CORE ASSESSMENT SCORING SESSION
MAY 20, 2015

Assessment and Grading

- Grading is one form of assessment.

- Core assessment is NOT grading.

Core Assessment of Communication Objective

Communication Skills include effective development, interpretation, and expression of ideas through writing, oral, and visual communication.

Component Areas: Communication, Mathematics, Life & Physical Sciences, Language, Philosophy & Culture, Creative Arts, American History, Govt./Pol. Science, Social and Behavioral Sciences.
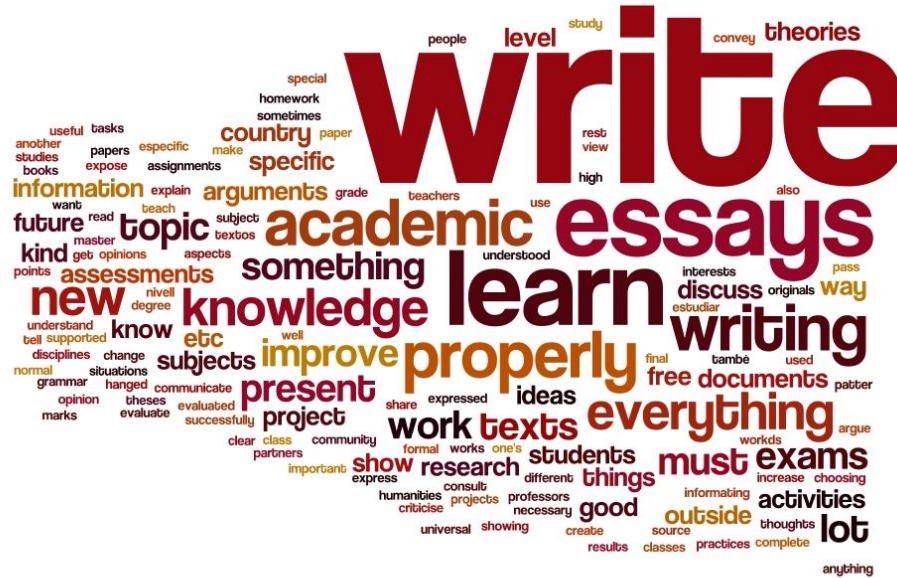
- I can't understand why writers don't know how to . . .

- It is so irritating when I see _____ in someone's writing.

- It is completely unacceptable for any piece of college writing to _____.

- When I grade student writing, I always mark _____.

Pack Up Pet Peeves and Prejudices

WHAT IS GOOD WRITING?
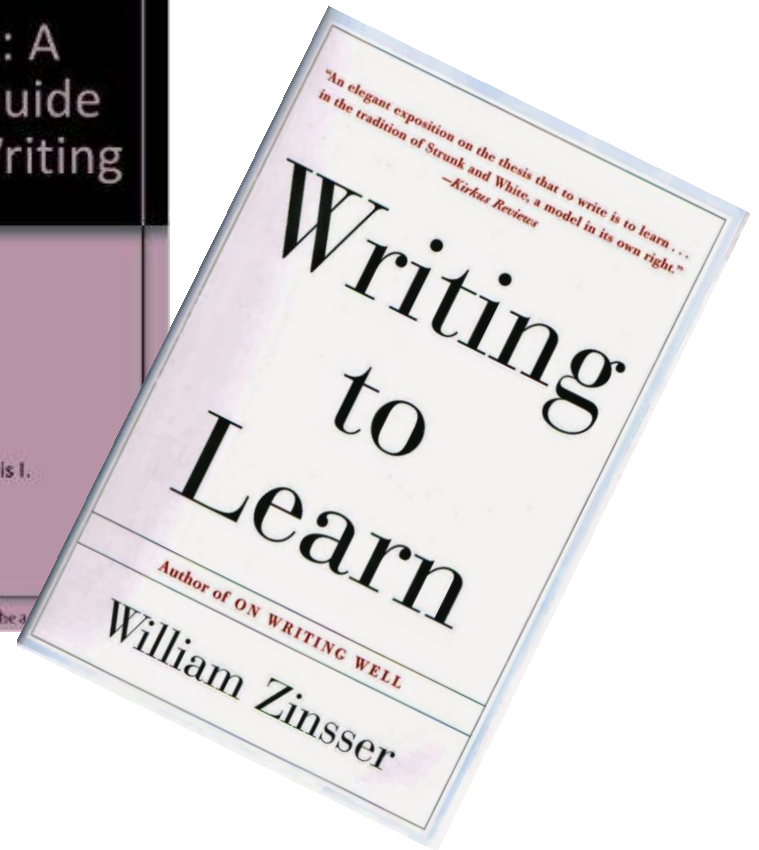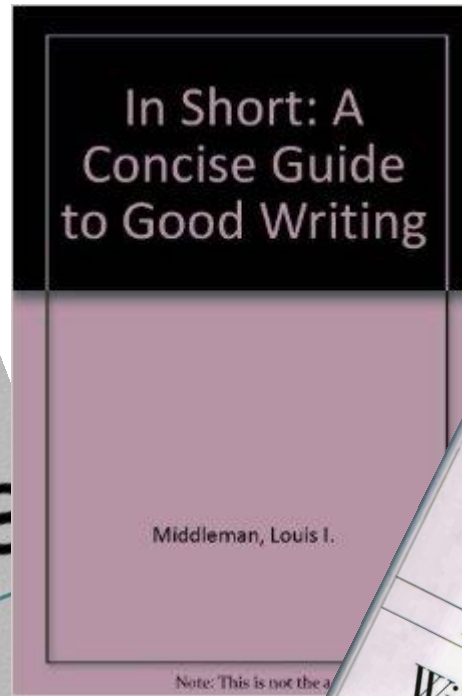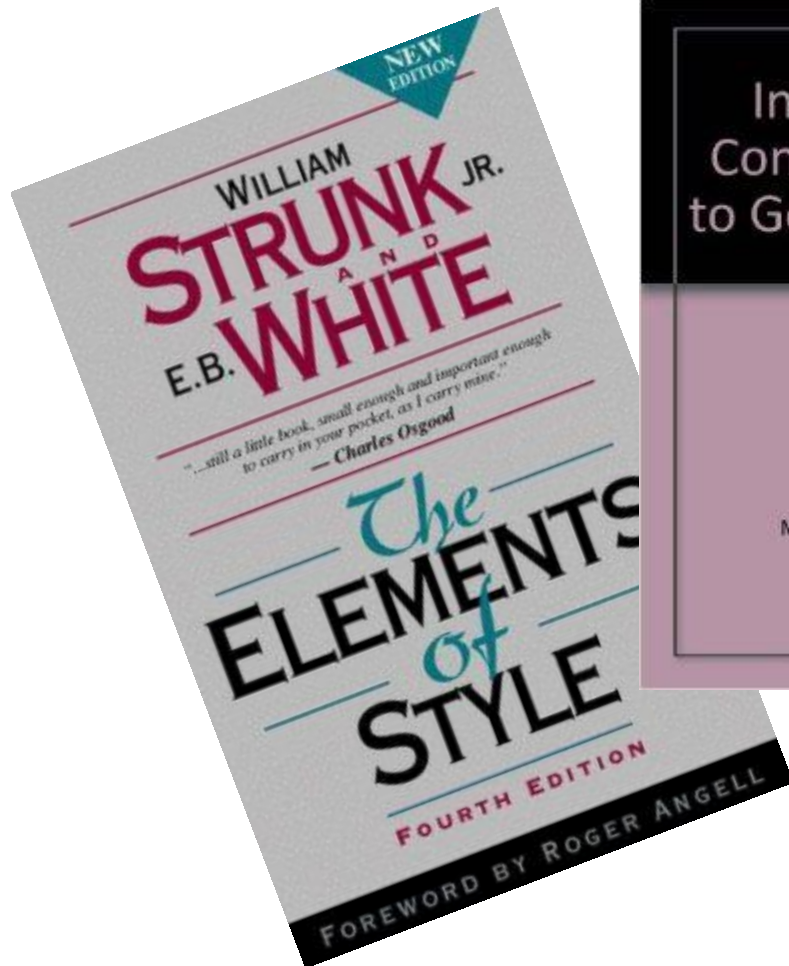
EXPECTATIONS AND PRIOR KNOWLEDGE

Rubric: Modified AAC&U Value Rubric

Communication Criteria:

- Context and Purpose

- Organization and Structure

- Content Development

- Sources and Evidence

- Syntax and Mechanics

Context and Purpose

- Shows understanding of larger conversation.

- Helps reader into the larger conversation.

- Presents Argument (claim/thesis).

- Appeals to and is aware of audience issues.

(limitations, beliefs, assumptions, language, etc.)

Context and Purpose:

 Is aware that he/she is writing a persuasive paper and the purpose is to persuade an audience.

Understands that a larger conversation exists about the topic or argument.

Appeals to, and seems appropriate to, a general audience of college student peers <u>OR</u> to the specific audience the student names in the essay.

Mastery, for our purpose, means that the student is saying sensible things about the topic they have chosen.

Organization and Structure

- Reader can follow the argument

- Reader doesn't have to try too hard to figure out where the writer is leading her/him.

- Reader may not even notice organization and structure as elements. (This can be good!)

- Reader has map or directions for the argument and can follow it to the end of the essay.

Structure and Organization:

Readers can follow the ideas being presented to them.

No set or predetermined arrangement, but a thesis should provide a road map for where the essay will go.

Reader expectation for an essay means that when attentively reading the essay, the reader can follow the writer's thoughts. Some sophisticated and complex essays require more work from the reader. However, the reader shouldn't be working to make sense of the essay.

Content Development

- Ideas presented support the claim/thesis and are convincing.

- Essay is informed by writer's knowledge and understanding.

- Ideas seem believable and well-considered.

- Ideas do more than skim the surface or regurgitate common knowledge.

Content Development:

Content, for our purpose, means that the first year writer has presented reasons to support the thesis and uses his/her sources and evidence to develop the ideas or support them.

Several reasons or ideas given in support of the thesis rather than one idea being revisited throughout the essay.

Sources and Evidence

- Sources seem believable and trustworthy.
- Sources work with the writer's ideas and argument.
- Other evidence (anecdotal or biographical) enhances argument and is convincing.
- Writer represents the ideas of the sources and evidence ethically and credibly.

Sources and Evidence:

Sources and evidence do not have to come from peer reviewed, scholarly journals, or from statistical data reports. These first year writers may use popular sources (TIME, NEWSWEEK, NY TIMES or other periodicals); they may use video or interviews; they may use personal anecdotes that help explain the issue, support the thesis, or appeal to the emotions of audience.

Syntax and Mechanics

- Does not mar the reader's ability to understand ideas expressed by the writer.

- Does not consistently distract the reader from the ideas expressed by the writer.

- Might be a blip or two within the essay OR could be distracting and confusing throughout the essay.

Control of Syntax and Mechanics:

Students' use of written language is clear, natural, and easy to read.

More sophisticated control of language and syntax would demonstrate this sophistication with apt and advanced vocabulary. However," putting on" language that seems uncomfortable to the reader is not a sophisticated use of language no matter how many SAT words the student chooses to use! CONTROL is important. There is nothing wrong with simple, straightforward language that clearly gets the points across to the reader!

One or two "errors" don't indicate lack of control over language and syntax.

What Do the Numbers Mean?

4 – Capstone	3 – Milestone	2 – Milestone	1 – Benchmark

1 to 2 Range

- Recognizable as a "cake.'
- May have an ingredient problem.
- May have baked too long or not long enough.
- Might take some effort to eat it.
- One bite could have you putting down your fork.
- However, it is a cake!

3 Range

- No complaints about this cake.
- Pudding cake from Kroger.
- No problem eating it for dessert.
- Satisfies and fulfills dessert expectations.
- Tasty, has all the ingredients.
- No decoration.

OR

- Decoration that needs practice, OR pretty but not tasty, OR too fancy for the cake!

It's From a Box

4 Range

- Tasty and beautiful.
- All the ingredients in all the correct proportions.
- A dessert to tell others about.

Our Rubric

Communication Rubric

Criteria	Levels of Achievement			
	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context and Purpose	Demonstrates a thorough understanding of context, audience, and purpose and a clear focus on the assigned task.	Demonstrates adequate consideration of context, audience, and purpose and is responsive to the assigned task	Demonstrates awareness of context, audience, and purpose and to the assigned task.	Demonstrates minimal attention to context, audience, purpose, and to assigned task.
Organization and Structure	Demonstrates detailed attention to successful organization, content presentation, formatting, and stylistic choices.	Demonstrates consistent use of organization, content presentation, formatting, and stylistic choices.	Follows expectations for basic organization, content presentation, formatting, and stylistic choices.	Attempts to use a consistent system for basic organization and presentation.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some part of the work.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas. Writer contextualizes sources and credits sources throughout the essay an in a works cited/bibliography page or other appropriate source documentation format.	Demonstrates consistent use of credible, relevant sources to support ideas. Writer clearly identifies sources in essay and in a works cited/bibliography page or other appropriate source documentation format.	Demonstrates an attempt to use credible and/or relevant sources to support ideas. Writer generally identifies sources in essay and in a works cited/bibliography page or other appropriate source documentation format.	Demonstrates a basic attempt to use sources to support ideas. Writer does not consistently credit borrowed material to its source in essay and/or in a works cited/bibliography page or other appropriate source documentation format.
Control of Syntax and Mechanics	Uses graceful, virtually error-free, language that skillfully communicates meaning to readers with clarity and fluency.	Uses straightforward language with minimal errors to convey clear meaning to readers.	Uses language that conveys general meaning to readers although the language may contain some errors.	Uses language that sometimes impedes meaning because of errors in usage.