Communicative Disorders Master’s Program
Writing Assessment Policy

Purpose:
The two purposes of the Communicative Disorders writing assessment are to
- develop proficient writers through assessment and support, and
- provide data for the purposes of program evaluation and improvement.

A similar writing assessment is required of all graduate programs in the College of Education.

Process:
- The section of HCOM 500, Research in Speech Communication, taught by a
  professor in Communicative Disorders is the course in which graduate student
  writing is assessed. This is done via evaluation of the course’s research project.
- The final draft of the writing assignment is assessed.
- The rubric includes a 6-point scale (5-6=Exceeds Expectations, 4=Meets
  Expectations, 1-3=Below Expectations).
- An additional assessment of content is conducted.

Determination of Proficiency:
- Candidates scoring a 4 or greater will be identified as proficient.
- Candidates scoring less than 3 will be identified as less than proficient.
- Note: Passing scores for final grades on the overall assignment may vary
  according to program if additional rubric items are used.

Responsibilities of Students Determined to be Non-Proficient Writers:
- Students who demonstrate less than satisfactory writing skills (i.e., below 4 on the
  writing rubric)
  - Will be notified in writing, and a letter will be included in the student’s
    file.
  - Will be required to meet with the credential advisor to identify ways to
    improve.
- Possible ways for the student to improve skills in English include tutorial help at
  the Writing Center, the Learning Center, or the American Language Program.
- Students’ writing will continue to be monitored throughout the program until their
  writing improves to the satisfactory level.

Reporting Scores:
Individual student writing assessment scores will be reported as a total average score
(range 6-1). Scores will be reported each semester by the course instructor to the College
of Education assessment director via the credential coordinator. Data will be used for
program evaluation and improvement. Student names and CWIDs will be confidential.