



# Fall 2014

## Assessment of Student Work from Across the Core

### Scoring & Results

Written Communication and Written/Visual Communication

Report prepared by the Office of Student Learning & Institutional Assessment

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STEPHEN F. AUSTIN STATE UNIVERSITY

In order to assess the core objectives mandated by the Texas Higher Education Coordinating Board, Stephen F. Austin State University began collecting student work samples in core courses using LiveText in Fall 2014. Faculty members were asked to design a common assignment for all sections of courses designated “core” that the students in that course would complete. Students then upload this assignment into the LiveText system online. In the Fall of 2014, student work samples were gathered using LiveText for the core objectives of written communication and written and visual communication work. From those collections, random samples were selected to be reviewed by Core Curriculum Scoring Teams.

## **Method**

### **Participants**

During the Fall of 2014, all students in a course that had been designated as a core course with the objectives of written communication or written and visual communication were asked to register for a LiveText account provided by the college and upload their core assignment into the LiveText system. The section enrollments for courses designated to assess these two core objectives was 11,283. Of those section enrollments, 8,374 pieces of work were submitted to LiveText. Overall submission rate for assignments was 74%.

A random sample of work was pulled from the submissions for both written ( $n = 114$ ) and written and visual communication ( $n = 135$ ). One piece of student work in the written sample was only rated by one rater and was eliminated. In the written and visual sample, one piece of student work was the incorrect assignment and two others were plagiarized. All three were eliminated from the final sample. The remaining artifacts for written communication ( $n = 113$ ) and written and visual communication ( $n = 132$ ) made up the analyzed sample of 245 pieces of student work.

**Demographics of the sample.** Three students had a piece of work in both samples, so for demographic purposes, 242 unique SFA students submitted work. Of those students, the majority were 19-21 years old (72.7%), full time freshmen (38.8%) or sophomores (35.1%), Caucasian (66.9%), and female (64.5%). The average cumulative GPA for those in the samples was 2.73. The specific breakdown of demographic data is shown in Table 1 and Figure 1. Demographic data is also shown for the individual samples of written communication in Table 2 and Figure 2 ( $n = 113$ ) and written and visual communication in Table 3 and Figure 3 ( $n = 132$ ). The individual sample data tables both include the three students with work in each sample.

Table 1

*Demographics of all students in sample (n = 242)*

Demographic	Category	n	Percent
<b>Age</b>			
	18 & Under	28	11.6%
	19-21	176	72.7%
	22-24	27	11.1%
	25-30	3	1.2%
	31 & Older	8	3.3%
<b>Class Level</b>			
	Freshmen	94	38.8%
	Sophomores	85	35.1%
	Juniors	36	14.9%
	Seniors	27	11.2%
<b>Class Load</b>			
	Full time	224	92.6%
	Part time	18	7.4%
<b>Gender</b>			
	Male	86	35.5%
	Female	156	64.5%
<b>College</b>			
	Business	42	17.4%
	Education	54	22.3%
	Fine Arts	11	4.5%
	Forestry	10	4.1%
	Liberal & Applied Arts	67	27.7%
	Math & Science	58	24.0%
<b>Race</b>			
	White	133	55.0%
	Black or African American	49	20.2%
	Hispanic	43	17.8%
	Asian	1	0.4%
	American Indian/Alaskan Native	2	0.8%
	2 or more	9	3.7%
	Unknown/Unreported	5	2.1%
<b>Transfer</b>			
	Never a Transfer	209	86.4%
	Transferred Hours to SFA	33	13.6%

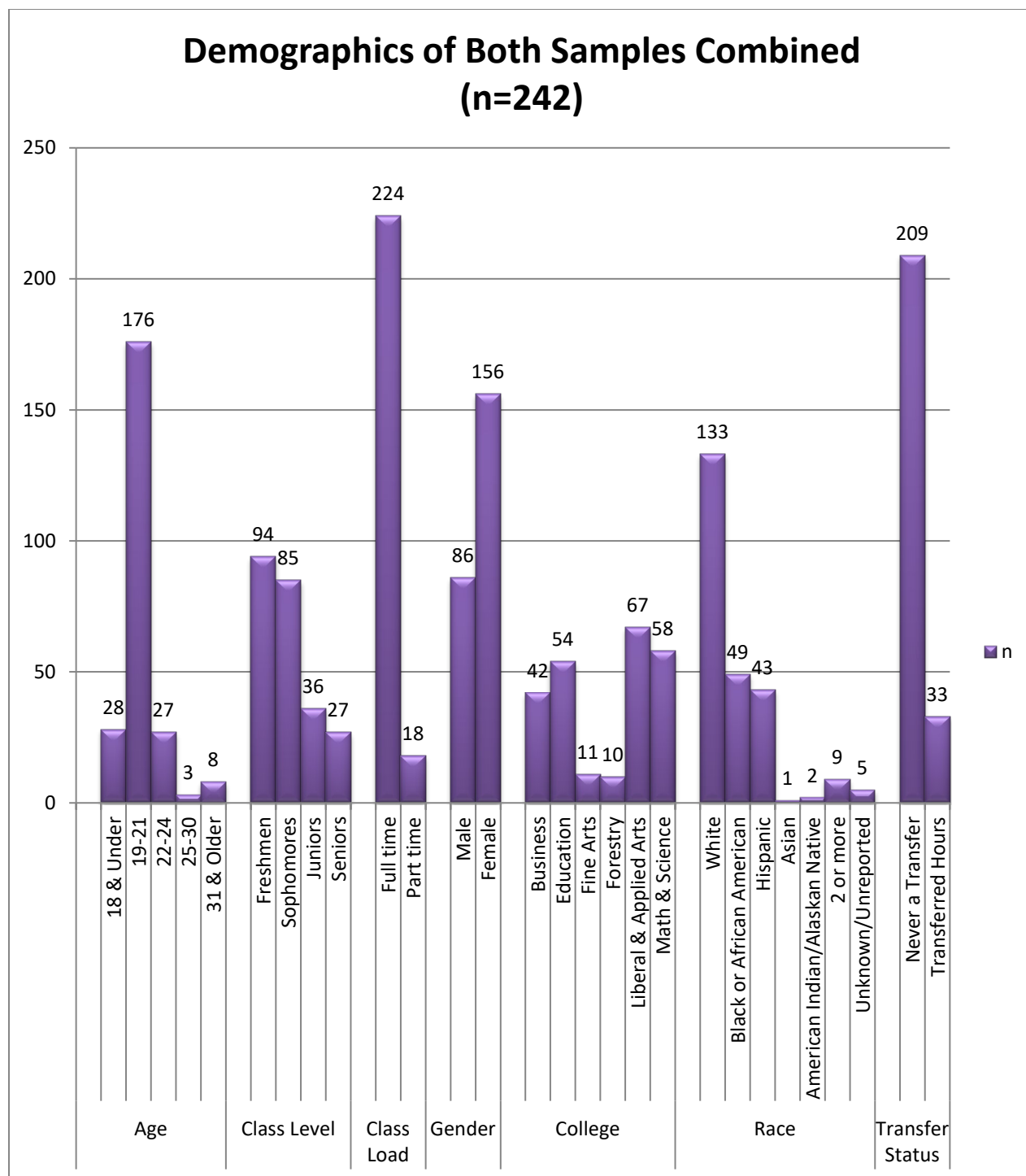


Figure 1. *Demographics of students in both samples.*

Table 2

*Demographics of Students in Written Communication Sample (n = 113)*

Demographic	Category	n	Percent
<b>Age</b>			
	18 & Under	19	16.8%
	19-21	76	67.3%
	22-24	12	10.6%
	25-30	2	1.8%
	31 & Older	4	3.5%
<b>Class Level</b>			
	Freshmen	47	41.6%
	Sophomores	37	32.7%
	Juniors	18	15.9%
	Seniors	11	9.7%
<b>Class Load</b>			
	Full time	98	86.7%
	Part time	15	13.3%
<b>Gender</b>			
	Male	42	37.2%
	Female	71	62.8%
<b>College</b>			
	Business	18	15.9%
	Education	27	23.9%
	Fine Arts	7	6.2%
	Forestry	3	2.7%
	Liberal & Applied Arts	34	30.1%
	Math & Science	24	21.2%
<b>Race</b>			
	White	64	56.6%
	Black or African American	24	21.2%
	Hispanic	17	15.0%
	Asian	0	0.0%
	American Indian/Alaskan Native	1	0.9%
	2 or more	3	2.7%
	Unknown/Unreported	4	3.5%
<b>Transfer</b>			
	Never a Transfer	96	85.0%
	Hours Transferred to SFA	17	15.0%

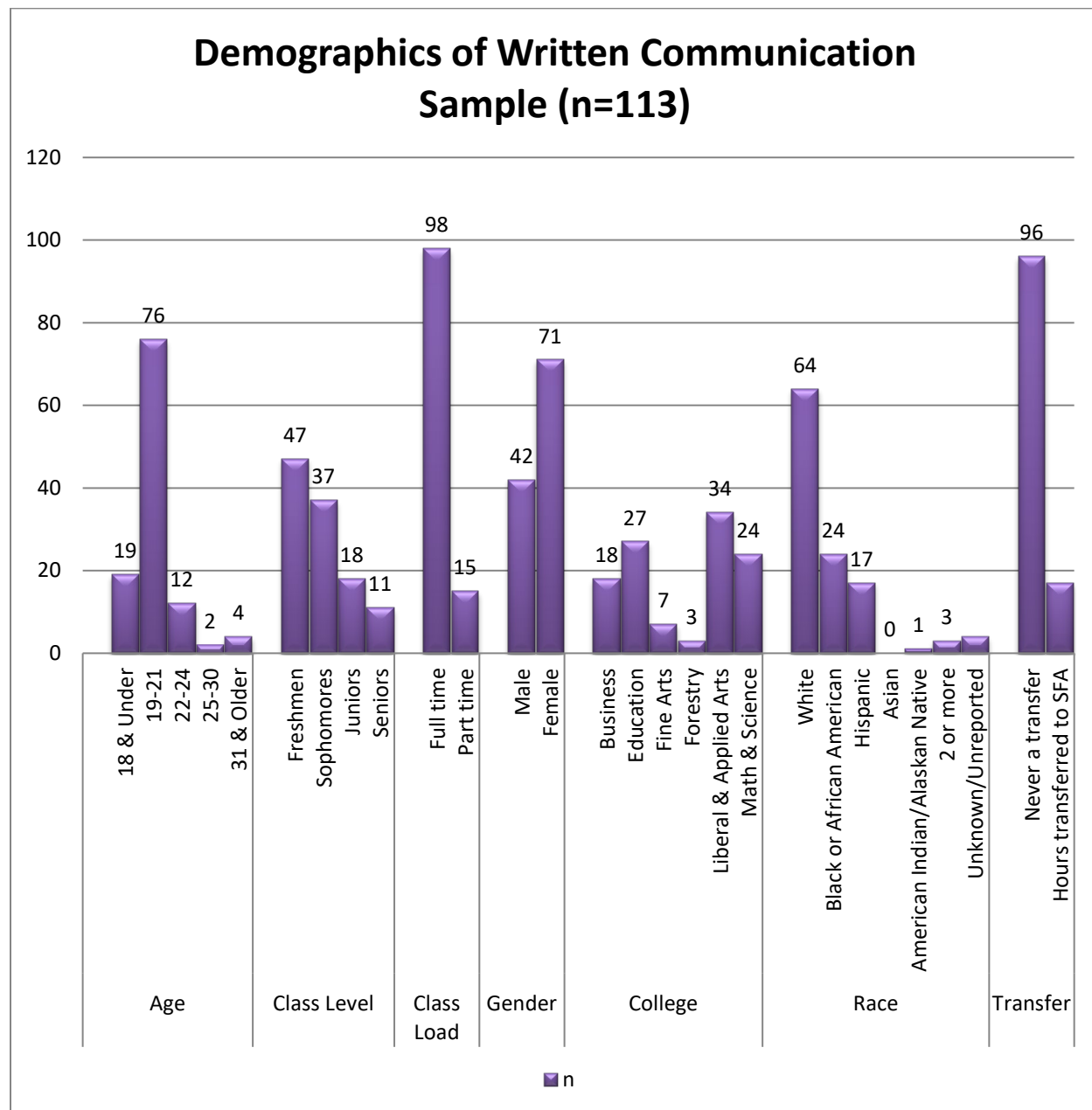
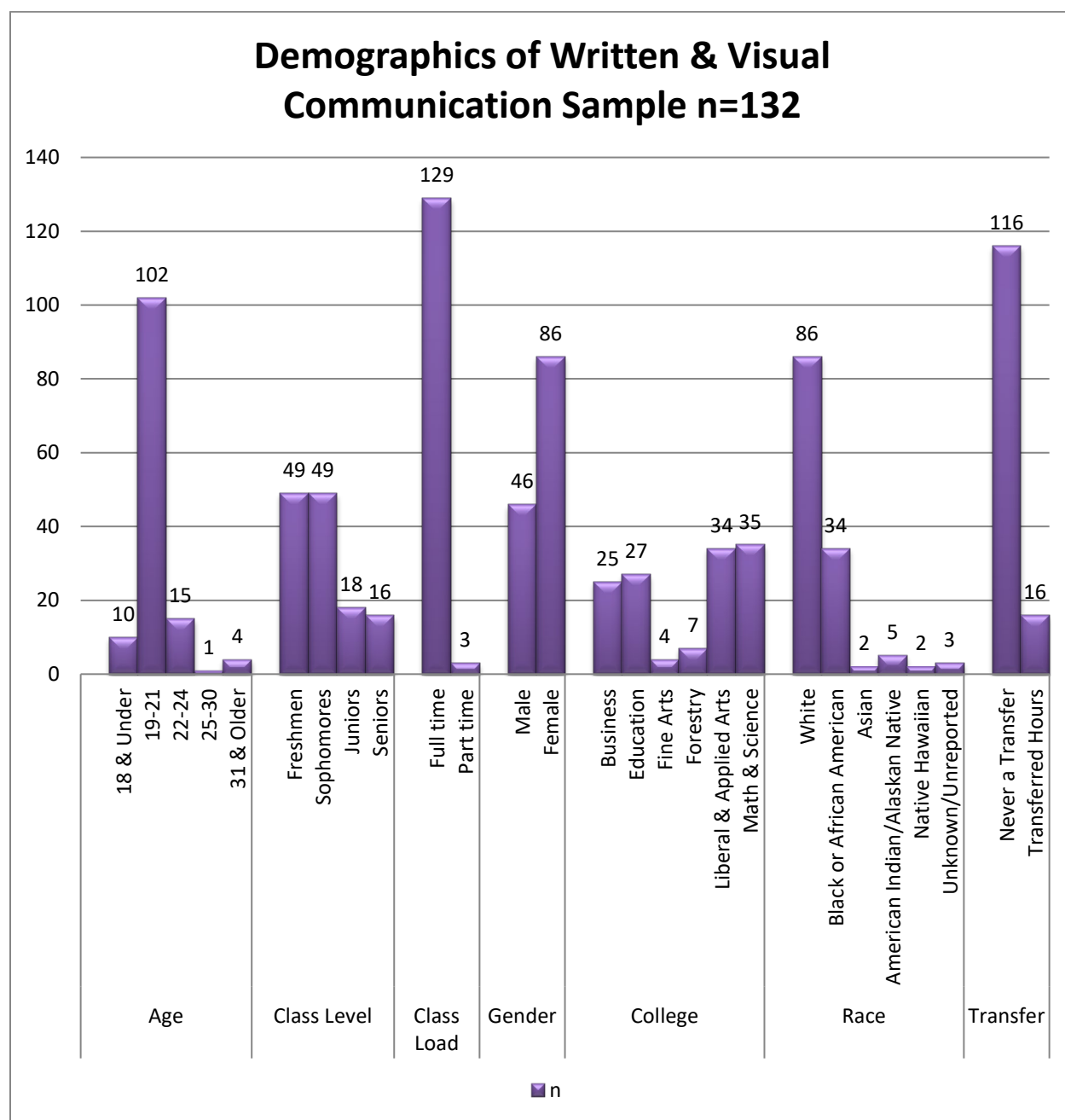


Figure 2. *Demographics of Written Sample.*

Table 3

*Demographics of Written and Visual Sample (n=132)*

Demographic	Category	n	Percent
<b>Age</b>			
	18 & Under	10	7.6%
	19-21	102	77.3%
	22-24	15	11.4%
	25-30	1	0.8%
	31 & Older	4	3.0%
<b>Class Level</b>			
	Freshmen	49	37.1%
	Sophomores	49	13.6%
	Juniors	18	37.1%
	Seniors	16	12.1%
<b>Class Load</b>			
	Full time	129	97.7%
	Part time	3	2.3%
<b>Gender</b>			
	Male	46	65.2%
	Female	86	34.8%
<b>College</b>			
	Business	25	18.9%
	Education	27	20.5%
	Fine Arts	4	3.0%
	Forestry	7	5.3%
	Liberal & Applied Arts	34	25.8%
	Math & Science	35	26.5%
<b>Race</b>			
	White	70	53.0%
	Black or African American	26	19.7%
	Hispanic	27	20.5%
	Asian	1	0.8%
	American Indian/Alaskan Native	1	0.8%
	Native Hawaiian	0	0.0%
	2 or more	6	4.5%
	Unknown/Unreported	1	0.8%
<b>Transfer</b>			
	Never a Transfer	116	97.7%
	Hours Transferred to SFA	16	2.3%



**Figure 3. Demographics of Written & Visual Sample.**

## Scorers

Student work was scored by teams of faculty who were nominated by their departments and then selected by the Core Curriculum Assessment Committee (CCAC). One member of the CCAC served as a chair of each team. Each team consisted of six members, including the chair, with members of the scoring teams being drawn from departments teaching core courses in which the objectives were being assessed. For Fall 2014, two teams were created to score student work in core courses; one for scoring work on the Written Communication objective and one for scoring work on the Written & Visual Communication objective.

## Rubric

The rubrics to assess both the written and written and visual components of the core were developed by faculty teams who modified the Association of American Colleges and Universities (AAC&U) VALUES Rubrics. Teams of SFASU faculty members modified the AAC&U rubrics to adapt them to the objectives of the SFA core. The written communication rubric has five specific criteria that are measured using a 5-point Likert scale (Figure 4). The written and visual communication rubric has six specific criteria that are measured using a 5-point Likert scale (Figure 5).

### WRITTEN COMMUNICATION RUBRIC

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
<b>Audience, Context, and Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is wholly responsive to the assigned task(s) and applied consistently through all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).	Fails to meet minimum criteria in addressing the audience, context, and purpose for writing.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content and ideas that illustrate the writer's command and deep understanding of the subject, skillfully shaping the whole work.	Uses appropriate, relevant, and compelling content to accurately explore ideas within the subject and shape the whole work.	Uses appropriate and relevant content to develop and accurately explore ideas through most of the work.	Uses appropriate and relevant content to accurately develop simple ideas in some parts of the work.	Fails to meet minimum criteria in addressing content development.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use credible and relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.	Fails to meet minimum criteria in demonstrating the use of sources to support ideas in the assignment.
<b>Organization And Presentation</b>	Demonstrates consistent, skillful, and thoroughly detailed attention to organization, presentation, and stylistic choices as appropriate to the assignment.	Demonstrates consistent and skillful organization and presentation as appropriate to the assignment.	Follows expectations for a consistent system of basic organization and presentation as appropriate to the assignment.	Attempts to use a consistent system for basic organization and presentation as appropriate to the assignment.	Fails to meet minimum criteria in organization and presentation.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is nearly error-free.	Uses straightforward language that conveys meaning to readers with clarity. The language in the work has few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Fails to use language that demonstrates control of syntax and mechanics.

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Figure 4. Written Communication Rubric.

## WRITTEN AND VISUAL COMMUNICATION RUBRIC

**Definitions:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and making texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Visual communication is a prepared, purposeful presentation and delivery of supporting visual aids, typically relative to the written communication and intended to benefit or amplify an audience's understanding of a central message or purpose. Thus, visual communication is facilitated through such media as charts, tables, graphs, among others available and appropriate to specific disciplines and classroom experiences.

	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
<b>Audience, Context, and Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is wholly responsive to the assigned task(s) and applied consistently through all elements of the work.	Demonstrates a adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).	Fails to meet minimum criteria in addressing the audience, context, and purpose for writing.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content and ideas that illustrate the writer's command and deep understanding of the subject, skillfully shaping the whole work.	Uses appropriate, relevant, and compelling content to accurately explore ideas within the subject and shape the whole work.	Uses appropriate and relevant content to develop and accurately explore ideas through most of the work.	Uses a appropriate and relevant content to accurately develop simple ideas in some parts of the work.	Fails to meet minimum criteria in addressing content development.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use credible and relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.	Fails to meet minimum criteria in demonstrating the use of sources to support ideas in the assignment.
<b>Organization and Presentation</b>	Demonstrates consistent, skillful, and thoroughly detailed attention to organization, presentation, and stylistic choices as appropriate to the assignment.	Demonstrates consistent and skillful organization and presentation as appropriate to the assignment.	Follows expectations for a consistent system of basic organization and presentation as appropriate to the assignment.	Attempts to use a consistent system for basic organization and presentation as appropriate to the assignment.	Fails to meet minimum criteria in organization and presentation.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is nearly error-free.	Uses straightforward language that conveys a meaning to readers with clarity. The language in the work has few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Fails to use language that demonstrates control of syntax and mechanics.
<b>Visual Aids</b>	Visual aids effectively support the communication of purposes and ideas; aids are integrated into the presentation seamlessly, thus fostering a full understanding of the message's content.	Visual aids generally support the communication of the student's ideas and purposes; the aids effectively amplify or resonate the presentation of ideas and foster a good understanding of the message's content.	Visual aids support the communication of the student's ideas and purposes but are only partially useful or informative.	Visual aids do not particularly support the communication of the student's ideas and purposes; they are insufficient to be of much use as they do little to elevate understanding.	Visual aids are virtually non-existent, serve no purpose, or are not credible.

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Figure 5. Written and Visual Communication Rubric.

**Rubric Norming.** In early Spring 2015, each scoring team met for two rubric norming sessions facilitated by the Office of Student Learning and Institutional Assessment. During these sessions, the team discussed the rubric extensively and developed rules that would be followed for scoring student work. The norming sessions were used to familiarize the faculty with the rubric that they would be using for scoring, allowing them to develop shared understanding of the language used on the rubric, and to become familiar with the process of scoring using LiveText. During the norming session, practice papers were scored and discussed by the team. Further scoring rules were developed if needed following the scoring of each practice paper. These scoring rules were put into a document that was sent to all members of both teams to be a reference when scoring the papers.

**Scoring.** The LiveText sampling tool was used to draw a random sample of student work from both the written and visual communication objective and the written communication objective. Each artifact of student work in the sample was sent to two raters. Raters evaluated the paper in LiveText using an online copy of the rubric and following the rules developed in the norming sessions. If the two raters had disagreement on a criterion, the artifact was then sent to a third rater to score only the criteria for which there was disagreement. A complete list of the rules for agreement/disagreement can be found in Appendix A.

Faculty on the scoring teams were given until April 3<sup>rd</sup> to complete their first scoring round and then until April 10<sup>th</sup> to finish their second round of scoring. During this time, it was determined that two artifacts in the written and visual communication sample had been plagiarized and one assignment was not the correct assignment. These artifacts were removed from the sample leaving a total sample of 132 student papers for the written and visual objective.

## **Results**

In order to test the reliability of the scores after the norming sessions, intra-class correlation coefficients were used to determine the amount of non-chance agreement the raters had when scoring the artifacts.

### **Inter-rater agreement.**

In order to validate the results of the scoring, inter-rater reliability (IRR) analysis was conducted. According to Kevin Hallgren (2012), “The assessment of IRR provides a way of quantifying the degree of agreement between two or more coders who make independent ratings about the features of a set of subjects” (p. 23). In other words, we wanted to know how likely the two raters were to give the artifact the same score without chance agreement. In order to do this, intra-class correlation coefficient (ICC) analysis was conducted on the data.

Scores for each artifact from all the raters were grouped for the analysis. If there were two scores, the two available scores were used. In cases where there were three scores, the score that was the farthest out of agreement was eliminated. For example, if Rater 1 scored the criterion a “1”, Rater 2 gave it a “4”, and Rater 3 gave it a “2”, the score of “4” was replaced by the “2”. Intra-class correlation coefficient analysis was then run on the data. According to Cicchetti (1994) guidelines for ICC scores are as follows: scores below .40 are considered “poor”, scores between .40 and .59 are considered “fair”, scores between .60 and .74 are considered “good”, and scores between .75 and 1.00 are considered “excellent” (p. 286). ICC scores were calculated for each of the criteria from the rubric along with an overall ICC score for the rubric consisting of the scores for all the criteria (see Table 4).

**Written & Visual Communication.** The overall ICC score for the written and visual communication objective was .86. According to the guidelines outlined by Cicchetti (1994) this indicates an excellent level of overall agreement between raters. The ratings for each criterion were between .72

and .91, again indicating that the raters had a good to excellent level of agreement when scoring the rubric components.

**Written Communication.** The overall ICC score for the written communication objective was .69 indicating there was good agreement between the raters. ICC scores for the individual criteria were between .56 to .75 with one criteria ICC in the “fair” range, three criteria in the “good” range, and one criterion in the “excellent” range.

**All Written Communication Elements.** Additional analysis was run combining the overlapping rubric criteria from the two rubrics used in order to evaluate the reliability of the two separate teams. When this was done, the overall ICC was .82, indicating that there was an excellent level of agreement in ratings. Ratings for individual rubric criteria ranged from .71 to .87 indicating high levels of agreement between raters.

Table 4

*ICC scores for samples overall and by criteria*

	Written Communication (n=113)	Written & Visual Communication (n=132)	All Written Elements (n=145)
Overall ICC: All Criteria	.69	.86	.82
Audience, Context, & Purpose	.67	.84	.78
Content Development	.68	.84	.78
Sources & Evidence	.75	.91	.87
Organization & Presentation	.56	.84	.75
Control of Syntax & Mechanics	.60	.72	.71
Visual Aids	-	.91	-

## Assessment Results

**Scores by element.** Mean and mode are reported for each rubric criteria as well as the overall composite rubric scores. These scores were then charted to show the ratings by both element and score

for all student work in the sample. Charts are shown for the Written Communication sample and the Written & Visual Sample in Appendix B. Mean scores and mode from the rubrics are shown in Table 5. Results from both mean and mode indicate that students at Stephen F. Austin enrolled in core courses where the objectives of written communication and written and visual communication are generally scoring in the “2-Developing” range on the rubric.

Table 5

*Mean and Mode rubrics and criteria*

	Written Communication (n=113)		Written & Visual Communication (n=132)		All Written Elements (n=245)	
	Mean	Mode	Mean	Mode	Mean	Mode
<b>Overall Average Score: All Elements</b>	2.27	2	2.04	2	2.18	2
<b>Audience, Context, &amp; Purpose</b>	2.36	3	2.27	2	2.31	2
<b>Content Development</b>	2.02	2	2.02	2	2.02	2
<b>Sources &amp; Evidence</b>	2.37	3	1.81	2	2.18	2
<b>Organization &amp; Presentation</b>	2.22	2	2.05	2	2.13	2
<b>Control of Syntax &amp; Mechanics</b>	2.40	2	2.31	2	2.35	2
<b>Visual Aids</b>	--	--	1.76	3	--	--

**Average score by classification.** Results were also tabulated by classification in order to get an overall score of each element for students classified by their year in school: freshmen, sophomores, juniors, and seniors. Results are shown for the Written Communication Sample (Table 6 & Figure 6), the Written & Visual Communication sample (Table 7 & Figure 7), and for both samples combined (Table 8 & Figure 8).

Table 6

*Mean scores for Written Communication sample by student classification*

	Audience, Context, & Purpose	Content Development	Sources & Evidence	Organization & Presentation	Syntax & Mechanics	Overall Rubric Score
<b>Freshmen</b>	2.51	2.00	2.32	2.23	2.38	2.29
<b>Sophomores</b>	2.24	1.95	2.32	2.16	2.32	2.20
<b>Juniors</b>	2.22	2.00	2.44	2.17	2.44	2.26
<b>Seniors</b>	2.36	2.36	2.64	2.45	2.64	2.49

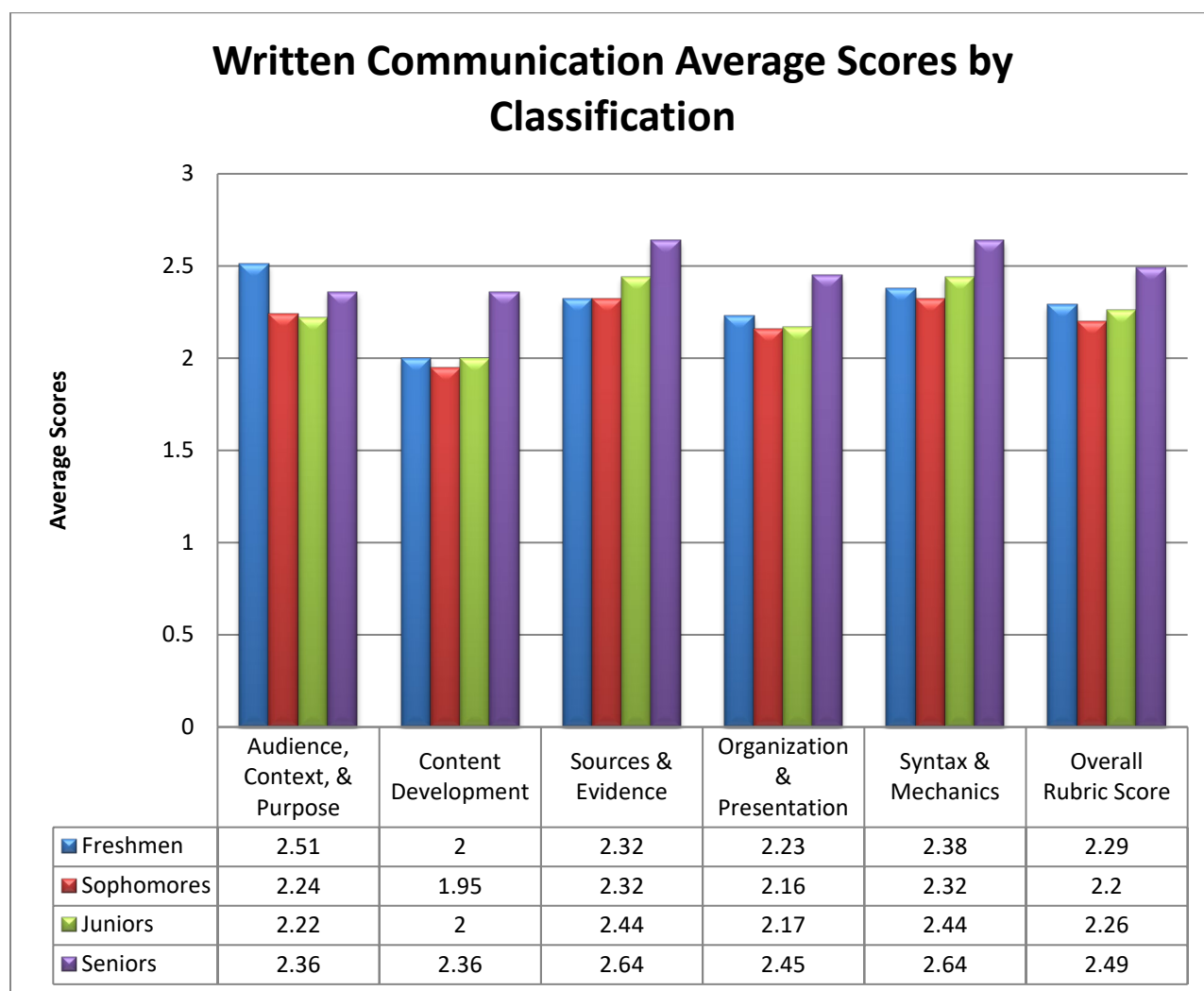


Figure 6. *Mean scores for Written Communication sample by student classification.*

Table 7

Mean scores for Written & Visual Communication sample by student classification

	Audience, Context, Purpose	Content Development	Sources & Evidence	Organization & Presentation	Syntax & Mechanics	Visual Aids	Overall Rubric Score
<b>Freshmen</b>	2.18	1.96	1.76	1.96	2.16	1.67	1.95
<b>Sophomores</b>	2.18	1.94	1.71	2.02	2.37	1.71	1.99
<b>Juniors</b>	2.56	2.22	1.89	2.11	2.44	2.11	2.22
<b>Seniors</b>	2.50	2.19	2.19	2.38	2.44	1.75	2.24

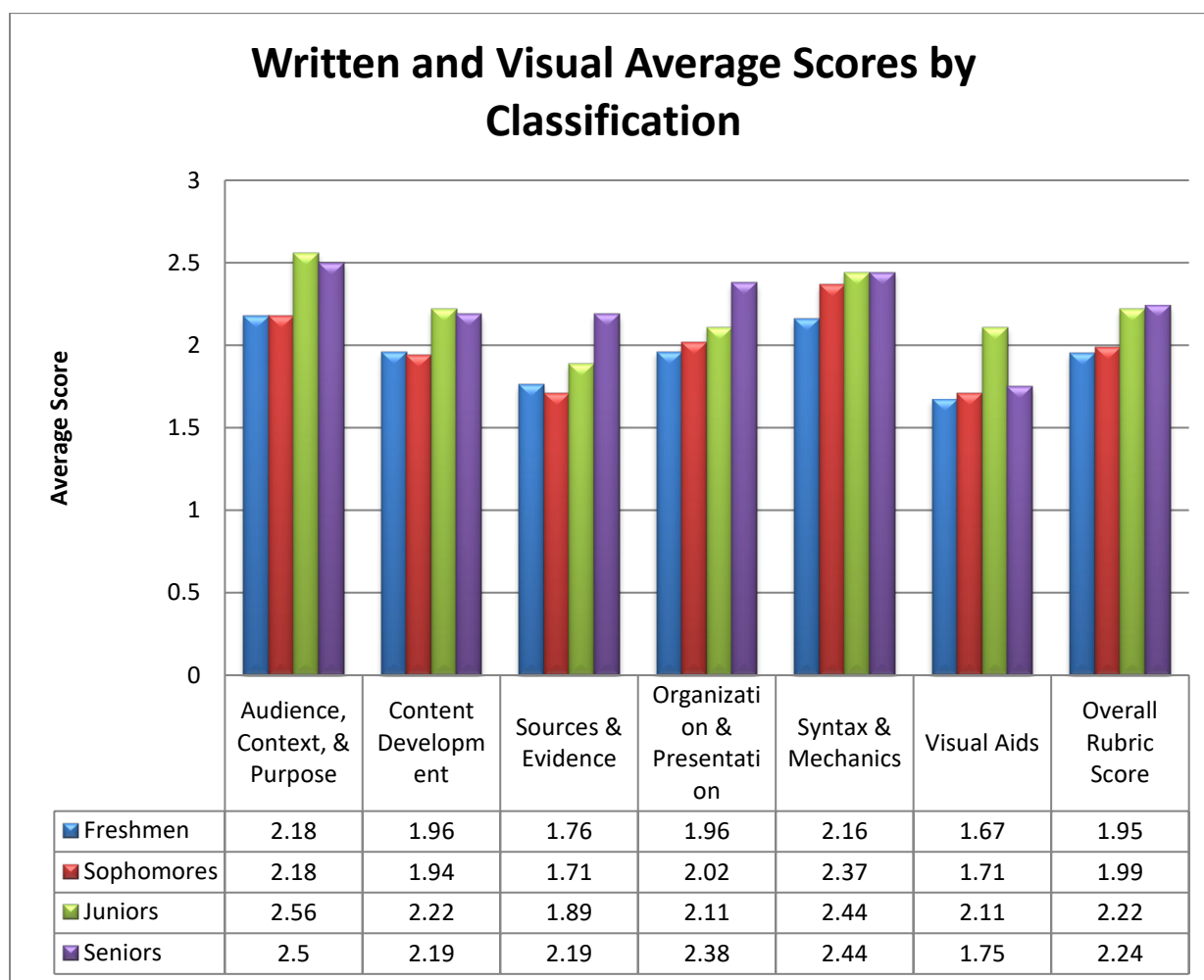


Figure 7. Mean scores for Written & Visual Communication sample by student classification.

Table 8

*Mean scores for both samples combined on all written elements by student classification*

	<b>Audience, Context, &amp; Purpose</b>	<b>Content Development</b>	<b>Sources &amp; Evidence</b>	<b>Organization &amp; Presentation</b>	<b>Syntax &amp; Mechanics</b>	<b>Overall Rubric Score</b>
<b>Freshmen</b>	2.34	1.98	2.03	2.09	2.27	2.14
<b>Sophomores</b>	2.21	1.94	1.98	2.14	2.44	2.11
<b>Juniors</b>	2.39	2.11	2.17	2.08	2.35	2.25
<b>Seniors</b>	2.44	2.26	2.37	2.41	2.52	2.40

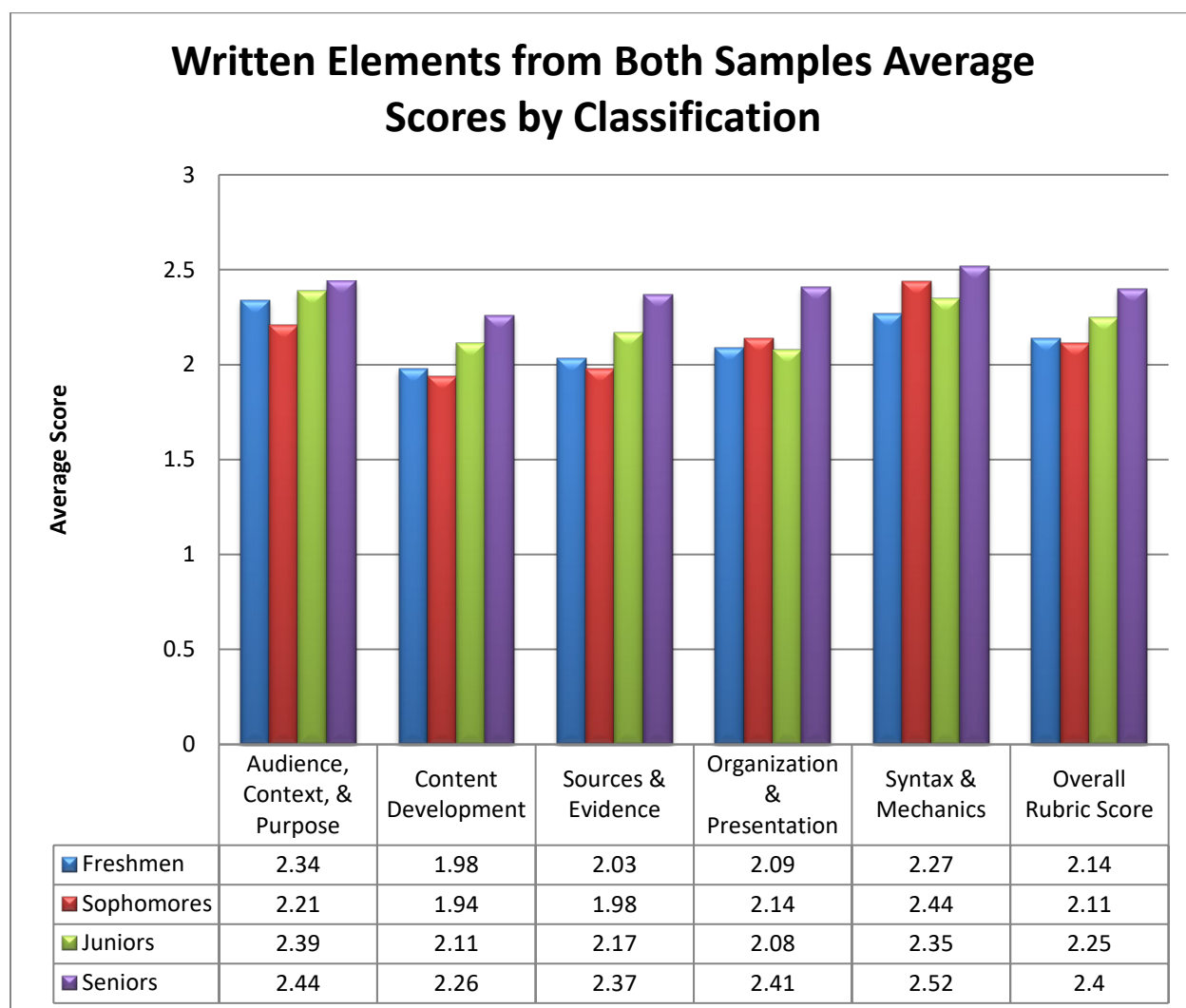


Figure 8. *Mean scores for both samples combined on written elements by student classification.*

**Average score by transfer status.** Results were also tabulated by transfer status in order to get an overall score of each element for students classified by their transfer status. Students who had any transfer hours to SFA were grouped into the “Transfer Hours” group. Results are shown for the Written Communication Sample (Table 9 & Figure 9), the Written & Visual Communication sample (Table 10 & Figure 10), and for both samples combined (Table 11 & Figure 11).

Table 9. Mean scores for Written Communication rubric elements by student transfer status.

	Audience, Context, Purpose	Content Development	Sources & Evidence	Organization & Presentation	Syntax & Mechanics	Overall Rubric Score
No Transfer Hours	2.40	1.98	2.36	2.21	2.38	2.26
Transfer Hours	2.18	2.24	2.41	2.30	2.53	2.33

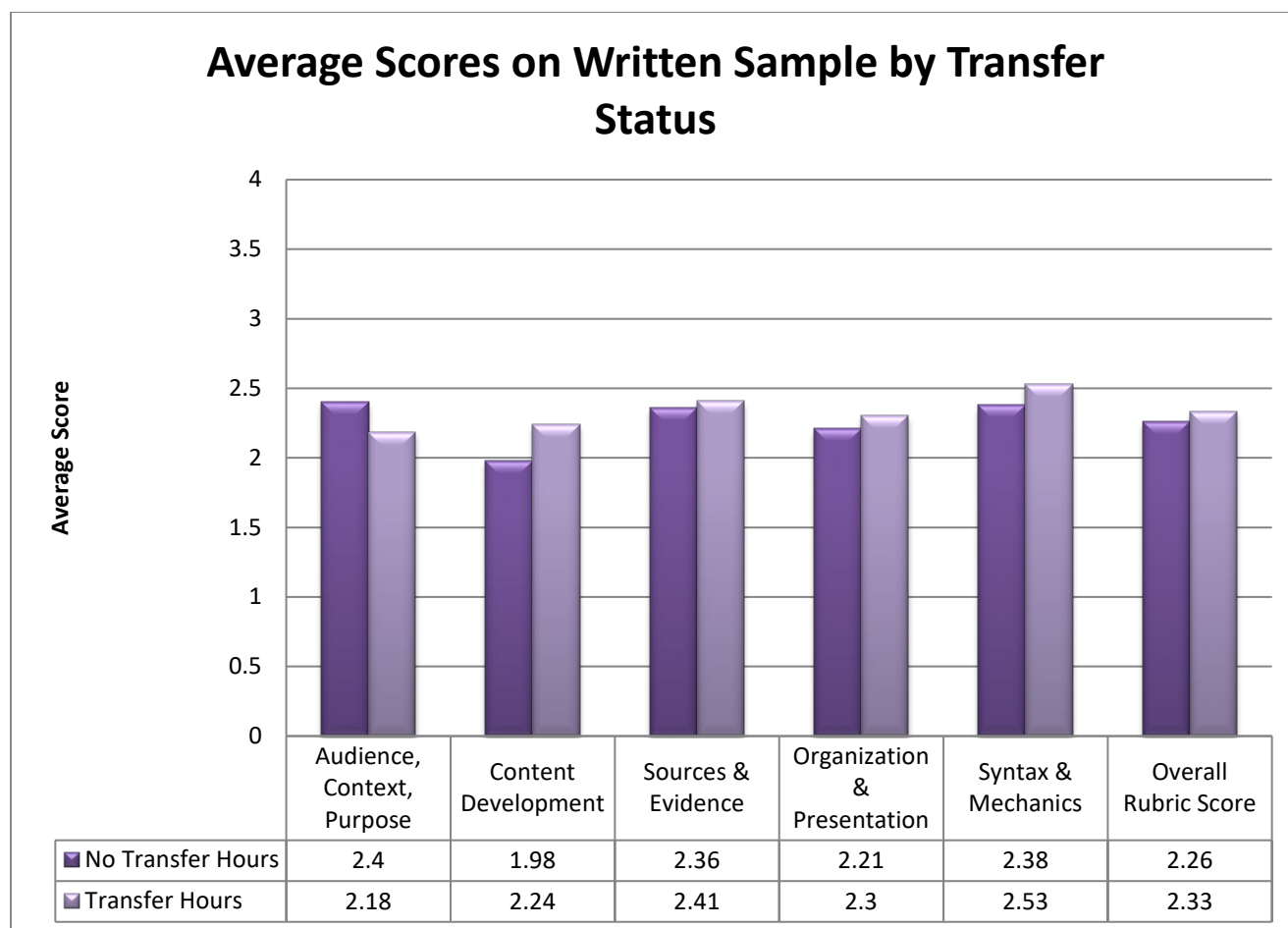


Figure 9. Mean scores for Written Communication sample by transfer status.

Table 10. Mean scores for Written & Visual Communication rubric elements by student transfer status.

	Audience, Context, Purpose	Content Development	Sources & Evidence	Organization & Presentation	Syntax & Mechanics	Visual Aids	Overall Rubric Score
No Transfer Hours	2.25	2.01	1.75	2.12	2.32	1.75	2.02
Transfer Hours	2.41	2.06	2.18	2.04	2.24	1.82	2.14

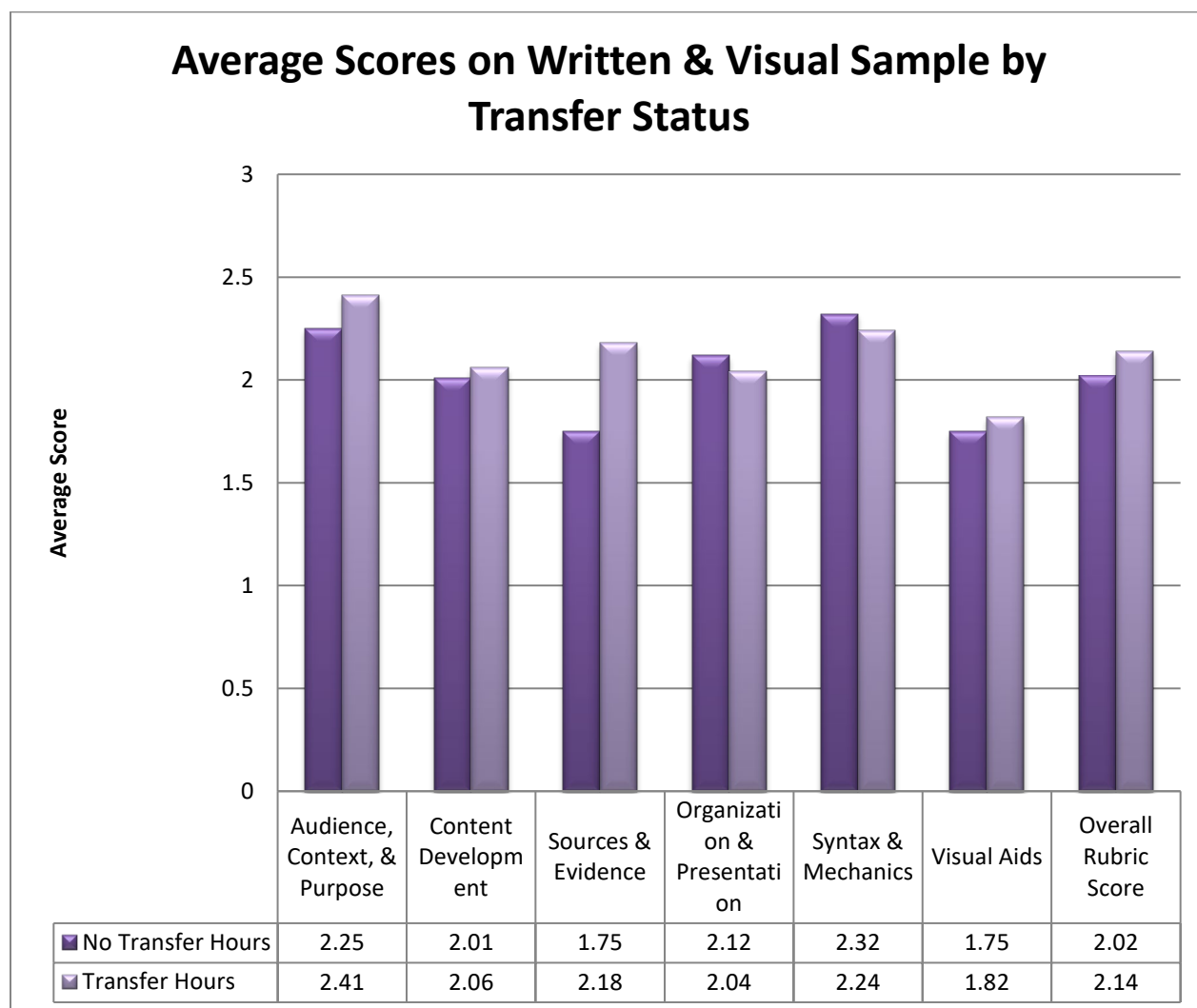


Figure 10. Mean scores for Written & Visual Communication sample by transfer status.

Table 11. Mean scores for All Written Communication rubric elements from both samples by student transfer status.

	Audience, Context, Purpose	Content Development	Sources & Evidence	Organization & Presentation	Syntax & Mechanics	Overall Rubric Score
No Transfer Hours	2.32	2.00	2.03	2.12	2.35	2.16
Transfer Hours	2.30	2.15	2.30	2.21	2.38	2.26

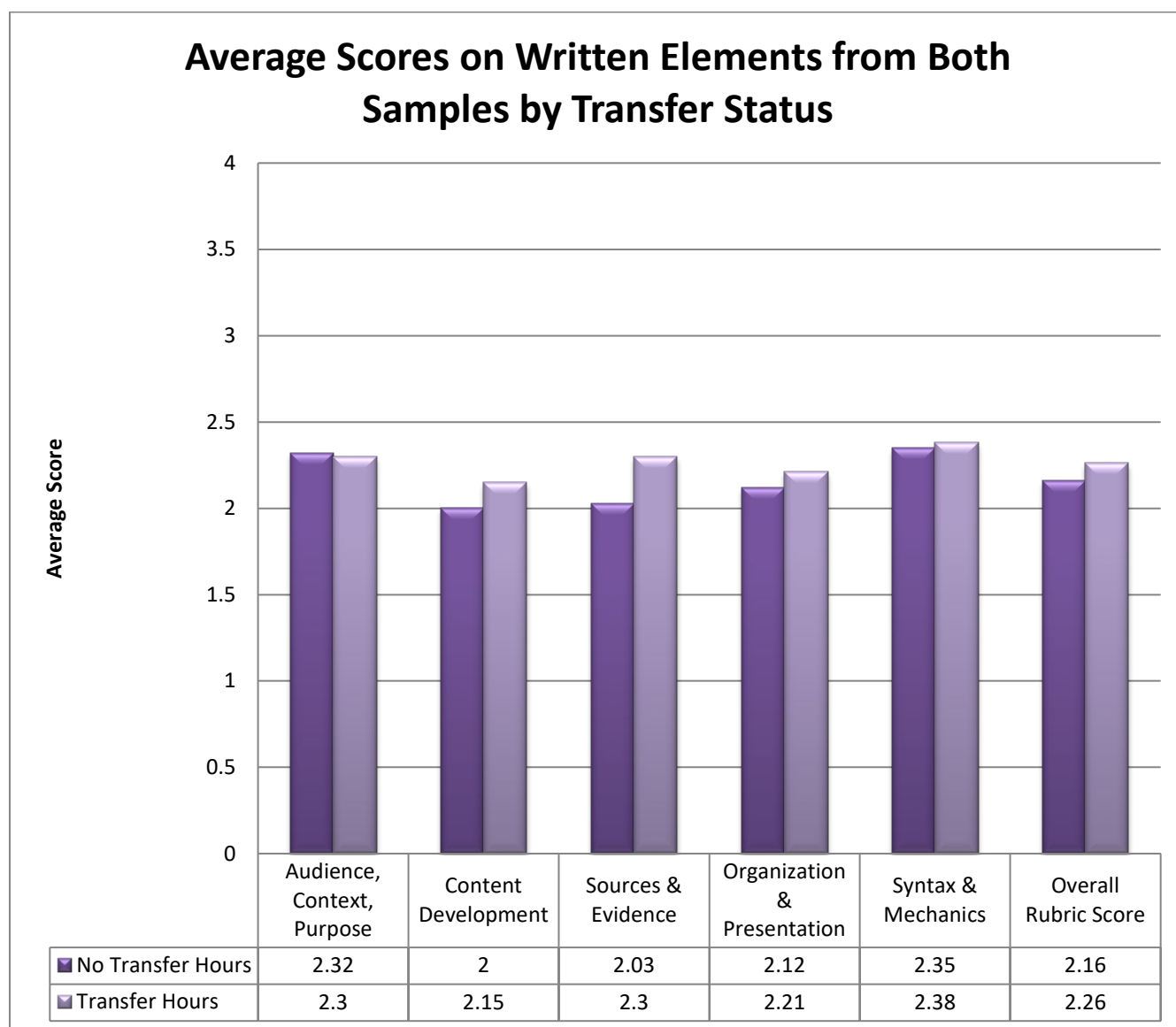


Figure 11. Mean scores for all written rubric elements from both samples by transfer status.

References

- Cicchetti, D.V. (1994). Guidelines, Criteria, and Rules of Thumb for Evaluating Normed and Standardized Assessment Instruments in Psychology. *Psychological Assessment*, 6(4): 284-290.
- Hallgren, K.A. (2012). Computing Inter-Rater Reliability for Observational Data: An Overview and Tutorial. *The Quantitative Methods for Psychology*, 8(1): 23-34.

## Appendix A

### Rules for Scoring Student Work

Procedures for assessment of student work:

1. Each piece of student work will be initially assessed by two raters.
2. If the two raters agree on their rating on any element/criterion of a rubric then there is no need for a third rater on that element/criterion.
3. If the first two raters are no more than one integer apart on their ratings on an element/criterion of a rubric, then the two ratings are averaged together and there is no need for a third rater on that element/criterion.

For example, if Rater A gives a piece of student work a 2 on element/criterion of Audience, Context, and Purpose, and Rater B gives the piece of student work a 3 on Audience, Context, and Purpose, then the two ratings are averaged together to give a 2.5 on the Audience, Context, and Purpose element/criterion.

### WRITTEN COMMUNICATION RUBRIC

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	<b>Capstone</b> 4	<b>Accomplished</b> 3	<b>Developing</b> 2	<b>Beginning</b> 1	<b>Unacceptable</b> 0
<b>Audience, Context, and Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is wholly responsive to the assigned task(s) and applied consistently through all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).	Fails to meet minimum criteria in addressing the audience, context, and purpose for writing.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content and ideas that illustrate the writer's command and deep understanding of the subject, skillfully shaping the whole work.	Uses appropriate, relevant, and compelling content to accurately explore ideas within the subject and shape the whole work.	Uses appropriate and relevant content to develop and accurately explore ideas through most of the work.	Uses appropriate and relevant content to accurately develop simple ideas in some parts of the work.	Fails to meet minimum criteria in addressing content development.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use credible and relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.	Fails to meet minimum criteria in demonstrating the use of sources to support ideas in the assignment.
<b>Organization And Presentation</b>	Demonstrates consistent, skillful, and thoroughly detailed attention to organization, presentation, and stylistic choices as appropriate to the assignment.	Demonstrates consistent and skillful organization and presentation as appropriate to the assignment.	Follows expectations for a consistent system of basic organization and presentation as appropriate to the assignment.	Attempts to use a consistent system for basic organization and presentation as appropriate to the assignment.	Fails to meet minimum criteria in organization and presentation.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is nearly error-free.	Uses straightforward language that conveys meaning to readers with clarity. The language in the work has few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Fails to use language that demonstrates control of syntax and mechanics.

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If the two raters are more than one integer apart on their ratings on any element/criterion of a rubric, a third rater is asked to rate only the element(s)/criteria where there was disagreement.

For example, if Rater A gives a piece of student work a 1 on the element/criterion Audience, Context, and Purpose, and Rater B gives the piece of student work a 3 on Audience, Context, and Purpose. Also, rater A also gives the same piece of student work a 4 on Sources and Evidence, and Rater B gives that same piece of student work a 2. Then a third rater (Rater C) is asked to rate the student work only on the elements/criteria of Audience, Context, and Purpose and Sources and Evidence.

## WRITTEN COMMUNICATION RUBRIC

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
<b>Audience, Context, and Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is wholly responsive to the assigned task(s) and applied consistently through all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).	Fails to meet minimum criteria in addressing the audience, context, and purpose for writing.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content and ideas that illustrate the writer's command and deep understanding of the subject, skillfully shaping the whole work.	Uses appropriate, relevant, and compelling content to accurately explore ideas within the subject and shape the whole work.	Uses appropriate and relevant content to develop and accurately explore ideas through most of the work.	Uses appropriate and relevant content to accurately develop simple ideas in some parts of the work.	Fails to meet minimum criteria in addressing content development.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use credible and relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.	Fails to meet minimum criteria in demonstrating the use of sources to support ideas in the assignment.
<b>Organization And Presentation</b>	Demonstrates consistent, skillful, and thoroughly detailed attention to organization, presentation, and stylistic choices as appropriate to the assignment.	Demonstrates consistent and presentation as appropriate to the assignment.	Follows expectations for a consistent system of basic organization and presentation as appropriate to the assignment.	Attempts to use a consistent system for basic organization and presentation as appropriate to the assignment.	Fails to meet minimum criteria in organization and presentation.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is nearly error-free.	Uses straightforward language that conveys meaning to readers with clarity. The language in the work has few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Fails to use language that demonstrates control of syntax and mechanics.

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- If Rater C's rating agrees with one of the other two ratings, then that rating is used and the rating that is not in agreement is discarded.

For example, if Rater C and Rater A each rate a piece of student work a 2 on Content Development, but Rater B rates the work a 4, then Rater B's rating is discarded and the student work received a rating of 2 on Content Development.

- If Rater C's rating does not agree with one of the other two ratings, and is no more than one integer from only one of the other ratings, then the rating that is more than one integer from

the other ratings is discarded, and the two ratings that are no more than one integer apart are averaged.

For example, if Rater C rates a piece of student work 2, Rater A rated the work a 1, and Rater B rated the work 4 on Content Development. Rater B's rating of 4 is discarded and the ratings of Rater C and Rater A are averaged to get a rating of 1.5.

6. If Rater C's rating is no more than one integer from the other two ratings, then all of the ratings are averaged.

For example, if Rater C rates a piece of student work 3, Rater A rated the work a 2, and Rater B rated the work 4 on Content Development. All of the ratings are averaged for a rating of 3.

7. If Rater C's rating does not agree with one of the other two ratings and is more than one integer apart from the other two ratings, then Rater C's rating is discarded, and the other two ratings are averaged.

For example, if Rater C rates a piece of student work 4, Rater A rated the work a 0, and Rater B rated the work a 2 on Content Development. Rater C's rating of 4 is discarded, and the other two ratings are averaged to get a rating of 1.

## Appendix B

### Charts of Scores

#### Written Communication:

Below are charts for the written communication sample (n=113). Both charts show the number of student work samples and the score they were assigned (0-4). Figure 1 shows the number of work samples for each element and Figure 2 shows the number of work samples for each score. Figure 3 shows the breakdown of the overall rubric score (composite of all elements) assigned to each piece of student work.

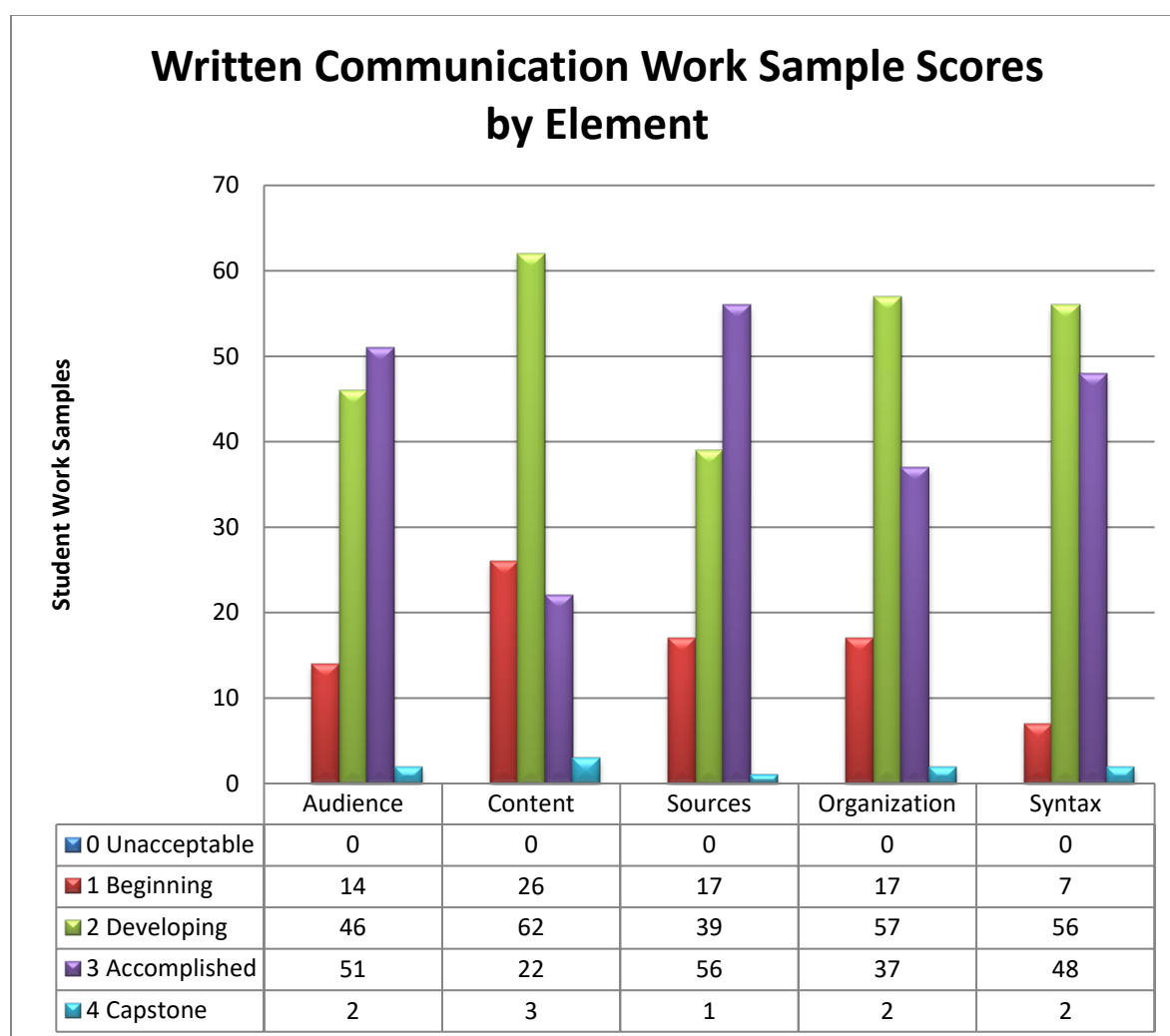


Figure 1

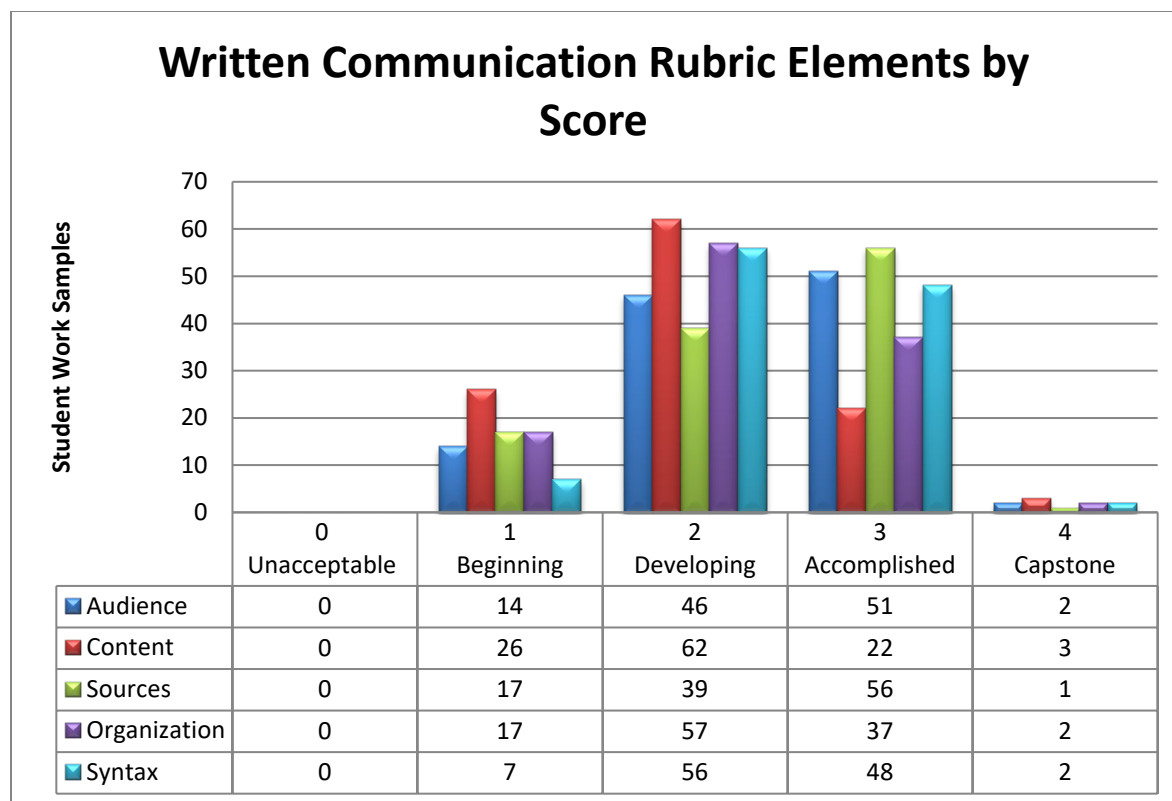


Figure 2

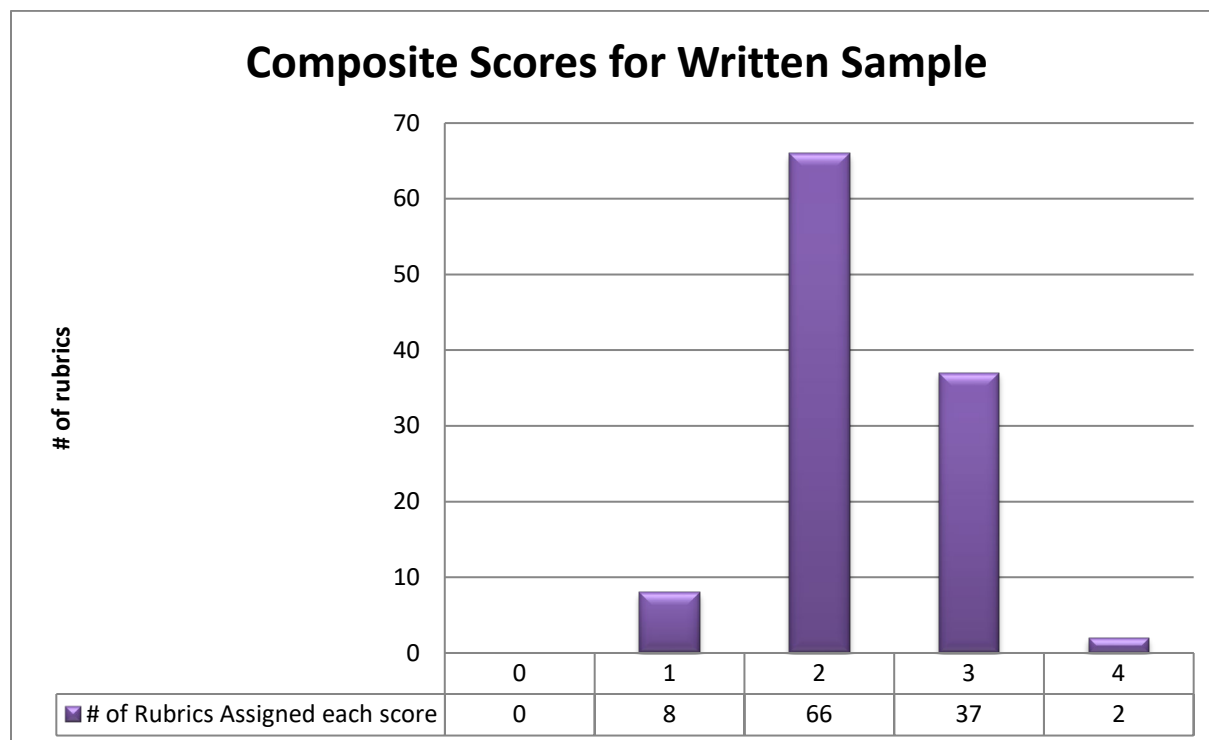


Figure 3

## Written & Visual Communication:

Below are charts for the written & visual communication sample (n=132). Initially, this sample consisted of 135 artifacts, but three were removed; two were removed for plagiarism and one was the wrong assignment. Both charts show the number of student work samples and the score they were assigned (0-4). Figure 4 shows the number of work samples for each element and Figure 5 shows the number of work samples for each score. Figure 6 shows the breakdown of the overall rubric score (composite of all elements) assigned to each piece of student work

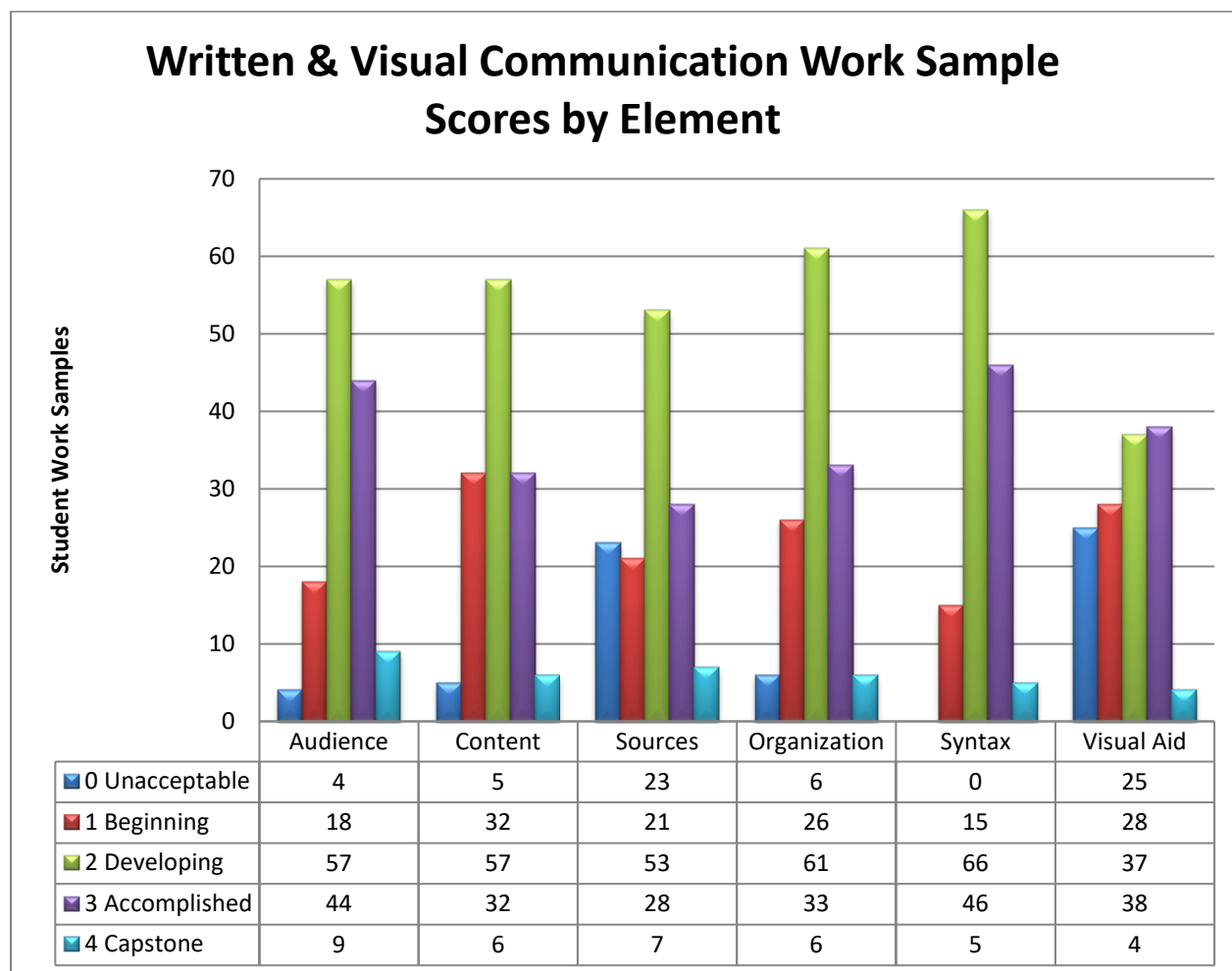


Figure 4

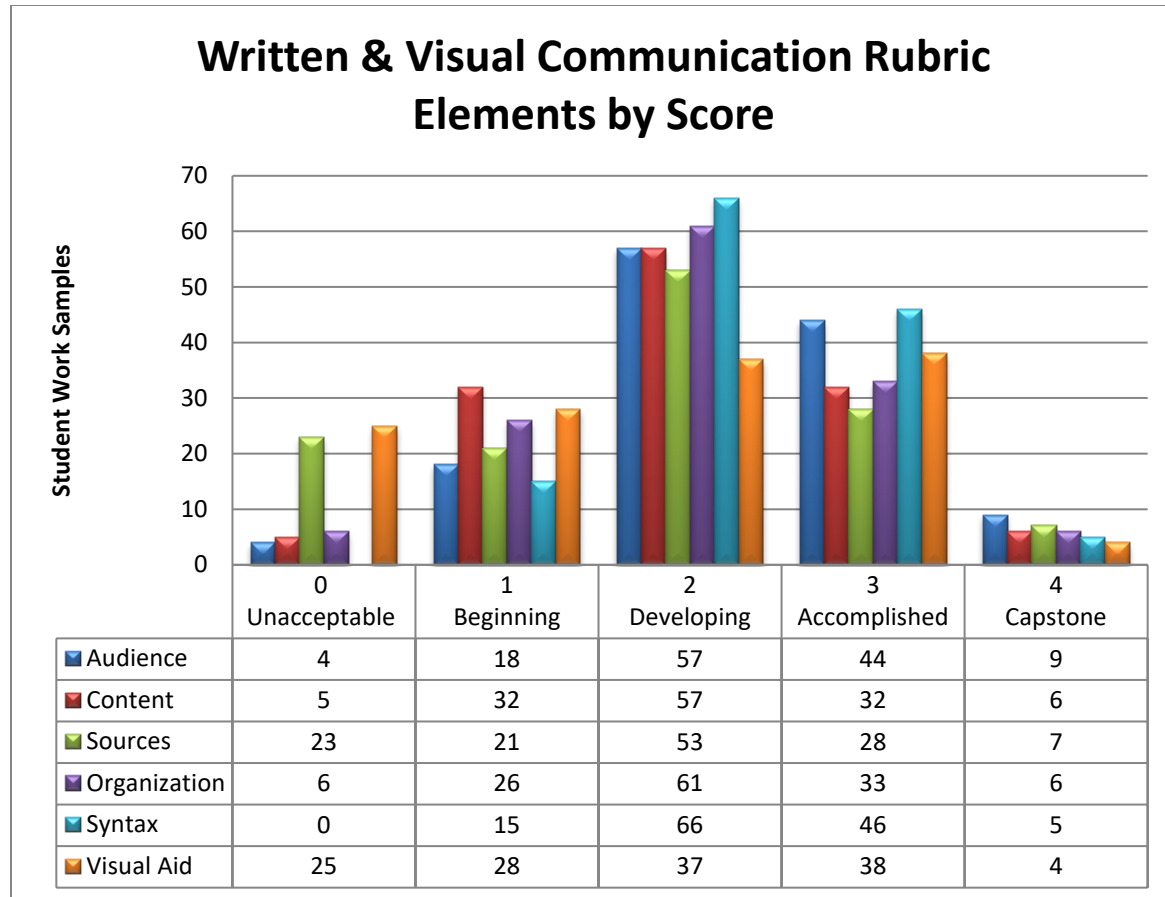


Figure 5

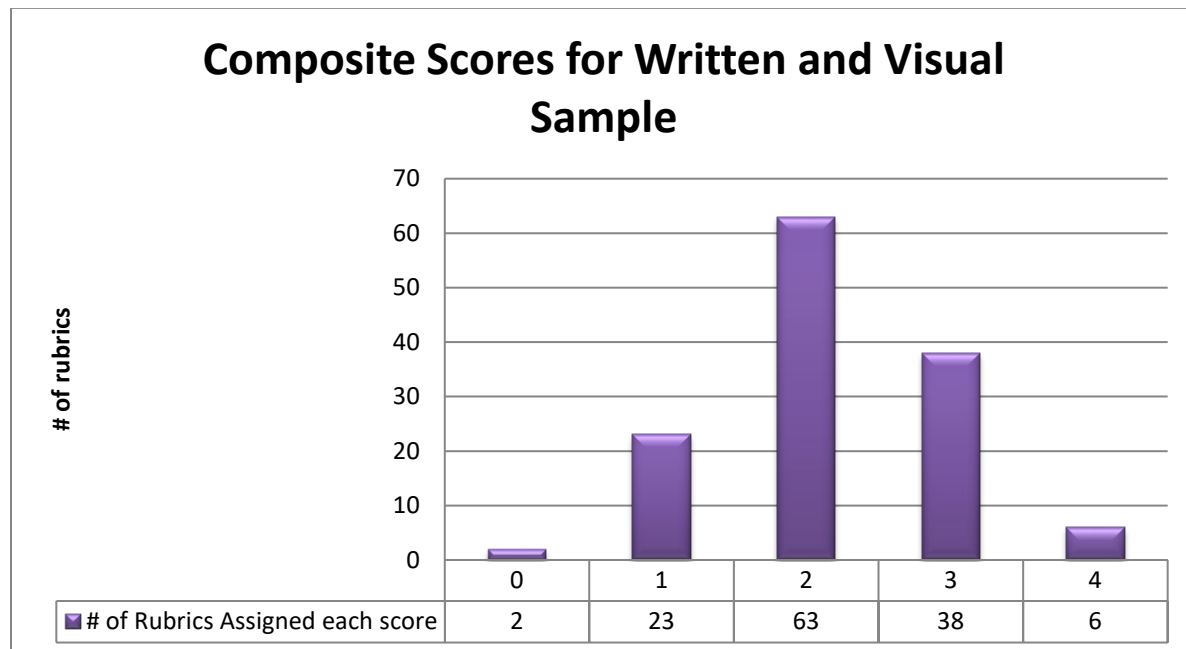


Figure 6

## All Written Elements:

Below are charts for the written elements from both the written sample and the written and visual communication sample (n=245). Both charts show the number of student work samples and the score they were assigned (0-4). Figure 7 shows the number of work samples for each element and Figure 8 shows the number of work samples for each score.

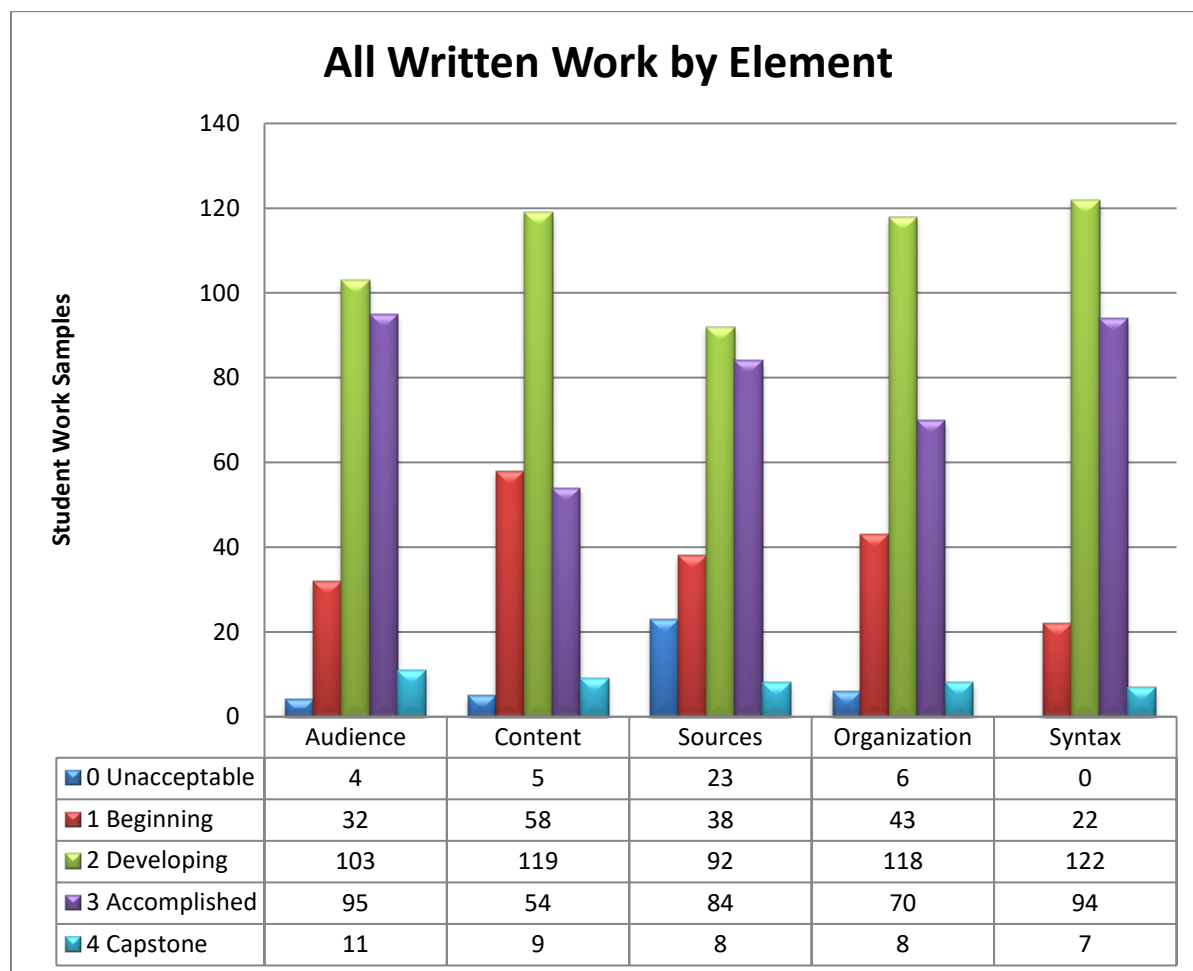


Figure 7

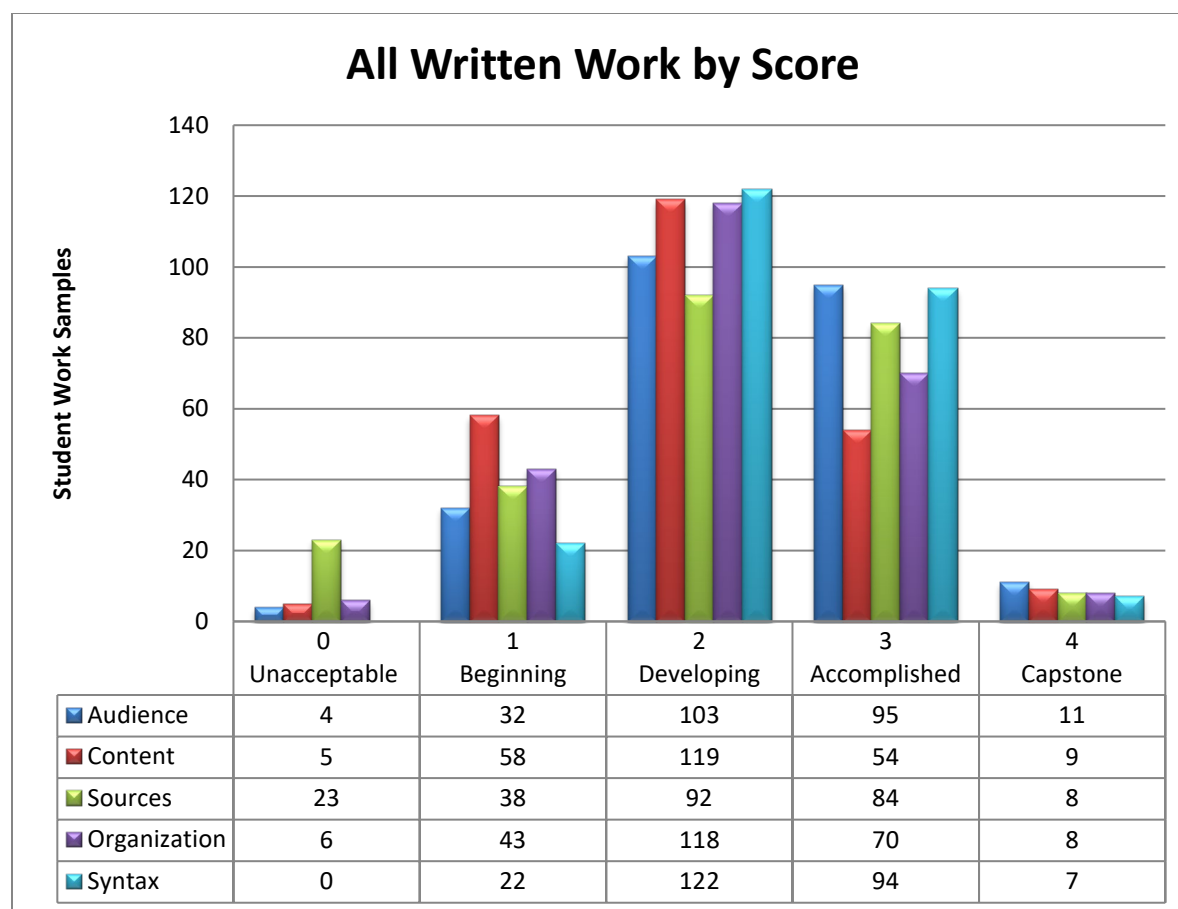


Figure 8