

University-wide Program-level Writing Assessment (UPWA)

Annual Report for the Spring 2017 Writing Assessment

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Contents

Overview	3
Historical UPWA Analysis	3
Participation	3
Score Point Analysis	3
High Score Analysis.....	4
2017 Program Model Advances	5
Writing Assessment Workshop	5
Small Group Writing Assessment (Pilot).....	5
2016 Fall Writing Symposium.....	5
2017 ASCRC Spring Writing Assessment	6
Student Sample Collection Participation Rates	6
2017 ASCRC Writing Assessment Workshop Participant Information	6
2014-2017 Scoring Percentage Comparison	7
2017 Retreat Strengths and Weakness Codes	7
Writing Assessment Workshop Participant Feedback.....	7
2017 Moodle Survey Data	8
Student Survey Data on Revision Fall 2016	8
Student Survey Data on Revision Spring 2017	8
Student Survey Data on Information Literacy Fall 2016.....	8
Student Survey Data on Information Literacy Spring 2017	9
2017 ASCRC Small Group Writing Assessment (Pilot)	9
Appendix A: UPWA Data Management Procedures.....	11
Appendix B: UPWA Holistic Rubric	14
Appendix C: Writing Retreat Evaluation.....	15

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. The Spring 2016 was the second of this iteration, and the first to utilize two semesters worth of student samples. The Spring 2017 UPWA also drew from two semesters of student samples.

One of the core goals of the UPWA is cross-campus collaboration at all possible points in the assessment process. The coordination of the Spring 2017 UPWA was accomplished through the contributions of many people. Sherill Brown, Chair of the ASCRC Writing Committee, provided leadership throughout the process. Nathan Lindsay, Associate Provost, provided institutional support. Doug Raiford, a retired computer science professor and former member of the Writing Committee, provided a download program that helped tremendously with this year's process improvements. Amy Kinch of Faculty Development facilitated the registration process for participants. Nancy Clouse from UMOOnline offered technical advice and support for the faculty and student Moodle shells. Amy Ratto Parks, UPWA Coordinator, facilitated communications with writing faculty, monitored and encourage student uploads, recruited for the retreat, prepared retreat documents, coordinated logistics for the retreat and facilitated the event. Ratto Parks also coordinated the Fall Writing Symposium, piloted the Small Group Assessment, and authored the final report.

Historical UPWA Analysis

Participation

Analysis of the Spring 2016 UPWA data showed a 4% decrease in student participation. Submission data were reviewed to explore possible sources of the decreased participation. Analysis showed evidence that while some programs demonstrate stronger participation than others, nearly all programs show evidence of support of and participation in the UPWA. Only two courses showed 0% participation; those two courses were taught by visiting or adjunct faculty who were likely unaware that they were teaching a course with the Intermediate Writing designation.

Further analysis showed that there were 38 teachers from 17 programs teaching 53 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. These faculty were more pointedly invited to the Fall Writing Symposium and Spring Writing Assessment Workshop.

Score Point Analysis

In the UPWA model, student essays are scored on a four-point scale (see Appendix B). Analysis of Spring 2016 UPWA data was conducted to create the groundwork for future trend analysis.

Score Point	% of total sample	GPA
1-1.5	14.58%	2.94
2-2.5	49.30%	3.18
3	24.30%	3.39
3.5-4	8.30%	3.79

Path INTO Spring 2016			
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IW Course			
Score point	101	AP credit	Transfer Credit
1-1.5	81%	4.70%	14.30%
2-2.5	57.80%	9.80%	32.40%
3	51.40%	25.71%	20%
3.5-4	58.30%	33.30%	8.30%

Spring 2016 IW Grades						
Score point	A	B	C	D	W	MG
1-1.5	52.20%	34.80%	8.70%	4.30%	0.00%	0.00%
2-2.5	49.30%	38%	30.40%	1.40%	0.00%	1.40%
3	65.70%	22.80%	5.70%	2.80%	2.80%	0%
3.5-4	75%	16.70%	8.30%	0%	0%	0%

High Score Analysis

Members of the ASCRC Writing Committee had also asked for an exploration into the small group of essays that receive the highest scores of 3.5 or 4.

Major Finding: Only 12 out of 144 essays (8.39%) scored a 3.5 or 4.

Major Finding: The students who scored high had done *a lot* of writing at UM. At the time of this assessment, most of these high scoring students (9/12) had taken more than one Intermediate Writing (IW) or Advanced Writing (AW) course. For detail:

- 3 students took 1 IW course (the one from which their writing was assessed).
- 2 had taken 2 IW or AW courses.
- 3 took 3 IW or AW courses.
- 3 took 4 IW or AW courses.

Other characteristics

- **Major:** Two students were English majors. 10 students had different majors (THTR, SOC, WBIO, PRTV, HHP, PPHA, COMM, PJRN, CSD, ANTH).
- **Hours attempted/Hours earned:** As a group, the 12 students 95.56% completion rate for hours taken/earned.
- **GPA:** The sample had an average 3.79 GPA.
- **Prior to their Spring 2016 Intermediate Writing course:**
 - 7 students took 101 and earned an A or A-
 - 4 students took an AP course and earned credit
 - 1 student transferred in credit
- **Spring 2016 Intermediate Writing Courses represented in this group:**
HONR (3), LIT (3), AAS (1), ANTY (2), WRIT (1), CSCI (1), JRNL (1)
- **Grades Received in the Intermediate Writing course:** 9 A's, 2 B's, 1 C.
- **Other information:**

- 5/12 were male students.
- 7/12 were female students.
- 6/12 were First Generation college students
- All we US citizens.

2017 Program Model Advances

In response to feedback from attendees of the previous retreats and data analysis from the 2016 UPWA, the 2017 UPWA piloted revisions to the scoring approach. Attendees of previous retreats have consistently requested more background and context, more time to norm their scoring, and more time to read. Analysis of previous retreat information also shows that instructors of the Intermediate Writing courses rarely attend the assessment retreat. Since our goal is to connect the assessment to the way writing is taught in the classroom, it is important to connect course instructors to the assessment scoring. Therefore, the 2017 assessment included two assessment sessions: one for readers who were new to writing assessment and the UPWA model and one for readers experienced with writing assessment and the UPWA model. Results from both assessments are included in this report.

Writing Assessment Workshop

The basic structure of the previous model (referred to as the “UPWA Retreat”) was preserved, but the new Writing Assessment Workshop was tailored to readers who were new to writing assessment and/or the UPWA model. Specifically, this day-long assessment retreat was geared toward new faculty, new writing teachers, graduate teaching assistants, high school teachers, and dual enrollment teachers. The revised model offered more context about the writing being assessed, more time for norming scorers, and a slower pace for reading student essays.

Small Group Writing Assessment (Pilot)

In order to gain more insight into the student writing samples, the Coordinator of the UPWA piloted a separate assessment for readers who brought experience in writing instruction and assessment. People with previous UPWA workshop experience and instructors of Intermediate Writing courses at UM were specifically invited to the half-day session. Readers in the Small Group Writing Assessment were presented with essays previously scored at the Writing Assessment Workshop, which was held two weeks prior. The readers were asked to make observations about the strengths and weaknesses of the essays rather than assign them a numerical score from the UPWA rubric.

2016 Fall Writing Symposium

The third annual Fall Writing Symposium was held on Wednesday, November 3. The Writing Symposium is an annual gathering designed to foster a constructive shared conversation about the teaching of writing across disciplines. Specifically, the topics of this year’s conversation were derived from the findings of the Spring 2016 UPWA. Analysis of the UPWA findings showed that students in Intermediate Writing Courses at UM struggled to express their ideas in an organized fashion. It also showed that students who revise their work submitted stronger writing samples.

Based on the UPWA findings, Symposium attendees were asked to reflect upon and discuss their difficulties, strategies, and successes with teaching revision and organization in their classes. There were 30 attendees this year. The group was comprised of a strong-cross section of writing instructors at UM; it included faculty, lecturers, staff, and graduate students from 19 different disciplines and programs (Anthropology, Maureen and Mike Mansfield Library, Pharmacy Practice, Biological Sciences, English, Health and Human Performance, Applied Arts and Sciences, Journalism, Writing Center, Liberal Studies, Intercollegiate Athletics, Economics, History, Forestry Management, African American Studies, Curriculum and Instruction, and Theater and Dance).

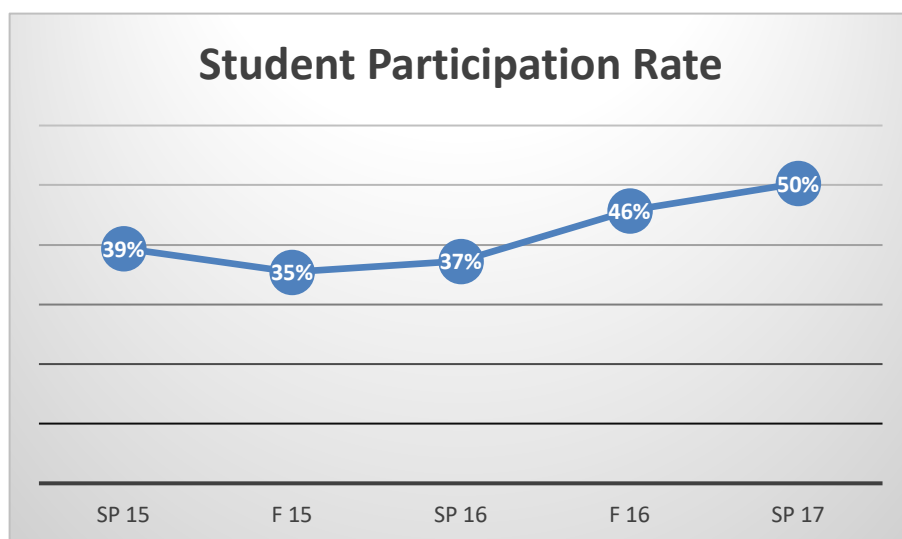
The beginning of the Symposium included a panel of students who talked about their experiences as writers at UM. The students shared their ideas about organization and revision in their writing, then took questions from the faculty. Afterward, faculty moved into breakout discussion groups in order to respond to questions raised in the panel and to explore their experiences teaching organization and revision. At the end of the event, each group shared their favorite

strategy for teaching writing and made a plan to compile resources for everyone to explore. Throughout the event assigned faculty members were recording notes about the discussion topics, questions, and strategies. In the weeks following the event, an edited compilation of these notes was distributed to all attendees.

2017 ASCRC Spring Writing Assessment

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. The Spring 2017 assessment showed the strongest students participation to date. In the fall of 2016, 953 students in 54 courses submitted 436 writing samples for a participation rate of 46%. In the spring of 2017, 924 students in 48 courses submitted 465 writing samples for a participation rate of 50%. Overall, the 2016-2017 assessment cycle showed 13% growth in student participation.



2017 ASCRC Writing Assessment Workshop Participant Information

The ASCRC Writing Assessment Workshop is a day-long workshop designed to meet multiple purposes: to teach participants the basics of formal writing assessment, to encourage cross-disciplinary and cross-institutional collaboration and connection, and to gather data and information about the kinds of writing happening in Intermediate Writing Courses at UM. Participants learned how to apply the Holistic Scoring Rubric accurately, consistently, and efficiently to student papers.

The Spring 2017 Writing Assessment Workshop was held at the UM Canyon Club. The workshop was attended by 38 volunteer faculty, staff, and graduate students from 21 different programs at UM-Missoula, Bitterroot College, Missoula College, and as well as 5 teachers from local and regional high schools who teach AP, IB, and dual enrollment courses. Participants represented a variety of disciplines including Athletics, Wildlife Biology, Physical Therapy, Curriculum and Instruction, Educational Leadership, English, UM Graduate School, Geosciences, Library, Linguistics, Pharmacy, Sociology, Theater, and the Writing Center. They scored 142 papers in the course of the workshop.

2014-2017 Scoring Percentage Comparison

At the Writing Assessment Workshop, each sample essay is read by 3-5 readers and receives a consensus score from the group. The complete UPWA scoring rubric is available in Appendix B.

Year	Score 1-1.5	Score 2-2.5	Score 3	Score 3.5-4
2014	5%	50%	27%	16%
2015	5%	50%	31%	8%
2016	7%	50%	25%	9%
2017	14.58%	49%	24.30%	8.30%

2017 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: ideas (ID), organization (OR), information literacy (INF), writing style (WS), and grammar, usage, and mechanics (GUM). 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 three scoring sessions.

ID	Year	2017	2016	2015
	Strength	17	12	17
	Weakness	23	14	17

OR	Year	2017	2016	2015
	Strength	17	10	11
	Weakness	20	13	23

INF	Year	2017	2016	2015
	Strength	9	7	11
	Weakness	17	9	15

WS	Year	2017	2016	2015
	Strength	14	9	11
	Weakness	12	11	15

GUM	Year	2017	2016	2015
	Strength	3	1	2
	Weakness	10	14	21

Writing Assessment Workshop Participant 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 workshop as

a professional development activity and as a way to interact with peers from across campus. In the past many participants wanted more time to spend on discussing and scoring the anchor and practice papers, as well as the student samples, but this year there were no complaints about the pace. Many respondents were excited by the inclusion of high school teachers. There were several comments that questioned the purposed of using a rubric to assess writing in this way, wondering instead if it wouldn't be more useful to discuss the writing in a more narrative fashion. Some questioned whether or not we needed so much time while others were appreciative of the immersion into the topic.

2017 Moodle Survey Data

Student Survey Data on Revision Fall 2016

According to the survey that students responded to before they uploaded their papers to Moodle for the Fall 2016 upload, 32% of respondents revised their paper in response to instructor feedback at least once, 11% of them twice, 18% of them more than two times, and 39% of them did not revise their paper in response to instructor feedback.

For those respondents that did revise, 31% of them did so from written comments, 7% of them did so from comments related to grading criteria or a rubric, 18% of them did so from line by line editing, 16% of them did do after an in-person discussion, 9% of them did so after an email exchange with the instructor, 16% of them did so after small or whole group class discussion, and 4% of them replied "Other". Here is a sample of what students listed under "Other":

- Peer review in class
- Received comments in a Word doc

In response to instructor feedback, 16% of respondents made major changes to their paper, 44% of respondents made mid-level changes, and 40% of respondents made minor changes.

Student Survey Data on Revision Spring 2017

According to the survey that students responded to before they uploaded their papers to Moodle for the Spring 2017 upload, 39% of respondents revised their paper in response to instructor feedback at least once, 31% of them twice, 121% of them more than two times, and 10% of them did not revise their paper in response to instructor feedback.

For those respondents that did revise, 34% of them did so from written comments, 15% of them did so from comments related to grading criteria or a rubric, 14% of them did so from line by line editing, 17% of them did do after an in-person discussion, 5% of them did so after an email exchange with the instructor, 14% 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":

- Another student/friend/family member critiqued the paper
- Peer editing
- Writing Center

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 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?" 27% said a general web search, like Google. Twenty-two percent of respondents used a library database, 7% used a librarian, 15% used a professor or instructor, 16% used a peer, and 2% used a writing tutor. Eleven percent replied either "Other" or that they did not use sources. Here is a sample of what students listed under "Other":

- "The required books for the course"
- "Online articles and pop culture references"

Forty percent of respondents said they integrated sources into their papers by directly quoting a source. Twenty-three percent said they paraphrased, 26% said that they summarized, and 11% responded with “Other”. Three percent did not integrate sources into their papers. Here is a sample of what students listed under “Other”:

- “Used analogy to connect my ideas to themes to the literature I read”
- “Used them to create argument”

Student Survey Data on Information Literacy Spring 2017

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, 22% used a professor or instructor, 13% used a peer, and 5% used a writing tutor. Eleven percent replied either “Other” or that they did not use sources. Here is a sample of what students listed under “Other”:

- Guest speaker
- Relevant community expertise
- Books
- Personal experiences
- Textbook
- Previous personal knowledge

Thirty-nine percent of respondents said they integrated sources into their papers by directly quoting a source. Twenty-eight percent said they paraphrased, 28% said that they summarized, and 1% responded with “Other.” Five percent did not integrate sources into their papers. Here is a sample of what students listed under “Other”:

- In-text citation
- Works cited page

2017 ASCRC Small Group Writing Assessment (Pilot)

In May 2016, a pilot of the Small Group Writing Assessment was conducted. Fourteen people who were experienced in Writing Assessment and the UPWA model gathered to read student essays and assess them based on the strengths and weakness codes previously established in the UPWA model. At the annual Writing Assessment Workshop, codes can be optionally assigned to essays to annotate particular characteristics of the work. The codes are for strength or weakness in: ideas (ID), organization (OR), information literacy (INF), writing style (WS), and grammar, usage, and mechanics (GUM). However, in the Small Group Assessment readers were presented with essays that had been previously scored and annotated in order to find another avenue for insight into Intermediate Writing courses at UM.

The group assessed and discussed three essays. Readers marked “strong” “neutral” or “weak” for each of the strength and weakness codes and discussed the similarities and differences among their opinions. During the workshop, the group seemed to perceive that their opinions about the writing differed greatly. However, exploration of their notes showed that not only were they relatively consistent, but that in most cases, their annotations aligned with the notes made by the consensus scoring groups during the Writing Assessment Workshop.

The group conversation and notes persistently revolved around questions about how ideas are represented in texts. The group asked questions such as: how do complex ideas impact organization in texts? Can we encourage innovative, complex ideas and still expect strong organization? Are there genres in which strong organization ought to outweigh the strength of the ideas? How do “strong ideas” vary across discipline (philosophy versus technical writing versus wildlife biology)? How do we account for creativity and risk-taking?

Looking Toward the Future

Looking forward into the 2017-2018 assessment cycle, the members of the ASCRC Writing Committee will host the 2017 Fall Symposium focused on the questions raised by the observations, ideas, and insights gleaned from the assessment events. During the next year, 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: 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

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

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.	☐	☐	☐	☐	☐
2. This retreat helped me assess students' writing accurately and efficiently.	☐	☐	☐	☐	☐
3. Identifying strengths and weaknesses in students' writing was a worthwhile process.	☐	☐	☐	☐	☐
4. This retreat was a valuable professional development experience for me.	☐	☐	☐	☐	☐
5. I would recommend this retreat to my colleagues.	☐	☐	☐	☐	☐

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?