

Clovis Community College

# Class Assessment 2013-2014

Class: English 102 Fall 2013 and Spring 2014, using the Writing Assessment Rubric

NMCCN: ENGL 1113

Faculty: J. Johnson, G. Hochhalter

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
<p><b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>A total of one-hundred eleven (111) students were assessed.  This is a compilation of results from two semesters, Fall 2013 and Spring 2014.  <b>BENCHMARK:</b> 75% of students should receive a score of 2.5 or better in each category of the standardized writing rubric.</p>	<p><b>A. Situation and Purpose:</b> Follows instructions and <b>assignment</b> criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.  <i>98/111 of assessed students achieved good or exemplary (88%).</i></p> <p><b>B. Aesthetics:</b> Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.  <i>108/111 of assessed students achieved good or exemplary (97%).</i></p> <p><b>C. Diverse points of view:</b> Explores alternative insights or considers other points of view, such as by using counterargument or concession.  <i>98/111 of assessed students achieved good or exemplary (88%).</i></p>	<p>Met the benchmark.</p> <p>Met the benchmark.</p> <p>Met the benchmark.</p>

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<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>		<p><b>A. Thesis:</b> Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify.</p> <p><i>104/111 of assessed students achieved good or exemplary (94%).</i></p> <p><b>B. Organization:</b> Paragraphs of support are structured to support the thesis; paragraphs flow (the writer has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence to the thesis.</p> <p><i>106/111 of assessed students achieved good or exemplary (95%).</i></p> <p><b>C. Development:</b> the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.</p> <p><i>99/111 of assessed students achieved good or exemplary (89%).</i></p>	<p>Met the benchmark.</p> <p>Met the benchmark.</p> <p>Met the benchmark.</p>

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<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b> Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p>		<p><b>Unity/Development/Coherence:</b> Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words &amp; phrases help reader move from idea to idea. The solution is argued convincingly w/ logic &amp; evidence.</p> <p><i>104/111 of assessed students achieved good or exemplary (94%).</i></p> <p><b>Value and Creativity:</b> Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or to written elocution.</p> <p><i>108/111 of assessed students achieved good or exemplary (97%).</i></p>	<p>Met the benchmark.</p> <p>Met the benchmark.</p>
<p><b>4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.</b> Students should: Use standard processes for generating documents or oral presentations</p>		<p><b>Expression</b> (Wording and Phrasing): Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherence, diction, word usage, syntax. The language is precise, the wording exact and accurate.</p> <p><i>107/111 of assessed students achieved good or exemplary (96%).</i></p>	<p>Met the benchmark.</p>

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<p>independently and in groups in order to learn how to produce (and edit) writing without errors.</p>		<p><b>Grammar/Punctuation/Mechanics/Spelling:</b> Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.</p> <p><i>106/111 of assessed students achieved good or exemplary (95%).</i></p>	<p>Met the benchmark.</p>
<p><b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b> Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>		<p><b>Integrating Quotations/Paraphrases:</b> Supporting evidence is accurate, current, appropriate, &amp; sufficient; citations and introduction to sources are smoothly and correctly integrated.</p> <p><i>98/111 of assessed students achieved good or exemplary (88%).</i></p> <p><b>In-Text Citations and Integrating Research:</b> Sources are introduced &amp; identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately.</p> <p><i>95/111 of assessed students achieved good or exemplary (88%).</i></p>	<p>Met the benchmark.</p> <p>Met the benchmark.</p>

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<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p>		<p><b>Works Cited (MLA) entries or References (APA)</b> entries and page are formatted accurately and correctly.</p> <p><i>104/111 of assessed students achieved good or exemplary (94%).</i></p> <p><b>Analysis and discussion:</b> Demonstrates analysis by making points supported by evidence; includes in the discussion synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of evidence presented.</p> <p><i>101/111 of assessed students achieved good or exemplary (91%).</i></p> <p><b>Resourcefulness and Independence:</b> Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adapts, extends, and</p>	<p>Met the benchmark.</p> <p>Met the benchmark.</p>

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		<p>transforms a unique idea, question, format, or product to create something new.</p> <p><i>108/111 of assessed students achieved good or exemplary (97%).</i></p>	<p>Met the benchmark.</p>

**Compiled by: Paul Nagy**  
(Division chair)

**Date: 09/18/14**

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