

# Written Communication Assessment Pilot Test

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[www.sjsu.edu/wac](http://www.sjsu.edu/wac)

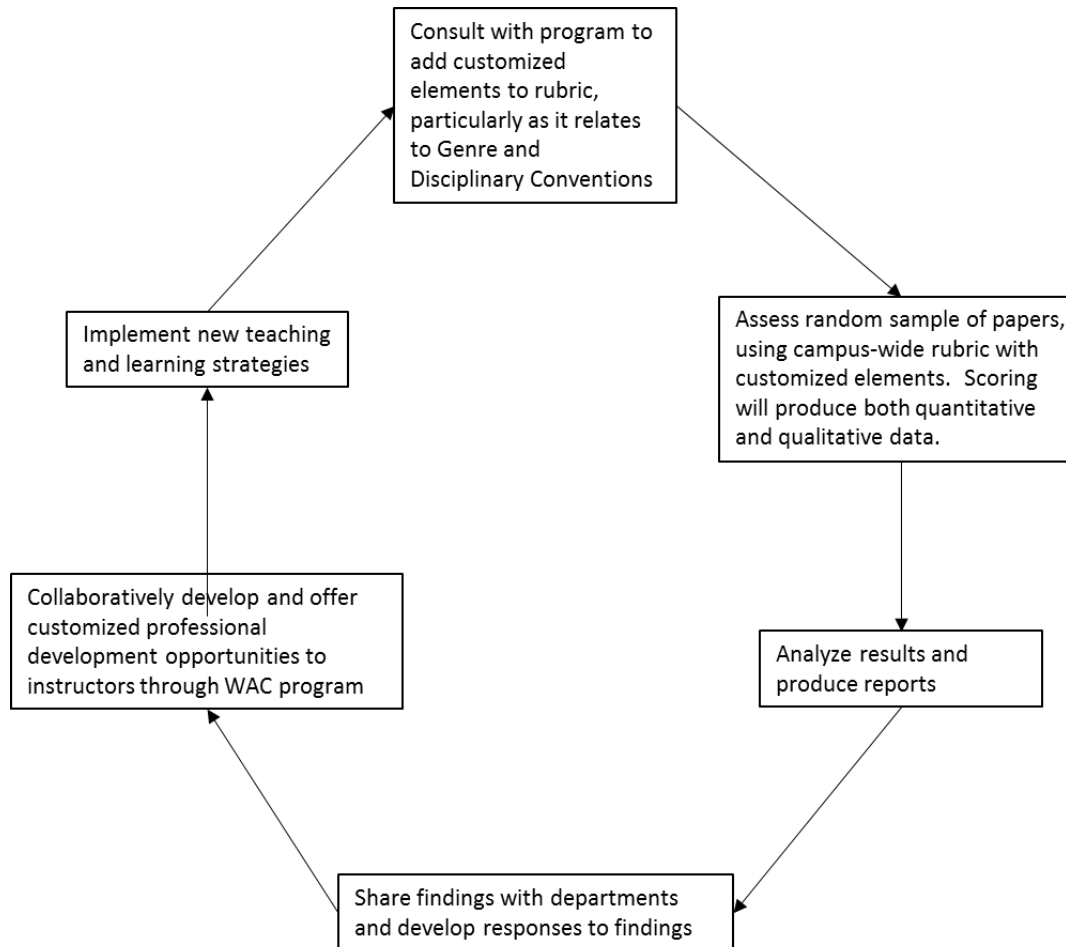
# Planning

All you need is a big white board. And lotsa pens. And snacks.

# The Plan

- Close the loop.
- Don't assess everything at once.
- Develop a basic, customizable rubric.

# Round and Round: The Assessment Loop



# Yearly Activities

Semester	Item/Activity
Fall	<p><b><i>Promulgate Findings, Develop Response to Findings, Plan for Next Assessment</i></b></p> <ul style="list-style-type: none"> <li>• Present findings and reports to Departments and Colleges.</li> <li>• Coordinate conversations on how to respond to findings.</li> <li>• Develop plan to respond to findings through WAC program.</li> <li>• Consult with Departments and Colleges being assessed next semester to customize assessment.</li> </ul>
Spring	<p><b><i>Assess Two Colleges</i></b></p> <ul style="list-style-type: none"> <li>• Coordinate scoring of 150 papers.</li> <li>• Hire Readers.</li> <li>• Student Assistance for Various Scoring-Related Duties.</li> </ul>
June	<p><b><i>Analysis and Writing</i></b></p> <ul style="list-style-type: none"> <li>• Produce customized assessment reports and presentations for programs involved in the year's assessment.</li> </ul>
Yearly	<p><b><i>Professional Development</i></b></p> <ul style="list-style-type: none"> <li>• Offer professional development opportunities through WAC program in response to findings.</li> <li>• Seminars, workshops, faculty Fellows, etc.</li> </ul>

**Table 1.** Assessment is an ongoing process, a part of our instructional culture, and not a one-off occurrence.

# A 4-Year Cycle (Because SJSU is a Big School)

Year	Activity
Fall 17	Plan for Assessment of H&A and CASA 100W
Spring 18	Assess H&A and CASA 100W
Summer 18	Produce Reports for H&A and CASA
Fall 18	Promulgate Findings and Make Pro. Dev. Plans with H&A and CASA Plan for Assessment of Engineering 100W
Spring 19	Assess Engineering 100W Offer Pro. Dev. to H&A and CASA through WAC
Summer 19	Produce Reports for Engineering
Fall 19	Promulgate Findings and Make Pro. Dev. Plans with Engineering Offer Pro. Dev. to H&A and CASA through WAC Plan for Assessment of Science and Social Science 100W
Spring 20	Assess Science and Social Science 100W Offer Pro. Dev. to Engineering through WAC
Summer 20	Produce Reports for Science and Social Science
Fall 20	Promulgate Findings and Make Pro. Dev. Plans with Science and Social Science Offer Pro. Dev. to Engineering through WAC Plan for Assessment of Business 100W and 100WB
Spring 21	Assess Business 100W and 100WB Offer Pro. Dev. to Science and Social Science through WAC
Summer 21	Produce Reports for Business and 100WB
Fall 22	Promulgate Findings and Make Pro. Dev. Plans with Business and 100WB Offer Pro. Dev. to Science and Social Science through WAC Plan for Assessment of H&A and CASA 100W
Spring 22	Assess H&A and CASA 100W Offer Pro. Dev. to Business and 100W through WAC

**Table 2.** With this system, each 100W program is assessed once every four years. And each 100W program receives customized Professional Development opportunities once every four years.

# A Customizable Rubric

Dimension	1	2	3	4
	Needs Improvement	Developing	Competent	Accomplished
<b>Context of and Purpose for Writing</b>	Demonstrates <b>minimal attention to context</b> , audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Demonstrates <b>awareness of context</b> , audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates <b>adequate consideration of context</b> , audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a <b>thorough understanding of context</b> , audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
<b>Content Development</b>	Uses <b>appropriate and relevant content</b> to develop <b>simple ideas in some parts</b> of the work.	Uses <b>appropriate and relevant content to develop and explore ideas through most of the work</b> .	Uses <b>appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work</b> .	Uses <b>appropriate, relevant, and compelling content to illustrate mastery</b> of the subject, conveying the writer's understanding, and <b>shaping the whole work</b> .
<b>Sources and Evidence</b>	Demonstrates an <b>attempt to use sources</b> to support ideas in the writing.	Demonstrates an <b>attempt to use credible and/or relevant sources</b> to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates <b>consistent use of credible, relevant sources</b> to support ideas that are situated within the discipline and genre of the writing.	Demonstrates <b>skillful use of high-quality, credible, relevant sources</b> to develop ideas that are appropriate for the discipline and genre of the writing
<b>Control of Syntax and Mechanics</b>	Uses language that <b>sometimes impedes meaning</b> because of <b>many errors in usage</b> .	Uses language and syntax that <b>generally conveys meaning</b> to readers with clarity, although writing <b>may include some minor errors</b> that impede meaning and/or clarity.	Uses appropriate language, syntax and tone and <b>achieves clarity throughout with few errors that impede meaning</b> . Syntax may not be as robust as a 4.	<b>A robust array of sentence structures and language choices</b> demonstrate mastery of genre conventions, tone and clarity, and are virtually error-free.
<b>Textual Conventions</b>	<b>Attempts to use a consistent system</b> for basic organization and presentation.	<b>Follows expectations</b> appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	<b>Demonstrates consistent use of important conventions</b> particular to a specific discipline and/or writing task(s), including organization, presentation, and stylistic choices	<b>Demonstrates detailed attention to and successful execution</b> of a wide range of conventions appropriate to the discipline including organization, presentation, and stylistic choices

# The Secret Sauce

Before we begin reading and scoring papers from a particular discipline, please consider the following questions and modify / add to the rubric.

**Discipline:**

What content (arguments, data, ideas) is appropriate and relevant for this discipline?	
What are credible and relevant sources for this discipline?	
What are the textual conventions of this discipline? Specify the expectations (and what is appropriate) of this discipline in terms of: <ul style="list-style-type: none"><li>• Organization</li><li>• Content</li><li>• Presentation</li><li>• Formatting</li><li>• Stylistic choices</li></ul>	
What else would you like to know about your students' writing in this discipline? Possibilities include, but are not limited to: <ul style="list-style-type: none"><li>• Documentation systems</li><li>• Collaborative writing</li></ul>	

**Note:** Information Literacy will be assessed using a separate rubric (AAC&U Value Rubric). Readers will score a paper for Written Communication, then flip back through it and score for Information Literacy.

# Pilot Test

We gave it a go. And here is what we did.

# Pilot Test

- Recruit scorers from the disciplines being assessed
- Prepare and batch papers
- Customize rubric with scorers
- Norm our eyeballs
- Read and enter scores via Qualtrics
- Format data and create figures
- Write reports

# Customized Rubric (Because Disciplines are Different)

Before we begin reading and scoring papers from a particular discipline, please consider the following questions and modify / add to the rubric.

**Discipline:**

What is the context and purpose for these kinds of papers?	
What content (arguments, data, ideas) is appropriate and relevant for this discipline?	<p>Is this a Sociological argument? Expands beyond the individual to institutional and/or systemic influences and causes. Research begins in society. An isolated example does not count as data. Anecdotes don't really count. Context is vital all the time.</p> <p>History – Analyze the evidence you introduce. Interpret, explain, and analyze it back to your thesis. Why did you choose this evidence to support this, and why? Research has to relate back to culture and society in the past. Can relate to the individual or the bigger picture. Can be either. Context is vital all the time.</p> <p>Psychology looks more at the individual. Only social psych looks at social conditions. Others look more at brain and chemical imbalances. Research begins and ends in the individual. Evidence based on research.</p>
What are credible and relevant sources for this discipline?	<p>Peer reviewed papers and articles and books. University presses and respected publishers are best.</p> <p>Academic or government websites. For data about social problems.</p> <p>Data and evidence from reputable think tanks and university centers. Also nonprofits.</p> <p>History: Primary sources. Includes anything from memoirs to diaries to letters to archeology. Films, other primary sources.</p>
<p>What are the textual conventions of this discipline? Specify the expectations (and what is appropriate) of this discipline in terms of:</p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Content</li> <li>• Presentation</li> <li>• Formatting</li> <li>• Stylistic choices</li> </ul>	<p>Sociology: ASA. (Less commas, spell out fist names. Slightly different order on reference page. Then like APA.)</p> <p>Psychology: APA</p> <p>History: Turabian version of Chicago style. Focused on signaling and citing. Clear who is talking. <u>Lotsa</u> footnotes or endnotes. Historians don't leave breadcrumbs, they leave obvious radioactive BB's so others can find their sources.</p> <p>No 1<sup>st</sup> or 2<sup>nd</sup> person in any of these. Prefer active, but occasional passive is okay.</p> <p>History: Can write in past or present tense, must just be consistent.</p> <p>Sociology: Just be consistent in tense.</p> <p>SOC/PSYC: Need headings and subheadings that are thematic. Organize thematically, NOT chronologically.</p> <p>HIST: No headings less than 15-20 pages. Usually not chronological. Set up a thesis and follow it with one focused, long argument.</p>

# Directions for Scorers

## Instructions for Scoring Papers

1. Read the paper and score for Written Communication elements.
2. Flip back through the paper and score for Information Literacy elements.
3. Every ten papers, consider the following questions:
  - What trends are you seeing in the papers? What are students doing well? What are they not doing so well?
  - Based on what you are seeing in the papers, what kinds of new lessons, activities, or projects might you include in your 100W course the next time you teach it?

## Reporting Your Scores and Impressions

Please enter your scores for each paper on the Qualtrics survey.

Please write your thoughts and impressions in a separate Word document. It doesn't have to be all perfect, but please give the document a quick proofread after you've written all seven.

## Detailed Instructions

1. You will receive the papers in a zipped file, in batches of 8-10. Each PDF file will include 8-10 separate papers, with each paper numbered individually.



Figure 1. The paper sets will look something like this. Each file will contain 8-10 separate papers.

2. Enter scores for each paper on the Qualtrics survey, available at this address:

[https://sjsu.qualtrics.com/jfe/form/SV\\_0eoSd6pvJwj1ppX](https://sjsu.qualtrics.com/jfe/form/SV_0eoSd6pvJwj1ppX)

Please be sure to enter scores for each paper – one set of scores per paper.

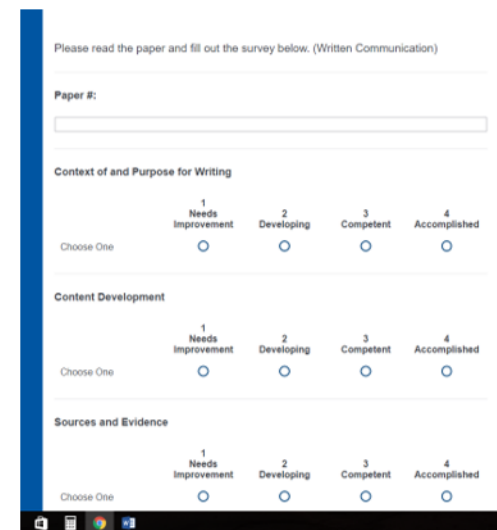


Figure 2. The Qualtrics survey.

# Qualtrics Survey

Paper #:

## Context of and Purpose for Writing

	1 Needs Improvement	2 Developing	3 Competent	4 Accomplished
Choose One	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Content Development

	1 Needs Improvement	2 Developing	3 Competent	4 Accomplished
Choose One	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Sources and Evidence

	1 Needs Improvement	2 Developing	3 Competent	4 Accomplished
Choose One	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Survey

Your scores have been submitted. To enter scores for another paper, please click the link below:  
[https://sjsu.qualtrics.com/jfe/form/SV\\_0eoSd6pvJwj1ppX](https://sjsu.qualtrics.com/jfe/form/SV_0eoSd6pvJwj1ppX)

# Raw Data

Qualtrics Data Download - Excel

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File Home Insert Page Layout Formulas Data Review View ACROBAT Tell me what you want to do

Clipboard Font Alignment Number Styles Cells Editing

A1	StartDate	EndDate	Status	IP Address	Progress	Duration	Finished	Recorded	Response	Recipient	Recipient	Recipient	External	Location	Location	Location	Distributi	User Lang	Q10	Q1_1	Q3_1	Q5_1	Q7_1	Q8_1	Q13_1	Q14_1	Q15_1	Q16_1	Q17_1			
1	StartDate	EndDate	Status	IP Address	Progress	Duration	Finished	Recorded	Response	Recipient	Recipient	Recipient	External	Location	Location	Location	Distributi	User Lang	Q10	Q1_1	Q3_1	Q5_1	Q7_1	Q8_1	Q13_1	Q14_1	Q15_1	Q16_1	Q17_1			
2	Start Date	End Date	Response	IP Address	Progress	Duration	Finished	Recorded	Response	Recipient	Recipient	Recipient	External	Location	Location	Location	Distributi	User Lang	Paper #:	Context o	Content D	Sources a	Control of	Textual C	Determin	Access the	Evaluate i	Use Infor	Access and	use Inform		
3	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	["Importic	
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Qualtrics Data Download

Ready

Type here to search

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# Formatted Data and Figures

Averages Numbers and Pictures - Excel

Tom Moriarty

File Home Insert Page Layout Formulas Data Review View ACROBAT Tell me what you want to do

Clipboard Font Alignment Number Styles Cells Editing

Calibri 11 A A Wrap Text General Normal Bad Good Neutral Calculation Check Cell Explanatory... Input Linked Cell Note

AutoSum Fill Clear Sort & Find & Filter Select

X27

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1																								
2			Context of and Purpose for Writing	Content Development	Sources and Evidence	Control of Syntax and Mechanics	Textual Conventions	Determine the extent of information needed	Access the needed information	Evaluate information and its sources critically	Use information effectively to accomplish a specific purpose	Access and use information ethically and legally												
3	HIST	Average	3.06	2.84	2.67	2.84	2.71	3.04	3.18	2.65	3.08	3.57												
4	PSYC	Average	3.33	3.08	3.25	3.18	3.00	3.19	3.48	3.29	3.26	3.64												
5	SOCI	Average	2.90	2.76	2.86	3.02	2.64	2.83	2.94	2.71	2.90	3.55												
6																								
7	College Avg.		3.10	2.90	2.92	3.01	2.78	3.02	3.20	2.88	3.08	3.58												
8																								
9																								
10																								
11	Scoring Key																							
12	Needs Improvement		1																					
13	Developing		2																					
14	Competent		3																					
15	Accomplished		4																					
16																								
17																								
18		History	Psychology	Sociology	Competer	College Average																		
19	Context of and Purpose for Writing	3.06	3.33	2.90	3	3.20																		
20	Content Development	2.84	3.08	2.76	3.00	2.96																		
21	Sources and Evidence	2.67	3.25	2.86	3.00	2.96																		
22	Control of Syntax and Mechanics	2.84	3.18	3.02	3.00	3.01																		
23	Textual Conventions	2.71	3.00	2.64	3.00	2.85																		
24																								
25																								
26																								
27		History	Psychology	Sociology	Competer	College Average																		
28	Determine the extent of information needed	3.04	3.19	2.83	3	3.12																		
	Access the needed information						4.00																	

Written Communication Results

Category	History	Psychology	Sociology	College Average
Context of and Purpose for Writing	3.06	3.33	2.90	3.20
Content Development	2.84	3.08	2.76	2.96
Sources and Evidence	2.67	3.25	2.86	2.96
Control of Syntax and Mechanics	2.84	3.18	3.02	3.01
Textual Conventions	2.71	3.00	2.64	2.85

Are We Competent?

Category	History	Psychology	Sociology	Competent
Context of and Purpose for Writing	3.06	3.33	2.90	3.00
Content Development	2.84	3.08	2.76	3.00
Sources and Evidence	2.67	3.25	2.86	3.00
Control of Syntax and Mechanics	2.84	3.18	3.02	3.00
Textual Conventions	2.71	3.00	2.64	3.00

Information Literacy Results from Faculty

Category	History	Psychology	Sociology
Determine the extent of information needed	3.04	3.19	2.83
Access the needed information			

Are We Competent? (Faculty)

Category	History	Psychology	Sociology
Determine the extent of information needed	3.04	3.19	2.83
Access the needed information			

Scoring Sheet - Summer 2017 Pi

Ready

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# Thanks!

Comments? Questions? Discussion?