

English 836 Assessment Plan
9/1/09

SLOAC Guidelines

- ★ **Determine the most appropriate types of activities or assignments for assessing each SLO.**
 - Each SLO must be assessed using at least *two* types of assessment, but *three* types are preferable.
 - Ideally, each SLO will be measured with a balance of direct and indirect measures. (This may not be possible in the case of every SLO, but the overall assessment plan should reflect such a balance.) The plan should also incorporate both formative and summative assignments when possible.

- ★ **Determine the best measurement instrument(s) each assignment or activity.**
 - Once we decide on assignments, we need to determine whether each assignment will be evaluated with a rubric, checklist, survey, etc., and we'll need to design these measurement tools.

- ★ **Determine the benchmark for each assignment or activity.**
 - We need to determine what kinds of results we're looking for. What is the minimum performance we want students to achieve?

- ★ **Determine what constitutes a representative sample for assessing SLOs.**
 - How many sections will be selected for assessment? How many students from each section? (Take into account the differences between student populations in weekday classes and those in evening/Saturday classes; shoot for 70% of students.)

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Expected SLO	Approach, Major Assignment, Assessment Method & Criteria	Term
<p>1. <u>Overall essay unity/thesis</u>: Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.</p>	<p>Approach: All English 836 and 846 classes will be selected to evaluate SLO #1 as follows:</p> <p>1.1. Major Assignment: a common exam that is text-based and requires students to write a persuasive essay Assessment: Holistic score of the rubric Criteria: <u>100</u> % will average \geq <u>2.4</u>.</p> <p>1.2 Major Assignment: Self Assessment Assessment: Spring semester survey, Qs 7,8 Criteria: <u>70%</u> will agree/strongly agree with the statements</p> <p>1.3 Major Assignment: Spring semester course level data Assessment: success data Criteria: <u>60</u> % will achieve \geq <u>C</u>.</p>	<p>1.1. Fall 2009</p> <p>1.2. Fall 2009</p> <p>1.3. Fall 2009</p>
<p>2. <u>Critical reading/writing/thinking</u>: Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view.</p>	<p>Approach: All English 836 and 846 classes will be selected to evaluate SLO #2 as follows:</p> <p>2.1 Major Assignment: one of the last two text-based persuasive essays Assessment: “Development & Support” score of the rubric Criteria: <u>100</u> % will average \geq <u>2.4</u>.</p> <p>2.2. Major Assignment: Self Assessment Assessment: Spring semester survey, Qs 9, 10, 11, 12, 13 Criteria: <u>70%</u> will agree/strongly agree with the statements</p> <p>2.3 Major 2.3 Assignment: Quotation Exercise (<i>Contextualize the quote: students select a quote from a text excerpt that supports a given claim, integrate the quote with a signal phrase, then follow it with analysis and explication connecting back to the claim.</i>) Assessment: Checklist Criteria: <u>70%</u> will achieve \geq <u>2/3</u>.</p>	<p>2.1 Fall 2009</p> <p>2.2. Fall 2009</p>

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<p>2 <u>Critical reading/writing/thinking:</u> Apply basic research and documentation skills</p>	<p>Approach: All English 836 and 846 classes will be selected to evaluate SLO #3 as follows:</p> <p>3.1 Major Assignment: one of the last two text-based persuasive essays requiring integration of quotations/ paraphrases using proper MLA/ APA citation. Assessment: “Basic Research and Documentation” score of the rubric Criteria: <u>100</u> % will average \geq <u>2.4</u> .</p> <p>3.2. Major Assignment: Self assessment Assessment: Spring semester survey, Q 13 Criteria: <u>70%</u> will agree/strongly agree with the statements</p> <p>3.3. Major Assignment: Quotation Exercise (<i>Contextualize the quote: students select a quote from a text excerpt that supports a given claim, integrate the quote with a signal phrase, then follow it with analysis and explication connecting back to the claim.</i>) Assessment: Checklist Criteria: <u>70%</u> will achieve \geq <u>2/3</u> .</p>	<p>3.1 Fall 2009</p> <p>3.2. Fall 2009</p>
<p>4 <u>Metacognition:</u> Perceive themselves as improved writers and thinkers engaging in academic discourse in cross-disciplinary contexts.</p>	<p>Approach: All English 836 and 846 classes will be selected to evaluate SLO #4 as follows:</p> <p>4.1 Major Assignment: Self assessment Assessment: Spring semester survey, Q 7, 8, 14,16 Criteria: <u>70%</u> will agree/strongly agree with the statements</p> <p>4.2 Major Assignment: Essay/ Journal/ Self-Profile Assessment: students will describe their journey as writers/ thinkers in a self-reflective writing assignment. Criteria: <u>70%</u> will indicate that they see themselves as improved writers and thinkers</p>	<p>4.1 Fall 2009</p>