

Results of the 2016-17 Maroon & Write writing samples evaluation

Based on a rubric that Maroon & Write developed in 2016, several teams of graders evaluated writing samples from seniors at MSU. A copy of the rubric appears on the next page to define the rubric categories as well as the definitions of what each score means. Maroon & Write set a target for 60% of students to score a 3 or 4 in each of the writing categories. Data from 2016-17 represent the first data collection with the new rubric.

(OIRE added more data to the MSU scores, but mine students final scores.)

	MSU frequencies (n=587)*					% met the target
	4	3	2	1	0	
Purpose	48	204	264	42	3	45%
Content	38	252	227	43	1	52%
Evidence	17	150	226	66	22	35%
Conclusion	17	130	300	73	40	26%
Syntax	23	288	186	57	7	55%

	Dr. Johnson frequencies (n=14**)					% met the target
	4	3	2	1	0	
Purpose	1	8	5	0	0	64%
Content	0	7	7	0	0	50%
Evidence	0	7	5	2	0	50%
Conclusion	1	3	10	0	0	29%
Syntax	0	10	3	1	0	71%

* Snapshot of scores as of July 2017

** Although, 16 students were enrolled, the 14 seniors were used for comparability with the university average.

Writing & Critical Thinking Rubric

	4	3	2	1
Explanation of Issues and Purpose for Writing. Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Issue to be critically considered is stated clearly and described in detail. Shows a thorough understanding of context, audience, and purpose that fits the assigned task(s) and focuses all elements of the work.	Issue to be critically considered is stated and described sufficiently for basic understanding. Shows 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).	Issue to be critically considered is stated but lacks clarity and detail. Shows awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to demonstrate awareness of audience's perceptions and assumptions).	Issue to be critically considered is stated without further clarification. Shows minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
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, relevant, and compelling content to explore ideas within the context of the discipline 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.
Evidence. Selecting and using information to investigate a point of view or conclusion <i>or if reflective assignment</i>	Information is taken from high-quality, credible, relevant sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. If applicable, viewpoints of experts are questioned thoroughly. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). —	Information is taken from credible, relevant sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. If applicable, viewpoints of experts are subject to questioning. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). —	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. If applicable, viewpoints of experts are taken as mostly fact, and different sides of an issue are acknowledged. —	Information is taken from source(s) without any interpretation/evaluation. If applicable, viewpoints of experts are taken as fact, without question. —
Influence of assumptions	Thoroughly (systematically and methodically) analyzes own assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in deliberate order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); related outcomes (consequences and implications) are oversimplified.	Conclusion is inconsistently tied to some of the information discussed.
Control of Syntax and Mechanics	Uses clear language that skillfully communicates meaning to readers concretely and fluently. The writing is virtually free of errors and/or distractions.	Uses straightforward language that generally conveys meaning to readers. The language has some errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include many errors that affect credibility.	Uses language that sometimes impedes meaning because of errors in usage and/or awkward wording.