



Department of English and Literature
Report of the Assessment Committee
Utah Valley State College
October 2005

The assessment committee of the English department identified three areas of concentration: assessment of graduating seniors and ongoing majors within the department, assessment of the writing program focused on the required General Education early writing courses, and programs and processes of improving the department's level of instruction. Therefore the subcommittees are as follows:

1. The Senior Assessment Subcommittee
2. The Writing Program Assessment Subcommittee
3. The Implementation Subcommittee

A separate report for each subcommittee follows this introduction.

The Writing Program Assessment and the Implementation subcommittees have a rather straightforward challenge and equally direct methods of completing their tasks as demonstrated in their reports. The Senior Assessment subcommittee, however, has a far more complicated task. Although seeking to acquire data and feedback sooner rather than later, the subcommittee has recognized the need for well thought out and well supported methods of assessment. Their determination is to implement a program that does not only meet the needs of outside assessors, but directly addresses the needs of a particularly diverse group of students and faculty. With nine degrees possible from the English and Literature department, it will take at least two years to set up and apply all methods of assessment. One year has passed and by Spring of 2006 the system will be in place to produce more complete data. The partial data to date is helpful, but the normal cautions applicable to early data merit strong consideration.

Writing Program Assessment Subcommittee Report Department of English and Literature

Utah Valley State College

September 29, 2005

History, Intent, and Method

In 2003 the English department as a whole and the assessment committee in particular defined the traits students should exhibit at the end of English 1010, 2010, and 2020 courses, the basic college-level writing courses. The foundational sources included Vicki Spandel's *Creating Writers: Through 6-trait Writing Assessment and Instruction* and her *The Write Traits: Instructor's Materials; The Language Arts Core Curriculum: Grades 7-12* revised 1999 from the Utah State Board of Education; the *Provo School District Writing Assessment Handbook of Instructions, 2002 edition*; and of course the extensive knowledge and experience of the department faculty. The intent was to create a method to evaluate writing samples that would provide an overall view of the successes and needs of the department.

The instrument developed as the result of this work is the eight-point rubric (see *Primary Traits for UVSC ENGL 1010, 2010, and 2020 Assessment*, page 20). The grader can rate the sample from 1 to 6 in each trait. Because we needed to assess two different courses that were in fact one whole taught in two successive semesters, the rubric is the same for both courses with the anticipation that success in the courses will be seen in gradations of the same criteria. We expected students finishing a 1010 course to have reached a lesser level of skill than those completing 2010 or 2020 courses, yet measured on the same scale. The difference should be a position on the scale of the same criteria rather than assessment based on different criteria.

This system provides data relative to the whole department rather than individual instructors. The numerical results will guide the department and provide strengths and weaknesses on a department level. Assessment of individual instructors will take a different method, potentially to be developed at a later date.

The logistics of assessing every writing course student at UVSC (6,000 to 8,000 a year) were enormous, and we determined we wanted a +-5% sampling. At the close of the 2003-2004 academic year, all final student papers were gathered in first year writing courses (English 1010, 2010, and 2020); collected papers were coded, and a statistically valid sample of papers from each course was chosen at random by computer. (see *Data and Conclusions*, page 18). Selected papers were examined and scored first by the course instructors on the common rubric with scores recorded online. The papers were then distributed to peer instructors for rating based on the same common rubric and posted

online. The scores online represent those from the students' instructors and then from other instructors blindly scoring the same papers. The scores were submitted to a database developed by Professor Joe Strange (Department of English, University of Houston, Downtown), who worked in concert with Dennis Fairclough of UVSC's School of Computer Science. The current manager of data is Aaron Stochlia, a student under the direction of Professor Dennis Fairclough of the Computer Information Technology department.

During the 2004-2005 academic year, some changes were made for the second iteration of the assessment in order to reduce material and labor waste and to improve sampling methods, tracking of papers, and identifying the courses for which papers were written. These were not substantial changes but procedural. Rather than collecting and photocopying all 1010, 2010, and 2020 papers, using computer random selection, instructors were notified of the selected students in their courses prior to submission. As a result, the instructors were able to apply the eight-point rubric to only those selected rather than the whole class. A new assessment cover sheet (see *Description of Assignment*, page 22) was developed in order to identify the course for which the selected papers were written and to provide peer assessors with additional information about the writing assignment, including length of paper, number of sources, and a brief narrative prompt. In order to further safeguard the release of individually-identified information regarding assessment, in the second year, management of the program was contracted to UVSC's School of Computer Science and Engineering, which will be responsible for scrubbing databases of identifiers prior to submitting collected information to the department.

The data gathered in different years will mesh to create an increasingly clear picture of first-year writing instruction. The data was collected and is reported in the following section.

Year 2004 Samples

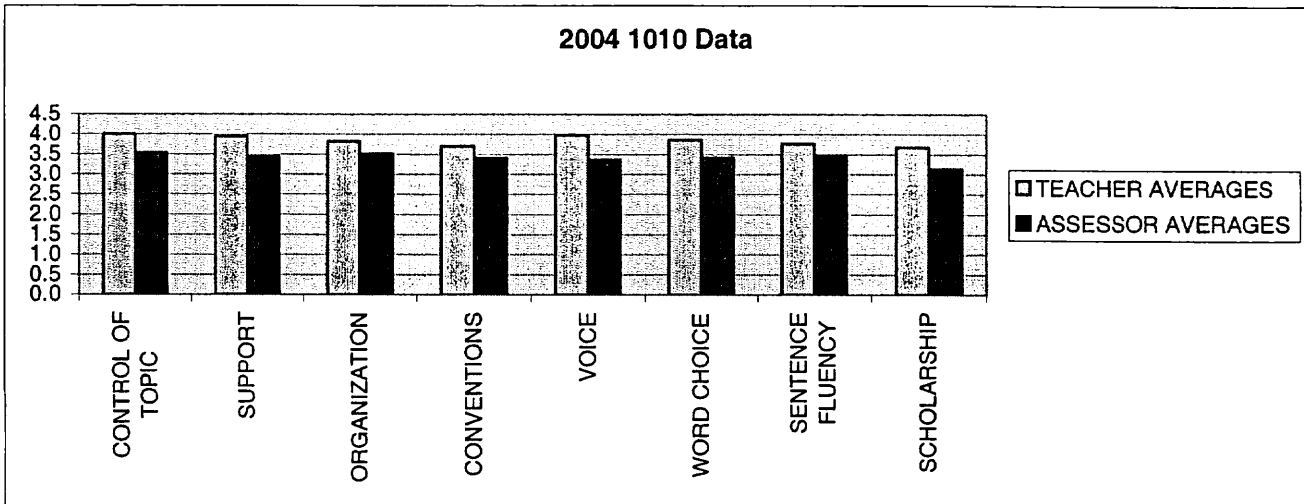
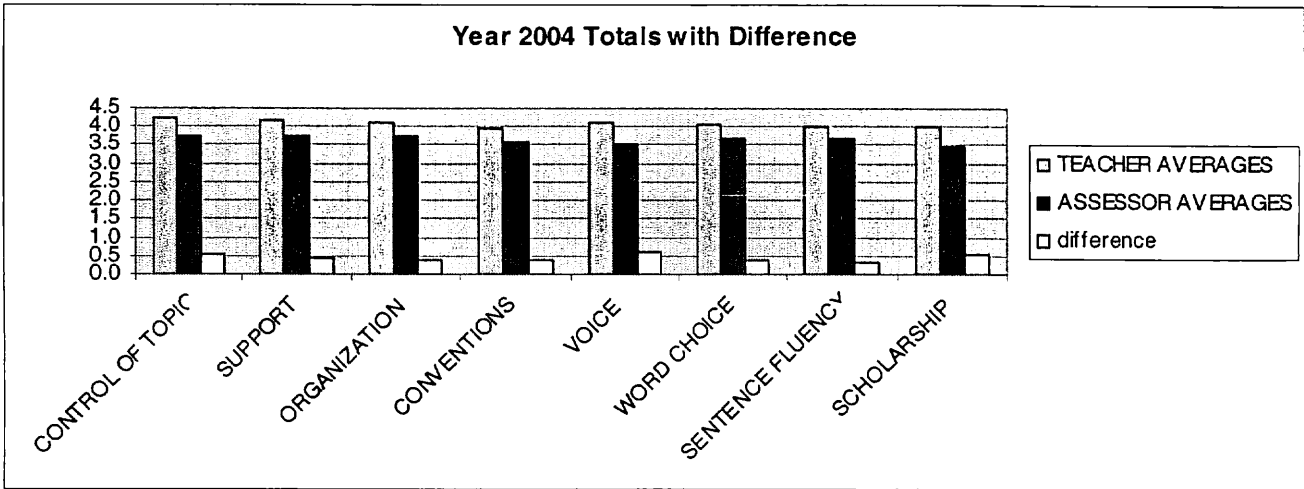
Total Samples for 2004 = 3752

Samples evaluated by Teacher = 2297

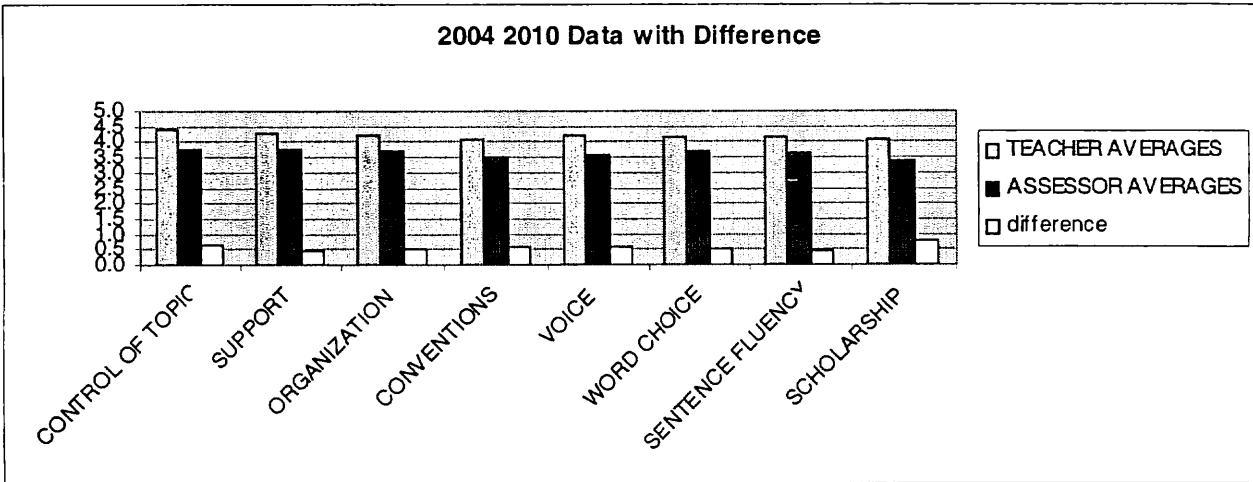
Samples evaluated by Assessor = 659

Combined samples evaluated by both Teacher AND Assessor = 659

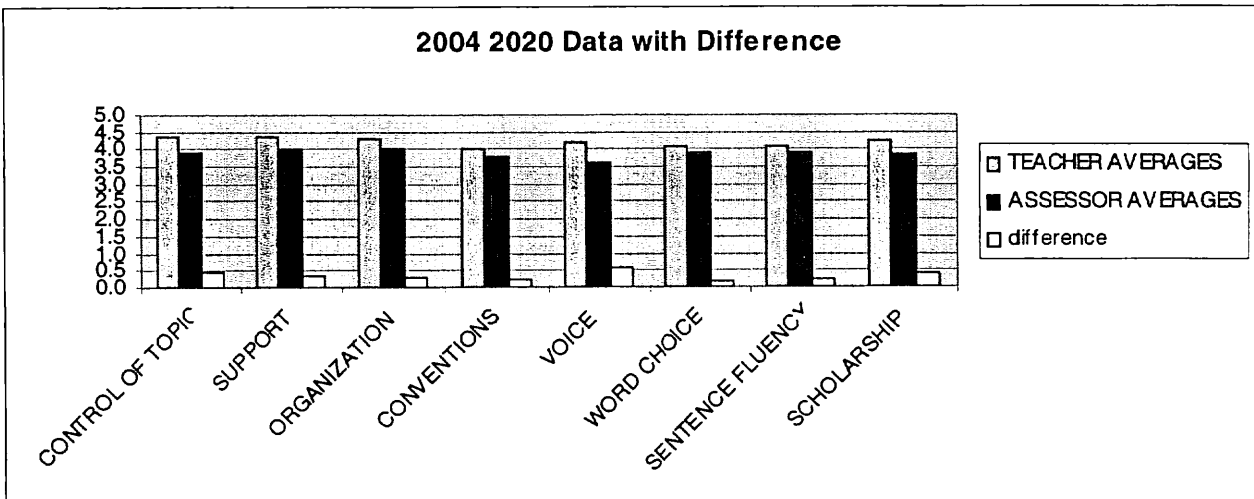
	1010	1010	Diff	-	All	All	Diff	%
Categories	Instructor	Assessor		%	Instructor	Assessor		
Control of Topic	4.0065	3.5341	0.47240)	-12%	4.254067	3.716933	0.53713)	-13%
Support	3.9438	3.4432	0.50060)	-13%	4.201567	3.7558	0.44577)	-11%
Organization	3.8296	3.5227	0.30690)	-8%	4.1213	3.7495	0.37180)	-9%
Conventions	3.7041	3.4129	0.29120)	-8%	3.951733	3.575833	0.37590)	-10%
Voice	3.9897	3.3674	0.62230)	-16%	4.131067	3.526533	0.60453)	-15%
Word Choice	3.8699	3.4242	0.44570)	-12%	4.047	3.673533	0.37347)	-9%
Sentence Fluency	3.7678	3.4848	(0.28300)	-8%	4.0035	3.581467	0.42203)	-11%
Scholarship	3.6779	3.1477	0.53020)	-14%	4.0213	3.457333	0.56397)	-14%



	2010	2010	Diff	%				
Categories	Instructor	Assessor						
Control of Topic	4.3901	3.7357	0.65440)	-15%				
Support	4.2702	3.7885	0.48170)	-11%				
Organization	4.2261	3.696	0.53010)	-13%				
Conventions	4.1188	3.511	0.60780)	-15%				
Voice	4.1956	3.5991	0.59650)	-14%				
Word Choice	4.1851	3.6916	0.49350)	-12%				
Sentence Fluency	4.1388	3.6608	0.47800)	-12%				
Scholarship	4.1136	3.3612	0.75240)	-18%				



	2020	2020	Diff	%				
Categories	Instructor	Assessor						
Control of Topic	4.3656	3.881	0.48460)	-11%				
Support	4.3907	4.0357	0.35500)	-8%				
Organization	4.3082	4.0298	0.27840)	-6%				
Conventions	4.0323	3.8036	0.22870)	-6%				
Voice	4.2079	3.6131	0.59480)	-14%				
Word Choice	4.086	3.9048	0.18120)	-4%				
Sentence Fluency	4.1039	3.8988	0.20510)	-5%				
Scholarship	4.2724	3.8631	0.40930)	10%				



	1010	2010	Diff	%	1010	2010	Diff	%
Categories	Instructor	Instructor			Assessor	Assessor		
Control of Topic	4.0065	4.3901	0.3836	10%	3.5341	3.7357	0.2016	6%
Support	3.9438	4.2702	0.3264	8%	3.4432	3.7885	0.3453	10%
Organization	3.8296	4.2261	0.3965	10%	3.5227	3.696	0.1733	5%
Conventions	3.7041	4.1188	0.4147	11%	3.4129	3.511	0.0981	3%
Voice	3.9897	4.1956	0.2059	5%	3.3674	3.5991	0.2317	7%
Word Choice	3.8699	4.1851	0.3152	8%	3.4242	3.6916	0.2674	8%
Sentence Fluency	3.7678	4.1388	0.371	10%	3.4848	3.6608	0.176	5%
Scholarship	3.6779	4.1136	0.4357	12%	3.1477	3.3612	0.2135	7%

	1010	2020	Diff	%	1010	2020	Diff	%
Categories	Instructor	Instructor			Assessor	Assessor		
Control of Topic	4.0065	4.3656	0.3591	9%	3.5341	3.881	0.3469	10%
Support	3.9438	4.3907	0.4469	11%	3.4432	4.0357	0.5925	17%
Organization	3.8296	4.3082	0.4786	12%	3.5227	4.0298	0.5071	14%
Conventions	3.7041	4.0323	0.3282	9%	3.4129	3.8036	0.3907	11%
Voice	3.9897	4.2079	0.2182	5%	3.3674	3.6131	0.2457	7%
Word Choice	3.8699	4.086	0.2161	6%	3.4242	3.9048	0.4806	14%
Sentence Fluency	3.7678	4.1039	0.3361	9%	3.4848	3.8988	0.414	12%
Scholarship	3.6779	4.2724	0.5945	16%	3.1477	3.8631	0.7154	23%

Year 2005 Samples

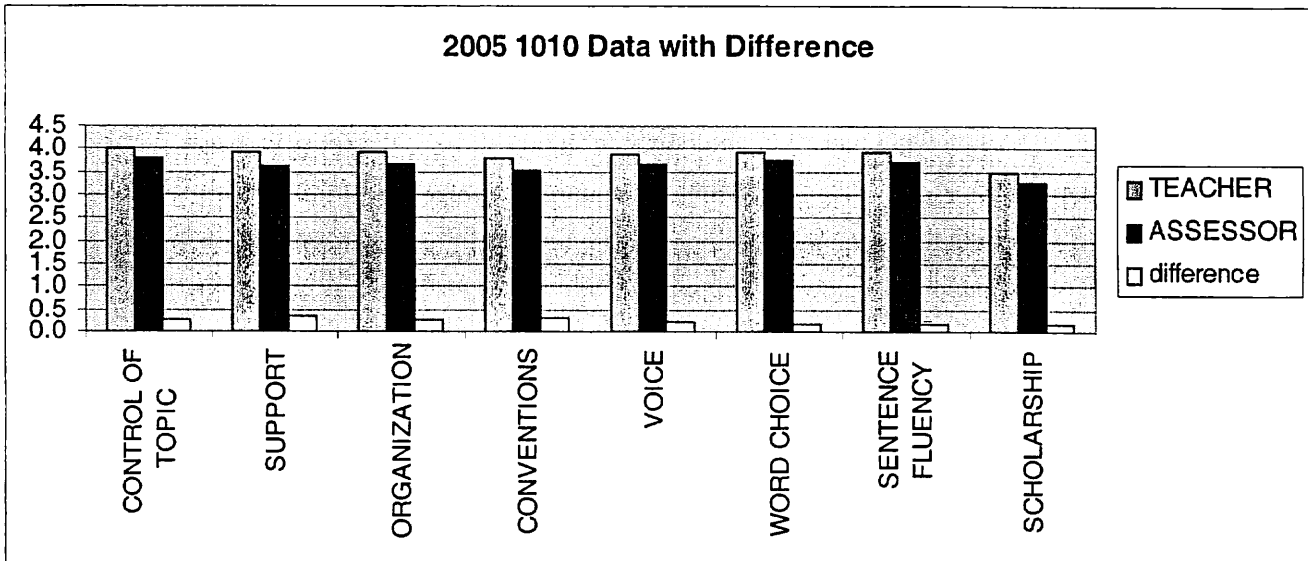
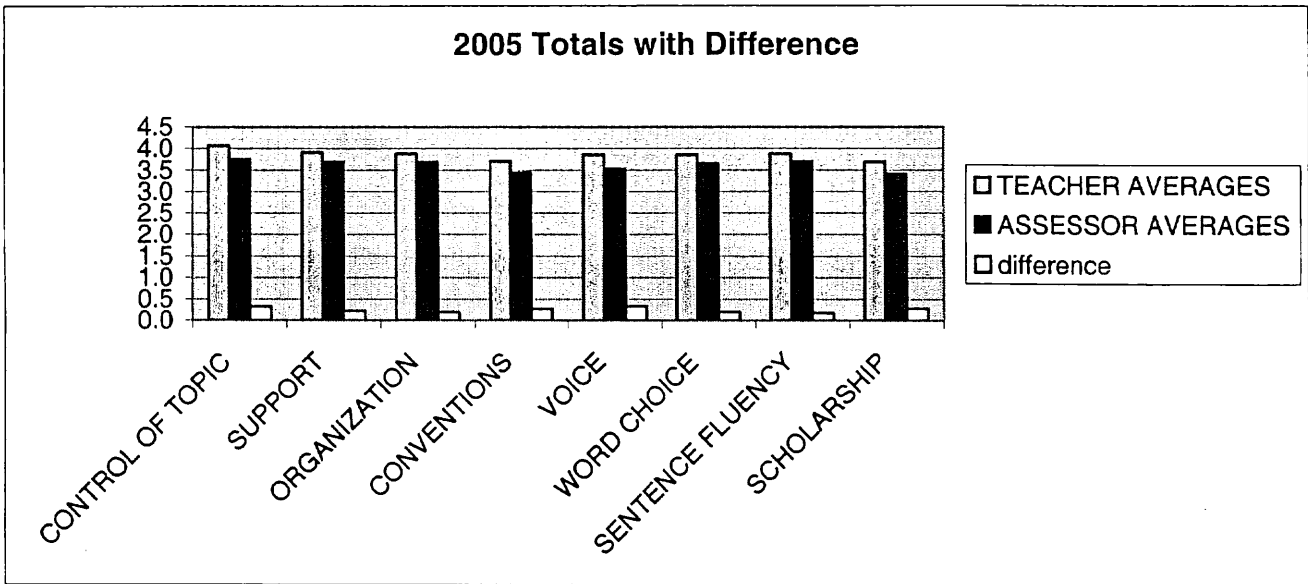
Total Samples for 2005 = 1234

Total Samples evaluated by Teacher = 663

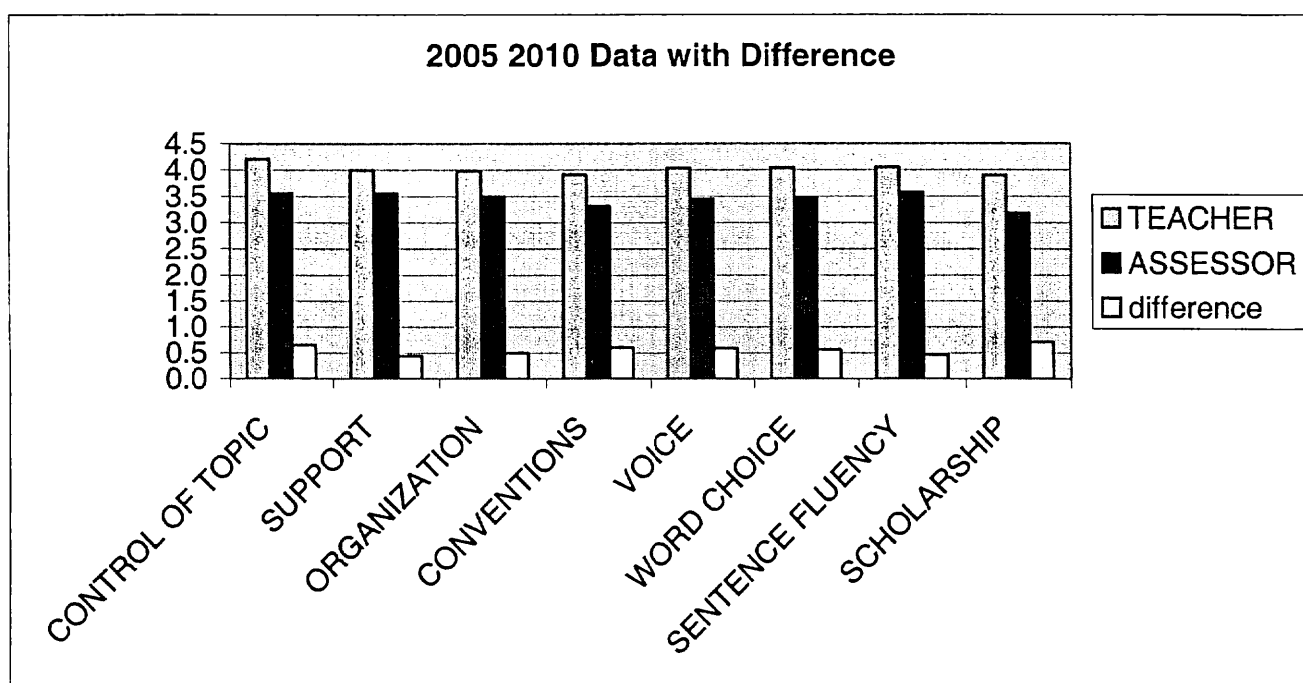
Total Samples evaluated by Assessor = 337

Total Samples evaluated by both Teacher AND Assessor = 297

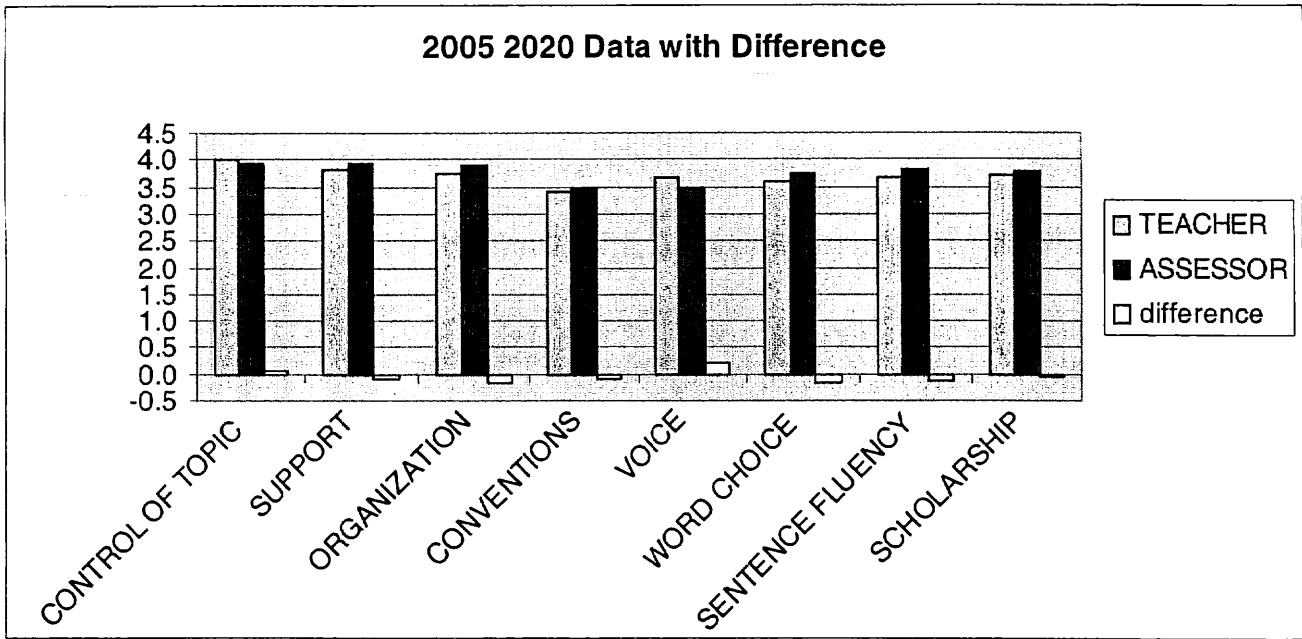
	1010	1010	Diff	%	All	All	Diff	%
Categories	Instructor	Assessor			Instructor	Assessor		
Control of Topic	4.0208	3.7742	-0.2466	-6%	4.074667	3.751633	-0.32303	-8%
Support	3.9377	3.6065	-0.3312	-8%	3.9225	3.695733	-0.22677	-6%
Organization	3.9204	3.6774	-0.243	-6%	3.880767	3.685667	-0.1951	-5%
Conventions	3.7993	3.5097	-0.2896	-8%	3.709667	3.440133	0.26953	-7%
Voice	3.8685	3.6645	-0.204	-5%	3.62633	3.5311	0.09523	-3%
Word Choice	3.9308	3.7355	-0.1953	-5%	3.62633	3.657167	0.03084	1%
Sentence Fluency	3.9135	3.7161	-0.1974	-5%	3.881033	3.7025	-0.17853	-5%
Scholarship	3.4671	3.2774	-0.1897	-5%	3.697267	3.414267	-0.283	-8%



	2010	2010						
Categories	Instructor	Assessor	Diff	%				
Control of Topic	4.2103	3.5586	-0.6517	-15%				
Support	4	3.5586	-0.4414	-11%				
Organization	3.9914	3.4965	-0.4949	-12%				
Conventions	3.9184	3.3172	-0.6012	-15%				
Voice	4.0386	3.4483	-0.5903	-15%				
Word Choice	4.0472	3.4828	-0.5644	-14%				
Sentence Fluency	4.0558	3.5852	-0.4706	-12%				
Scholarship	3.9013	3.1862	-0.7151	-18%				



	2020	2020						
Categories	Instructor	Assessor	Diff	%				
Control of Topic	3.9929	3.9221	-0.0708	-2%				
Support	3.8298	3.9221	0.0923	2%				
Organization	3.7305	3.8831	0.1526	4%				
Conventions	3.4113	3.4935	0.0822	2%				
Voice	3.6808	3.4805	-0.2003	-5%				
Word Choice	3.6099	3.7532	0.14330	4%				
Sentence Fluency	3.6738	3.8052	0.1314	4%				
Scholarship	3.7234	3.7792	0.0558	1%				



	1010	2010			1010	2010	Diff	%
Categories	Instructor	Instructor	Difference	%	Assessor	Assessor		
Control of Topic	4.0208	4.2103	0.18950	5%	3.7742	3.5586	(0.21560)	-6%
Support	3.9377	4	0.06230	2%	3.6065	3.5586	(0.04790)	-1%
Organization	3.9204	3.9914	0.07100	2%	3.6774	3.4965	(0.18090)	-5%
Conventions	3.7993	3.9184	0.11910	3%	3.5097	3.3172	(0.19250)	-5%
Voice	3.8685	4.0386	0.17010	4%	3.6645	3.4483	(0.21620)	-6%
Word Choice	3.9308	4.0472	0.11640	3%	3.7355	3.4828	(0.25270)	-7%
Sentence Fluency	3.9135	4.0558	0.14230	4%	3.7161	3.5852	(0.13090)	-4%
Scholarship	3.4671	3.9013	0.43420	13%	3.2774	3.1862	(0.09120)	-3%

	1010	2020			1010	2020	Diff	%
Categories	Instructor	Instructor	Difference	%	Assessor	Assessor		
Control of Topic	4.0208	3.9929	(0.02790)	-1%	3.7742	3.9221	0.14790	4%
Support	3.9377	3.8298	(0.10790)	-3%	3.6065	3.9221	0.31560	9%
Organization	3.9204	3.7305	(0.18990)	-5%	3.6774	3.8831	0.20570	6%
Conventions	3.7993	3.4113	(0.38800)	-10%	3.5097	3.4935	(0.01620)	0%
Voice	3.8685	3.6808	(0.18770)	-5%	3.6645	3.4805	(0.18400)	-5%
Word Choice	3.9308	3.6099	(0.32090)	-8%	3.7355	3.7532	0.01770	0%
Sentence Fluency	3.9135	3.6738	(0.23970)	-6%	3.7161	3.8052	0.08910	2%
Scholarship	3.4671	3.7234	0.25630	7%	3.2774	3.7792	0.50180	15%
	2010	2020			2010	2020		
Categories	Instructor	Instructor	Difference	%	Assessor	Assessor	Diff	%
Control of Topic	4.2103	3.9929	(0.21740)	-5%	3.5586	3.9221	0.36350	10%
Support	4	3.8298	(0.17020)	-4%	3.5586	3.9221	0.36350	10%
Organization	3.9914	3.7305	(0.26090)	-7%	3.4965	3.8831	0.38660	11%
Conventions	3.9184	3.4113	(0.50710)	-13%	3.3172	3.4935	0.17630	5%
Voice	4.0386	3.6808	(0.35780)	-9%	3.4483	3.4805	0.03220	1%
Word Choice	4.0472	3.6099	(0.43730)	-11%	3.4828	3.7532	0.27040	8%
Sentence Fluency	4.0558	3.6738	(0.38200)	-9%	3.5852	3.8052	0.22000	6%

Scholarship	3.9013	3.7234	(0.17790)	-5%	3.1862	3.7792	0.59300	19%

Two Year Samples

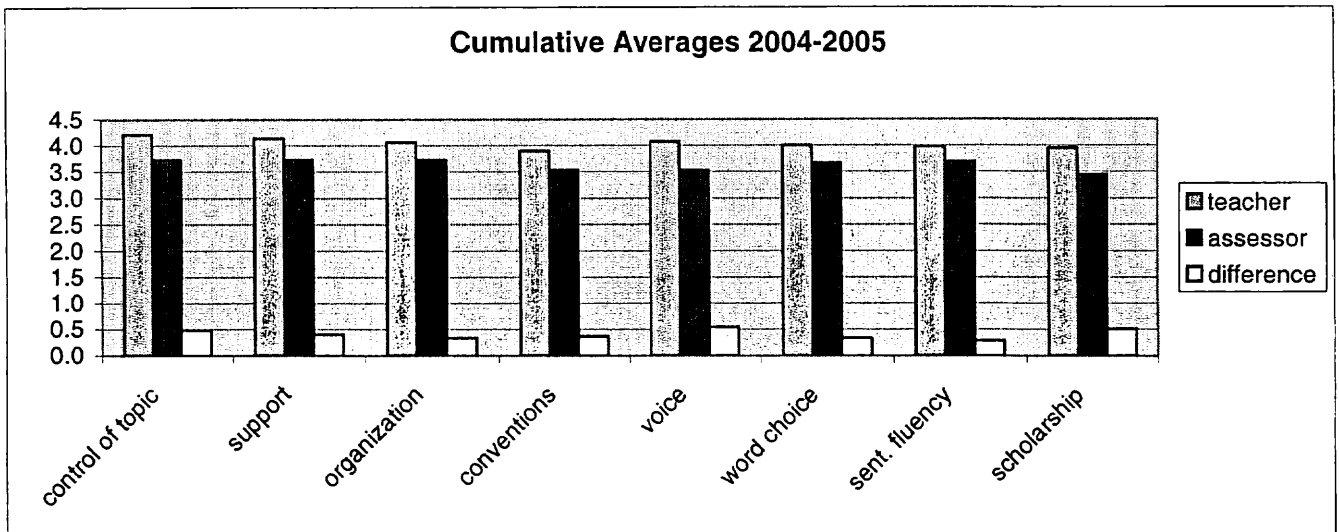
Total Samples = 4986

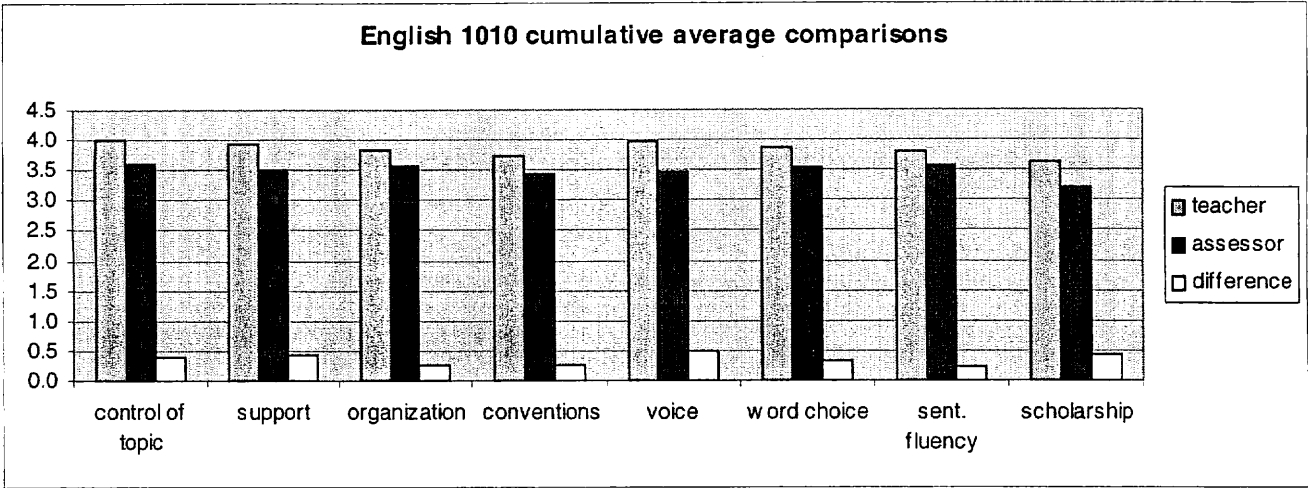
Samples evaluated by Teacher = 2960

Samples evaluated by Assessor = 996

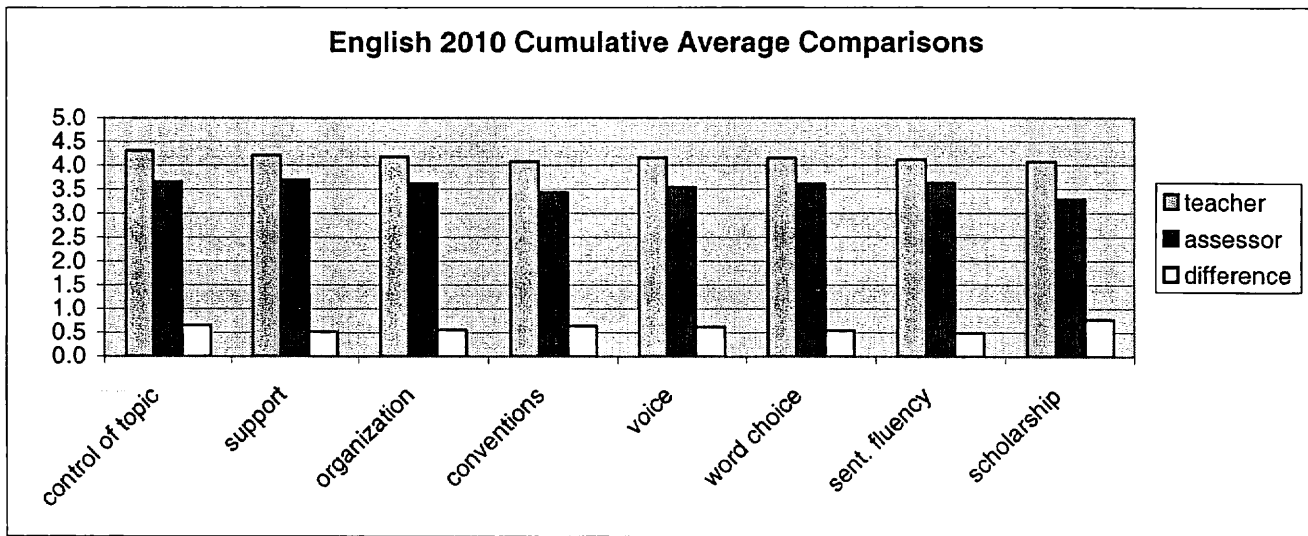
Combined samples evaluated by both Teacher AND Assessor = 996

	1010	1010			All	All		
Categories	Instructor	Assessor	Difference	%	Instructor	Assessor	Diff	%
Control of Topic	4.0095	3.6229	-0.3866	-10%	4.214	3.729	-0.485	-12%
Support	3.942	3.504	-0.438	-11%	4.139	3.735	-0.404	-10%
Organization	3.849	3.58	-0.269	-7%	4.0674	3.728	-0.3394	-8%
Conventions	3.7244	3.449	-0.2754	-7%	3.898	3.53	-0.368	-9%
Voice	3.964	3.477	-0.487	-12%	4.07	3.528	-0.542	-13%
Word Choice	3.8829	3.539	-0.3439	-9%	4.006	3.668	-0.338	-8%
Sentence Fluency	3.7988	3.57	-0.2288	-6%	3.976	3.6885	-0.2875	-7%
Scholarship	3.633	3.197	-0.436	-12%	3.949	3.44276	-0.50624	-13%



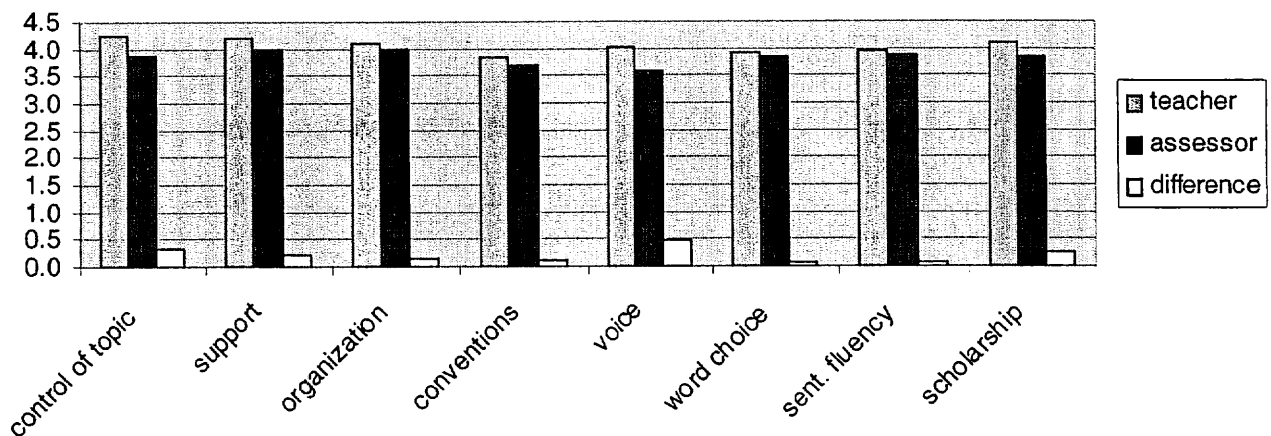


	2010	2010						
Categories	Instructor	Assessor	Difference	%				
Control of Topic	4.308	3.654	-0.654	-15%				
Support	4.217	3.7	-0.517	-12%				
Organization	4.18	3.612	-0.568	-14%				
Conventions	4.08	3.435	-0.645	-16%				
Voice	4.165	3.54	-0.625	-15%				
Word Choice	4.158	3.61	-0.548	-13%				
Sentence Fluency	4.122	3.632	-0.49	-12%				
Scholarship	4.072	3.293	-0.779	-19%				



	2020	2020						
Categories	Instructor	Assessor	Difference	%				
Control of Topic	4.24	3.89	-0.35	-8%				
Support	4.2	4	-0.2	-5%				
Organization	4.114	3.984	-0.13	-3%				
Conventions	3.824	3.706	-0.118	-3%				
Voice	4.03	3.57	-0.46	-11%				
Word Choice	3.926	3.857	-0.069	-2%				
Sentence Fluency	3.96	3.87	-0.09	-2%				
Scholarship	4.088	3.837	-0.251	-6%				

English 2020 Cumulative Average Comparisons



	1010	2010			1010	2010		
Categories	Instructor	Instructor	Difference	%	Assessor	Assessor	Diff	%
Control of Topic	4.0095	3.654	-0.3555	-8.9%	3.6229	3.654	0.0311	0.9%
Support	3.942	4.217	0.275	7.0%	3.504	3.7	0.196	5.6%
Organization	3.849	3.612	-0.237	-6.2%	3.58	3.612	0.032	0.9%
Conventions	3.7244	3.435	-0.2894	-7.8%	3.449	3.435	-0.014	-0.4%
Voice	3.964	4.165	0.201	5.1%	3.477	3.54	0.063	1.8%
Word Choice	3.8829	4.158	0.2751	7.1%	3.539	3.61	0.071	2.0%
Sentence Fluency	3.7988	3.632	-0.1668	-4.4%	3.57	3.632	0.062	1.7%
Scholarship	3.633	3.293	-0.34	-9.4%	3.197	3.293	0.096	3.0%

	1010	2020			1010	2020		
Categories	Instructor	Instructor	Difference	%	Assessor	Assessor	Difference	%
Control of Topic	4.0095	3.654	-0.3555	-8.9%	3.6229	3.654	0.0311	0.9%
Support	3.942	4.217	0.275	7.0%	3.504	4	0.496	14.2%
Organization	3.849	3.612	-0.237	-6.2%	3.58	3.612	0.032	0.9%
Conventions	3.7244	3.435	-0.2894	-7.8%	3.449	3.435	-0.014	-0.4%
Voice	3.964	4.165	0.201	5.1%	3.477	3.57	0.093	2.7%
Word Choice	3.8829	4.158	0.2751	7.1%	3.539	3.857	0.318	9.0%
Sentence Fluency	3.7988	3.632	-0.1668	-4.4%	3.57	3.632	0.062	1.7%
Scholarship	3.633	3.293	-0.34	-9.4%	3.197	3.293	-0.096	-3.0%

Data Validity

The data covers two years and approximately 17,000 students. Such numbers necessitated a sampling that meets a goal of $\pm 5\%$ accuracy. The assessment is of final papers in each of the courses separated by course. Those scored once were scored by the instructor of the course using the rubric on page 14, and those scored twice were additionally scored by a different instructor of the same course. The assessor score indicates scoring by both teacher and assessor. A breakdown of the data validity follows:

1010 Courses			
Total Number	Required for $\pm 5\%$ validity	Teacher Scored	Assessor Scored
9,936	382	1,356	419

The 1010 assessment meets the $\pm 5\%$ standard in both those scored by the original teacher and those scored by the second assessor.

2010 Courses			
Total Number	Required for $\pm 5\%$ validity	Teacher Scored	Assessor Scored
4,752	381	1184	372

The 2010 assessment meets the $\pm 5\%$ standard in the teacher assessment but falls barely short in those scored by second assessors.

2020 Courses			
Total Number	Required for $\pm 5\%$ validity	Teacher Scored	Assessor Scored
1,584	309	420	245

The 2020 Assessment meets the $\pm 5\%$ standard in the teacher assessment but falls short in those scored by second assessors. The numbers of those assessor scored do, however, fall within the $\pm 10\%$ validity numbers.

Conclusions and Applications

Comparisons of Instructor Scores Versus Independent Assessor Scores

Because the totals from each individual year do not rise to a statistically meaningful level, the two years are combined to meet that standard when possible.

Clear differences from instructor scores to assessor scores exist with all assessor scores lower than instructor scores in every category. The difference overall is 10% with a maximum of 13% on Voice and Scholarship, and a minimum of 7% on Word Choice. The 1010 difference averaged 9% while the 2010 average the greatest at 15%, and 2020 was the least at 5%. This last is at the margin of error and

indicates at this time virtually no difference between instructors and assessors. However, that margin will change as spring 2006 numbers are added and the data then reflects a true $\pm 5\%$. The numbers at present are not sufficient for conclusions in 2020.

Potential conclusions from these differences include the following: in reference to the 1010 and 2010 courses, the teachers seem to have understood the expectations for their particular students and scored according to those expectations. The assessors may be using a set of expectations similar in size to those the instructors would apply to their own classes but different in nature to those of the instructors, and as such scored lower when students did not meet their individual preferences. The most likely conclusion is that individual instructors had their own set of criteria not generally shared by other instructors, and cross scoring brought out those differences. As a result, instructor discussion could center around which elements are valued by instructors and which ones students should understand and be able to apply.

Additional examination of individual traits is also merited as all categories in the 1010 and 2010 assessment exceed the $5\% \pm$ criteria. The greatest differences in 1010 were Topic Control, Support, Voice, and Scholarship. 2010 differences were much greater than 1010 but were fairly constant across the traits, while 2020 differences were very close to the margin of error, indicating that instructors and assessors had similar expectations, but no conclusion should be made yet as the numbers are not statistically viable.

Comparisons of Courses Against Each Other Using Instructor/Instructor Separate From Assessor/Assessor.

The difference between 1010 courses versus 2010, and 1010 courses versus 2020 courses revealed the most troubling statistics. In 1010/2010 courses instructor differences averaged -2.2% indicating no change between students ending 1010 and 2010. The difference between assessors averaged 2% confirming the no change diagnosis. The increase between 1010 courses and 2020 courses by instructors averaged -4.5% while the difference among assessors averaged -3.3% , again indicating no change. These data combined with the two-year old data from the state assessment indicate that this instrument (our instrument) does not tease out actual differences. No conclusions should be drawn until the instrument can be refined to demonstrate actual differences. That effort is underway.

Primary Traits for UVSC ENGL 1010, 2010, and 2020 Assessment

Grade from 1 to 6 as indicated by the scale	PROFICIENT 6 ←————— 5	MODERATELY PROFICIENT 4 ←————— 3	NOT PROFICIENT 2 ←————— 1
IDEAS Control of topic (Weight 3)	<ul style="list-style-type: none"> - Writer understands and precisely identifies the terms and concepts at issue in the discussion. - Writer articulates her/his own position regarding the issue (thesis). - The writer presents a variety of views and controls the tension among them. - The student precisely articulates the point or generalizations he/she is making. 	<ul style="list-style-type: none"> - The writer's position is fairly clear, but more work is needed in focusing the position. - The writer includes several perspectives, but has trouble articulating differences and/or controlling the relationships among them. - The train of thought expressed in generalizations is, for the most part, logically consistent. 	<ul style="list-style-type: none"> - The writer's position is unclear, and the central issue of the paper is unfocused. - Writer refers to the concepts under discussion in a vague and imprecise way. - The student's argument is single-minded; he/she tends toward premature closure. - The concepts expressed are superficial, irrelevant to the topic, trivial or unelaborated. - Contradictions among generalizations are neither addressed nor resolved.
Support (Weight 3)	<ul style="list-style-type: none"> - The student's evidence is pertinent to the point she/he wishes to make. - The evidence reaches a very concrete level of specificity. - Outside sources beyond anecdote are used as evidence. 	<ul style="list-style-type: none"> - The evidence appears to be pertinent, but the writer does not explain its relevance. - The evidence does not reach the most concrete levels of specificity. - The paper relies on anecdotal evidence alone. 	<ul style="list-style-type: none"> - There is little attempt to develop points with supporting evidence.
ORGANIZATION (Weight 2)	<ul style="list-style-type: none"> - A deliberate and sound organizational plan is evident. - The paper contains an inviting beginning and a logical and effective conclusion. - The logical progression and ordering of ideas allows for the most important points to stand out. 	<ul style="list-style-type: none"> - A deliberate and sound organizational plan is suggested, but may be slightly confusing or ineffective. - The paper leads to a logical conclusion. - The paper contains a logical progression and ordering of ideas. 	<ul style="list-style-type: none"> - Ideas are randomly put together with little apparent structure evident. - Ideas are presented in a haphazard manner. - The paper appears illogical in its construction and ordering of ideas.
CONVENTIONS (Weight 2)	<ul style="list-style-type: none"> - Few to no errors in spelling, punctuation, capitalization, or grammar and usage. 	<ul style="list-style-type: none"> - Some distracting errors in spelling, punctuation, capitalization, and/or grammar and usage. 	<ul style="list-style-type: none"> - Errors in spelling, punctuation, capitalization, and/or grammar and usage interfere with meaning.
SCHOLARSHIP (Weight 2)	<ul style="list-style-type: none"> - The student cites outside sources appropriately, including in-text references and list of works cited. - Sources are scholarly and credible. - Sources are integrated into the student's own text. 	<ul style="list-style-type: none"> - Sources are acknowledged informally. - Sources are credible, but quality is sporadic. - Sources are sporadically well integrated into the student's own text. 	<ul style="list-style-type: none"> - Outside sources are not used or not credited. - Credibility of sources is questionable. - Sources are not integrated into the student's own text.

VOICE (Weight 1)	<ul style="list-style-type: none"> - The student chooses a level of formality (register), tone and diction appropriate to academic discourse. - The voice and tone are appropriate for a reasonable and thoughtful audience. Humor or irony is appropriate. - Diction is precise; sophisticated and scholarly words are used. 	<ul style="list-style-type: none"> - Level of formality and diction is unevenly appropriate to the rhetorical situation. - Voice and tone are generally appropriate, but some unevenness appears. - Diction is adequate, but not especially sophisticated. 	<ul style="list-style-type: none"> - The level of formality, tone or diction fail to show an understanding or knowledge of a college reader's expectations. - The register is colloquial and conversational, more like an e-mail to a friend than a college paper. - The voice of the persona might seem argumentative, emotional, preachy, closed-minded, or prone to the use of ridicule or sarcasm. - Diction is vague or imprecise.
WORD CHOICE (Weight 1)	<ul style="list-style-type: none"> - Accurate and precise words are well suited for connecting the audience to the subject matter. - Sentences contain vivid sensory images with specific nouns, action verbs, and well-chosen descriptive works. - Student avoids biased and pejorative language and instead uses languages that is respectful of the audience. 	<ul style="list-style-type: none"> - Functional and appropriate words connect the audience to the subject matter. - Sentences contain moderately specific nouns, verbs and descriptive words. - Student avoids biased and pejorative language. 	<ul style="list-style-type: none"> - Many words are imprecise, and word usage is confusing to the extent that locating meaning is difficult. - Most nouns and verbs are vague, and there are few descriptive words. - Student uses biased and pejorative language.
SENTENCE FLUENCY (Weight 1)	<ul style="list-style-type: none"> - Ideas are organized and transitions articulated so that the reader can follow a logical progression of thought. - A rhythm is created across sentences; the flow is pleasing to the ear. - A rich variety of sentence lengths, beginnings and patterns enriches meaning. Repetition, if used, is applied for good effect. 	<ul style="list-style-type: none"> - Transitions and connections between ideas may be unsophisticated, but there is evidence of student's attempt to articulate relationships. - Sentences are somewhat varied in length and structure; grammatical /structural errors are rare. 	<ul style="list-style-type: none"> - There is little apparent order to the arrangement of ideas, with unconnected jumps from topic to topic. - Sentences are monotonous; more than half have similar lengths, beginnings, or patterns. - Numerous fragments, comma splices, run-ons and incoherent sentences distract the reader.

The primary traits are adapted from the *Provo School District Assessment Handbook of Instructions* for high school students (2002 edition) and the "Utah Statewide Assessment Criteria-Writing 1010 and 2010" (Revised 2003). The UVSC English Assessment Committee believes that using the six traits from the Provo School District accommodates students arriving at UVSC who are familiar with the six traits language as a result of their high school experience. Using language from the Utah Statewide Assessment acknowledges the standards used for assessing writing proficiency in institutions of higher education in Utah.

The six categories of traits (ideas, organization, conventions, voice, word choice, and sentence fluency) come directly from the Provo School District categorization of traits. The division of proficiency levels into "more proficient," "moderately proficient," and "less proficient" is adopted from the Utah Statewide Assessment. The statements used to describe proficiency levels come primarily from the Utah Statewide Assessment, but additional statements from the Provo School District have been included where needed to complete descriptions of the traits. In addition, the UVSC Assessment Committee added statements in order to assess 2010 and 2020 writing assignments that require more in-depth research than is addressed by the Provo School District traits or the Utah Statewide traits.

Description of Assignment

Please fill out I-III and paste your assignment prompt in IV

- I. For which course is this paper required? Circle: 1010 2010 2020
- II. If you have a length requirement, indicate the number of pages, page range, or word count _____
- III. If research is required, how many references do you expect students to incorporate into their work?

- IV. Provide a brief (maximum of 150 words) description of the assignment; some sample assignments are included below:

Sample Assignment prompt (79 words): “Exploratory Paper goals: incorporate strategies from the first three assignments 1) identify and develop a researchable, problematic topic/question; 2) acknowledge multiple points of view, counterarguments, etc.; 3) present a first-person narrative of your research/investigation process. In addition, 4) use quotes, paraphrases and summary with attributive tags, in-text citations, and prepare MLA style Works Cited page(s). Your paper will include references to at least five sources of a sufficiently academic nature (recall the chart outlining source characteristics in A/B chapter 22).”

Sample Assignment prompt (77 words): “Write a persuasive essay of 3-5 pages arguing a position on a contemporary issue (selected from a series of essays chosen by student groups). The essay should advance and defend a thesis using both logic and outside research. The audience is a general readership, but one that is neutral to skeptical of your position. Consider using a problem-solving approach to address possible objections or concerns. Research must be cited using MLA, APA, or another standard academic format.”

Sample Assignment prompt (32 words): “In seven to ten pages, write an essay that explores an issue about which reasonable people reach different conclusions. Weigh and incorporate the opinions of experts as you argue your own conclusion.”

nb: This end-of-year activity has been designed with explicit purposes in mind: 1) to demonstrate for outside accreditation bodies our ability to develop departmental assessment tools; 2) to use these tools to generate departmental data (on methods and consistency for instance,) concerning assessment; and 3) to apply findings in the continued development of our composition program. The end-of-year assessment will not be used as a tool to evaluate individual instructors, for reward or sanction, in decisions concerning employment and performance, such as tenure and retention.