

Effective Writing Assessment Conclusions

Recommendations

Students who had the additional support of a combined Reading section with their English course performed significantly better on the Effective Writing Assessment

Students should be placed in 100/125 more frequently.

Additional sections of wrap-around Reading sections should be made available.

Students who place into pre-college English courses did not perform as well on the Effective Writing Assessment as those who came in at college-level English

Strategies for successful and speedy completion of pre-college English courses should be examined

Completion criteria in transitioning from remedial courses to college-level English should be re-examined

The effectiveness of current pre-college English courses needs to be re-examined with a specific focus on SLOs, content and teaching/learning pedagogy

Students struggle with self-identifying their strengths and challenges as writers

Frequent and abundant feedback should be offered to students on all of their written work

Faculty should be specific about the strengths and challenges their students face in writing

Professional development should be made available to all faculty about the best way to give useful feedback to students to improve student writing specifically

Students who are asked to write more frequently in their coursework, perform better than those who are asked to write less often

Faculty should assign more written work in all disciplines