Writing Assessment
Starting with English 101
Historically...

- In terms of enrollment in English 102 at CUNE, students fall into one of the following categories:
  - Took AP Composition and Literature HS class and score 4 or 5 on AP exam
    \(\rightarrow\) 102 credit transfers in (typically a class occurring their junior year)
  - Took a 102 dual credit class either through Concordia or another accredited school
    \(\rightarrow\) 102 credit transfers in (typically a class either junior or senior year)
  - Score on ACT (English portion) is 29 or higher (with no 102 transfer credit applicable)
    \(\rightarrow\) Enrolled in English 102 Honors (taught fall semester only)
  - Took “normal” high school English classes with no honors or deficit present
    \(\rightarrow\) Enrolled in English 102
English 101 Enrollment

- English 101, Foundations in Writing, is a required pre-requisite for Eng 102 for students who score below 18 on the English portion of the ACT or 435 on the verbal portion of the SAT.
- This semester we have three English 101 courses open because the need was present.
- English 101 is only offered in the fall semester.
Starting with English 101

- Self-Identified Writing Style Survey (both 101 and 102)
- Aplia Writing Assessment (both pre-and post-test)
Writing and SOAP

• There are usually between 15 to 20 reports on weak writing per inquiry period.
• Of those 15-20 reports, some of them are reporting the same student in multiple classes.
• There are only about 8-12 professors who mark this category in a given inquiry period out of the 120 responders to SOAP.
Questions to Consider

• Academic writers must all learn to adapt to audience, context and purpose across multiple courses. Writing doesn’t just happen in an English class.
  • What writing do students do in the course you teach, either formally (i.e. research paper) or informally (i.e. reflective journal)?
  • As the instructor of that writing assignment, what issues do you face in teaching your students to write it?
Questions to Consider

- At some level, we’re all teachers of writing. So, consider how you might address these questions individually and departmentally:
  - What do I value as “good” writing in my courses?
  - What does our department value as “good” writing?
  - When we report students with “weak writing skills” on SOAP, what “lack of” skills gets them on the report?
  - How might we clarify SOAP reporting on writing?