



SLO Assessment Cycle for EWRT 1A

Composition and Reading SLO Modified: [01/05/2011]

Luis Limcolioc's Team Members:

1. [Becky Roberts](#) (x5764) EWRT
2. [Bob Dickerson](#) (x) EWRT
3. [Brian Smith](#) (x) EWRT

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [12/05/2010]

Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Luis Limcolioc, Becky Roberts

Assessment Tools: Exams • Papers/Essays

Sections being assessed: 16Y, 17Y, 22Y, 9

Outcome 1: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

Analytical Essay Assignment, a thesis-driven examination of a short story or essay, which includes the following parts: a first draft with peer review, a final, revised version of approximately 750 words, a reflection on the writing process. Final grade evaluates performance of all parts--composing, reviewing, revising, reflecting--according to the following rubric.

GRADING STANDARDS: Composition

2.5-UNACCEPTABLE 3-WEAK 3.5-ADEQUATE 4-ABOVE AVERAGE
4.5-GOOD 5-EXCELLENT

RHETORIC (60 pts)

FOCUS: 2.5 3 3.5 4 4.5 5

(+) the essay clearly responds to the assignment;
the point and thrust of the essay is conveyed
and maintained in every paragraph;
direction, progression and purpose are clear
and unmistakable throughout the essay

(-) unstated thesis; a broad, unfocused topic;
major/minor assertions and examples don't
connect; the specific points of development
are neither stated nor implied; what is being
written about isn't always clear or purposeful

FLOW AND DEVELOPMENT: 2.5 3 3.5 4 4.5 5

(+) logical, meaningful order; first and last
paragraphs effectively begin and end the
essay; skillful use of transition words and
statements; logically consecutive paragraphs;
supporting examples, quotations, etc., are
effectively organized and placed

(-) abrupt and unexplained shifts in the
development of the essay; no clear connection
between ideas; an arbitrary order of paragraphs;
unnecessarily short, choppy paragraphs; transitions missing

DEPTH 2.5 3 3.5 4 4.5 5

(+) a significant thesis and argument worth making;
convincing, valid explanations and arguments
in support of assertions; solid, relevant evidence;
thorough, meaningful, insightful development of the
thesis; intellectually engaging, stimulating ideas

(-) thesis implications not fully addressed; main and
supporting ideas are insufficiently developed;
major/minor assertions and/or supporting materials
are obvious, shallow, unconvincing; quotations
and paraphrased material are misused

x 4 =
subtotal

STYLE (25 pts)

READABILITY: 2.5 3 3.5 4 4.5 5

(+) sentence variety; use of the active voice;
appropriate, exact and purposeful diction;
clarity, unmistakably apt sentences

(-) bloated or awkward sentence structure;
wordiness; overly informal vocabulary;
inaccurate word choices; sentences rendered
confusing or incoherent through grammatical
or syntactical errors

INDIVIDUALITY: 2.5 3 3.5 4 4.5 5

(+) individuality; serious intent; independent thinking;
clearly defined point of view

(-) lack of effort; stereotyped thinking;
cliches; heavily dependent on quotation
and summary; lack of analysis

x 2.5=
subtotal

EDITING (15 pts)

PEER REVIEW: 2.5 3 3.5 4 4.5 5

(+) complete, insightful, specific peer responses

(-) incomplete, very general peer responses

x 2 =
subtotal

MANUSCRIPT FORM: 2.5 3 3.5 4 4.5 5

(+) typed; double-spaced; standard (1-inch) margins

(-) Spelling errors; text not proofread; typos

x 1=
subtotal

TOTAL = /100

A=90-100

B=80-89

C=70-79

D=60-69

F=59 and below

Summary:

Summary:

Number of A grades=39/111

Number of B grades=45/111

Number of C grades=18/111

Number of D grades=5/111

Number of F grades=4/111

Most of the students were successful with a grade of C and above with
a mean of a grade of B. The results demonstrate the performance of
students in their fourth out of a total of five essays with the same goals
and requirements, a good sign as many students are progressing with
their reading, composing, revising, and reflecting skills. The best

essays demonstrate the ability of a student to articulate her understanding of a text in writing in a clear, precise and meaningful way with depth. This student not only shows the ability to produce a final version of the essay, but also an understanding of the drafting, reviewing and reflecting stages of the writing process. Students that struggle with this writing task show weaknesses in one or more of the stages, their final versions often lacking depth.

Enhancement (Part I):

An emphasis on analytical writing as PROCESS that begins with observations from reading and ends with a revised version in essay form enables instructors to address what appears for many students like discrete skills—formulating a thesis, developing paragraphs, examining evidence, editing errors—in the context of completing a writing task. In other words, an instructor conveys to the students that these skills are all related and necessary parts for composing an effective analytical essay in response to reading. Special attention to a student's ability to reflect on her writing process is important for she will be able to acknowledge her own strengths and address her weaknesses in order to develop as an analytical writer.

Enhancement (Part II):

Outcome 2: Statement Modified: [12/05/2010]

Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

Outcome 2: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Luis Limcolioc, Becky Roberts

Assessment Tools: Exams • Papers/Essays

Sections being assessed: 16Y, 17Y, 22Y, 9

Outcome 2: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

Analytical essay, written in-class, examining a long text. A thesis-driven essay examining an issue or theme in Zadie Smith's novel, *White Teeth*. Students read the novel over the course of the term. The task is a cumulative one in which students synthesize prior assignments about the novel and articulate their understanding of it in essay form written with a two hour time constraint (final exam).

The essay exam is graded according to the following rubric.

A=

Evolving thesis which demonstrates understanding of an issue or theme in the novel; Progression of the thesis/idea is explicit from sequence of paragraphs; Developed representative example from the novel; Writing observes standard edited English.

B=

Evolving thesis which identifies an issue or theme in the novel; Progression of thesis/idea is evident from sequence of paragraphs; Examines representative example from the novel; Writing observes standard edited English with few grammatical errors.

C=

A thesis which identifies an issue or theme in the novel; Some progression of thesis/idea is evident from sequence of paragraphs; Addresses representative example from the novel; Writing observes standard edited English with some grammatical errors.

D=

A weak, general thesis which may identify an issue or theme in the novel; Undeveloped paragraphs showing little to no progression of thesis/idea; Little to no attention to a representative example from the novel; Plot summary that masquerades as analysis; Writing departs from standard, edited English, often making ideas incomprehensible.

F=

A weak, general thesis, if any, which identifies an issue or theme in the novel; Undeveloped paragraphs with no connections to other paragraphs; Examples from the novel used primarily for plot summary;

Writing departs from standard, edited English, often making ideas incomprehensible.

Summary:

Summary

Number of A grades=27/111

Number of B grades=49/111

Number of C grades=26/111

Number of D grades=5/111

Number of F grades=4/111

A cumulative task, the final exam essay provides students the opportunity to demonstrate what they have learned throughout the term about reading and writing analytically. Over the course of the term they read, discuss, and write about *White Teeth*, a 450 page novel. Weeks of producing discussion and short writing assignments and receiving feedback lead up to the task of synthesizing and articulating their understanding of an issue or theme in the novel in essay form under time constraints. While writing in-class under time constraints poses a challenge for many 1A students, they have had over the course of the term several in-class writing exercises, including a midterm with the almost identical task on the same reading, to practice and to receive feedback. The in-class essay exam allows the student to demonstrate her or his facility with the writing process with one attempt—a task which complements the achievement demonstrated from a sequence of essay assignments (5) which Outcome 1 evaluates.

The majority of the students in these 4 sections completed the assignment with a grade of C and above, with the grade of B as the mean. In the most successful essays, students demonstrated an ability to formulate and develop an evolving thesis, one that examines an issue or theme in the novel. For an in-class essay, the paragraphs were concise but conveyed enough depth consistent with their idea. In the least successful essays, though students were able to address a theme or issue from the novel, their approach to explanation was plot summary. So while the paragraphs may have been lengthy, these weaker papers were not analytical enough.

In-class essays tend to reveal second language issues with composing in standard, edited English. Students who attempted to articulate their understanding of the novel with some depth also produced more grammatical errors. Evaluation of an in-class essay with several grammatical errors was a challenge for one acknowledges the errors which result from trying to convey a complex idea with depth. Since the essay exam is a closed book and closed notes task, ALL students demonstrated their writing proficiency without the aid of an outside source.

Enhancement (Part I):

Evaluating and then reflecting on a cumulative task such as a final exam, in-class essay enables one to review not only the reading material for the task, but also the steps and stages necessary for completing the task successfully. Selecting a long text which is appropriate for this task involves finding material that is not just engaging but also challenging. The text should allow students from diverse background to engage it in meaningful ways. For the cumulative assignment to work well, constant review of the reading-writing process—the stages and steps involved to produce a successful in-class essay exam—is crucial. One reviews the tasks and assignments directly related to the final exam and relevant long text AND the tasks and assignments related to the other essay assignments and related readings. BOTH lines of instruction have to be consistent in order for the cumulative assignment to work well.

Enhancement (Part II):

[Number of Outcomes for EWRT 1A: 2]