Writing Assessment Policy

Purpose:
The two purposes of the Reading Education 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 Literature Review Assignment in EDEL 511, Survey of Educational Research, has been identified as the graduate student writing assessment for Graduate Reading Programs. The final draft of the writing assignment is assessed.
- The same assignment will be assessed for all course sections.
- The rubric used to evaluate the Literature Review Assignment is common across the College of Education. The rubric is based on a 6-point scale (5-6 = Exceeds Expectations, 4 = Meets Expectations, 1-3 = Below Expectations).
- Four categories of traits are assessed:
  - Completeness of Response & Quality/Clarity of Thought
  - Organization, Sequence of Ideas/Focus
  - Accuracy of Content/Vocabulary
  - Resources/Support/Examples
- An additional assessment of content is also conducted.
- The EDEL Instructor will forward a form letter to the Reading Department Graduate Program Coordinator for each student scoring below 4 on the Literature Review Assignment.
- Students scoring below 4 on the Literature Review Assignment will be required to meet with the Reading Department Graduate Program Coordinator to obtain a plan for writing improvement.

Responsibilities of Candidates Determined to be Non-Proficient Writers:
- Students scoring below 4 on the Literature Review Assignment:
  - will receive a copy of the letter that will be placed in their file
  - will be required to meet with the Reading Department Graduate Program Coordinator to identify ways to improve
- Plans for the candidate to ensure writing improvement may require that the candidate:
  - arrange for and document tutorial help at the University Learning Center or other support center tutorial help at the University Learning Center
  - enroll in and complete a composition course, e.g., English 301
  - demonstrate improvement by completing a supervised writing sample assignment

Reporting Scores:
Individual candidate writing assessment scores will be reported as a total average score (range 6-1). Scores will be reported each semester by the course instructors to the College of Education Assessment Director by the Graduate Program Coordinator. Data will be used for program evaluation and improvement. Student names and CWIDs will be confidential.