

W1 Student Assessment Plan

Learning Goals:

1. Reading & Textual Understanding: To draw on, engage, and cite the ideas of source texts to lend clarity, insight, and rhetorical force to one's own writing.
2. Writing: Ideas: To generate insight; to convey significant ideas in writing.
3. Writing: Structure: To write with organizational purpose, reflecting a coherent and meaningful order, both at the paragraph level and in the essay as a whole.
4. Writing: Mechanics & Style: To write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style.
5. Process: To develop an understanding of how a process of preliminary writings, drafting, and revision can improve an essay's ideas and shape as well as the writer's control over written language and prose style.

Plans for Gathering Information:

Learning Goal 1:

Direct Assessment: Rubric Line 1 (See Appendix A: W1 Learning Goals Rubric)

Indirect Assessment: Student Feedback Question: "This course has improved my ability to write essays."

Learning Goal 2:

Direct Assessment: Rubric Line 2 (See Appendix A: W1 Learning Goals Rubric)

Indirect Assessment: Student Feedback Question: "This course has improved my ability to write essays."

Learning Goal 3:

Direct Assessment: Rubric Line 3 (See Appendix A: W1 Learning Goals Rubric)

Indirect Assessment: Student Feedback Question: "This course has improved my ability to write essays."

Learning Goal 4:

Direct Assessment: Rubric Line 4 (See Appendix A: W1 Learning Goals Rubric)

Indirect Assessment: Student Feedback Question: "This course has improved my ability to write essays."

Learning Goal 5:

Direct Assessment: Rubric Line 5 (See Appendix A: W1 Learning Goals Rubric)

Indirect Assessment: Student Feedback Question: "This course has improved my ability to write essays."

Descriptive Evidence of Performance

	Learning Goal	Means of Assessment
Reading & Textual Understanding	To draw on, engage, and cite the ideas of source texts to lend clarity, insight, and rhetorical force to one's own writing.	<p>This goal is assessed through faculty evaluation of student work: reading responses, classroom participation, incorporation of texts in students' writing</p> <p>Students also learn to read critically each other's work during peer review exercises, which expect that students offer constructive criticism on drafts of peer work.</p> <p>This goal is also assessed by each faculty member who teaches a W1 course, on a broader scale, in that we tally up how many of our students are at various levels of this goal (high achieving, competent, needs improvement, unsatisfactory). We then gather this data to assess our strengths and weaknesses in teaching these learning goals each semester.</p>
Writing: Ideas	To generate insight; to convey significant ideas in writing.	<p>This goal is assessed through faculty evaluation of student work: in-class writing exercises, brief out-of-class assignments, longer and more substantive essays.</p> <p>Students also learn to assess each other's writing, and so the efficacy and significance of one's own ideas is further subjected to a peer's reading.</p> <p>This goal is also assessed by each faculty member who teaches a W1 course, on a broader scale, in that we tally up how many of our students are at various levels of this goal (high achieving, competent, needs improvement, unsatisfactory). We then gather this data to assess our strengths and weaknesses in teaching these learning goals each semester.</p>
Writing: Structure	To write with organizational purpose, reflecting a coherent and meaningful order, both at the paragraph level and in the essay as a whole.	<p>This goal is assessed through faculty evaluation of student work in terms of its transitions and logical progression.</p> <p>This goal is also assessed by each faculty member who teaches a W1 course, on a broader scale, in that we tally up how many of our students are at various levels of this goal (high achieving, competent, needs improvement, unsatisfactory). We then gather this data to assess our strengths and weaknesses in teaching these learning goals each semester.</p>
Writing: Mechanics & Style	To write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style.	<p>This goal is assessed through faculty evaluation of student work in terms of its diction, syntax, punctuation, usage, sentence structure, and style.</p> <p>This goal is also assessed by each faculty member who teaches a W1 course, on a broader scale, in that we tally up how many of our students are at various levels of this goal (high achieving, competent, needs improvement, unsatisfactory). We then gather this data to assess our strengths and weaknesses in teaching these learning goals each semester.</p>
Process	To develop an understanding of how a process of preliminary writings, drafting, and revision can improve an essay's ideas and shape as well as the writer's control over written language and prose style.	<p>This goal is assessed through faculty evaluation of student work as it progresses throughout a semester, not only in showing improvement over time but also in demonstrating a capacity and willingness to revise one's work with care and openness to learning and growth.</p> <p>This goal is also assessed by each faculty member who teaches a W1 course, on a broader scale, in that we tally up how many of our students are at various levels of this goal (high achieving, competent, needs improvement, unsatisfactory). We then gather this data to assess our strengths and weaknesses in teaching these learning goals each semester.</p>

	Learning Goal	High Achieving	Competent	Needs Improvement	Unsatisfactory
Reading & Textual Understanding	To draw on, engage, and cite the ideas of source texts to lend clarity, insight, and rhetorical force to one's own writing.	Demonstrates a nuanced, interpretive understanding of the source and smoothly integrates the quotation or paraphrased account of the source into the body of the essay.	Shows an accurate comprehension of source texts. The exact purpose for using the source text(s) could be more strongly articulated.	Exhibits a vague and intermittent understanding of the source. Parts of the source text(s) may appear in the body of the essay with minimal analysis. May rely on long quotations and basic summary.	Displays minimal understanding of source texts, and makes little distinction between the ideas of the source text(s) and other ideas present in the essay.
Writing: Ideas	To generate insight; to convey significant ideas in writing.	Develops a rich, possibly novel insight that unfolds throughout an essay. The idea captures the source's complexities inventively.	Develops a clear, well-defined idea across the essay. The idea does justice to the source's complexities, but may not manifest the creativity of a high achieving essay.	Offers suggestive comments that could form the beginning of an idea, but doesn't develop them fully, or offers a tentative idea that does not fully consider the source's complexities.	Does not display a unifying idea, or simply reiterates the source text's ideas with no additional development. Text or ideas may be plagiarized.
Writing: Structure	To write with organizational purpose, reflecting a coherent and meaningful order, both at the paragraph level and in the essay as a whole.	Demonstrates sophisticated organization featuring seamless transitions and a logical progression of ideas.	Displays a coherent and purposeful order, but utilizes awkward transitional signals relying on repetition or on the frequent announcement of organizational intentions.	Attempts to build a coherent organization, but relies on meaningless sequential signals (such as first, second, third, another, etc.) instead of utilizing meaningful transitions based on the progression and relationship of ideas.	Contains numerous lapses in organizational coherence and no apparent method or purposeful order in the arrangement of content.
Writing: Mechanics & Style	To write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style.	Writes with precise and advanced diction, sophisticated syntax, accurate punctuation and usage, within varied sentence structure and style; properly cites source texts.	Writes with accurate diction and syntax in a manner generally easy to read, though with minor lapses in mechanical accuracy. Citations follow the appropriate formal protocol.	Writes with lapses in mechanical accuracy and stylistic carelessness that distract from and diminish the ideas. The source itself may be incorrectly cited.	Fails to demonstrate basic command of standard English usage, exhibiting multiple errors in agreement, usage, grammar, and punctuation that lead to frequent incoherence. Does not follow the formal protocol for proper citation.
Process	To develop an understanding of how a process of preliminary writings, drafting, and revision can improve an essay's ideas and shape as well as the writer's control over written language and prose style.	Enriches a project's ideas over the course of the writing process and demonstrates the ability to restructure an essay and craft the prose for optimal clarity and effect.	Develops a project's ideas over the course of the writing process and demonstrates the ability to improve an essay's structure and revise the prose for clarity and correctness.	Improves a project's ideas only modestly over the course of the writing process and makes only minor gains in structure, clarity, and correctness.	Fails to improve a project's ideas, structure, and prose through the writing process.