# NCA Self Study Criterion 4 Documents

Eastern Illinois University

Year~2014

# Collegiate Learning Assessment Freshmen 2011 CASA

#### **CLA FA11 Freshman Criterion Referenced Scores & Rubrics**

Scoring Criteria: Make-an-Argument<sup>1</sup>

	Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics
	Stating a position, providing valid resons to	Constructing an organized and logically	Facility with the conventions of standard
	support the writer's position, and	cohesive argument. Strengthening the writer's	written English (agreement, tense,
	demonstrating an understanding of the	position by elaborating on the reasons for that	capitalization, punctuation, and spelling)
	complexity of the issue by considering and	position (e.g., providing evidence, examples,	and control of the English language,
	possibly refuting alternative viewpoints.	and logical reasoning).	including syntax (sentence structure) and
	possibly relating alternative viewpointe.	and region redeering).	diction (word usage).
	*Asserts an insightful position and provides	*Organizes response in a logically cohiesive way	*Demonstrates outstanding control of
	multiple (at least 4) sound reasons to justify it.	that makes it very easy to follow the writer's	grammatical conventions.
	*Provides analysis that reflects a thorough	arguments.	*Consistently writes well-constructed, complex
	consideration of the complexity of the issue.	*Provides valid and comprehensive elaboration on	sentences with varied structure and length.
6	Possibly refutes major counterarguments or	facts or ideas related to each arguemtn and clearly	*Displays adept use of vocabulary that is
"	considers contexts integral to the issue (e.g.,	cites sources of information.	precise, advanced, and varied.
	ethical, cultural, social, political).		
	0% EIU / 0% AII	0% EIU / 0% AII	0% EIU / 0% AII
	*States a thoughtful position and provides	*Organizes response in a logically cohesive way	*Demonstrates very good control of grammatical
	multiple (at elast 3) sound resons to support it.	that makes it fairly easy to follow the writer's	conventions.
	*Provides analysis that reflects some	arguments.	*Consistently writes well-constructed sentences
_	consideration of the complexity of the issue.	*Provides valid elaboration on facts or dieas related	with varied structure and length.
5	Possibly considers contexts integral to the issue	to each argument and cites sources of information.	*Uses varied and sometimes advanced
	(e.g., ethical, cultural, social, political).	40/ EIII / 90/ AII	vocabulary that effectively communicates ideas.
	2% EIU / 5% AII  *States a clear position and some (2-3) sound	4% EIU / 8% AII  *Organizes response in a way that makes the	0% EIU / 6% AII *Demonstrates good control of grammatical
	reasons to support it.	writer's arguments apparent but not obvious.	conventions with few errors.
	*Provides some superficial analysis of the	*Provides valid elaboration on facts or dieas	*Writes well-constructed sentences with some
4	issues.	several times and cites sources of information.	varied structure and length.
			*Uses vocabulary that clearly communicates
			ideas but lacks variety.
	44% EIU / 37% AII	38% EIU / 32% AII	42% EIU / 44% AII
	*States or implies a position and provides few (1-	*Provides limited or somewhat unclear arguments.	*Demonstrates fair control of grammatical
	2) reasons to support it.	Presents relevant information in each response, but	conventions with frequent minor errors.
	2) reasons to support it.     *Provides some careful analysis, but it lacks	that information is not woven into arguments.	*Writes sentences that read naturally but tend to
	2) reasons to support it.	that information is not woven into arguments. *Provides elaboration on facts or ideas a few times,	*Writes sentences that read naturally but tend to have similar structure and length.
3	2) reasons to support it.     *Provides some careful analysis, but it lacks	that information is not woven into arguments. *Provides elaboration on facts or ideas a few times, some of which is valid. Sources of information are	*Writes sentences that read naturally but tend to have similar structure and length.  *Uses vocabulary that communicates ideas
3	2) reasons to support it.     *Provides some careful analysis, but it lacks	that information is not woven into arguments. *Provides elaboration on facts or ideas a few times,	*Writes sentences that read naturally but tend to have similar structure and length.
3	2) reasons to support it.  *Provides some careful analysis, but it lacks consideration of the issue's complexity.  24% EIU / 37% AII	that information is not woven into arguments. *Provides elaboration on facts or ideas a few times, some of which is valid. Sources of information are sometimes unclear.  28% EIU / 37% AII	*Writes sentences that read naturally but tend to have similar structure and length.  *Uses vocabulary that communicates ideas adequately but lacks variety.  38% EIU / 37% AII
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3	2) reasons to support it.  *Provides some careful analysis, but it lacks consideration of the issue's complexity.  24% EIU / 37% AII  *States or implies a position and provides vague or very ffew reasons to support it.	that information is not woven into arguments. *Provides elaboration on facts or ideas a few times, some of which is valid. Sources of information are sometimes unclear.  28% EIU / 37% AII  *Provides limited, invalid, over-stated, or very unclear arguments. May present information in a	*Writes sentences that read naturally but tend to have similar structure and length.  *Uses vocabulary that communicates ideas adequately but lacks variety.  38% EIU / 37% AII  *Demonstrates poor control of grammatical conventions with frequent minor errors and some
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<sup>&</sup>lt;sup>1</sup> Percentages refer to the percentage of EIU freshmen who received each score in Fall 2011 compared to all CLA Freshmen that semester. EIU % is first. Students were tested in their ENG 1001G course, and 100 freshmen students participated.

# Scoring Criteria: Critique-an-Argument

	Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics	
	Interpreting, analyzing, and evaluating the	Constructing organized and logically cohesive	Facility with the conventions of standard	
	quality of information. This entails	arguments. Strengthening the writer's position	written English (agreement, tense,	
	highlighting conflicting information,	by elaborating on deficiencies in the arguemtn	capitalization, punctuation, and spelling)	
	detecting flaws in logic and questionable	(e.g., providing explanations and examples).	and control of the English language,	
	assumptions, and explaining why		including syntax (sentence structure) and	
	information is credible, unreliable, or limited.		diction (word choice and usage).	
	*Demonstrates accurate understanding of	*Organizes response in a logically cohiesive	*Demonstrates outstanding control of	
	the complete argument.	way that makes it very easy to follow the	grammatical conventions.	
	*Identifies many (at elast 5) deficiencies in	writer's critique.	*Consistently writes well-constructed,	
6	the argument and provides analysis that	*Provides valid and comprehensive	complex sentences with varied structure	
"	goes beyond the obvious.	elaboration for each identified deficiency.	and length.	
			*Displays adept use of vocabulary that is	
			precise, advanced, and varied.	
	0% EIU / 0% AII	0% EIU / 0% AII	0% EIU / 0% AII	
	*Demonstrates accurate understanding of	*Organizes response in a logically cohesive	*Demonstrates very good control of	
	much of the argument.	way that makes it fairly easy to follow the	grammatical conventions.	
	*Identifies many (at least 4) deficiencies in	writer's critique.	*Consistently writes well-constructed	
E	the argument.	*Provides valid elaboration for each identified	sentences with varied structure and length.	
5		deficiency.	*Uses varied and sometimes advanced	
			vocabulary that effectively communicates	
	0% EIU / 4% AII	0% EIU / 3% AII	ideas. 0% EIU / 6% AII	
	*Demonstrates accurate understanding of	*Organizes response in a way that makes the	*Demonstrates good control of grammatical	
	several aspects of the argument, but	writer's critique and its logica apparent but not	conventions with few errors.	
	disregards a few.	obvious.	*Writes well-constructed sentences with	
4	*Identifies several (at least 3) deficiencies in	*Provides valid elaboration on identified	some varied structure and length.	
	the argument.	deficiencies several times.	*Uses vocabulary that clearly	
			communicates ideas but lacks variety.	
	17% EIU / 19% AII	10% EIU / 21% AII	40% EIU / 41% AII	
	*Disregards several aspects of the	*Provides a limited or somewhat unclear	*Demonstrates fair control of grammatical	
	argument or makes minor misinterpretations of the argument.	critique. Presents relevant information, but that information is not woven into an	conventions with frequent minor errors. *Writes sentences that read naturally but	
	*Identifies a few (2-3) deficiencies in the	argument.	tend to have similar structure and length.	
3	argument and may accept unreliable	*Provides valid elaboration on identified	*Uses vocabulary that communicates ideas	
	evidence as credible.	deficiencies a few times.	adequately but lacks variety.	
	0.130.100 0.00.131.01		and quality can last to railery.	
	31% EIU / 38% AII	40% EIU / 39% AII	42% EIU / 39% AII	
	*Disregards or misinterprets much of the	*Provides limited, invalid, over-stated, or very	*Demonstrates poor control of grammatical	
	information in the argument.	unclear critique. May present information in a	conventions with frequent minor errors and	
	*Identifies very few (1-2) deficiencies in the argument and may accept unreliable	disorganized fashion or undermine own points.	some distracting errors. *Consistently writes sentences with similar	
	evidence as credible.	*Any elaboration on identified deficiencies	structure and length, and some may be	
2	ovidende de dicalbie.	tends to be vague, irrelevant, inaccurate, or	difficult to understand.	
		unreliable (e.g., based entirely on writer's	*Uses simple vocabulary and some	
		opinion).	vocabulary may be used inaccurately or in a	
		<b>'</b>	way that makes meaning unclear.	
	31% EIU / 27% AII	33% EIU / 30% AII	17% EIU / 12% AII	
	*Disregards or severely misinterprets	*Fails to develop a convincing critique or	*Demonstrates minimal control of	
	important information in the argument.	agrees entirely with the flawed argument. The	grammatical conventions with many errors	
	*Fails to identify deficiencies in the	writing may be disorganized and confusing.	that make the response difficult to read or	
	argument or provides no evidence of critical	*Fails to provide elaboration on identified deficiencies.	provides insufficient evidence to judge. *Writes sentences that are repetitive or	
1	analysis.	ucinciencies.	incomplete, and some are difficult to	
'			understand.	
			*Uses simple vocabulary, and some	
			vocabulary is used inaccurately or in a way	
			that makes meaning unclear.	
	21% EIU / 12% AII	17% EIU / 7% AII	2% EIU / 2% AII	
-				

**Scoring Criteria: Performance Task** 

	Scoring Criteria: Performance Task				
	Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics	Problem Solving	
	Interpreting, analyzing, and evaluating the	Constructing organized and logically	Facility with the conventions of standard	Considering and weighing information from	
	quality of information. This entails	cohesive arguments. Strengthening the	written English (agreement, tense,	discrete sources to make decisions (draw a	
	identifying information that is relevant to a	writer's position by providing elaboration on facts or ideas (e.g., explaining how	capitalization, punctuation, and spelling) and control of the English language,	conclusion and/or propose a course of action) that logically follow from valid arguments,	
	problem, highlighting connected and	evidence bears on the problem,	including syntax (sentence structure)	evidence, and examples. Considering the	
	conflicting information, detecting flows in	providing examples, and emphasizing	and diction (word choice and usage).	implications of decisions and suggesting	
	logic and questionable assumptions, and explaining why information is credible,	especially convincing evidence).	and diodon (word oneloo and deago).	additional research when appropriate.	
	unreliable, or limited.	3			
	*Identifies most facts or ideas that support of	*Organizes response in a logically	*Demonstrates outstanding control of	*Provides a decision and a solid rationale	
	refute all major arguments (or saliant	cohiesive way that makes it very easy	grammatical conventions.	based on credible evidence from a variety of	
	features of all objects to be classified)	to follow the writer's arguments.	*Consistently writes well-constructed,	sources. Weighs other options, but presents	
_	presented in the Document Library.	*Provides valid and comprehensive	complex sentences with varied structure	the decision as best given the available	
6	Provides analysis that goes beyond the	elaboration on facts or ideas related to	and length.	evidence.	
	obvious.	each arguemtn and clearly cites sources of information.	*Displays adept use of vocabulary that	When applicable: *Proposes a coruse of	
	*Demonstrates accurate understanding of a large body of information from the DL.	Sources of information.	is precise, advanced, and varied.	action that follows logically from the conclusion. Considers implications.	
	*Makes several accurate claims about the			*Recognizes the need for additional research.	
	quality of information.			Recommends specific research that would	
				address most unanswered questions.	
	0% EIU / 0% AII	0% EIU / 0% AII	0% EIU / 0% AII	0% EIU / 0% AII	
	*Identifies several facts or ideas that support	*Organizes response in a logically	*Demonstrates very good control of	*Provides a decision and a solid rationale	
	or refute all major arguments (or salient features of all objects to be classified)	cohesive way that makes it fairly easy to follow the writer's arguments.	grammatical conventions. *Consistently writes well-constructed	based largely on credible evidence from	
	presented in the DL.	*Provides valid elaboration on facts or	sentences with varied structure and	multiple sources and discounts alternatives.  When applicable: *Proposes a course of	
5	*Demonstrates accurate understanding of	dieas related to each argument and	length.	action that follows logically from the	
ľ	much of the DL content.	cites sources of information.	*Uses varied and sometimes advanced	conclusion. May consider implications.	
	*Makes a few accurate claims about the		vocabulary that effectively	*Recognizes the need for additional research.	
	quality of information.		communicates ideas.	Suggests research that would address some	
	00/ 5111 / 40/ 611	00/ 5111 / 40/ 511	00/ 511 /50/ 51	unanswered questions.	
	0% EIU / 4% AII *Identifies a few facts or ideas that support	0% EIU / 4% AII *Organizes response in a way that	0% EIU / 5% AII *Demonstrates good control of	0% EIU / 3% AII *Provides a decision and credible evidence to	
	or refute all major arguments (or salient	makes the writer's arguments apparent	grammatical conventions with few	back it up. Possibly does not account for	
	features of all objects to be classified)	but not obvious.	errors.	credible, contradictory evidence. May	
	presented in the DL.	*Provides valid elaboration on facts or	*Writes well-constructed sentences with	attempt to discount alternatives.	
4	*Briefly demonstrates accurate	dieas several times and cites sources of	some varied structure and length.	When applicable: *Proposes a course of	
	understanding of important DL content.but	information.	*Uses vocabulary that clearly	action that follows logically from the	
	disregards some information.		communicates ideas but lacks variety.	conclusion. May briefly consider implications.	
	*Makes a very few accurate claims about the quality of information.			8Recognizes the need for additional	
	lile quality of information.			research. Suggests research that would address an unanswered question.	
	10% EIU / 20% AII	8% EIU / 22% AII	14% EIU / 34% AII	6% EIU / 17% AII	
	*Identifies a few facts or ideas that support	*Provides limited or somewhat unclear	*Demonstrates fair control of	*Provides or implies a decision and some	
	or refute several arguments (or salient	arguments. Presents relevant	grammatical conventions with frequent	reason to favor it, but the rationale may be	
	features of all objects to be classified)	information in each response, but that	minor errors.	contradicted by unaccounted for evidence.	
	presented in the DL. *Disregards important information or makes	information is not woven into arguments.	*Writes sentences that read naturally but tend to have similar structure and	When applicable: *Briefly proposes a source of action, but some aspects may not follow	
2	minor misinterpretations of information. May	*Provides elaboration on facts or ideas	length.	logically from the conclusion.	
3	restate information "as is."	a few times, some of which is valid.	*Uses vocabulary that communicates	*May recognize the need for additional	
	*Rarely, if ever, makes claims about the	Sources of information are sometimes	ideas adequately but lacks variety.	research. Any suggested research tends to	
	quality of information and may present some	unclear.		be vague or would not adequately address	
	unreliable evidence as credible.	250/ 5111 / 400/ AU	400/ EUL / 440/ AU	unanswered questions.	
-	47% EIU / 42% AII *Identifies very few facts or ideas that	35% EIU / 40% AII  *Provides limited, invalid, over-stated,	*Demonstrates poor control of	35% EIU / 39% AII *Provides or impliues a decision, but very little	
	support or refute arguments (or salient	or very unclear arguments. May	grammatical conventions with frequent	rationale is provided or it si based heavily on	
	features of all objects to be classified)	present information in a disorganized	minor errors and some distracting	unreliable evidence.	
_	presented in the DL.	fashion or undermine own points.	errors.	When applicable: *Briefly proposes a course	
2	*Disregards or misinterprets much of the DL.	*Any elaboration on facts or ideas tends	*Consistently writes sentences with	of action, but some aspects do not follow	
	May restate information "as is."	to be vague, irrelevant, inaccurate, or	similar structure and length, and some may be difficult to understand.	logically from the conclusion.	
	*Does not make claims about the quality of information and presents some reliable	unreliable (e.g., based entirely on writer's opinion). Sources of	*Uses simple vocabulary and some	*May recognize the need for additional research. Any suggested research is vague	
	information and presents some reliable information as credible.	information are often unclear.	vocabulary may be used inaccurately or	or would not adequately address unanswered	
			in a way that makes meaning unclear.	questions.	
	33% EIU / 27% AII	49% EIU / 27% AII	35% EIU / 15% AĬI	55% EIU / 34% AII	
1	*Does not identify facts or ideas that support	*Does not develop convincing	*Demonstrates minimal control of	*Provides no clear decision or no valid	
	or refute arguments (or saliant features of all	arguments. Writing may be	grammatical conventions with many	rationale for the decision.	
	objects to be classified). *Disregards or severely misinterprets	disorganized and confusing. *Does not provide elaboration on facts	errors that make the response difficult to read or provides insufficient evidence	When applicable: *Does not propose a course of action that follows logically from the	
1	important information.	or ideas.	to judge.	conclusion.	
'	*Does not make claims about the quality of		*Writes sentences that are repetitive or	*Does not recognize the need for additional	
	evidence and bases response on unreliable		incomplete, and some are difficult to	research or does not suggest research that	
	information.		understand.	would address unanswered questions.	
			*Uses simple vocabulary, and some		
			vocabulary is used inaccurately or in a way that makes meaning unclear.		
	10% EIU / 8% AII	8% EIU / 8% AII	way that makes meaning unclear.  2% EIU / 5% AII	4% EIU / 7% AII	
	10/0 LIO / 0/0 AII	5/0 LIG / 5/0 All	2/0 LIU / 3/0 AII	7/0 LIV / 1 /0 AII	

# **Summary Subscore Statistics**

### **Analytic Reasoning & Evaluation**

Task	Statistics	EIU Scores	All Scores
Performance Task	Mean	2.6	2.9
	Standard Deviation	0.8	0.8
Make-an-Argument	Mean	3.1	3.2
	Standard Deviation	1.0	0.8
Critique-an-argument	Mean	2.4	2.8
	Standard Deviation	1.0	0.9

# **Writing Effectiveness**

Task	Statistics	EIU Scores	All Scores
Performance Task	Mean	2.4	2.9
	Standard Deviation	0.8	0.9
Make-an-Argument	Mean	3.1	3.2
	Standard Deviation	1.0	0.9
Critique-an-argument	Mean	2.4	2.8
	Standard Deviation	0.9	0.8

#### **Writing Mechanics**

Task	Statistics	EIU Scores	All Scores
Performance Task	Mean	2.8	3.2
	Standard Deviation	0.7	0.8
Make-an-Argument	Mean	3.2	3.4
	Standard Deviation	0.8	0.8
Critique-an-argument	Mean	3.2	3.4
	Standard Deviation	0.8	0.8

### **Problem Solving**

Task	Statistics	EIU Scores	All Scores
Performance Task	Mean	2.4	2.7
	Standard Deviation	0.7	0.8