

## ENGLISH 101

### PORTFOLIO READING ASSESSMENTS 2006

ACCOMPLISHED/SUPERIOR PORTFOLIO CONVERSATIONS (continue on back if needed)

Instructor Group members: \_\_\_\_\_

#### **Amount of consensus**

1. As specifically as you can, list the qualities of the accomplished portfolios that your group was able to reach **consensus** about.

2. List the qualities of the accomplished portfolios suggested by individual group members about which the group was uncertain about or for which there was not full group consensus.

#### **Evaluation Criteria**

1. Considering the English 101 evaluation criteria, which qualities were most influential or significant in determining your overall assessment of accomplished portfolios?

Responsiveness & Purpose

Organization & Progression

Development & Evidence

Knowledge & Use of Texts

Complexity & Significance

Expression & Conventions

2. What other criteria (if any) did you consider in evaluating this portfolio that may not be apparent to an outside reader?

#### **Degree**

Considering your group discussion, and the qualities your group listed, what thoughts, observations and/or ideas do you now have about what a portfolio needs to achieve in order to be considered Accomplished/Superior (A range) in English 101?

Qualities needed

Degree required in Accomplished/Superior Portfolio

COMPETENT PORTFOLIO CONVERSATIONS (continue on back if needed)

Group members: \_\_\_\_\_

**Amount of consensus**

1. As specifically as you can, list the qualities of the superior portfolios that your group was able to reach **consensus** about.

2. List the qualities of the superior portfolios suggested by individual group members about which the group was uncertain about or for which there was not full group consensus.

**Evaluation Criteria**

3. Considering the English 101 evaluation criteria, which qualities were most influential or significant in determining your overall assessment of **competent** portfolios?

Responsiveness & Purpose

Organization & Progression

Development & Evidence

Knowledge & Use of Texts

Complexity & Significance

Expression & Conventions

4. What other criteria (if any) did you consider in evaluating this portfolio that may not be apparent to an outside reader?

**Degree**

Considering your group discussion and the qualities your group listed, what thoughts, observations and/or ideas do you now have about what a portfolio needs to achieve in order to be considered **Competent (C+/B- range)** in English 101?

Qualities needed

Degree required in Accomplished/Superior Portfolio

**PORTFOLIO READING ASSESSMENTS RUBRIC 2006**

Reflective Essay	Emerging	Developing
<b>Understanding of selected course concepts of academic writing/thinking/learning</b>		
<b>Focused &amp; detailed discussion of the ways the writing in the portfolio is moving toward exemplifying selected course concepts</b>		
<b>Purposeful choice of organizational structure/format</b>		
<b>Effective explanation of title, epigraph (and visual if included)</b>		
<b>Expression &amp; conventions (evidence of deliberate editing, crafting, and/or sentence work?)</b>		
Deductive (and Inductive) Essay(s)	Emerging	Developing
<b>Responsiveness &amp; Purpose</b>		
<b>Organization &amp; Progression</b>		
<b>Development &amp; Evidence (fullness of explanation &amp; reasoning)</b>		
<b>Specific knowledge and discussion of texts</b>		
<b>Complexity &amp; Significance of claims and ideas</b>		
<b>Expression &amp; Conventions (evidence of deliberate editing, crafting and/or sentence work?)</b>		
<b>An estimation of the overall quality of work in the portfolio so far in terms of thoughtfulness and performance criteria</b>	<b>C-/C</b>	<b>C+/B-</b>

## ENGLISH 101 COURSE ASSESSMENT FORMS 2006

Instructor \_\_\_\_\_

Date \_\_\_\_\_

**This course feedback asks you to provide the English 101 program with important information on the following:**

- ◆ PART A: An estimation of your work and effort in this course
- ◆ PART B: Information on your learning in this course
- ◆ PART C: An estimation of your progress on course goals
- ◆ PART D: Assessment of the overall value of different aspects of the course to you

### **PART A: Your estimation of your work and effort in this course:**

*I would rate my level of engagement and participation in this course as:*

- (5) Much more than other courses
- (4) A little bit more than other courses
- (3) About the same as other courses
- (2) a little bit less than other courses
- (1) a lot less than other courses

### **PART B: Information on your learning in this course (please continue on the back if needed).**

*What did you learn in this course that was particularly important or helpful to you?*

*Why were these things important or helpful to you?*

### **PART C: Your estimation of your progress on course goals**

Goal A: *The extent to which this course contributed to my understanding of how to use writing as a way of thinking through my ideas was:*

- (5) a great deal
- (4) a good amount
- (3) to some extent
- (2) a little
- (1) none

Goal B: *The extent to which this course contributed to my understanding of how to imagine the needs of my readers:*

- (5) a great deal
- (4) a good amount
- (3) to some extent
- (2) a little
- (1) none

Goal C: *The extent to which this course contributed to my ability to critically read and question the ideas in complex texts was:*

- (5) a great deal
- (4) a good amount
- (3) to some extent
- (2) a little
- (1) none

Goal D: *The extent to which this course contributed to my understanding of how to explain and use the ideas of other thinkers in my writing.*

- (5) a great deal
- (4) a good amount
- (3) to some extent
- (2) a little
- (1) none

Goal E: *The extent to which this course contributed to my ability to better assess the effectiveness of my own writing and thinking:*

- (5) a great deal
- (4) a good amount
- (3) to some extent
- (2) a little
- (1) none

Goal F: *The extent to which this course prepared me to ask questions about the writing requirements in other courses:*

- (5) a great deal
- (4) a good amount
- (3) to some extent
- (2) a little
- (1) none

**What was particularly helpful to your progress on these goals?**

**What else could have been done to facilitate your progress on these goals?**

**PART D: Assessing the overall value of different aspects of the course for you**

*I read the assigned sections of Writing Analytically*

- (5) Always
- (4) Most of the time
- (3) Some of the time
- (2) Rarely
- (1) Never

*To what extent did you find Writing Analytically helpful for understanding how to prepare and write your essays?*

- (5) I expect to use this book again for other writing assignments
- (4) A great deal of help
- (3) More help than most textbooks
- (2) Some help
- (1) Very little help

*Working on the inductive essay contributed to my understanding of writing*

- (5) A great deal
- (4) Quite a bit
- (3) To some extent
- (2) A little bit
- (1) Not at all

*Working on the deductive essay contributed to my understanding of writing*

- (5) A great deal
- (4) Quite a bit
- (3) To some extent
- (2) A little bit
- (1) Not at all

*Writing the reflective commentaries for each essay helped me become more aware of my thinking and learning*

- (5) A great deal
- (4) Quite a bit
- (3) To some extent
- (2) A little bit
- (1) Not at all

*Writing the one-pagers was effective for my thinking*

- (5) A great deal
- (4) Quite a bit
- (3) To some extent
- (2) A little bit
- (1) Not at all

**What aspects of this course were particularly valuable for you?**

**What further information would you like us to know about your learning experience in English 101?**

**ENGLISH 101 FALL 2006 ASSESSMENT FEEDBACK TOTALS**

Category	5	4	4 & 5	3	3, 4 & 5	2	1
Level of engagement & participation	Much more	Little bit more	<b>SUB-TOTAL</b>	About the same	<b>SUB-TOTAL</b>	Little bit less	Lot Less
	<b>31.1%</b>	<b>38.6%</b>	<b>69.7%</b>	<b>27.8%</b>	<b>97.5%</b>	<b>3.5%</b>	<b>.04%</b>
	Great deal	Good amount	<b>SUB-TOTAL</b> 4 & 5	Some extent	<b>SUB-TOTAL</b> 3, 4 & 5	A Little	None
A. Contributed to my understanding of how to use writing as a way of thinking through my ideas	<b>24.4%</b>	<b>55.3%</b>	<b>79.8%</b>	<b>14.6%</b>	<b>94.4%</b>	<b>4.4%</b>	<b>1.2%</b>
B. Contributed to my understanding of how to imagine needs of my readers	<b>15.1%</b>	<b>47.7%</b>	<b>62.8%</b>	<b>30.2%</b>	<b>93.0%</b>	<b>6.2%</b>	<b>0.8%</b>
C. Contributed to my ability to read critically and question complex texts	<b>28.1%</b>	<b>46.7%</b>	<b>74.8%</b>	<b>18.3%</b>	<b>93.1</b>	<b>5.55</b>	<b>1.0%</b>
D. Contributed to my understanding of how to explain & use ideas of other thinkers	<b>27.4%</b>	<b>46.5%</b>	<b>73.9%</b>	<b>20.7%</b>	<b>94.6%</b>	<b>4.5%</b>	<b>0.6%</b>
E. Contributed to my ability to assess the effectiveness of my own writing	<b>26.8%</b>	<b>46.3</b>	<b>73.1%</b>	<b>20.8%</b>	<b>93.9%</b>	<b>5.3%</b>	<b>0.4%</b>
F. Prepared me to ask questions about writing requirements in other courses	<b>13.9%</b>	<b>35.6%</b>	<b>49.5%</b>	<b>34.2%</b>	<b>83.7%</b>	<b>12.0%</b>	<b>3.5%</b>
	Always	Most of	<b>SUB-</b>	Some	<b>SUB-</b>	Rarely	Never

I read assigned sections of WA		the time	<b>TOTAL 4 &amp; 5</b>	of the time	<b>TOTAL 3, 4 &amp; 5</b>		
	<b>34.6%</b>	<b>36.0%</b>	<b>70.4%</b>	<b>17.3%</b>	<b>87.7%</b>	<b>7.3%</b>	<b>1.8%</b>
Found WA helpful for understanding how to prepare & write essays	Will use the book	Great deal	<b>SUB-TOTAL 4 &amp; 5</b>	More than most	<b>SUB-TOTAL 3,4 &amp; 5</b>	Some help	Little help
	<b>9.1%</b>	<b>18.9%</b>	<b>28%</b>	<b>30.9%</b>	<b>58.9%</b>	<b>29.1%</b>	<b>11.7%</b>
	Great deal	Quite a bit	<b>SUB-TOTAL 4 &amp; 5</b>	To some extent	<b>SUB-TOTAL 3,4 &amp; 5</b>	Little bit	Not at all
Working on inductive essay contributed to my understanding of writing	<b>22.5%</b>	<b>42.0%</b>	<b>64.5%</b>	<b>26.8%</b>	<b>90.3%</b>	<b>5.5%</b>	<b>2.8%</b>
Working on deductive essay contributed to my understanding of writing	<b>19.4%</b>	<b>39.6%</b>	<b>59.0%</b>	<b>30.6%</b>	<b>89.6%</b>	<b>8.4%</b>	<b>1.6%</b>
Writing reflective commentaries helped me become more aware of my thinking/learning	<b>10.1%</b>	<b>30.3%</b>	<b>40.4%</b>	<b>33.3%</b>	<b>73.7%</b>	<b>17.3%</b>	<b>7.8%</b>
Writing one-pagers was effective for my thinking	<b>25.9%</b>	<b>37.0%</b>	<b>62.9%</b>	<b>25.0%</b>	<b>87.9%</b>	<b>9.2%</b>	<b>2.4%</b>

(percentages don't always add up to 100% because questions were left blank)