

EVALUATION REPORT - LONG VERSION

Writing as a Recursive Process - 20%

Reading is part of the writing process, and writing is part of the reading process. The iterative, recursive nature of the writing process means that careful reading of both one's sources and one's own writing are regular practices for one who approaches mastery of this learning outcome. A student who is making substantive (global) changes in both the content and organization of a writing project as it moves from an early to a final draft is moving in the direction of mastery. A student moving in the direction of mastery is also engaged in local revision in the final steps of the process through careful editing and proofreading.

Some markers of substantive change (global revision) across drafts include:

- Changes to an introduction to better frame the project, establish the conversation and sources in play, and articulate how the student's thesis contributes to that conversation
- Reorganization of paragraphs to more effectively develop the written project
- New body paragraphs that develop on ideas in an early draft or that introduce important new ideas
- Improved source use (evidence) and explanations

Some markers of local revision include:

- Improvement in signal phrases leading into and punctuation around quotations and paraphrases
- Reduction in subject-verb agreement, plural/possessive, and punctuation errors that yield fragmented or run-on sentences
- Attention to the overall readability of one's prose



Integrate Ideas with Those of Others - 20%

Writing in college involves advancing one's own ideas, but it also involves integrating one's ideas with what others have written. One is engaging in a "conversation" with one's sources. In practice, this involves quoting and paraphrasing sources to help develop one's ideas, to provide support for one's ideas, and even to signal possible objections to one's ideas. A student who is engaged in a conversation with the sources is moving in the direction of mastery.

Some markers of integration include:

- Selecting quotes that are interesting, revealing, complicated, or in need of discussion or response
- Connecting ideas within and between paragraphs
- Presenting textual evidence that confirms and complicates one's claims
- Using others' ideas to extend or counter one's own or others' ideas
- Providing context for the specific passage(s) being quoted or paraphrased
- Following specific passage(s) with analysis, interpretation, or explanation at an appropriate level of elaboration
- Making clear the boundaries between one's own ideas/words and those of one's sources



Active Reading, Critical Reading, & Informal Reading Response - 15%

Active, critical readers mark their texts by underlining, highlighting, or otherwise identifying key passages in a reading. They treat margins as places to ask questions, to sketch connections, and to express their ideas or thoughts about a text. And they work to follow a writer's line of argument, to locate and evaluate the claims, and to imagine possible challenges. They aim to grasp key concepts and examples, while also locating moments where they might disagree with a writer. An active reader uses informal writing in response to specific moments in a text to discover one's thoughts, to improve one's understanding, and to explore connections between readings. A student engaged in these practices is moving in the direction of mastery.

Some markers of active, critical reading include:

- Marginal (or similar) note-taking that shows a reader asking questions, understanding key concepts or examples, drawing relationships between parts of a text or across multiple texts, challenging claims in a text
- Focused informal writing that shows a reader extending ideas, challenging ideas, exploring connections between texts, and/or considering implications of specific passages for an idea
- Presenting specific passages and ideas about those passages in small-group work, in an informal presentation to the class, in a blog post, or elsewhere



Critique Own and Others' Work - 15%

Strong writers can effectively evaluate both their own and their peers' writing. They analyze drafts for idea development, claims, evidence and organization; identify solid elements of a draft as well as targeted opportunities for revision; and consider organization from a reader's point-of-view. They go beyond merely identifying problems and offer concrete, specific suggestions for revision. They participate fully in peer review markup and group discussion of drafts, and they embrace revision as an opportunity to transform a project. A student engaged in these practices is moving in the direction of mastery.

Some markers of solid critique of one's own and others' work include:

- Comments on drafts that address idea development, claims and evidence, and organization
- Comments on drafts that offer specific suggestions for change (possible quote, claim, or explanation), not merely a critique of weak spots
- Discussion of a peer's ideas include exploration of the ideas in the project, suggestions regarding implications, possible opportunities for extension, and even counterarguments
- Visible work after a draft that demonstrates efforts to clarify, to rework sections, and to rethink ideas
- Concrete, specific revision plan
- Both offers and accepts feedback generously and in good faith



Document Work using Appropriate Conventions - 5%

Nearly all written genres have a convention or style for documenting source use. Writers are aware that it is important to identify and work within the documentation convention appropriate for the genre. In English 123, writers work within the Modern Language Association (MLA) style. In MLA style, writers appropriately introduce their sources, in addition to using signal phrasing, parenthetical citations, and a Works Cited page to identify sources in use. This work helps to mark boundaries between one's words and ideas and those of one's sources. A student engaged in these practices is moving in the direction of mastery.

Some markers of solid documentation using appropriate conventions include:

- Source introductions that are responsible to the source, located within the context of the writer's project, and focused
- Signal phrasing and reporting verbs that are varied in ways that suit one's purpose and context
- In-text citations that follow MLA parenthetical and punctuation format
- A Works Cited list that follows MLA format and enables a reader to easily locate the sources



Control Individualized Error Patterns - 5%

Sentence-level error is inevitable, particularly as a writer works through initial idea development, drafting, reworking, and revision. Experienced writers recognize the reality of error and generally postpone a major focus on sentence-level error until the final, proofreading stage of the writing process. Ultimately, though, all writers must be able to control errors in word choice, spelling, punctuation, and grammar. Beyond fixing typos, writers improve control by practicing a variety of sentence structures and by naming the kinds of errors they most commonly make. A student engaged in these practices is moving in the direction of mastery. (Mastery on this learning outcomes does *not require* error-free final drafts.)

Some markers of individualized error pattern control include:

- Naming one's common error types and identifying a plan to address those types
- Compound and complex sentences incorrectly punctuated or signaled in early drafts are corrected in final drafts
- Patterns of error in early drafts are reduced or eliminated in later drafts
- Proofreading that yields final drafts with significantly fewer errors than appear in earlier drafts



Engagement - 20%

Engaged learners are physically, mentally, and behaviorally present in class. They are willing to try new things and accept that mistakes create important opportunities for learning. They embrace what Carol Dweck calls a "growth mindset" that helps keep them open to learning from both success and failure. A student engaged in these practices is moving in the direction of mastery.

Some markers of strong engagement include:

- Attending class, focusing on class tasks, and participating actively in small group and class discussion
- Completing assigned activities, even when they might be difficult or time consuming
- Trying different approaches to reading, writing, and discussion
- Reviewing mistakes to explore ways to improve and grow

