

MSE Concentration in Secondary Education Writing Assessment Policy

Purpose:

The two purposes of the Secondary 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:

- EDSC 536 Curriculum Theory and Design has been identified as the course in which graduate student writing is assessed. This is done via the use of a Writing Rubric to assess the literature review assigned in EDSC 536.
- The final draft of the writing assignment is assessed.
- The same assignment will be assessed for all course sections.
- The analytic rubric used to assess writing quality is common across the College of Education.
- The rubric includes 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.

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 overall assignment may vary according to program if additional rubric items are used.

Responsibilities of Candidates 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 candidate's file.
 - Will be required to meet with the graduate program advisor to identify ways to improve.
 - Will receive a Student Improvement Plan.
- Possible ways for the candidate to improve skills in English include:
 - Receiving tutorial help at the University Learning Center, OR
 - Enrollment in a composition course, e.g., English 301.
- Students' writing will continue to be monitored throughout the program until their writing improves to the satisfactory level. Further sanctions may include:
 - Placing student on probation until writing performance is satisfactory, AND/OR
 - Requiring course instructors of student to report to graduate advisor on student writing performance, AND/OR
 - Student demonstration of completion of one of the above recommendations by way of a writing sample.

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 via the Department Chair and Graduate Program Advisor. Data will be used for program evaluation and improvement. Student names and CWIDs will be confidential.