

Department of English Assessment Yearly Report
Undergraduate Component
2007 - 2008

INTRODUCTION

The English Department continued its main assessment activity—the senior exit portfolio, compiled as part of our capstone experience. We continued to focus on areas that lend themselves to specific definition and specific measurement. In previous years, we have refined our goals for majors, have refined our process of undergraduate program assessment, and are making ongoing changes to our curriculum.

UNDERGRADUATE COMPONENT

I. Assessment Activities

Program Goals: (revised on the basis of student feedback and faculty discussion)

Knowledge: a variety of texts from a range of genres, periods, and cultures, including American and British literature and relevant contextual material; critical theory and relevant applications; the history and/or structures of the English language; other subject expertise as required by a student's option.

Abilities: analyze, interpret, and explicate texts (poetry, prose, drama, film, etc.), correctly applying literary or technical terms as relevant; examine a text from multiple perspectives, including critical and theoretical approaches, applying terms and approaches correctly; evaluate the strengths and weaknesses of a text (which may include one's own, or another student's writing); organize and present arguments orally and in writing; write formal essays effectively and write for different purposes and for different audiences; use professional research tools, showing both accuracy in format and the ability to choose, introduce, provide background for, and evaluate researched sources properly.

Assessment Day 2008:

Activities included senior portfolio scoring, portfolio scoring training, and the administration of student major surveys (see the attachment, "Survey Summary Results, 2008," attached).

II. Learning Outcomes/Data Collection:

Specific assessment data were collected for the capstone experience (see the attachment, "English Major Assessment Report, 2007-08."). Learning outcomes for the capstone experience match the Program Goals (above). Students in the English major options

(Literature, Writing), and the second major in COEHS, English Education 5-Adult, submit portfolios that demonstrate knowledge of at least three genres, six literary periods, and three cultures in addition to American and British literatures, and of at least three literary critical theories, in addition to New Critical explication.

Results: Level 4 portfolios demonstrate outstanding strengths in all areas; level 1 portfolios would seriously lack any demonstration of mastery of knowledge or abilities. Here is a summary of the results: (see attachment, "Exit Portfolio Rubrics")

Fall 07/Spring 08

| Level | Number |
|--------------|---------------|
| 4 | 6 |
| 3+ | 18 |
| 2+ | 5 |

II. BOT Initiative 3 Compliance: National data to establish a benchmark for performance do not exist for the Liberal Arts English major options. Our department has studied assessment procedures from English departments at other universities. We have also worked hard to establish departmental goals and desired outcomes consistent with norms for knowledge and skills at other institutions and that are designed to prepare our students for the worlds of work and continued education.

III. Plans: The Department has streamlined and clarified its curriculum choices for COLA English majors into two primary options: literature and creative writing. In addition, the Department has worked closely with COEHS, English Education 5-Adult, to develop consistency in student advising and to provide students in that major with a clear strategy for earning the second major in English. The Department also has plans underway for the development of a pre-ENG 101 course to provide a solid foundation for students who are not yet ready for ENG 101. Finally, the Department is working with the staff of CIT to make it possible for our students to use e-portfolios.

IV. Assistance Needed:

The Department of English has traditionally provided funding for faculty scoring of exit portfolios. The funding source for this is now uncertain. The Department also employs a large contingent of one year instructors and adjuncts for English composition classes. Funding for workshops and directed training for these instructors would greatly enhance

the Writing Program. As general education changes, the department expects that significant revisions will be needed in its composition sequence and faculty may need reassigned time to accomplish this. Finally, the e-portfolio option will likely require funding for the purchase of software.

V. What has the department learned? We are still debating whether or not the portfolio method of assessment best serves all our majors. English Education 5-Adult second majors seem best served by the portfolio system; English majors-literature option, may be better served by a thesis-type capstone and assessment activity. English majors-writing option seem to be at a disadvantage in our assessment process (and capstone)—they seem least prepared to meet our general English major requirements (in terms of literature exposure and literary theory); the department’s discussion on these issues continues.

The assessment results for our undergraduate program for AY 2007-2008 continue to show that our English majors are meeting their exit goals. No student earned less than a score of 2 and the majority earned a score of 3 or higher.

The gap between the scores of the literature option and creative writing option majors has narrowed considerably for 2007-08. The average score for COEHS second major students is somewhat lower, but the Department is working assiduously to provide a more solid foundation for these students in the English major with clearer and more directed advising. The Department is also focusing on the capstone exit portfolio for COEHS second majors as a unit of lesson plans in writing or teaching.

Assessment Day surveys bring to light a fact that is well known to the Department and that is the difficulty students have in finding the classes they need to meet requirements and make progress towards graduation. This is not a problem unique to English and the Department continues to refine its course schedule to most effectively meet student needs. Survey responses also indicated a need for more communication between the department and students. To this end the Department has a newly designed website which presents current information on activities and upcoming events. The Department will also continue to contact students via email on a regular basis.

**Department of English
College of Liberal Arts
Assessment Day Survey Summary
2008**

The survey consists of 49 questions. Thirty-two surveys were collected, but many did not contain responses for every question.

1. Students need more notice of department events and would like to see more department events.
2. Interesting point that non-majors in upper division literature classes “detract” from the success of the course.
3. Some sense that faculty advisors should be more “accessible;” a desire for more contact with advisor.
4. Some sense that “rigid” requirements present obstacles for students as they prepare schedules.
5. A number of students note the difficulty of finding classes they must take—either not offered or enrollment closed.
6. Generally very positive comments about the faculty, their interest in students and their willingness to help.

**Department of English
College of Liberal Arts
Exit Portfolio Rubrics/Scoring
2007-08**

Level 4: Assessment Descriptors for A Highly Successful Exit Portfolio

The 4-level portfolio clearly meets all but one exit goal, and, through 3-6 (or more) designated formal essays plus informal and reflective writings, shows 4-level knowledge and abilities, defined below.

Knowledge. The highly successful Portfolio demonstrates the student's fundamental knowledge of:

- 1.1 A variety of texts including at least 3 genres, 6 periods, and 3 cultures in addition to American and British literatures. These other "cultures"—a term broadly interpreted to include groups that are race and gender-based—may be chosen from the following literatures: Caribbean, Appalachian, Southern, World, Native American, African-American or Women's literature. Novel choices of cultures must be justified in reflective writing.
- 1.2 At least three literary critical theories, in addition to new critical explication.
- 1.3 The history and/or structures of the English language. This may be met with an 8-12 page research paper on Grammar, History of the Language, Linguistics, Sociolinguistics, OR evidence of a substantial project, exercise, or report about the history or structure of English or translations into English. The project shows accurate and resourceful use and analysis of data.
- 1.4 Subject expertise required by student's strand: writing and creative writing work must meet Writing criteria applicable to it: literature strand majors must show the knowledge and abilities required in these Descriptors; education strand majors must have teaching plans that are teachable, practical, and show substantial accurate knowledge of content and educational sources.

Abilities. The highly successful portfolio demonstrates the student's abilities to:

- 2.1 Analyze, interpret, and explicate texts, engaging closely with the text; correctly apply literary or technical terms as relevant.
- 2.2 Examine texts from multiple perspectives, including critical and theoretical approaches, applying terms and approaches correctly.
- 2.3 Evaluate a text's strengths and weaknesses (including the student's formal essays) logically and in detail.
- 2.4 Demonstrate evidence of having presented logical and convincing arguments orally and in writing.
- 2.5 Write formal essays as defined in the Formal Writing Rubric* and write for different purposes and audiences
- 2.6 Use professional research tools, showing accuracy in format and ability to properly choose, introduce, provide background for and evaluate researched sources.

**Formal Writing Rubric* for formal analytic writing, creative and technical writing, the latter with provisos noted below. Highly successful formal writing:

- Clearly defines an understandable topic or purpose; may use literary devices to engage reader
- Supports topic or purpose by effective, concrete details. Descriptions and narratives have sensory details, thick description, clarity in explanation; other kinds of writing have

explanation, factual details, concrete instructions, textual quotations and their analyses, and/or lines of reasoning that develop ideas thoroughly.

- Avoids obvious generalizations and padding
- Develops ideas and descriptions logically and fully; has coherent, effective transitions, some of which are sophisticated, hinging on points in the description or argument.
- Balances and emphasizes points appropriately.
- Varies sentence length and form throughout the essay; for technical or business writing, varies structures, but may often use middle-length sentences to communicate effectively with readers whose educational levels vary
- Has a lively and accurate vocabulary with few or no misused words; achieves appropriate level of formality--formal for professional, informal and colloquial for reflective and creative works
- Has few or no grammatical or mechanical problems
- Uses MLA format properly correctly and appropriately

• Reflective writing for the Portfolio has some traits described above--purpose, specificity and detail, grammatical correctness, variety and balance--but it may use an informal tone. It should attend, and through sensory and/or factual details rather than generalizations, explain and exemplify learning processes, achievements, and goals. Self-consciously, it aims at discovery, self-knowledge, and self-analysis. Length: three-seven pages for the introductory essay; 1 pages or less for briefer essays introducing and contextualizing sections of the portfolio--Best Work, Formal Writing, Informal Writing, and Strand Expertise. Some students also include a brief essay giving context for each formal essay.

Level 3: Assessment Descriptors for A Good Exit Portfolio

The 3-level portfolio clearly meets all but two exit goals, and, through 3-6 designated formal essays plus informal and reflective writings, shows 3-level skills and traits, defined below.

Knowledge. The good portfolio should demonstrate the student's fundamental knowledge of:

- 1.1 A variety of texts including at least 2 genres, 4 periods, and and 2 other cultures in addition to American and British literatures. Other "cultures"—a term broadly interpreted to include groups that are race and gender-based—may be chosen from the following literatures: may be chosen from these literatures: Caribbean, Appalachian, Southern, World, Native American, African-American or Women's literature. Novel choices of cultures must be justified in reflective writing.
- 1.2 At least two literary critical theories, in addition to new critical explication.
- 1.3 The history and/or structures of the English language. This may be met with an 8-12 page research paper on Grammar, History of the Language, Linguistics, Sociolinguistics, OR evidence of a substantial project, exercise, or report about the history or structure of English or translations into English. It may lack accuracy in a few details.
- 1.4 Subject expertise required by student's strand: writing and creative writing work must meet Writing criteria applicable to it: literature strand majors must show the knowledge and abilities required in these Descriptors; education strand majors must have teaching plans that show basic structures of a teachable, practical lesson plan and good knowledge of content and educational sources.

Abilities. The good portfolio should demonstrate the student's abilities to:

- 2.1 Analyze, interpret, and explicate texts, engaging with the text well, but with occasional lapses in detail; correctly apply most literary or technical terms but may misuse one or two.
- 2.2 Examine texts from multiple perspectives, including critical and theoretical approaches, applying terms and approaches more or less correctly with occasional lapses in application.
- 2.3 Evaluate a text's strengths and weaknesses (including the student's formal essays) logically and in detail, although some lapses are permissible
- 2.4 Have organized and presented logical and convincing arguments orally and in writing; some lapses in detail are permissible;
- 2.5 Write formal essays as defined in the Formal Writing Rubric* and write for different purposes and audiences
- 2.6 Use professional research tools, showing both accuracy in format and ability to properly choose, introduce, provide background for and evaluate researched sources.
- 2.7

**Formal Writing Rubric, Good*-- for formal analytic writing, creative and technical writing, the latter with provisos noted below:

- Defines an understandable topic or purpose, though it may be less focused than level-4 writing
- Supports topic or purpose by effective, concrete details, but may have lapses in detail. Descriptions and narratives have sensory details, sufficient description, clarity in explanation; other kinds of writing have explanation, factual details, concrete instructions, textual quotations and their analyses, and/or lines of reasoning that develop ideas well but with lapses.

- May have some generalizations and padding in topic paragraph, but generalization does not impede support
- Develops ideas and descriptions well; has effective transitions, though some are mechanical
- Balances and emphasizes points but may have lapses in balance
- Varies sentence length and form in most paragraphs, though it may have some monotony; for technical or business writing, varies structures but may use middle-length sentences to communicate effectively with readers whose educational levels vary.
- Has an accurate vocabulary, but may have a few misused words; achieves appropriate level of formality--formal for professional, informal for reflective
- May have a few grammatical or mechanical problems, but these do not impede understanding.
- Uses MLA format properly when appropriate.

Reflective Writing for the Portfolio has some traits described above--purpose, specificity and detail, grammatical correctness, variety and balance--though it may have occasional lapses in these traits. It may use an informal tone. It should attend and through sufficient details and a few generalizations, explain and exemplify learning processes, achievements, and goals. Self-consciously, it aims at discovery, self-knowledge, and self-analysis, though it may lack sophistication compared to four-level writing. Length: a minimum of three pages for the introductory essay; 1 page or less for brief essays introducing and contextualizing sections of the portfolio--Best Work, Formal Writing, Informal Writing, and Strand Expertise. Some students also include a brief essay giving context for each formal essay.

Level 2: Assessment Descriptors for A Satisfactory Exit Portfolio

The 2-level portfolio clearly meets all but three exit goals, and, through 3-6 designated formal essays plus informal and reflective writings, shows 2-level skills and traits, defined below.

Knowledge. The satisfactory portfolio should show the student's knowledge of:

- 1.1 A variety of texts including at least 2 genres, 4 periods, and could (but probably will not) lack any identified work in cultures in addition to American and British literatures. Other "cultures"—a term broadly interpreted to include groups that are race and gender-based—may be chosen from the following literatures: may be chosen from among the following literatures: Caribbean, Appalachian, Southern, World, Native American, African-American or Women's literature. Novel choices of cultures must be justified in reflective writing.
- 1.2 At least one literary critical theory, in addition to new critical explication.
- 1.3 The history and/or structures of the English language. This may be met with an 8-12 page research paper on Grammar, History of the Language, Linguistics, Sociolinguistics, OR evidence of a substantial project, exercise, or report about the history or structure of English or translations into English. This project may have some inaccuracies but achieves its goal.
- 1.4 Subject expertise required by student's strand: writing and creative writing work must meet Writing criteria applicable to it: literature strand majors must show the knowledge and abilities required in these Descriptors; education strand majors must have teaching plans that show adequate structures of a teachable, practical lesson and satisfactory knowledge of content and educational sources.

Abilities. The satisfactory portfolio should demonstrate the student's abilities to:

- 2.1 Analyze, interpret, and explicate texts, but may overuse summary and paraphrase; apply literary or technical terms but with some errors.
- 2.2 Examine texts from several critical and theoretical perspectives, applying terms and approaches deliberately and usually correctly, but may lack full understanding at times.
- 2.3 Evaluate a text's strengths and weaknesses (including the student's formal essays) logically but writing may lack detailed analysis and full explanation at times.
- 2.4 Have organized and presented arguments orally and in writing but with some lapses in logic and detail
- 2.5 Write formal essays as defined in the Formal Writing Rubric* and write for different purposes and audiences
- 2.6 Use professional research tools, showing frequent accuracy in format and some ability to properly choose and introduce researched sources.

**Formal Writing Rubric, Satisfactory*-- formal analytic writing, creative and technical writing, the latter with provisos noted:

- Has a topic or purpose that may be difficult to support due to generalization.
- Supports topic or purpose, but may lack details or explanation or may not use these well; other kinds of writing attempt explanation, factual detail, concrete instruction, textual quotation and analyses, but may lack detail, clarity, or linkage among ideas. Lines of reasoning may be weak.
- Generalization and vagueness may make some ideas difficult to support.
- May not develop ideas and descriptions logically and fully; may lack coherent, effective transitions and/or well focused paragraph topic sentences.

- May not balance and emphasize points appropriately.
- Uses less varied sentence length and form; may have some choppy sentences; for technical or business writing, does not vary structures frequently.
- Has lapses in word choice or usage but still achieves formality
- Has grammatical or mechanical problems that may impede readability but not comprehension.
- Uses MLA format when appropriate, but may not format correctly.

•Reflective writing has some traits described above--purpose, some specificity and detail, and sufficient control over grammar and mechanics to create understanding. It may use an informal tone. This reflective writing may seem general or vague in its use of details, or sometimes inappropriate in its sense of audience. It recognizes and discusses some learning processes, achievements, and goals, but analysis may be somewhat general. Length: three-seven pages for the introductory essay; essays of one-page or less introducing and contextualizing sections of the portfolio--Best Work, Formal Writing, Informal Writing, and Strand Expertise. Some students also include a brief essay giving context for each formal essay.

Level 1: Assessment Descriptors for An Unsatisfactory Exit Portfolio

The 1-level portfolio meets four or fewer exit goals, and, through 3-6 designated formal essays plus informal and reflective writings, shows 1-level skills and traits, defined below.

Knowledge. The unsatisfactory portfolio demonstrates the student's knowledge of:

1.1 A variety of texts including at least 2 genres, 3 periods, and could lack any identified work in cultures in addition to American and British literatures. Other "cultures"—a term broadly interpreted to include groups that are race and gender-based—may be chosen from the following literatures: may be chosen from among the following literatures: Caribbean, Appalachian, Southern, World, Native American, African-American or Women's literature. Novel choices of cultures must be justified in reflective writing.

1.2 No literary critical theory, in addition to new critical explication.

1.3 The history and/or structures of the English language. This may be met with an 8-12 page research paper on Grammar, History of the Language, Linguistics, Sociolinguistics, OR evidence of a substantial project, exercise, or report about the history or structure of English or translations into English. This project may lack accuracy in many details.

1.4 Subject expertise required by student's strand: writing and creative writing work must meet Writing criteria applicable to it: literature strand majors must show the knowledge and abilities required in these Descriptors; education strand majors must have teaching plans that but they may not be teachable, practical, or show content knowledge.

Abilities. The unsatisfactory portfolio:

2.1 May not analyze, interpret, and explicate texts, but may use summary and paraphrase only; and may not apply literary or technical terms or often may use them inaccurately.

2.2 Examines texts from only one perspective, or, if it includes more than one critical and theoretical approach, may not apply ideas, terms or techniques appropriately or show understanding of the theories or texts

2.3 Does not evaluate a text's strengths and weaknesses (including the student's formal essays) convincingly due to illogical assertions, lack of detail, or faulty organization; may only paraphrase

2.4 Have organized and presented arguments orally and in writing, but may lack organization, detail and logic.

2.5 Demonstrates ineffective formal essay traits as defined in the Formal Writing Rubric* and does not show the ability to write for different purposes and audiences

2.6 May not use professional research tools, or may incorporate sources awkwardly into writing; makes consistent errors in format.

*Formal Writing Rubric.-Unsatisfactory formal analytic writing, creative and technical writing, the latter with provisos noted:

- Has a topic or purpose too obvious or general to argue; states the obvious, lacks focus.
- Fails to present sensory details or evidence, or does not link them to argument through reasoning and explanation
- Does not present fully developed ideas or presents them randomly
- Has paragraphs that may appear random, and/or may lack transitions or internal organization.

- May not balance and emphasize points at all; may devote detail to insignificant rather than to significant points
- May have sentences that often are choppy, repetitive and unvaried.
- Has frequent, substantive errors in word choice and phrasing.
- Has grammatical or mechanical problems that may impede comprehension.
- Uses MLA format inappropriately

Reflective Writing

Uses a general or vague approach and may not create clear point of view; may be grammatically and stylistically weak: unvaried, imbalanced, random, and lacking transitions. may lack analysis and sense of audience. Length: three-seven pages for the introductory essay; one page or less introducing and contextualizing sections of the portfolio--Best Work, Formal Writing, Informal Writing, and Strand Expertise. Some students also include a brief essay giving context for each formal essay.

Instructions to Readers for Capstone Portfolios

Our goal in norming is not to obliterate subjectivity but to help us form a set of standards that we can apply as consistently as possible to this particular set of readings. Norming procedures are outlined below and followed by reading instructions for the scoring process itself.

Norming Procedures

Before our reading date, please arrange time to read the Descriptors for all four scores. Please note and record questions or concerns. Then arrange time to read sample portfolios of the various writing strand majors in my office which already have been scored. Take your time with each of the samples to get a sense of what those descriptors "look like" in practice. Again as you read and review sample, scored Portfolios, take notes on questions, concerns, comments for discussion. On the day of our actual scoring session, we will begin by discussing the Descriptors, addressing questions or concerns, and then move on to scoring one actual Portfolio. You will score this Portfolio using the score sheet, applying the descriptors. After you have scored one Portfolio, you will exchange it with another reader's Portfolio. Without looking at the prior reader's score sheet, you will read and score this second Portfolio. You will then pair up with the other reader, and discuss the process and your interpretations to resolve differences but also to just understand what the Descriptors mean. We will then address questions that arise out of this process. Having begun the "actual scoring" through this test-run, you will move on to do first and second readings of Portfolios.

What to Expect in the Portfolios

Expect a wide range of writing styles and levels of success at each style. Seniors this year demonstrated the usual range of skill and knowledge variations when the course started: as before, some strands of English Education majors lack the period coverage and analytical writing skills that literature strand majors have due to the limitations of their curriculum requirements; some Honors students with Writing or Literature strand majors, however, have a wide range of formal essays that cover any and all periods available here--from classical literature to contemporary. Remember too that some students here also achieve considerable skills in theory and analytical writing. Furthermore, students who are merely satisfactory as analytical writers may demonstrate marvelous reflective writing skills. It is our job to inhabit these ambiguities and inconsistencies.

Some specifics: While the course itself has attempted to provide skills and knowledge of periods missing from some students' backgrounds as well as expose students to criticism and theory, and while some giant learning curves have moved many students' skill- and knowledge- levels considerably, you can still expect to find some 2- and quite a few 3-level portfolios. Be aware, though, that four- and three-level portfolios, the highly successful and good portfolios, will not achieve the same levels of expertise as you demand from graduate students. Efforts, for example, to vary sentence structure or to use metaphor may show consistency but lack taste; a level-three portfolio writer's success at sentence variety may vary considerably throughout an essay if he or she has just starting learning to edit, but cannot find time or energy to "do" every paragraph as well as he or she does some. Our norming process will help us reach consensus about how to score such puzzling writing, and hopefully also provide us with fruitful discussion.

How to Score the Portfolios

- *Have your norming process in mind, and any concerns you have; be prepared to give up some pet peeves, and value some writing elements you may not always value in your courses. The Descriptors now guide you.
- *Read the Portfolio once globally—thinking about how it meets the Descriptors in general.
- *Then begin the scoring itself, by using the student’s map to help you find where he or she thinks particular criteria on the descriptor sheets are met; numbers on the map are keyed to the Descriptor numbers.
- *Mark the student’s identification number from the first page of the portfolio atop the scoring sheet.
- *Put your name or a code name; students have asked the scorers identify themselves, but since this would be a new practice, those professors who prefer to remain anonymous may do so.
- *Mark the scoring sheet individual goal-lines as you read; often you’ll find it easy to score certain items, more difficult for others.
- *Use the following markers on the score sheet for each goal: + (4); (3); (2); - (1)
- *After you’ve marked the goals, use the same markers for the Reflective writing spaces..
- *Simply count your markers afterwards, and quantitatively decide your final overall score 4, 3, 2, or 1
- *Explain scores of 3 or 2 or 1 in the language used on the Descriptor sheets, that is, use those phrases rather than your own teacherly language as much as possible so that students can see how the written comments fit the chosen score descriptor

(continued)

Strand Expertise

Scoring the students’ English strand expertise remains a more fluid issue than we would like, but here are some guidelines:

Literature The formal essays meet the knowledge and skill criteria for a particular score; analytical writing meets the criteria for Formal Writing Rubric; informal writings meet reflective writing criteria

Writing The formal and informal essays meet the knowledge and skill criteria for a particular score; analytical writing meets the criteria for Formal Writing Rubric; informal writings meet reflective writing criteria. When scoring strand expertise, exclude the purely analytical aspects of the Formal Writing Rubric—it’s been worded to permit application to various kinds of writing.

Education The formal and informal essays meet the knowledge and skill criteria for a particular score; analytical writing meets the criteria for Formal Writing Rubric; informal writings meet reflective writing criteria. When scoring strand expertise, consider the student’s lessons plans as real products---are the works used seemingly appropriate to the grade level? Do the plans show evidence of knowledge of the work and period? Do the plans seem suited to timeframes? Are they manageable?

Problems

Remember that each Portfolio will be read by at least two professors: problems will be resolved by an assigned reader whose job it is to resolve conflicting scores.

Department of English
Assessment Results
07-08

| Spring 2008 | | | | | | | | | | | | | | | | | | |
|-------------|----------|-----------|----------|----------|----------|----------|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Lit Strand | Intro | Section I | ORS | 1.1 | 1.2 | 1.3 | 1.4 | OKS | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | OAS | Formal W | Strand | Overall |
| ID 4794 | 4 | 3.5 | 3.7 | 3 | 3 | 3.3 | | 3.2 | 3.7 | 3 | 3 | 3 | 3.3 | 3.5 | 3.3 | 3.3 | 3.4 | 3.4 |
| | 3 | 2.8 | 2.9 | 3 | 2.9 | 2.9 | | 2.9 | 3 | 2.8 | 0 | 0 | 2.8 | 2.7 | 1.8 | 2.8 | 2.8 | 2.6 |
| ID 7177 | 3 | 3 | 3 | 3 | 3 | 3 | | 3 | 2.8 | 3 | 2.8 | 3 | 3 | 2.8 | 2.9 | 3 | 2.9 | 2.9 |
| | 3 | 3 | 3 | 4 | 3.5 | 3.5 | | 3.6 | 3.5 | 3.5 | 3 | 3.5 | 3.5 | 4 | 3.5 | 3 | 3.5 | 3.3 |
| NO ID | 3.5 | 3 | 3.25 | 3.5 | 3.5 | 3.5 | | 3.5 | 3.5 | 3.5 | 3 | 3.5 | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 | 3.4 |
| | 2.5 | 2 | 2.25 | 4 | 4 | 2.75 | | 3.5 | 3 | 3.5 | 1 | 2.5 | 3.5 | 3 | 2.75 | 3.5 | 2.75 | 2.966 |
| ID 7703 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | | 3.5 | 4 | 3.5 | 3 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 |
| | 3.5 | 3.25 | 3.3375 | 3.75 | 4 | 3.125 | | 3.625 | 3 | 3 | 2.5 | 3 | 3.25 | 4 | 3.125 | 3.25 | 3.125 | 3.3 |
| ID 1935 | 3.5 | 3.8 | 3.7 | 3 | 3.2 | 3 | | 3.1 | 3.5 | 3.8 | 3.2 | 3.5 | 3.5 | 3.8 | 3.5 | 3.2 | 3.3 | 3.2 |
| | 4 | 4 | 4 | 4 | 3 | 3 | | 3.33 | 3.5 | 3 | 3 | 3.5 | 3.5 | 3.5 | 3.3 | 3.5 | 3.5 | 3.3 |
| ID 0798 | 4 | 4 | 4 | 4 | 3.5 | 3 | | 3.7 | 3.2 | 3.8 | 3 | 3.2 | 4 | 4 | 4 | 4 | 3.5 | 3.7 |
| | 4 | 3.5 | 3.75 | 4 | 4 | 3.75 | | 3.91 | 3 | 3 | 2 | 4 | 3.75 | 3.875 | 3.25 | 3.75 | 3.75 | 3.682 |
| ID 2903 | 4 | 4 | 4 | 4 | 4 | 4 | | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | 4 | 4 | 4 | 4 | 4 | 4 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| ID 7448 | 4 | 3.5 | 3.75 | 4 | 4 | 4 | | 4 | 4 | 3.5 | 4 | 4 | 4 | 4 | 3.9 | 4 | 4 | 4 |
| | 4 | 3 | 3.5 | 4 | 4 | 3.125 | | 3.7 | 3.25 | 3 | 3 | 3 | 3 | 3.5 | 3.125 | 3 | 3.125 | 3.29 |
| ID 8065 | 3.5 | 3 | 3.25 | 4 | 3.5 | 3.5 | | 3.6 | 3.5 | 3.5 | 3 | 3.5 | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 | 3.45 |
| | 3.5 | 4 | 3.5 | 4 | 3.5 | 4 | | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| AVE | 3.583333 | 3.380556 | 3.465972 | 3.708333 | 3.561111 | 3.386111 | | 3.564722 | 3.469444 | 3.355556 | 2.805556 | 3.261111 | 3.533333 | 3.620833 | 3.375 | 3.488889 | 3.452778 | 3.443778 |
| Writing S | | | | | | | | | | | | | | | | | | |
| ID 5630 | 2.5 | 3.5 | 3 | 3.5 | 4 | 3 | | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 4 | 3.5 | 3 | 3.5 | 3.5 |
| | 3.5 | 3.5 | 3.5 | 4 | 4 | 4 | | 4 | 3 | 2.5 | 2.5 | 2.5 | 3 | 3.5 | 2.85 | 3 | 4 | 3.5 |
| ID 7574 | 3.5 | 4 | 3.75 | 4 | 4 | 4 | | 4 | 3.5 | 4 | 4 | 3.5 | 4 | 4 | 3.8 | 4 | 4 | 4 |
| | 3.5 | 3.5 | 3.5 | 3 | 4 | 4 | | 3.7 | 3.5 | 3.5 | 4 | 3 | 3.5 | 3.5 | 3.5 | 3.2 | 3.5 | 3.5 |
| ID 5773 | 4 | 4 | 4 | 4 | 4 | 4 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | 4 | 4 | 4 | 4 | 4 | 4 | | 4 | 3.5 | 3.5 | 4 | 3.2 | 3.5 | 4 | 3.7 | 3.5 | 3.8 | 3.8 |
| ID 3321 | 2.5 | 3 | 2.75 | 2 | 3 | 3.2 | | 2.8 | 2.5 | 2.5 | 3.5 | 2.5 | 2.5 | 2.6 | 2.5 | 2.5 | 3.5 | 2.75 |
| | 3 | 3 | 3 | 3 | 3 | 3.5 | | 3.2 | 3.5 | 3 | 3 | 3 | 3.5 | 3 | 3.1 | 3 | 3.5 | 3.1 |
| ID none | 3 | 1 | 2 | 4 | 4 | 3 | | 3.7 | 3.5 | 3.5 | 3 | 3 | 3 | 3.5 | 3.25 | 3 | 3.5 | 3.3 |
| | 2 | 0 | 2 | 3 | 2.5 | 2.5 | | 2.5 | 2 | 3 | 2 | 2.8 | 2.8 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 |
| ID 9105 | 2.5 | 3.5 | 3 | 4 | 2 | 3 | | 3 | 2.5 | 3 | 2.5 | 3.5 | 3.5 | 4 | 3.5 | 3 | 4 | 3.5 |
| | 3.5 | 3 | 3.3 | 4 | 4 | 4 | | 4 | 4 | 4 | 3.2 | 2.8 | 3.6 | 3.8 | 3.6 | 3.6 | 3 | 3.25 |
| | 3.125 | 3 | 3.15 | 3.541667 | 3.541667 | 3.516667 | | 3.533333 | 3.25 | 3.333333 | 3.266667 | 3.108333 | 3.366667 | 3.533333 | 3.316667 | 3.191667 | 3.566667 | 3.391667 |

Department of English
Assessment Results
07-08

| | | | | | | | | | | | | | | | | | | | |
|--|----------|-----------|----------|----------|-------|----------|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----|
| Ed Strand | | | | | | | | | | | | | | | | | | | |
| ID 8167 | 3.9 | 3.8 | 3.85 | 3.9 | 3.9 | 3.9 | | 3.9 | 3.7 | 3.7 | 3 | 3.5 | 2.8 | 2.7 | 3.3 | 2.8 | 3.7 | 3.5 | |
| | 2.8 | 3 | 2.9 | 4 | 4 | 4 | | 4 | 2 | 2.8 | 3 | 4 | 3 | 2.8 | 2.9 | 3.5 | 3.5 | 3.1 | |
| ID 2316 | 2 | 3 | 2.5 | 3.5 | 3.5 | 3.5 | | 3.5 | 2 | 3.5 | 2 | 3 | 3 | 3 | 3 | 2.75 | 2.9 | 2.75 | |
| | 3.5 | 3.5 | 3.5 | 3.8 | 2.5 | 3.8 | | 3.4 | 3.2 | 2.8 | 2 | 3 | 2.8 | 2.8 | 2.8 | 2.8 | 3 | 3.1 | |
| ID 8170 | 0 | 3.2 | 1.6 | 2.8 | 2.6 | 2.5 | | 2.63 | 3.3 | 2 | 2.5 | 2.5 | 2.8 | 2 | 2.25 | 2.8 | 2.5 | 2.41 | |
| | 0 | 3 | 1.5 | 3 | 3 | 3 | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2.7 | |
| | 2.033333 | 3.25 | 2.641667 | 3.5 | 3.25 | 3.45 | | 3.405 | 2.866667 | 2.966667 | 2.583333 | 3.166667 | 2.9 | 2.716667 | 2.875 | 2.941667 | 3.1 | 2.926667 | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | | | | | | | | | | | | | | | | | | | |
| NOTE: Starting in fall 2006, 1.4 is no longer a category we score. | | | | | | | | | | | | | | | | | | | |
| Lit Strand | Intro | Section I | ORS | 1.1 | 1.2 | 1.3 | 1.4 | OKS | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | OAS | Formal W | Strand | Overall | |
| ID 6930 | 4 | 3 | 3.5 | 3.5 | 3 | 3 | | 3.2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3.1 |
| | 4 | 4 | 4 | 3.9 | 4 | 3.8 | | 3.9 | 3.8 | 4 | 3.8 | 6 | 3.6 | 3.8 | 3.7 | 3.6 | 3.8 | 3.8 | 3.8 |
| ID 8460 | 4 | 4 | 4 | 3.5 | 3.5 | 3.5 | | 3.5 | 4 | 3.5 | 3.5 | 3.5 | 4 | 4 | 3.75 | 4 | 3.75 | 3.8 | |
| | 4 | 4 | 4 | 3.8 | 4 | 3.8 | | 3.9 | 3.9 | 3.9 | 3.9 | 3.9 | 4 | 3.9 | 3.9 | 4 | 4 | 4 | |
| ID 4623 | 3 | 4 | 3.5 | 4 | 4 | 4 | | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3.8 | 4 | 4 | 3.86 | |
| | 3.7 | 3.5 | 3.6 | 4 | 4 | 3 | | 3.7 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 2.9 | 3.5 | 3.5 | |
| ID 4230 | 3.9 | 3.8 | 3.9 | 4 | 4 | 3.9 | | 4 | 4 | 4 | 3.9 | 3.9 | 4 | 4 | 4 | 3.8 | 3.8 | 3.8 | |
| | 4 | 4 | 4 | 4 | 3 | 4 | | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| ID 7639 | 3.5 | 3.5 | 3.5 | 3.4 | 3 | 3 | | 3.1 | 3.8 | 2.8 | 3.7 | 3.4 | 3 | 2.5 | 3.4 | 3 | 3 | 3.3 | |
| | 4 | 4 | 4 | 4 | 3 | 3 | | 3.5 | 4 | 3 | 4 | 4 | 3 | 4 | 3.8 | 3 | 3.8 | 3.8 | |
| ID 7064 | 3.5 | 4 | 3.75 | 4 | 4 | 4 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.9 | |
| | 3.8 | 4 | 4 | 3 | 4 | 3.8 | | 3.8 | 4 | 4 | 3.8 | 3.8 | 3.8 | 4 | 3.9 | 3.8 | 3.8 | 3.9 | |
| AVE | 3.783333 | 3.816667 | 3.8125 | 3.758333 | 3.625 | 3.566667 | | 3.716667 | 3.833333 | 3.558333 | 3.675 | 3.916667 | 3.658333 | 3.641667 | 3.729167 | 3.591667 | 3.704167 | 3.73 | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Writing S | Intro | Section I | ORS | 1.1 | 1.2 | 1.3 | 1.4 | OKS | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | OAS | Formal W | Strand | Overall | |
| ID 8237 | 4 | 4 | 4 | 2.5 | 2 | 4 | | 3 | 3 | 3 | 3 | 2.9 | 2.9 | 2.9 | 2.9 | 2.9 | 4 | 3 | |
| | 3.7 | 4 | 3.85 | 3.8 | 2.5 | 3.8 | | 3.3 | 3.5 | 2 | 4 | 3 | 3 | 2.8 | 3 | 3 | 3.8 | 3.3 | |
| ID 6289 | 3.8 | 4 | 3.9 | 4 | 4 | 4 | | | 4 | 4 | 3.8 | 4 | 3.8 | 4 | 3.95 | 3.8 | 3.8 | 3.9 | |
| | 3.9 | 3.8 | 3.9 | 4 | 4 | 3.8 | | 3.9 | 4 | 3.8 | 3.7 | 3.8 | 3.9 | 4 | 3.9 | 4 | 3.7 | 3.9 | |
| ID 1086 | 3.5 | 4 | 3.7 | 4 | 4 | 3.8 | | 3.9 | 3.8 | 4 | 3.8 | 3.5 | 4 | 3.6 | 3.8 | 3.9 | 3.9 | 3.85 | |
| | 3.7 | 3 | 3.4 | 4 | 3 | 3.5 | | 3.5 | 3 | 2.6 | 3.5 | 3 | 3 | 3 | 3 | 3 | 3.5 | 3.2 | |

Department of English
Assessment Results
07-08

| | | | | | | | | | | | | | | | | | | |
|-----------|----------|-----------|----------|----------|----------|----------|-----|----------|----------|----------|----------|---------|----------|---------|----------|----------|----------|----------|
| ID 6842 | 3.5 | 3 | 3.25 | 3.5 | 3 | 3.5 | | 3.33 | 3.5 | 3 | 3 | 3.5 | 3 | 2.5 | 3.2 | 3.25 | 3.5 | 3.3 |
| | 3.8 | 3.8 | 3.8 | 4 | 3 | 3.7 | | 3.7 | 4 | 3 | 3.5 | 4 | 3.8 | 3.5 | 3.5 | 3.8 | 4 | 3.6 |
| ID 8215 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | | 3.5 | 3.5 | 3.5 | 3 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3 | 3.4 |
| | 3.4 | 3.3 | 3.4 | 4 | 4 | 3.4 | | 3.6 | 3.7 | 4 | 4 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.6 |
| ID 9923 | 3.8 | 3.7 | 3.7 | 4 | 4 | 3.8 | | 3.9 | 3 | 3 | 3.8 | 3.8 | 3.4 | 3.8 | 3.4 | 3 | 3.8 | 3.5 |
| | 3.8 | 3 | 3.4 | 4 | 3.5 | 3.4 | | 3.5 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3.4 | 3.3 |
| ID 2673 | 3 | 3.5 | 3.25 | 4 | 4 | 2.5 | | 3.5 | 3.5 | 3 | 2 | 3 | 3.5 | 2 | 2.8 | 3.5 | 2.5 | 3.12 |
| | 3.5 | 3 | 3.25 | 3 | 3 | 3 | | 3 | 2.75 | 2.75 | 3 | 3 | 3 | 2.5 | 2.8 | 3 | 3 | 3 |
| ID 0079 | 3.6 | 3.6 | 3.6 | 3.7 | 3.8 | 3.6 | | 3.7 | 3.7 | 3.8 | 3.7 | 3.6 | 3.7 | 3.7 | 3.7 | 3.4 | 3.5 | 3.5 |
| | 2.5 | 2.5 | 2.5 | 3 | 3.5 | 3 | | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 3 | 2.5 | 2.6 | 2.5 | 2.7 |
| | | | | | | | | | | | | | | | | | | |
| AVE | 3.5625 | 3.48125 | 3.525 | 3.6875 | 3.425 | 3.51875 | | 3.455333 | 3.465625 | 3.184375 | 3.33125 | 3.36875 | 3.39375 | 3.13125 | 3.303125 | 3.334375 | 3.48125 | 3.385625 |
| Ed Strand | Intro | Section I | ORS | 1.1 | 1.2 | 1.3 | 1.4 | OKS | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | OAS | Formal W | Strand | Overall |
| ID 8372 | 3.3 | 3.7 | 3.5 | 3 | 3 | 4 | | 3.3 | 3 | 2.3 | 3 | 3 | 2.9 | 2.9 | 3 | 2.9 | 4 | 3.4 |
| | 2.5 | 2.5 | 2.5 | 3 | 3 | 3.5 | | 3.6 | 2 | 2 | 2 | 4 | 2 | 3 | 2.5 | 2 | 3.5 | 2.8 |
| ID 6324 | 3 | 3 | 3 | 3 | 3.7 | 4 | | 3.7 | 4 | 3.5 | 3 | 3.5 | 3.9 | 3.5 | 3.5 | 3.9 | 3.3 | 3.5 |
| | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 4 | | 3.75 | 3 | 4 | 3 | 3 | 3 | 4 | 3.3 | 3 | 3.5 | 3.4 |
| ID 1592 | 2.9 | 2.5 | 2.7 | 3.4 | 2.2 | 3.6 | | 3 | 3 | 2.5 | 2.7 | 2.8 | 2.9 | 2.5 | 2.65 | 2.6 | 3.8 | 2.9 |
| | 2.5 | 2.5 | 2.5 | 4 | 4 | 3.5 | | 3.8 | 3 | 3.5 | | 3 | 3.5 | 3 | 3.2 | 3.5 | 3.5 | 3.3 |
| ID 7618 | 3.5 | 1.5 | 2 | 4 | 4 | 3.5 | | 3.83 | 3 | 3 | | 2 | 3 | 2.5 | 2.7 | 3 | 3.5 | 3.1 |
| | 3.5 | 3.3 | 3.4 | 4 | 4 | 3.8 | | 3.9 | 3.7 | 3.8 | 3.7 | 3.8 | 4 | 3.8 | 3.9 | 3.4 | 3.6 | 3.5 |
| ID 6014 | 2.5 | 2.9 | 2.7 | 4 | 2.5 | 3 | | 3.2 | 2.9 | 3 | 1 | 2.9 | 2.8 | 2 | 2.5 | 2.8 | 3 | 2.9 |
| | 3.8 | 3 | 3.2 | 4 | 3.5 | 3.5 | | 3.7 | 3.5 | 2.7 | 3 | 3 | 3 | 3 | 3 | 3.5 | 3.5 | 3 |
| ID 0692 | 3.5 | 3 | 3.25 | 4 | 3.5 | 3 | | 3.5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3.5 | 3.25 |
| | 3.7 | 3.9 | 3.8 | 3.9 | 4 | 4 | | 4 | 3.5 | 3.5 | 3.3 | 3.8 | 3.6 | 3.8 | 3.6 | 3.6 | 4 | 3.8 |
| ID 5724 | 3 | 2.5 | 2.75 | 3 | 3 | 3 | | 3 | 2.75 | 2.75 | 2.75 | 2.75 | 2.75 | 2.75 | 2.75 | 2.75 | 3.5 | 2.9 |
| | 3 | 2 | 2.5 | 4 | 4 | 4 | | 4 | 3.5 | 3 | 2.5 | 3 | 3 | 3 | 3 | 3 | 4 | 3.3 |
| ID 0808 | 3.2 | 3.4 | 3.3 | 4 | 4 | 3.7 | | 3.9 | 3.8 | 3.8 | 3.8 | 3.7 | 3.7 | 4 | 3.8 | 3 | 3.8 | 3.2 |
| | 2 | 2.5 | 2.25 | 4 | 4 | 4 | | 4 | 3.5 | 5 | | 2 | 3.5 | 4 | 2.6 | 3.5 | 4 | 3.28 |
| ID 5191 | 3 | 3.2 | 3.1 | 4 | 3 | 3.9 | | 3.7 | 3.8 | 3.5 | 3.7 | 3.5 | 3.5 | 3.8 | 3.6 | 3.5 | 3.9 | 3.6 |
| | 3.5 | 3.5 | 3.5 | 3 | 3 | 4 | | 3.33 | 3.5 | 3.5 | 3 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 4 | 3.6 |
| AVE | 3.105556 | 2.911111 | 2.969444 | 3.655556 | 3.438889 | 3.666667 | | 3.622778 | 3.247222 | 3.241667 | 2.896667 | 3.125 | 3.197222 | 3.225 | 3.116667 | 3.136111 | 3.661111 | 3.262778 |