

Executive Summary: Writing Intensive Assignments—AY 2013-2015

Education Division Course & WI Signature Assignment	Semester & Number (N) of Candidates	Institutional Learning Outcome: Written Communication				
		Writing Dimensions*				
		1	2	3	4	5
EDEF 310: Education in American Society: <i>Philosophy of Education</i>	F13 N=11	1.82 82%	1.27 45%	1.27 36%	1.64 64%	1.55 55%
	S14 N=15	1.47 67%	1.13 40%	1.20 40%	1.27 53%	1.33 40%
	F14 N=12	1.67 67%	1.58 58%	1.42 42%	1.75 75%	1.42 50%
	S15 N=16	1.94 94%	1.38 38%	1.75 75%	1.56 56%	1.69 68%
EDEE 424: Language Arts Methods: <i>Case Study of a Struggling Literacy Learner: Focus on Writing</i>	F13 N=17	2.00 100%	1.59 59%	1.82 82%	1.41 53%	1.64 82%
	S14 N=9	1.67 67%	1.67 67%	1.89 90%	1.67 67%	1.44 44%
	F14 N=0	N/A	N/A	N/A	N/A	N/A
	S15 N=13	2.00 100%	1.62 77%	2.00 100%	1.69 77%	1.85 85%
EDEF 404: Teaching Culturally and Linguistically Diverse Learners (CLD): <i>Case Study of a CLD Student, K-6</i>	F13 N=22	1.77 77%	1.77 77%	1.86 86%	1.86 86%	1.64 64%
	S14 N=26	2.00 100%	1.96 96%	1.80 80%	1.80 80%	1.84 84%
	F14 N=24	1.79 83%	1.50 54%	1.42 46%	1.42 46%	1.29 33%
	S15 N=5	2.00 100%	1.80 80%	1.80 80%	2.00 100%	1.80 80%
EDEE 492: Student Teaching: <i>Ethics of Teaching Research Paper</i>	F13 N=14	1.57 57%	2.00 100%	1.79 86%	1.50 57%	1.57 64%
	S14 N=10	1.90 90%	1.90 90%	2.00 100%	1.80 80%	1.80 80%
	F14 N=17	1.94 94%	1.88 88%	1.47 47%	1.71 76%	1.29 35%
	S15 N=10	1.90 90%	1.90 90%	1.40 40%	1.90 90%	1.60 60%
AY 2013-2015 Average Mean for All Writing Intensive Assignments		1.83	1.66	1.66	1.67	1.58

% Candidates meeting target score of 2.0	85%	71%	69%	71%	62%
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University of Hawaii West Oahu

Institutional Learning Outcome: Written Communication

Rubric

*Writing Dimension	Advanced 2	Progressing 1	Beginning 0	Scoring
1. Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)	0 1 2
2. Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate and relevant content to develop simple ideas in some parts of the work	0 1 2
3. Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Attempts to use a consistent system for basic organization and presentation	0 1 2
4. Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates use of credible and relevant sources to support ideas that are situated within the discipline and genre of the writing	Demonstrates an attempt to use sources to support ideas in the writing	0 1 2
5. Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors	Uses language that sometimes impedes meaning because of errors in usage	0 1 2
Total score:				