

Holistic Grading of ENC 1101 Essays

Operational Unit: Communications WEC

Unit Purpose Statement: Our mission is to help students communicate by thinking, speaking, reading, and writing effectively.

Initiative Contact: Kim Long

Strategic Initiative: Learning Assured

Goal Outcome: Integrate individual student effort with the learning process.

Objective: College-level Writing

Objective Description: Increase the percentage of students writing at the college level.

Initiative's Relation to the Strategic Plan:

By creating a consistent measure and understanding of college level writing amongst all faculty that teach ENC 1101, students will be assured that learning in all classrooms is assessed in the same manner. By meeting with all faculty and assessing student writing together, faculty will have very similar expectations of what constitutes college level writing.

Expected Results and the Means of Assessment

Expected Results 1: Student produced essays in ENC 1101 that may be assessed for college level writing in a consistent manner, by any ENC instructor that reads the paper and uses the LET rubric for scoring.

Means of Assessment: Groups of faculty in the discipline of English will work together to assess a range of assignments that are suitable to assess competence in written communication. These assignments will be randomly selected papers produced in Gordon Rule ENC 1101 classes. Half of the papers will be collected from students that are passing ENC 1101 and half will be totally random. (All students will be randomly selected to participate.)

Individual Responsible: Kim Long

Expected Completion: 8/1/2009

Stakeholders: Academic Affairs - WPK (10671) - Michele McArdle Communications WEC (10693) - Kim Long Communications & Humanities OSC (10682) - Kevin Mulholland Communications EAC (10673) - Della Paul

Results: Random essays were collected and forwarded to the ENC chairs to read and select range finders.

Expected Results 2: Consensus on what "college level" writing looks like when using the LET rubric for written communication.

Means of Assessment: The group of faculty that holistically grade the passing assignments using the LET written communication rubric will work to build consensus on identifying competent and accomplished "college level" writing in ENC 1101.

Individual Responsible: Kim Long

Expected Completion: 8/1/2009

Stakeholders: Academic Affairs - WPK (10671) - Michele McArdle Communications EAC (10673) - Della Paul Communications & Humanities OSC (10682) - Kevin Mulholland Communications WEC (10693) - Kim Long

Results: Faculty were able to identify which essays were "college level" competent and accomplished writing using the rubric.

Implementation Plan

Budget Requirements: Copies of the papers that are randomly collected, a room to read and discuss, and copies of the rubric. All ENC faculty will be invited to participate.

Results to Improve: On February 20, 2009 all full time English faculty and deans met to read selected essays and discuss the scoring using the LET rubric. Two major discoveries were made during the session. First, all instructors rated the essays in a similar manner. There was some discrepancies on 3-4 or 2-3, but upon discussion, there was consensus on what was college level and passing. The second discovery was related to the rubric. There was much discussion on comparing the rubric to A, B, C, D, F grades. Since the rubric is only 4 levels, more discussion needs to take place as to the level that reflects college level writing. Consensus on that was not reached. The word "developing" was a major source of discussion. More discussion on whether developing constitutes "college level" at the end of the term is needed. Many faculty expressed a desire to work on adding additional categories to the LET rubric.

The purpose of this initiative was met in that faculty were able to discuss and agree on what college level writing looks like in student assignments.

Changes for Next Year: Collect end of term papers so there will be even more consistency in identifying and assessing college level work. Consider discussion on changing the LET rubric to have at least one more level so it matches the grading (A-F) that is used in standard classes.

Additional Document Attachments

File: <http://net3.valenciac.edu/sip/uploads/Record of Composition 1 Scoring Session.doc>