

How to View School of Education Writing Assessment Scores

Teacher candidates: Follow the steps below to view your SOE Writing Assessment Scores:

Logged in as: Elemen

- Home
- ▲ Personal**
- Modify Profile
- View Overview
- Message Center
- Current Enrollments
- ▼ Enrollments Management
- Logout

Log into the SOE Assessment System.

<https://olemiss.edu/depts/education/assessment/login.php>

Click “Personal” in the Navigation Menu. Then click “View Overview.”

Scroll down the “Student Information” page until you see the heading “Student Test Score Information.”

Your SOE Writing Assessment scores will be listed in the test score box.

Student Test Score Information

Test	Score	Max Score	Test Date
ACT	25 (69.44%)	36	2017-02-01
ACT English	30 (83.33%)	36	2017-02-01
ACT Mathematics	17 (47.22%)	36	2017-02-01
ACT Reading	29 (80.56%)	36	2017-02-01
ACT Science	24 (66.67%)	36	2017-02-01
SOE Writing Assessment 1	8 (40.00%)	20	N/A
Context	2 (50.00%)	4	N/A
Content	1 (25.00%)	4	N/A
Conventions	2 (50.00%)	4	N/A
Evidence	1 (25.00%)	4	N/A
Mechanics	2 (50.00%)	4	N/A

What do my scores mean?

Writing experts at the University of Mississippi evaluated your writing by using the *Written Communication Value Rubric*.

There are a total of 20 points that can be earned on the rubric. The total points are comprised of scores from five domains:

- Context and Purpose of Writing*
- Content Development*
- Genre and Display Conventions*
- Sources and Evidence*
- Control of Syntax and Mechanics*

Each domain has a maximum value of 4 earned points.

The full rubric as well as detailed explanations of the rubric’s language can be found below.

What happens next?

If your SOE Writing Assessment scores fell below expectations you will receive an email from the School of Education Assessment Office.

This notice will include information about how to visit the University of Mississippi Writing Center to receive assistance with your writing.

Trouble accessing your scores?

Email assess@olemiss.edu

WRITTEN COMMUNICATION VALUE RUBRIC

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Definition

Written communication involves the development and expression of ideas in writing. Written communication involves learning to write in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Definition of the rubric is based on the work of the American Association of Colleges and Universities (AAC&U) and the American Association of Writers and Journalists (AAW&J).

	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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 awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates 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 shape 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.
Genre and Disciplinary Conventions <i>Formal and informal ones inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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 consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
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 consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	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.

WRITTEN COMMUNICATION VALUE RUBRIC

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The VALUE rubric was developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and assessing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics should be translated into the language of individual disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels, in a discipline, or of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and situations. It can involve marking with many different writing technologies, and mixing texts, content, and images. Written communication abilities develop through iterative experience across the curriculum.

Framing Language

This rubric is designed for use in a wide variety of educational institutions. The most dear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific writing samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audiences for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writers' agency with different modes of textual production or fabrication, or writer's engagement with writing and disciplinary through the process of writing.

Evaluators using this rubric should be informed about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions: What decisions did the writer make about audience, purpose, genre, or the work in the portfolio? How are the choices visible in the writing - in the content, organization and structure, reasoning, evidence, mechanics, and surface conventions, and citation systems used in the writing. This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work convey the context and purpose for the writing as it shows it should be including the writing as signifiers associated with work samples. But the writer, not only content, the content and form for their writing within the texts. It is important for faculty and institutions to indicate directions for students about how they should request their writing contexts and purposes.

Faculty interested in the rubric, on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; <http://wpcouncil.org/whitepaper>) and the Conference on College Composition and Communication's Writing Assessment Statement (2008; <http://cte.org/cccc/resource/poition.v.123784.htm>)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.

Context and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? Who is writing it? Under what circumstances is the text being read or circulated? What social or rhetorical factors might affect how the text is composed or received? The purpose for writing is the writer's intended effect on an audience. Writers might want to inform; they might want to summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an audience to remember.

Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person; expectations for these, or hypothesis, explanations for kind of evidence and support that are appropriate to the task and kind, use of primary and secondary sources to provide evidence and support argument, and to document critical perspectives on the topic. Writers follow disciplinary genre conventions according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate their own ideas and the ideas of others, credit and build upon work already accomplished in the field or discipline they address, and provide meaningful examples to readers.

Evidence: Source material that is used to extend, in purpose, form, or content, writers' ideas in a text.

Genre conventions: Formal and informal rules for particular kinds of texts and media that guide formatting, organization, and stylistic choice, e.g. lab reports, academic papers, poetry, webpages, or personal essays.

Sources: Texts, or images, or other that writers draw on, they work for a variety of purposes: to extend, argue with, develop, define, or support their ideas, for example.