highest percentage of four scores in the history of the UPWA.

In 2023, the score point distribution returned to pre-Covid patterns with the most student papers scoring in the 2 and 3 range. It is possible that the some of the change in score point distribution was connected to the shift in the group of scorers. In 2021 and 2022, the scorers were a small group of long-term, experienced scorers. In 2023, the process returned to training new scorers during the scoring event.

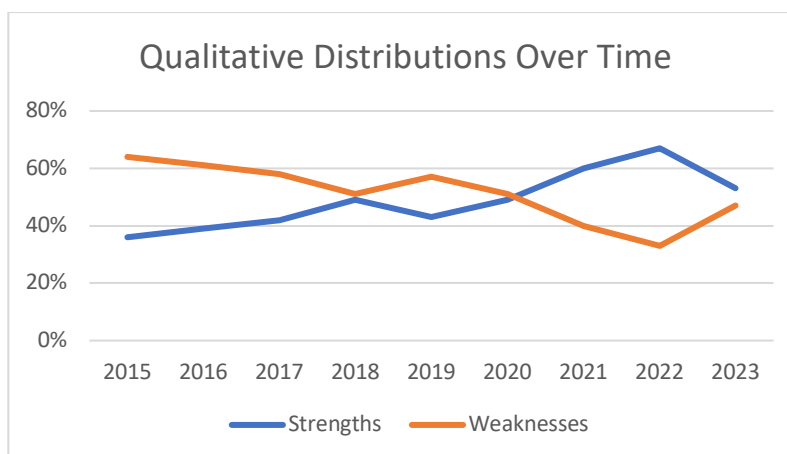
2023 Qualitative Data

At each Writing Assessment Workshop student papers are coded for strengths and weaknesses. Scorers are instructed to give a paper a strengths or weaknesses code as a part of a holistic scoring method. Not every paper receives a code (scorers can choose “none” if they do not see a strength or weakness), and some receive more than one code. Scorers are instructed to add these comments when something stands out to them in the writing. Scorers use the following codes to score papers: ideas (ID), organization (OR), information literacy (INF), writing style (WS), and grammar, usage, and mechanics (GUM).

In 2023, the number of codes across reviewers stayed steady, but the number of comments per essay increased slightly.



We review the number of codes and the number of codes per essay because the behavior of assigning codes offers possible insight into the kind of attention scorers use while reading essays. Over a span of years, the qualitative comments have not demonstrated the same equanimity in observation from scorers. The table below shows the distribution of strength and weakness codes for the last seven scoring sessions. In 2015 and 2016, scorers were very dominantly commenting on the weaknesses in student writing. By 2018, the distribution of comments also moved toward 50/50, however, in 2018 there were the lowest number of comments made – only one comment per every two essays (though they had a good balance of strengths and weaknesses). By 2020, scorers were making an average of 2.5 comments per essay and the distribution of those comments was approaching 50/50. By 2021 and 2022, the trend had fully reversed, with more strengths noted than weaknesses. . In 2023, qualitative distributions began to converge once again, perhaps mirroring the score point trend that included more papers in the 2-3 range.



Collectively, this data suggests that some important things are beginning to happen for the overall character of writing instruction at UM. Not only are scorers demonstrating a consistent ability to use a holistic rubric to assign a numerical score, but the dramatic rise in qualitative comments also speaks to their ability to identify writing concepts at work within student writing – and they are noticing strengths in the work as well as weaknesses. When teachers are able to use consistent language to describe what works well and what doesn't work well in student writing, they are more likely to offer clear direction for revision. Clear direction not only makes it more likely that a student will revise the paper, but (perhaps unexpectedly) it also improves the morale of the teacher, who would also like to see strength and revision in their students' work. During the past two years, the rich experience of the scorers could have also impacted this increase; these readers have spent many Writing Assessment Workshops learning to identify the strengths of a piece of writing.

2023 Student Survey Data

Because drafting, feedback, and revision are at the heart of a strong writing process, these practices are structured into the requirements of all Intermediate Writing courses at the University of Montana. Intermediate Writing courses require the instructor and students to commit to feedback and revision in writing throughout the course. In order to submit work to the UPWA, students first take a brief survey that asks them to comment on classroom activity, use of campus resources, and their ideas about writing. The list of survey questions can be found in Appendix B. The results discussed in this section cover all 283 student submissions.

Revisions

Instructors of Intermediate Writing courses agree to require revision as part of the course. Students are asked to submit a piece of writing that has been revised, but we cannot know for sure whether they are, in practice, required to revise, or if the writing they submit has actually been revised. Data from the survey shows that in 2023 97% of students report that they revised the writing they submitted for assessment. 69% reported revising more than once before submitting their work.

# of Revisions	2017	2018	2019	2020	2021	2022	2023
Once	32%	42%	34%	N/A	N/A	28%	31%
Twice	11%	24%	33%			28%	33%
2+	18%	20%	19%			41%	34%
None	39%	13%	12%			3%	2%

Feedback from Instructor

Instructors of Intermediate Writing classes agree to offer feedback on writing that will help guide students toward revision. Results from the survey show that in 2023, 93% of students received comments from their instructor on their writing and that 98% revised their writing at least once.

Library Resources and Writing & Public Speaking Center

Students are not required to use the Library Resources or the Writing & Public Speaking Center, however, because these resources are often integrated into course requirements at all levels at UM, the Writing Committee was curious about what confidential, self-reported data might show about student behavior. Results from the survey show that 38% of the students used library resources (e.g., electronic database, library website, librarian assistance) and 8% visited the Writing & Public Speaking Center. (This percentage, a drop from the year before, could be in response to a rise in Writing Center workshops conducted in Intermediate Writing courses. Next year, this survey question will likely be changed to “connected with the Writing & Public Speaking Center” because many received support from the Writing Center without physically visiting the space.)

Students' Ideas about Writing

Research in Writing Studies reveals that student beliefs about writing can be a powerful influence on their academic behaviors. The next set of survey questions explore these students' beliefs about academic writing and their own writing in academic spaces. Results from the survey show that 93.5% of students believe that revision is an important part of the writing process. Their thoughts on the importance of ideas versus spelling were, as we expected, split, with 37% of students saying that ideas are more important, 19% saying that spelling is more important, and 44% saying the answer is "somewhere in between." 70% of students were able to write about a topic related to their major or a topic of personal interest, which points to the wide variety of courses offered as Intermediate Writing Courses – and it is a nod to the fact that many of those courses allow students to choose the topic of their writing. Finally, 90% of the students felt that their writing was stronger at the end of the semester.

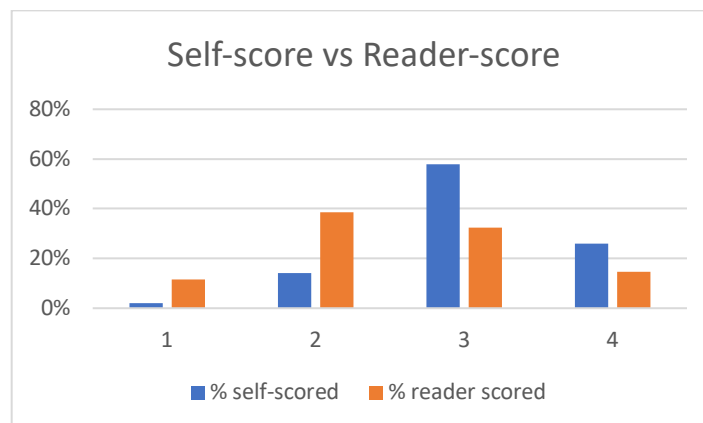
Students' Self-Score Comparisons

The final question of the survey asked students to give their writing a score. Their options were:

- (1) Weak: I don't think this is the best work, but this is what I have right now.
- (2) OK: I think this work meets the expectations, but it's not my best writing.
- (3) Good: I'm satisfied with this work, but I can think of specific ways I could have improved it.
- (4) Great: I'm happy with this work. I cannot think of other specific ways I could have improved it.

This data becomes more interesting when it is compared with the actual scores the students received. Data show that students underestimated themselves at the lower score levels (at 1 and 2) and overestimated their abilities in the upper score levels (at 3 and 4).

Score	% self-scored	% reader scored
1	2%	11.46%
2	14%	38.54%
3	58%	32%
4	26%	14.58%



Major Takeaways

In two major ways, the 2022-2023 assessment cycle offered a return to pre-pandemic results:

- The main professional development avenues (the Spring Writing Assessment Workshop and the Fall Writing Symposium) returned to in-person facilitation (though the Symposium was offered in a hybrid face-to-face/zoom format).
- The score point distribution left its anomalously strong position from the Spring of 2022 (which showed score points 3 and 4 as the most common) and returned to a more expected curve that made score points of 2 and 3 the most common.

In other ways, the survey results from the 2023 cycle echoed important information from 2022 about student mindsets and behaviors around writing. We learned that:

- 93% of students received feedback from their instructor
- 98% of students revised their papers at least once.
- 93.5% of students recognized the value of revision in some way
- 70% were able to write about topic related to something of interest to them
- 90% felt that their writing improved in some way over the course of the semester.

Looking Toward the Future

During the 2023-2024 assessment cycle, we look forward to continuing to make the most of working with Submittable. The process works well for submitters, but has some kinks to smooth out on the administrative/scoring side. We look forward to a Fall 2023 Symposium on Information Literacy, which will likely include support for teaching strategies for finding, integrating, and citing sources, as well as reflecting on the role of generative writing tools in the writing classroom.

Finally, we plan to continue the in-person, communal Spring Writing Assessment Workshop event that allows for the kind of scholarly discourse and easy collegial interaction we have all enjoyed over the years. The event was incredibly well-received and led to ongoing conversations about teaching and assessing writing at the undergraduate and graduate level. As always, we will continue to revisit our vision and refine our processes in order to more fully meet the evolving needs of the students and instructors at the University of Montana.

Appendix A: Writing Course Guidelines

The University of Montana – Missoula



Number:	202.50
Procedure:	Writing Course Guidelines
Date Adopted:	11/13/08
Last Revision:	4/9/09 (8/12/15)
References:	
Approved by:	Faculty Senate
Appendix:	FAQs

I. Overview

The ability to write effectively is fundamental to a liberal arts education, essential to academic inquiry, and important for student success in academic, professional, and civic endeavors. Composition and writing courses at The University of Montana (UM) help students become adept at writing for a variety of audiences and purposes. Effective writing both strengthens and is strengthened by an understanding of critical thinking and information literacy. Students should learn to use writing as a means of finding, synthesizing, analyzing, and evaluating information, retaining course material, and using that information and material in order to form and express coherent thoughts and arguments.

Writing Requirements for Graduation

To fulfill the writing requirements at UM and to demonstrate writing proficiency, students should satisfy the following four requirements in order:

1. Introductory College Writing

2. Intermediate College Writing

3. Advanced College Writing

The Advanced College Writing requirement can be fulfilled using the following options:

- One advanced college writing course (numbered 300-400), with a grade of C- or better defined by the department and approved by the ASCRC Writing Committee, or
- An advanced college writing expectation defined by the department and approved by the ASCRC Writing Committee

A. Introductory College Writing Course

The Composition Program seeks to advance the University's mission to pursue academic excellence in the context of writing instruction. Introductory College Writing Courses facilitate students' achievements in exploring and enacting rhetorical knowledge; critical thinking, reading, writing and research processes; and knowledge of conventions. Writing is a powerful means of purposeful inquiry, communication, and action in the classroom and in the world. (For current information, see: <http://www.cas.umt.edu/english/composition/curriculum.htm>.)

B. Intermediate College Writing Course

These courses use informal and formal writing to enhance writing skills and promote critical thinking in content areas. Information literacy is integrated into all general education courses approved for Group I: English Writing Skills. Students are required to complete Introductory College Writing, unless exempted, prior to taking An Intermediate College Writing Course.

C. Advanced College Writing Requirement by the Major

This writing requirement typically focuses on the student's major area of study. For this reason, faculty members within specific disciplines develop courses or expectations *based on the conventions for research, analysis, and writing in their field.*

Types of Acceptable Writing Tasks

Writing tasks may include formal and informal, graded and ungraded, and in-class or out-of-class exercises. The range of possible writing tasks includes journal entries, case studies, blogs, e-portfolios, hypertext, lab reports, free writing, annotated bibliography, essay, analyses, proposals, abstracts, reviews, field notes, electronic postings, research papers, or proofs. For more ideas, contact the [Writing Center](#).

II. Guidelines

Writing requirements establish a logical progression of development as students move through the college curriculum. Therefore, intermediate and advanced college writing courses have different outcomes. The courses are reviewed and approved by the Writing Subcommittee and Academic Standards and Curriculum Review Committee (ASCRC). Proposals for all writing courses and expectations should specifically address how they will achieve the learning outcomes. Faculty who propose writing courses or are assigned to teach departmental courses are encouraged to seek guidance from the Mansfield Library, the Writing Center, and other campus resources. Specifically, collaboration with library faculty is encouraged for addressing information literacy. Departments will determine the criteria for graders, if used.

A. Intermediate College Writing Courses

Students should plan to take the intermediate college writing course after completing the introductory college writing course and prior to taking the advanced writing course specified by their major. Upon completing the intermediate writing course, students should understand writing as means to practice academic inquiry and demonstrate the ability to formulate and express opinions and ideas in writing. Upon completing the intermediate writing course, the student should be able to:

1. Learning Outcomes

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

2. Requirements for Approved Writing Courses*

Instructors must:

- Limit enrollment to 25 students per instructor or grader (FAQ 8)
- Identify course outcomes in the syllabus
- Provide students with detailed written instructions, including criteria for evaluation, for all formal writing assignments (FAQ 3)
- Provide adequate instruction and require students to write frequently for specified audiences, purposes, and genres
 - Formal or informal
 - Graded or ungraded
 - In-class or out-of-class
- Provide feedback on students' writing and require students to revise and resubmit at least one formal writing assignment (FAQ 3)
- Require each student individually to compose at least 16 pages of writing for assessment(FAQ 5/6) over the course of the semester
- Base a significant portion (at least 50% of a 3 credit course or equivalent hours) of the course grade on student performance on writing assignments (FAQ2)
- Incorporate information literacy into learning outcomes, instruction, and assignments

* Proposals requesting approval for writing courses that do not meet the requirements should include justifications for these changes that address how learning outcomes will still be achieved.

B. Advanced College Writing Requirement

The advanced college writing requirement is defined for the major and may be met by either a course or an expectation as articulated by the program. Upon completing the advanced writing requirement, students should be more active, confident, and effective contributors to a body of knowledge and should understand the ethical dimensions of inquiry. Upon completing the advanced college writing requirement, the student should be able to:

1. Learning Outcomes

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

2. Requirements for advanced College Writing Courses*

Instructors must:

- Limit enrollment to 25 students per instructor or grader (FAQ 8)
- Identify course outcomes in the syllabus

- Provide students with detailed written instructions, including criteria for evaluation, for all formal writing assignments (FAQ 3)
- Provide students with tools and strategies for effective writing and editing in the major
- Require students to write frequently for specified audiences, purposes, and genres
 - Formal or informal (FAQ 4)
 - Graded or ungraded
 - In-class or out-of-class
- Provide feedback on students' writing and require students to revise and resubmit at least one formal writing assignment (FAQ 3)
- Require each student to individually compose at least 20 pages of writing for assessment (FAQ5/6) over the course of the semester
- Base a significant portion (at least 50% of a 3 credit course or equivalent hours) of the course grade on student performance on written assignments(FAQ 1)
- Incorporate information literacy into learning outcomes, instruction, and assignments

3. Requirements for Advanced College Writing Requirement not fulfilled by a Course**

- This approach to fulfilling the advanced college writing requirement should be designed to produce learning outcomes similar to those described for advanced college writing courses.

* Proposals requesting approval for advanced college writing that do not meet the requirements should include justifications for these changes that address how learning outcomes will still be achieved.(FAQ 9)

** Proposals requesting approval for advanced college writing that are not fulfilled by a course or combination of courses must clearly articulate how the learning outcomes will still be achieved.

Appendix B: Student Survey Questions

I received feedback from my instructor on my writing submission.

- True
- False

How many times did you revise this paper?

- Once
- Twice
- More than two times
- I did not revise in response to my instructor's feedback

I used library resources (e.g., electronic database, library website, librarian assistance) for this writing.

- True
- False

I worked with the Writing and Public Speaking Center to support my writing.

- True
- False

Revision is an important part of the writing process for me.

- True
- False
- Something in between

When I turn in writing, my ideas are more important than my spelling.

- True
- False
- Something in between

The subject of my writing submission is connected to my major or is a topic of personal interest.

- True
- False
- Something in between

This writing submission is stronger than my writing from earlier in the semester.

- True
- False
- Something in between

Appendix C: 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 D: 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

Data Storage, Preservation and Retention

UPWA data is stored in Submittable cloud storage, 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
- Vice Provost for Academic Affairs
- 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

North Carolina State University Libraries Elements of a Data Management Plan

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

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

***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