Welcome!

Outcomes Driven Norming: Collaborative Engagement of Student Writing

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I. Overview

English Program challenges

- **Composition Levels span Eng 090, 099, 101, 102.**

- **More emphasis on "bucket classes," Eng 099 and 101 in two-level, used in Gig classes.**

- **12 full-time; 15-20 associate faculty challenges in bridging the "status" gap.**

- **Faculty turnover, new instructors each fall. Two relatively new f.t.: Maya Smorodinsky and Kate Boyd.**

- **Historical assessment work has lagged in busy, underfunded, unstable environment.**

- **Difficulty sustaining curriculum meetings.**

Our project

- Full and part-time English teachers work together on outcomes, with focus on the Eng 099 / 101 Crossover.

- Norming sessions and discussions to develop more consistent vocabulary, better knowledge of approaches, more consistent scoring, and department-level resources.

- Paid participation for associates for attendance and for planning work.

- Two meetings per quarter; complementing English Business meetings. We have kept this pace!

- Planning Participants: Ryan Bailey, Kate Boyd, Katie Johansen, Rachel Kunert-Graf, Barbara Moreland, Gary Parks, Maya Smorodinsky

Challenges in Evaluating Writing

- Class level vs. overall arc of composition (spiral concept).

- Interrelated skills combine for rhetorical effect (plant analogy).

- Class or student level factors: nature of assignment, acceleration of student, etc (warp)

- Variety of Student Needs and Linguistic Backgrounds

- Volume. One 5-cr class of 25 individuals producing an average of 25 finished pages each (homework and essays) = 625 pages to not only read but (often) analyze and comment upon.

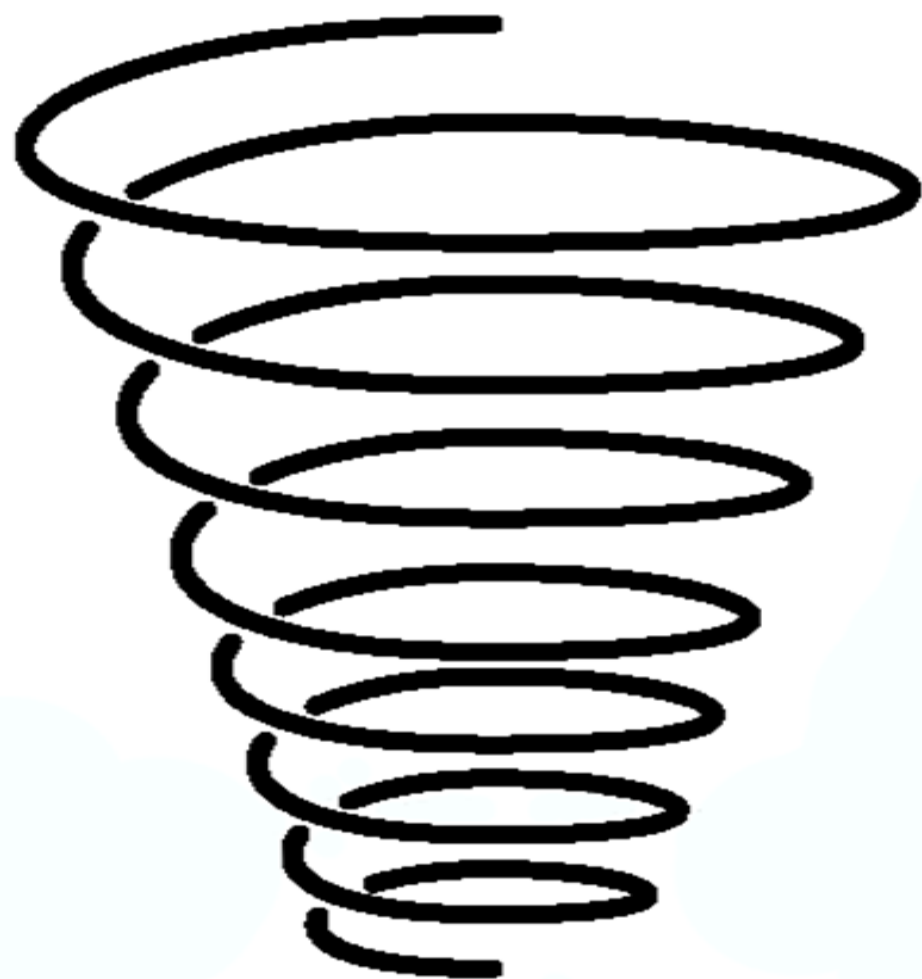Development

Organization

Language style/ mechanics

How do these aspects interact to create meaning?

Common Evaluation Approaches

- Development
- Organization
- Language (style, mechanics)
- Audience considerations
- Purpose
- Venue conventions
- Information
- And others

Rise of the Rubrics: 1995-2012

see examples on hand—not currently accepted department wide

ENGLISH 101 ESSAY SCORING GUIDE

	level 5 (3.5-4.0)	level 4 (2.5-3.4)	level 3 (2.0-2.4)	level 2 (1.5-1.9)	level 1 (0.7-1.4)
DEVELOPMENT	• Essay focus is clear, engaging, inventive and fully realized. • Body paragraphs are evidence-based and demonstrate the writer's ingenuity as well as effective critical thinking. • Arguments and observations are well-reasoned and example-rich. • Essay matches purpose to audience. • Response to assignment is thorough.	• Essay focus is clear and generally well developed. • Body paragraphs are evidence-based and demonstrate sound critical thinking. • Arguments and observations are supported with examples. • Essay matches purpose to audience. • Response to assignment is thorough.	• Essay focus is generally clear though focus and development may be minimal. • Most paragraphs are evidence-based and demonstrate some critical thinking. • Arguments and observations are adequately or minimally supported. • Essay generally matches purpose to audience. • Response to assignment is adequate.	• Essay focus may be vague, superficial, too general or indirect. • More than one body paragraph lacks supporting details and evidence. • Arguments/observations may often be logically questionable or inconsistent. • Essay does not effectively match purpose to audience. • Response to assignment is incomplete or unsatisfactory.	• Focus may be confusing or missing altogether. • Most paragraphs lack examples, details and evidence. • Arguments/observations may be incoherent or missing. • Essay shows little or no awareness of audience or purpose. • Response to assignment is not discernible.
ORGANIZATION	• Essay intro is informative and engaging. • Middle paragraphs are logically sequenced and clearly related to essay focus. • Closer inventively and memorably unifies essay.	• Essay intro is informative and engaging. • Middle paragraphs are logically sequenced and clearly generally well related to essay focus. • Conclusion effectively unifies the essay	• Essay intro is adequate but may be somewhat generic. • Middle paragraphs are logically sequence. No more than one paragraph is unrelated to focus. • Conclusion adequately or minimally unifies essay.	• Intro may lack development or fail to engage reader. • Middle paragraphs may appear to be randomly arranged or unrelated to essay focus. • Conclusion fails to unify or adequately complete essay.	• Intro is undeveloped or missing. • Middle paragraphs are randomly arranged or unrelated to essay focus. • Conclusion is undeveloped or missing.
S	• Writing "voice" is distinctive and tailored to audience and purpose	• Writing "voice" is effectively tailored to audience and purpose	• Writing "voice" is adequate though occasionally generic or	• "Voice" may be generic or inappropriate to audience and	• "Voice" may be noticeably generic or inappropriate to

Example Checklist for each paper

one instructor's version

Argument-Persuasion essay checklist

Development:

- Does your essay state a clear thesis calling for a change in thinking, social structure, behavior, etc.?
- If you are solving a problem with your suggestion, does your essay describe the problem well enough for readers to understand, using good details?
- Does the essay use a combination of logical and emotional appeal that will change at least some readers' minds?
- Does the essay use a variety of concrete detail to support its points?

Organization:

- Is the essay organized in a logical structure that makes sense for this argument?
- Does it use an introduction that draws in the reader and indicates the main direction of the essay?
- Does it use conclusion that brings to mind what was discussed and leaves the reader with a final call for action?
- Does it raise an objection and counter it?
- Does it use effective transitions between the major parts of the essay (for example, when moving into the list of possible solutions, or when moving into the best solution)?
- Are its body paragraphs all organized around a consistent sub-topic?
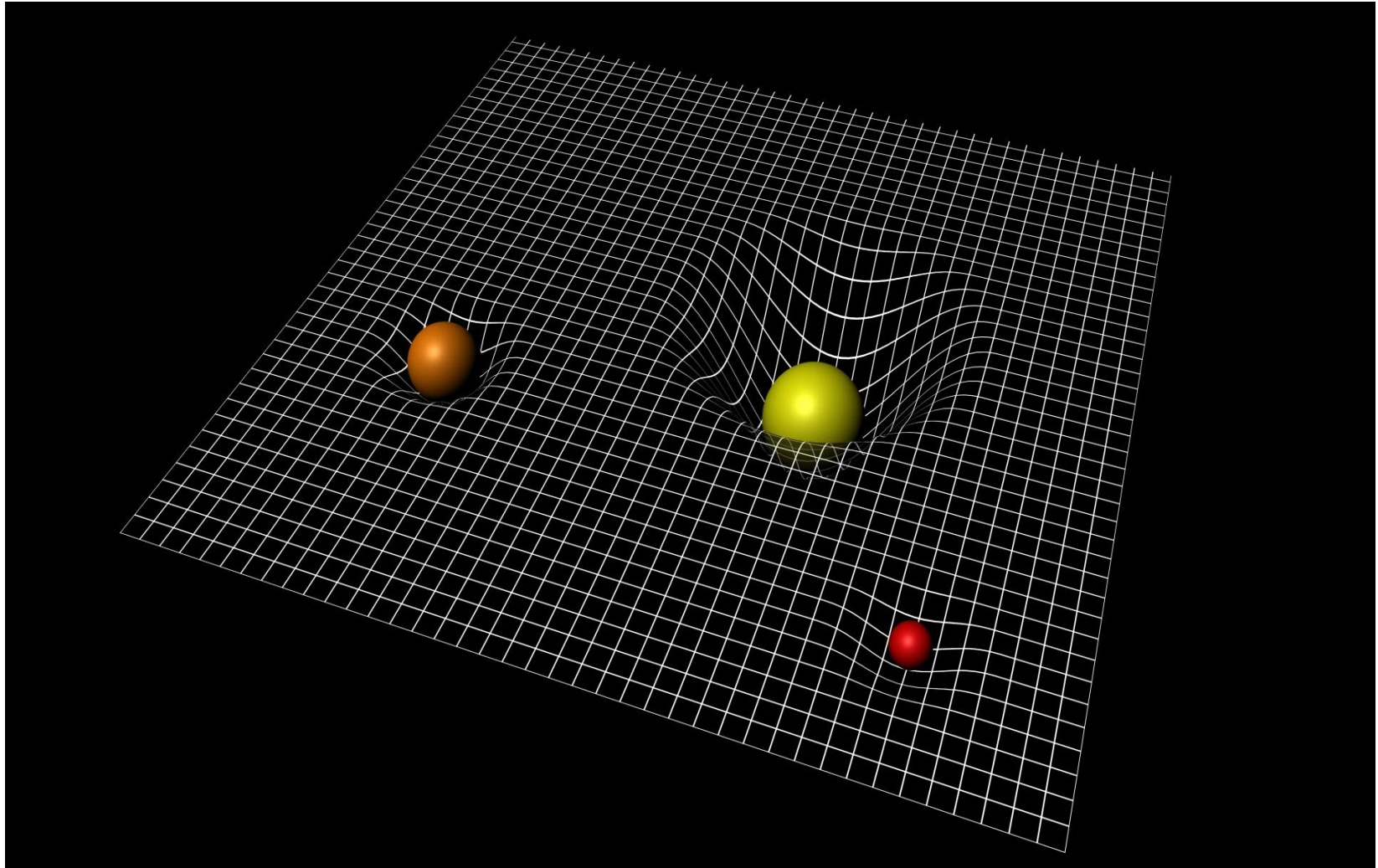- Do the sequences of sentences within the paragraphs make sense?

Language:

Rigid Matrix?
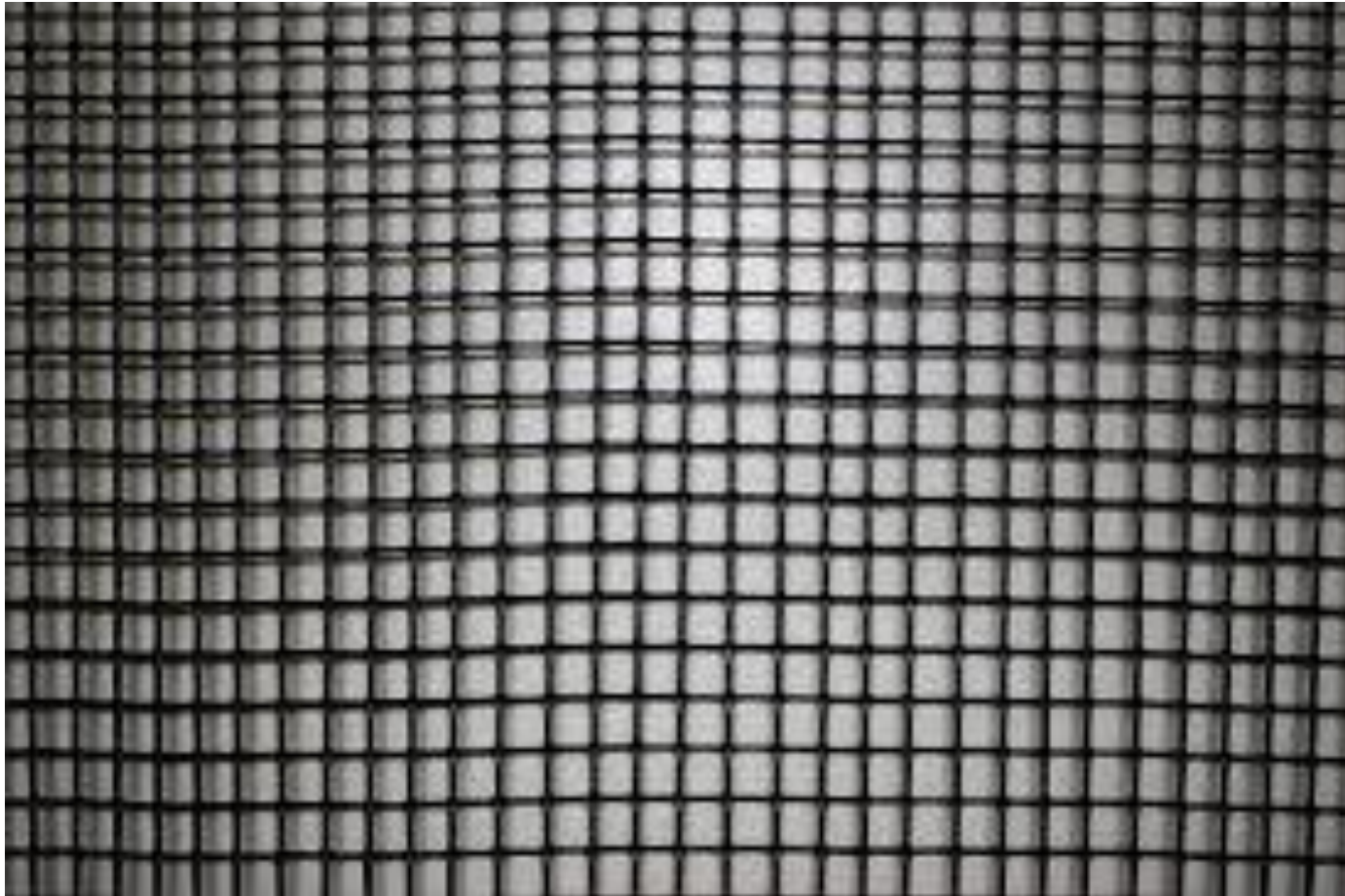
Warped matrix

evaluation flexes to meet student need (81 different ways)

II. Process

Comparison of Master Course Outlines for ENG 099 and ENG 101

099 Course Outcomes and Assessments	101 Course Outcomes and Assessments
1. Critically read and analyze information, ideas, and structural elements in a given text	1. Critically read, analyze and evaluate information, rhetorical patterns, and structural elements in a give text (such as story, essay, poem, textbook, or visual material)
2. Formulate and express information and ideas in basic academic forms of writing, demonstrating purpose, focus, thesis organization, and clarity of language	2. Formulate and express information and ideas in a variety of written forms and rhetorical patterns, demonstrating a clear purpose, focus, thesis, organization, and consideration of audience
3. Assess the effectiveness of student's own written and verbal communication and make adjustments as needed	3. Assess the effectiveness of student's own written and verbal communication
4. Engage in a writing process using prewriting, drafting, and finishing techniques as appropriate to the writing task	4. Engage in a writing process using prewriting, drafting, and finishing techniques as appropriate to the writing task
5. Write in a style and voice appropriate to most academic tasks with consideration of socially or culturally diverse readers.	5. Write to a range of audiences including socially or culturally diverse readers
	6. Identify the cultural, historical, and social context of a work (including the student's own) and the way in which culture and social position affect meaning

Evaluative Criteria For Outcomes Assessment

- Evidence

- Organization

- Focus

- Analysis

- Mechanics

- Language

- Audience/Genre

- Revision/Process

Evidence

- What skills must an essay demonstrate in order to be considered "exit ready"?

- What is the difference between "exit ready" from 099 and from 101?

III. Products

At the 99 Level successful essays ready for English 101 show ability to

- Gather and select topical evidence from relevant sources, including personal experience, observation and publications, to help support points.

- Use some variety of evidence, not just one type or from one point of view. For instance, use statistical evidence along with observed or first-hand experience, or two different articles on the same topic.

At the 99 Level successful essays ready for English 101 show ability to (cont)

- <u>Demonstrate relationships between evidence and main points</u>. Strategies may include organization, transitions, explanations, and other methods.

- <u>Support ideas</u> for a general audience using facts and common knowledge; may also consider the connotations and point of view of information.

- Use direct <u>quotations</u> from sources when appropriate; may also use <u>paraphrases and summaries</u>. All sources are documented.

At the 101 Level the successful essay shows the ability to

- Select evidence relevant to the essay's main and supporting points as well as its purpose, audience, and venue.

- Analyze audience information gaps and pre-existing knowledge to determine detailing. Select evidence to address audience needs.

- Consider and use the origin and implications of evidence, such as its stakeholders, its venue-based purpose, its methods, its omissions, its strengths, and so on.

At the 101 Level the successful essay shows the ability to (cont.)

- Connect evidence to the main point and sub-topics with explanation and detailing that considers audience, purpose, and venue.

- Employ a variety of information types as evidence, so that detailing is specific, ample, and varied.

- Use quotation, paraphrase, and summary from sources when appropriate, with MLA documentation

099 vs 101

- Emphasis on finding evidence
- Selecting for relevance to topic
- Conveying comprehension of sources
- Attribution

- Emphasis on student-writer's specific purpose/audience
- Variety of types of evidence and manner of inclusion
- Treats sources with nuance

Essay Norming with Criteria

Votes on Passing

Bullet point met?

Ongoing Work, Future Products

- Repeat norming sequence with other aspects of writing evaluation (organization, mechanics, argument) to develop more 099/101 success criteria

- Sample 099 and 101 student papers annotated with this language

- Faculty can use shared vocabulary in giving feedback to students

Brainstorm

What broad set of criteria might be used to assess "success" in your discipline?

Within one criterion, define specific, measurable skills indicating "success" or "exit ready"

IV. Lessons and Takeaways

Benefits

- Collaborative goals
- Cohesion between Adjuncts and TT
- Shared departmental vocabulary / schema
- Improved clarity for students who take multiple courses in sequence with different instructors
- Recognize foundational skills beyond the language of "not quite transfer level"
- Communication to wider audience re: writing

Challenges

- Emphasize novelty and reasoning process in communication with norming participants.

- Adjuncts and TT, workload and time/incentive to participate.

- The problem of doing too much in meetings. Focus on object goal at meetings.

- Lacks context and isolates related skills. These criteria supplement faculty's knowledge of course contexts, student trajectory, etc.