


#### Written language


- It was determined that students' scores were more positive than those of faculty or outside reviewer's scores (students average: 3; faculty average: 1.84; outside reader: 1.79).
- There were no significant differences between undergraduate and graduate students' performance.
- There were no specific areas more



## Conclusions from Baseline

Overall

1. Faculty need to agree on use of zero as an option for scoring (this was not standardized in advance)
2. Students paid little regard to the rubric, although they were given the rubric and told that was the basis for scoring.
3. Students need a more thorough understanding of the meaning of the criteria stated on the rubric.
4. Because this was a baseline, we intentionally did not give them direction regarding how to best address the elements of the rubric. Such basic instruction would be beneficial.



## Conclusions from Baseline continued

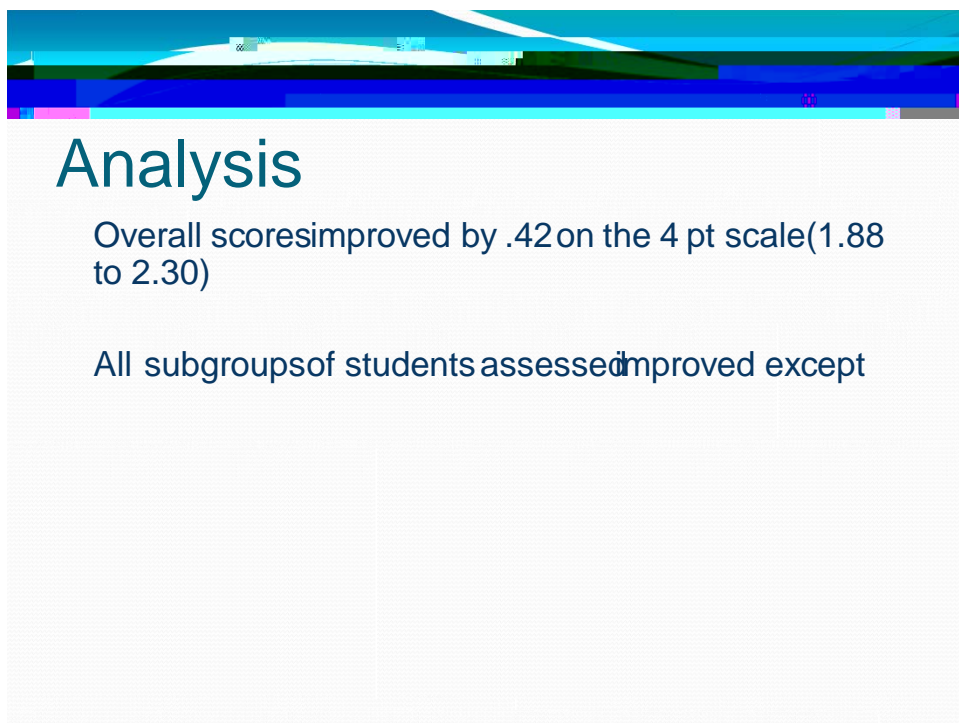
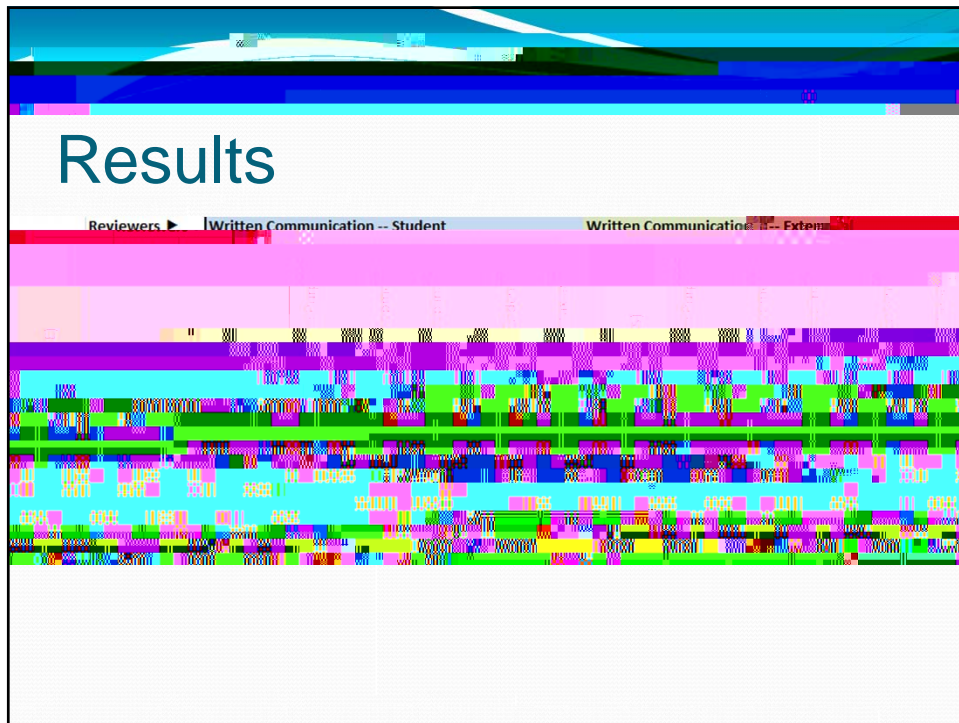
5. Composing a question that can be used across students with such diverse content knowledge is difficult.
6. It took each reader an average of 15 minutes per paper to read and score.
7. Faculty felt ...

## Follow up Fall 2011

- November, 2011 All MA and AuD students given the same question as Spring 2011. (n=70 students)
- This provided a re-assessment of students who were in their last semester undergraduate program in CSD at WSU, in the spring of 2011, and are now first semester graduate students and all graduate students who were in the MA or AuD program in the spring of 2011.
- This provided baseline information on all newly admitted MA and AuD students who completed the undergraduate major at Universities other than WSU.
- Students were given feedback regarding performance on the baseline measures and some instruction on how to use the rubric as a guide to better writing performance.

## Process

- Students given a month to complete the assignment
- Scored only for writing and not critical thinking
- Because there was good agreement between faculty and outside reviewer, it was concluded that we could rely solely on outside reader.
- Secured assessment funds to pay outside reader



## What's next?

All new applicants to UG major will be writing an essay to be used for evaluation using rubric

Students to be assessed annually for purposes of tracking progress

Formulating questions that can be used for UG as well as G is challenging—we are reconsidering options