Sacramento City College
Planning, Research and Institutional Research Office (PRIE)
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English Writing Essay Placement Assessment Validation, 2017-2018 Study

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The California Community College Chancellor's Office (CCCCO) governs matriculation and course placement assessment in California community colleges (CCC) through Title 5 and a set of standards published in the 1990 report (CCCCO 2001). The report requires local colleges to ensure they meet the standards for matriculation and course placement assessment. For test instruments developed by a second party external to the CCC, test publishers are responsible for evaluating the instruments' reliability, validity, and bias while local colleges adopting the instruments are charged with evaluating the uses of the instruments. Specifically, at a minimum, the college is responsible for evaluating the predictive validity of a placement system or set of instruments, the cut scores used for placement, differential impact on various demographic groups, and accommodations for individuals who cannot take tests under standard conditions.

This validation study includes analyses for content review, interrater and inter-prompt reliability, consequential validity, predictive validity, and disproportionate impact of the English Writing Essay Assessment Placement.

CONTENT REVIEW

This section employed Research Design 14 to answer the question: Do the items on the assessment instrument represent the prerequisite skills necessary for successful completion of the ENGWR courses? To conduct this validation, the English Department assembled a panel of six faculty members to (1) map the ENGWR essay scoring rubric to the prerequisite course SLOs, and (2) review each item on the ENGWR essay scoring rubric and rate the level of relevance of each for the respective recommended course. (See Appendix E for ENGWR scoring rubric and Appendix F for Course SLOs.)

Mapping ENGWR essay scoring rubric to the prerequisite course SLOs

Students can enroll in ENGWR 101, ENGWR 108-300 co-requisites or ENGWR 300 by fulfilling either the prerequisite course requirements (i.e. successful completion of ENGWR 51 before enrolling in ENGWR 101 or ENGWR 108-300 co-requisites and successful completion of

[1] The study was done with consultation to previous validation studies done by Anne Danenberg, former research analyst at SCC. Some of the generic description text was adopted from previous studies. However, Lan Hoang takes full responsibility for the accuracy and analyses in this study. All questions about the study should be directed to Lan Hoang at HoangL@scc.losrios.edu.

ENGWR 101 before enrolling in ENGWR 300), or through the placement process. As such, mapping the ENGWR essay scoring rubric to the prerequisite courses' student learning outcomes (SLOs) is useful in investigating whether the assessment instrument (ENGWR essay) represent the prerequisite skills necessary for successful completion of the ENGWR course into which students are placed. Table 1 maps the scoring rubric for essay score of 5 (#5 Essay) whose recommended placement is ENGWR 300 to ENGWR 101's SLOs, the prerequisite course for ENGWR 300. Similarly, Table 2 aligns the scoring rubric for essay score of 4 (#4 Essay) whose recommended placement is ENGWR 101 to ENGWR 51's SLOs, the prerequisite course for ENGWR 101. Overall, items in the scoring rubric for each score level align well with one or more items of the prerequisite course SLOs and there is a match between the scoring rubric items and most of the SLO items.

Table 1. The #5 Essay for Placement into ENGWR 300—Alignment with ENGWR 101 SLOs

Item	SLO
1. Address the topic effectively	1. Compose fully developed, structured, and unified essays.
2. Have a focused thesis that controls the essay's direction	1. Compose fully developed, structured, and unified essays.
3. Include a variety of adequately developed ideas and examples which are clearly related to the thesis	3. Support opinions and conclusions using appropriate evidence.
4. Demonstrate a clear sense of essay form, paragraphing and coherence	1. Compose fully developed, structured, and unified essays.
5. Include a variety of sentence types, constructions and lengths	4. Demonstrate ability to use varied sentence structures and types.
6. Demonstrate at least occasional sophisticated word choice	5. Construct sentences with precise and appropriate words.
7. Demonstrate at least occasional complex analysis	7. Apply critical reading and reasoning skills.
8. Exhibit reasonably consistent control of grammar, punctuation, spelling and capitalization	4. Demonstrate ability to use varied sentence structures and types. 6. Examine and evaluate writing for errors.

Table 2. The #4 Essay for Placement into ENGWR 101—Alignment with ENGWR 51 SLOs

Item	SLO
1. Address the topic adequately	4. Write competent paragraphs and essays in response to assigned readings. 5. Employ critical thinking skills at the sentence, paragraph, and essay levels.
2. Have a recognizable thesis	4. Write competent paragraphs and essays in response to assigned readings.
3. Include specific examples, reasons, or other support related to the thesis	4. Write competent paragraphs and essays in response to assigned readings.
4. Demonstrate only a limited understanding of essay form, paragraphing and coherence	4. Write competent paragraphs and essays in response to assigned readings.
5. Attempt a variety of sentence types, constructions and lengths	2. Demonstrate correct and varied sentence structure.
6. Demonstrate conventional word choice	5. Employ critical thinking skills at the sentence, paragraph, and essay levels.

7. Demonstrate rudimentary analysis	4. Write competent paragraphs and essays in response to assigned readings. 5. Employ critical thinking skills at the sentence, paragraph, and essay levels.
8. Exhibit reasonable control of grammar, punctuation, spelling and capitalization	1. Demonstrate an understanding of the principles of grammar, spelling, capitalization, and punctuation and apply these in written assignments.

Ratings of relevance between scoring rubric items and prerequisite skills

Following Research Design 14, members of the English faculty panel rated the relevance of each item on the scoring rubric for the #5 Essay and #4 Essay to the prerequisite skills necessary for success in the respective recommended course levels (#5 Essay to ENGWR 300 and #4 Essay to ENGWR 101). The ratings were done on a scale of 1-5, with 1 being Not relevant and 5 being Critical (Table 3 and Table 4). Although the percentages of items with a mean rating of 3 or higher did not meet the recommended threshold of 80% in Research Design 14, a majority of the items on the scoring rubric for each essay have a rating of 3 (moderately important) or above (important or critical). Furthermore, Research Design 14 indicates that the decision would vary by college and the faculty would judge whether revision of the scoring rubric is appropriate. Together with evidence on scoring rubric items and prerequisite course SLOs alignment above, the results in this section do not indicate a need to revise the scoring rubric or its recommended level of placement.

Table 3. Ratings for the #5 Essay for Placement into ENGWR 300

Item	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Mean Rating
1	4	NR	5	5	4	4	4.4
2	5	2	5	5	4	4	4.2
3	4	2	4	5	4	3	3.7
4	5	1	4	4	5	3	3.7
5	3	3	3	2	3	3	2.8
6	2	1	2	2	2	2	1.8
7	2	3	4	2	NR	3	2.8
8	4	3	3	3	3	3	3.2
Number of items with a mean rating of ≥ 3: 5 **Percent of items with a mean rating of ≥ 3: 62.5%**							

Table 4. Ratings for the #4 Essay for Placement into ENGWR 101

Item	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Mean Rating
1	4	NR	NR	5	4	4	4.3
2	5	4	4	5	3	3	4.0
3	4	4	4	5	4	3	4.0
4	5	5	3	3	5	4	4.2
5	3	3	2	2	3	3	2.7
6	2	3	3	2	3	3	2.7
7	2	5	3	2	NR	3	3.0
8	4	3	3	3	3	3	3.2
Number of items with a mean rating of ≥ 3: 6 **Percent of items with a mean rating of ≥ 3: 75.0%**							

INTERRATER AND INTER-PROMPT RELIABILITY

This validation seeks to answer the following questions: (1) are readers likely to give a similar score to the same essay? And (2) do some types of prompts yield lower essay scores than others?

A total number of 9,033 essays from the past three years (2015-2017) are included in the sample. There were 30 prompts used during this time period (numbered 1 to 31. Note that prompt number 29 was not used during this time period.) Of the 30 prompts, prompts numbered 17-31 were used for tests administered at the main campus and prompts numbered 1-16 were used at outreach centers (Davis Center and West Sacramento Center). Because two sets of prompts were used at different locations, this validation includes analyses for each set of samples (main campus and outreach centers) and prompts (1-16 and 17-31), and the pooled sample.

Interrater reliability

This section adopted Design 18 to measure interrater reliability. Specifically, the following statistical measures are examined:

(1) the correlation coefficient (Pearson r) between the two scores for each writing sample is greater than +.70,
(2) the percentage of pairs of scores that are within 1 point of each other exceeds 90%, and
(3) the average for all score differences between readers is less than 1 point.

Table 5 presents the summary statistics for three sets of samples: the pooled sample, the main campus sample, and the outreach centers sample.

Table 5. Interrater agreement statistics, by Sample

	2015-2017 (pooled) N = 9,033	Prompts 17-31 (Main Campus) N = 7,684	Prompts 1-16 (Outreach Centers) N = 1,349
(1) Pearson r	0.848***	0.841***	0.882***
(2) Pairs w/in 1pt (%)	98.450 (8,893 pairs)	98.399 (7,561 pairs)	98.740 (1,332 pairs)
(3) Avg. Difference	0.216	0.222	0.182
***. Correlation is significant at the 0.001 level (2-tailed).			

All of the three measures solidly met the required reliability criteria in Research Design 18. In both the location samples and the pooled sample, the correlation coefficients measured by Pearson r are statistically significant and greater than +.70, with the Outreach Centers sample having the strongest correlation (Pearson r = .882). The percentage of pairs of scores that are within 1 point of each other exceeds 98 percent in each sample. The average for all score differences between readers is much smaller than 1 point.

The validation found empirical evidence for a high level of agreement between the two readers of student writing samples. It would be unlikely that reader variation would be a factor influencing the variation in student essay scores in these samples. The reader consistency also suggests that

reader training and scoring procedure (i.e. the use of scoring rubric) have been consistent and effective. The next section will examine the inter-prompt reliability, i.e. whether certain prompts would yield higher or lower scores than others.

Inter-prompts reliability

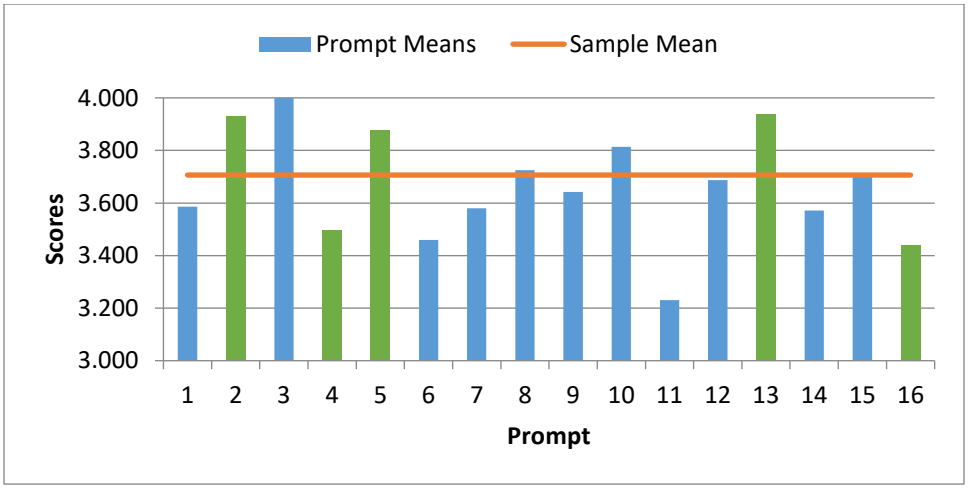
Adapting Research Design 17, the inter-prompt reliability validation seeks to answer the question: Do certain prompts yield higher or lower scores than others? The following statistical procedures were implemented:

- t-tests comparing prompt means with sample mean
- Eta square
- Levene test of homogeneity of variance, and
- One way ANOVA

Prompt 1-16

Figure 1 shows comparison of prompt mean scores and sample mean score for the Outreach Centers' sample. Appendix A details summary statistics for individual prompt and sample scores. One-way ANOVA results suggest that at least one prompt mean is significantly different than other prompt means (F = 2.804, p = 0). T-tests comparing individual prompt means with the sample mean show that while most of the prompt mean scores are not significantly lower or higher than the sample mean of 3.706, a few prompt means are. Specifically, the mean score of prompts numbered 2, 5 and 13 are higher than the sample mean while those of prompts numbered 4 and 16 are lower. Nevertheless, the Levene test of homogeneity of variances indicates that there is equal variances among scores by prompts (W = 2.194, p=.007). Indeed, the effect size of prompt on score variation is very small—prompt accounts for about 3 percent of the variation in scores (eta-squared = .031).

Figure 1. Comparison of prompt mean scores and sample mean score for Outreach Centers' sample



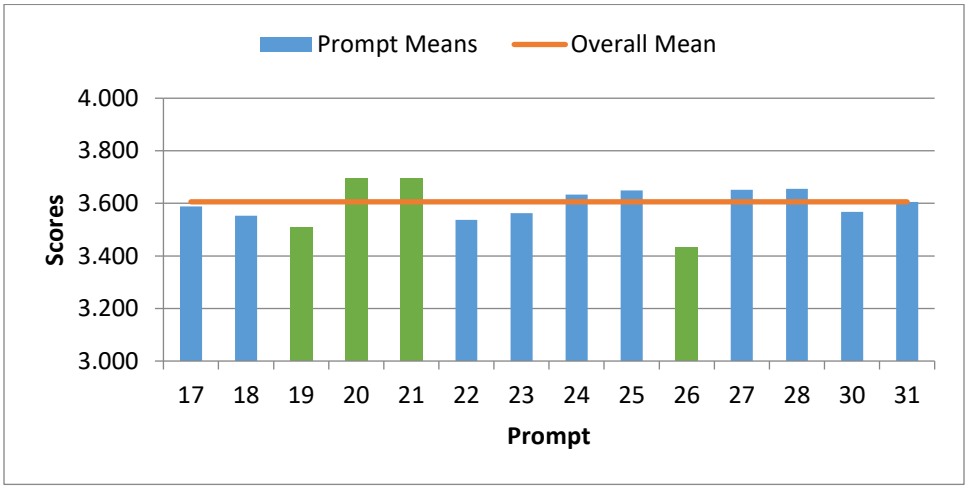
Note:

- *Columns in green color indicate prompt means being significantly different than the sample mean*
- *Prompt numbered 3 only has one observation and is excluded from statistical analysis*
- *Prompts numbered 11 and 14 have less than 30 observations (13 and 21 respectively)*

Prompt 17-31

Figure *2* illustrates prompt mean scores in relation to sample mean score for the Main Campus sample. Summary statistics for individual prompts and sample are included in Appendix A.

Figure 2. Comparison of prompt mean scores and sample mean score *f*or Main Campus' sample



Note:

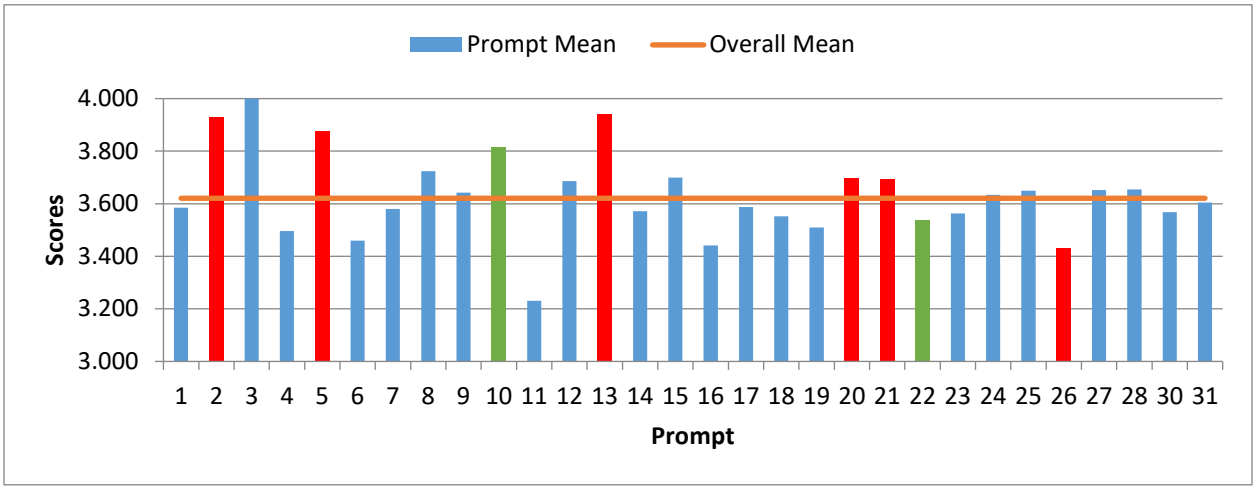
- *Columns in green color indicate prompt means being significantly different than the sample mean*

One-way ANOVA results also suggest that the mean score of at least one prompt is significantly different than others in the sample (F = 3.580, p = 0). Further comparisons of individual prompt mean scores and sample mean score using one sample t-tests show that prompts numbered 20 and 21 have a significantly higher means than the sample mean whereas prompts numbered 19 and 26 have a significantly lower means (See Appendix 1 for detailed statistical results). Although prompts only explain for about .6 percent of the variation in scores (eta-squared = .006), the variances among scores by prompt are unequal (Levene test-statistic W = 2.560, p=.002). These results suggest that the unequal variances in scores by prompt might have been influenced by prompts that have mean scores significantly different than the sample mean score.

Pooled

When two sets of prompts are used for two different locations—prompts 17-31 at the Main Campus and prompts 1-16 at the Outreach Centers, certain level of bias, though unintended, might have been present. Notwithstanding statistical problem due to the large difference in sample sizes between the two locations, examining the prompt mean scores and the pooled sample mean score would help address an additional question of whether there is bias in the mean scores of prompts by locations. Figure *3* presents comparisons between prompt mean scores and pooled sample mean scores.

Figure 3. Comparison of prompt mean scores and pooled sample mean score



Note:

- *Columns in colors other than blue indicate prompt means being significantly different than the pooled sample mean. Red color indicates that the same prompts were also found having mean scores significantly different than sample mean scores by location.*
- *Prompt numbered 3 only has one observation and is excluded from statistical analysis*
- *Prompts numbered 11 and 14 have less than 30 observations (13 and 21 respectively)*

Consistent with the results for samples by location, the one-way ANOVA results for the pooled sample indicate that the mean score of at least one prompt is significantly different than others ($F = 3.658$, $p = 0$). Comparing the individual prompt mean scores with the pooled sample mean score using t-test also shows that, although a majority of the prompt mean scores are not significantly different than the pooled sample mean, a few prompt mean scores are and most of which are the same as those found in the samples by location. Prompts numbered 2, 5, 10, 13, 20, and 21 have mean scores significantly above the pooled sample mean score while prompts numbered 22 and 26 have mean scores significantly below the pooled sample mean score. Prompts numbered 4, 10, 16, 19, and 22 had mean scores significantly different than sample mean score by their respective location but are not significantly different than the pooled sample mean score. The Levene test results indicate inequality in variances among scores by prompts ($W = 2.455$, $p = 0$). The effect size of prompts on scores measured by eta-squared is about 1 percent (eta-squared = .012). Although these results might have been influenced by the large difference in sample sizes by location and effect sizes of prompts on scores are negligible when examined within locations, the empirical evidence found in the pooled sample analysis has important implications—when different sets of prompts are used for different location, bias might be present as evidenced by the increased effect size of prompts on scores.

Discussion

Evaluation of inter-rater reliability using the three statistical indicators meets the required reliability standards. There is a high level of agreement between two readers of student written essays and it is unlikely that the variation in student essay scores could be attributable to reader variation. While the analysis shows a majority of prompts used being somewhat interchangeable, there is evidence for prompts being a factor influencing student essay scores across locations. The

results suggest that the ENGWR Department should stop the practice of using two different sets of prompts for different locations. The Department should also consider replacing prompts numbered 2, 5, 13, 21, and 26 to ensure that consistent scores can be expected across prompts used.

CONSEQUENTIAL VALIDITY: STUDENTS AND FACULTY EVALUATION OF PLACEMENT RESULTS

We applied Research Design 15 to examine consequential validity of placement results. Mid-semester student and faculty surveys on students' level of preparedness were administered in the Fall 2017. All sections of ENGWR 51, ENGWR 101, ENGWR 300, and ENGWR 300 with ENGWR 108 co-requisite (ENGWR 108-300) were surveyed. Student surveys were conducted in class by teaching faculty[2] and faculty surveys were administered via email in which teaching faculty sent in their ratings of individual students' preparedness in excel file attachments. Student responses were then matched to corresponding faculty ratings. Only student responses that have a faculty rating were included in this analysis. Table 6 lists the number of sections surveyed by course level, number of sections with surveys returned, number of student responses matched to faculty rating, and number of students in the sample who reported placement through assessment.

Table 6. Summary of survey sample

Course	Number of sections surveyed	Number of sections with both student surveys & faculty ratings returned	Number of student responses that have faculty ratings	Students Placed through Assessment (Self-reported)	
	N	N	N	N	%
ENGWR 51	15	8	146	111	76.027
ENGWR 101	31	17	356	250	70.225
ENGWR 300	37	17	286	183	63.986
ENGWR 108-300	9	6	83	42	50.602
Total	**92**	**48**	**871**	**586**	67.279

Table 7 summarizes students' perception and faculty ratings of student preparedness by each level of English Writing. ENGWR 300 and ENGWR 108-300 co-requisite met the 75% adequately prepared threshold for both student perception and faculty rating, with over 85% of students expressed that the level of work in the class was just right for them. For ENGWR 51, while more than 80 percent of the students said that they are adequately prepared, faculty only rated 70 percent of them were. However, ENGWR 51 is the lowest level in the English Writing course sequence and there is no indication that a large number of students in this level would have been prepared for higher level of coursework. Indeed, faculty rated over 22 percent of the students in ENGWR 51 as being under-prepared.

For ENGWR 101, over 80 percent of students indicated that they were adequately prepared and about 88 percent said that the level of work in the class was just right for them. However, faculty

[2] There were 5 online sections, of which student surveys were done via online survey tool SurveyMonkey.

rating indicates only 65 percent of the students were adequately prepared. Of the rest, over 17 percent were rated as underprepared and the same percentage of students was rated as over-prepared.

Table 7. Student and faculty perceptions on students' preparedness by level of English Writing

ENGWR 51	Student Perception		Faculty Rating	
How prepared is this student for the work in this class?	Number	Percent	Number	Percent
Under-prepared	9	8.108	25	22.523
Adequately-prepared	91	81.982	78	70.270
Over-prepared	11	9.910	8	7.207
Total	111	100	111	100

ENGWR 51	Student Perception	
Describe the level of work in this class.	Number	Percent
Too hard	6	5.405
Just right	97	87.387
Too easy	8	7.207
Total	111	100

ENGWR 101	Student Perception		Faculty Rating	
How prepared is this student for the work in this class?	Number	Percent	Number	Percent
Under-prepared	21	8.400	44	17.600
Adequately-prepared	203	81.200	163	65.200
Over-prepared	26	10.400	43	17.200
Total	250	100	250	100

ENGWR 101	Student Perception	
Describe the level of work in this class.	Number	Percent
Too hard	14	5.600
Just right	219	87.600
Too easy	17	6.800
Total	250	100

ENGWR 300	Student Perception		Faculty Rating	
How prepared is this student for the work in this class?	Number	Percent	Number	Percent
Under-prepared	22	12.022	39	21.311
Adequately-prepared	143	78.142	139	75.956
Over-prepared	18	9.836	5	2.732
Total	183	100	183	100

ENGWR 300	Student Perception	
Describe the level of work in this class.	Number	Percent
Too hard	21	11.475
Just right	156	85.246
Too easy	6	3.279
Total	183	100

ENGWR 108-300 CO-REQ	Student Perception		Faculty Rating	
How prepared is this student for the work in this class?	Number	Percent	Number	Percent
Under-prepared	4	9.524	7	16.667
Adequately-prepared	35	83.333	33	78.571
Over-prepared	3	7.143	2	4.762
Total	42	100	42	100

ENGWR 108-300	Student Perception	
Describe the level of work in this class.	Number	Percent
Too hard	2	4.762
Just right	39	92.857
Too easy	1	2.381
Total	42	100

Student perception and faculty ratings meet the 75% threshold of "adequately prepared" for the two higher levels (ENGWR 300 and ENGWR 108-300). Faculty ratings at the two lower levels are short of the threshold by 5 and 10% (for ENGWR 51 and 101 respectively) while student perceptions exceeds the threshold by 6%. This prompted us to go further to investigating the degree

of agreement between student and faculty on students' preparedness. We did so by examining the correlations among student perceptions, faculty ratings, and course eventual outcomes (measured by numeric grade[3] and success) (Table 8). All of correlation coefficients are positive and highly statistically significant, but the correlations are weak, ranging from .197 to .377.

Table 8. Correlations among student & faculty ratings, grade, and success
(all course levels, W grade included)

		Success	Numeric grade	Faculty Rating
Faculty Rating	Pearson Correlation	.293	.377	
	Sig. (2-tailed)	.000	.000	
	N	586	586	
Student Rating	Pearson Correlation	.155	.219	.197
	Sig. (2-tailed)	.000	.000	.000
	N	586	586	586

We also examined the level of agreement between student and faculty ratings of student preparedness using the three measures of interrater reliability. Table 9 presents evidence for students and faculty agreement on students' placement appropriateness, which meets the minimal reliability standards in each of the four course levels and in the overall sample (noting the correlation coefficients are not statistically significant in ENGWR 51 and ENGWR 108-300).

Table 9. Fall 2017 courses, correlations, percentage within 1 point, and average differences

Course	Correlation between student and faculty rating	Percent ratings within 1 point	Average difference between ratings
Overall	.197***	99.351	.121
ENGWR 51	.169	100	.197
ENGWR 101	.207**	98.889	.067
ENGWR 108-300	-.030	100	.115
ENGWR 300	.408*	100	.250
*** p = .001; ** p = .01; * p = .05			

PREDICTIVE VALIDITY

Literature in assessment consistently shows that placement tests alone do not predict academic outcomes very well (for example, EdResults Partnership, 2014). Although the English Writing Essay alone is not being used to place students and is one of a few multiple measures being used in the placement process at SCC, its predictive ability is explored here.

We employed Research Design 10 to conduct a retrospective predictive validity study on students who assessed into and enrolled in one of the course levels (ENGWR 51, ENGWR 101, ENGWR 108-300, and ENGWR 300) in Fall 2017. The table below lists the courses and their respective skill levels, mid-semester enrollment, number of student survey participants, number placed

[3] Official grades are converted to numeric grades as follows: A = 4, B = 3, C = 2, D = 1, F/I/W = 0. Success is counted as follows: A/B/C = Success, D/F/I/W = Nonsuccess.

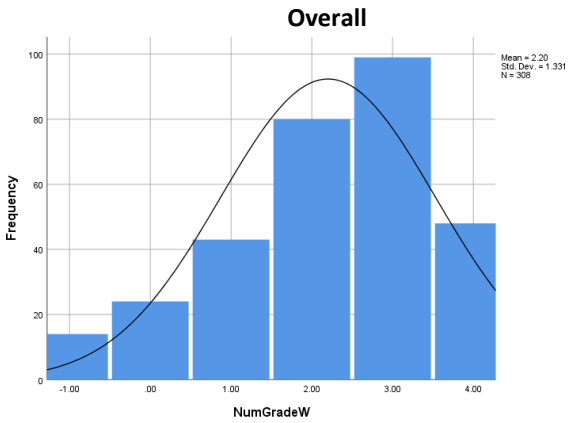
through assessment process (self-reported), and number matched to assessment center data and to Fall 2017 transcript data.

Table 10. Fall 2017 sample

Course	Level	Prerequisite	Number enrolled in sections surveyed	Number surveyed (with both student & faculty rating)	Number placed through assessment process (self-reported)	Number matched to assessment center data and transcript data
ENGWR 51	Pre-collegiate basic skills	No	424	146	111	66
ENGWR 101	Pre-transfer basic skills	Yes – ENGWR 51 or assessment	892	356	250	180
ENGWR 108-300	Transfer-not basic skills	Yes – ENGWR 51 or assessment	179	83	42	26
ENGWR 300	Transfer-not basic skills	Yes – ENGWR 101 or assessment	1,303	286	183	36
Total			2,798	871	586	308

Figure 4 shows grade distribution of the overall sample and each course level. We converted official letter grade into numeric grade with A = 4, B = 3, C = 2, D = 1, F/I = 0, and W = -1. The most frequent grade in the two lower courses is B while that of the higher-level courses is C.

Figure 4. Grade distribution



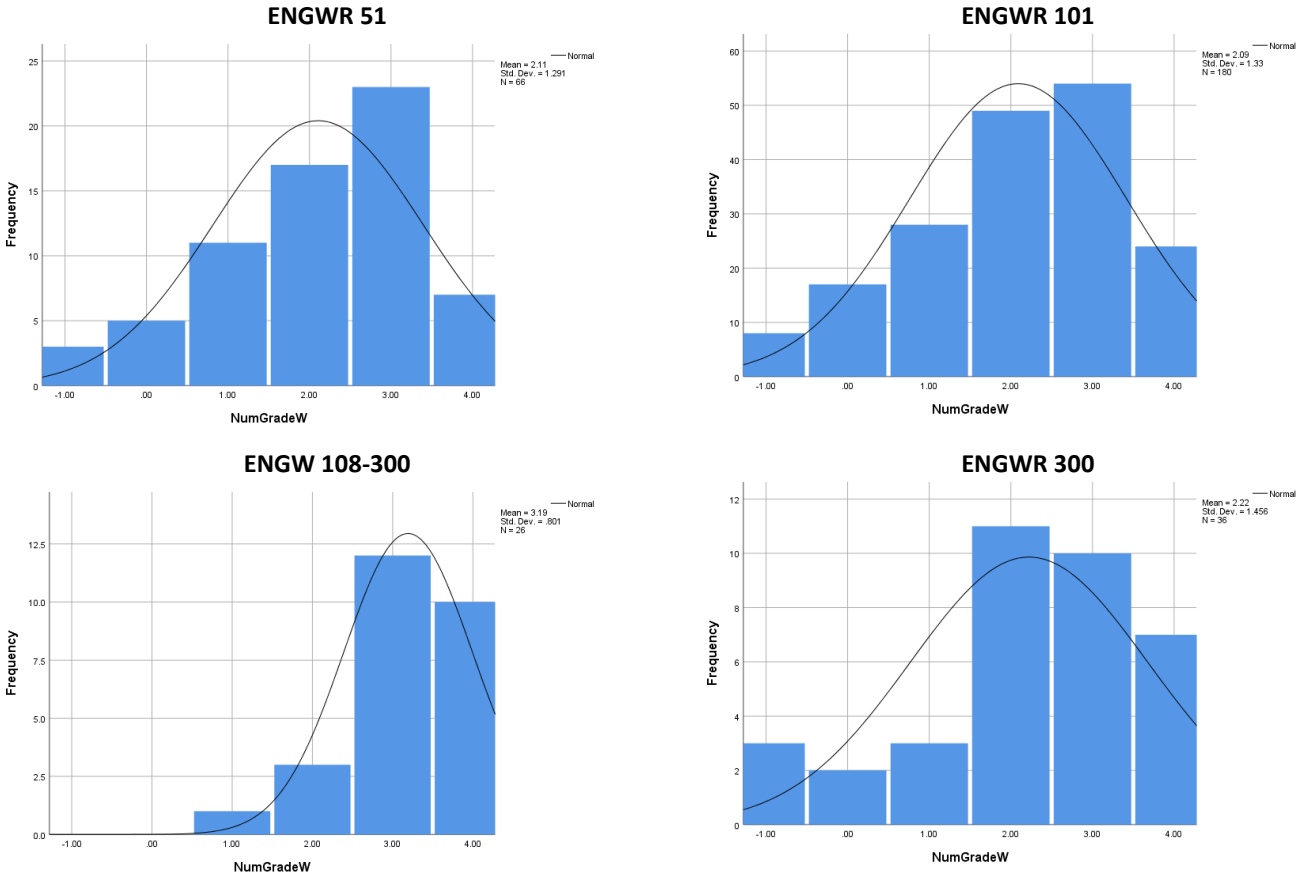


Table 11 summarizes descriptive statistics on enrollment, success, grades, and essay scores for all ENGWR students and students placed through assessment process. Students placed through assessment process appear to have a higher success rate and higher mean grade.[4]

Table 11. Descriptive statistics on enrollment, success, grades, and essay scores for all ENGWR students and students placed through assessment

	All ENGWR		Placed through assessment	
	N	**%**	**N**	**%**
Enrollment	2,622	100	308	11.747
Success	1,604	61.175	227	73.701
Withdrawal	486	18.535	14	4.545
NumGrade	**Mean**	**SD**	**Mean**	**SD**
W included	1.922	1.484	2.247	1.234
W excluded	2.360	1.292	2.354	1.158
Essay Score			**Mean**	**SD**
W included	n/a	n/a	3.831	.760
W excluded	n/a	n/a	3.837	.753

[4] But this does not constitute an indictment of meeting the prerequisites by means other than the assessment process. Similar to what we observed in the CHEM 400 validation study, it might have been influenced by the inherently greater variation among students who met the prerequisite requirements not through the assessment process.

Table 12 presents correlations between essay score and three criterion measures: Success, numeric grade (NumGrade), and Withdrawal. Most of the correlation coefficients are negative and weak, and none of which are statistically significant. When W grade is included, there seems to be a generally linear relationship between essay scores and numeric grade. However, the correlation is weak and not significant. The negative correlations between essay score and success, and between essay score and numeric grade in ENGWR 101, 108-300, and 300 are not indicative of the essay score being ineffective in predicting student success, but might have been influenced by the fact that essay score is given less weight than the ACCUPLACER score. In fact, students can place into ENGWR 300 without an essay if they score high enough on ACCUPLACER and other multiple-measure questions.

Table 12. Essay score, Success, and Grade correlations

Correlation	Overall	ENGWR 51	ENGWR 101	ENGWR 108-300	ENGWR 300
	(obs=308)	(obs=66)	(obs=180)	(obs=26)	(obs=36)
(1) Success	-.011	.120	-.004	-.030	-.187
(2) NumGrade					
2a. W included	.003	.117	-.030	-.250	-.091
2b. W excluded	-.010 (obs=294)	.029 (obs=63)	-.037 (obs=172)	-	-.120 (obs=33)
(3) Withdrawal	-.034	-.233	-.010	-	-.016

We further examine the predictive power of the English writing essay by comparing the mean essay scores of successful to unsuccessful students using independent sample t-tests (Table 13). With W grades included, the mean essay scores of successful students in the overall sample and in ENGWR 51 are slightly higher than those of unsuccessful peers while the reverse is true for ENGWR 101, 108-300, and 300 (note that among students who assessed into ENGWR 108-300, there is only one unsuccessful). When excluding W grades, the mean essay scores of successful students are slightly lower and those of unsuccessful ones, with the exception of those in ENGWR 101. However, except for ENGWR 300 in the sample with W grades excluded, the differences observed are not statistically significant. There seems to be a lot of variation in the results here, but the fact that the mean essay scores of unsuccessful students seem to be higher than those of successful ones suggests that students' lack of success might have been attributed to factors beyond their lack of ability as measured by the essay alone. The results presented in this section have a couple of implications. It might have been that the English Writing essay alone is a poor predictor of students' course success, or the relative weight assigned for the English Writing essay (as compared to those assigned for Accuplacer score and student characteristic multiple measures) might have been relatively too small to allow for the essay to play a predictive role. The Research Office suggests that the English Department review the weights assigned for the multiple measures and the essay.

Table 13. English essay mean score, by Success and Course

	Mean Essay Score			Mean Essay Score		
COURSE	(All students)			(Excluding W grades)		
	Not Successful	Successful	t-test sig. (2-tailed)	Not Successful	Successful	t-test sig. (2-tailed)
Overall	3.827	3.833	.956	3.851	3.836	.863
ENGWR 51	2.895	3.064	.338	3.000	3.064	.720
ENGWR 101	4.019	4.016	.958	4.022	4.016	.919
ENGWR 108-300	4.000	3.840	.884	4.000	3.840	.884
ENGWR 300	4.750	4.286	.276	5.000	4.286	***.003***

DISPROPORTIONATE IMPACT ON SPECIAL POPULATIONS

Colleges have a responsibility to monitor any disproportionate impact on student subpopulations and to plan remedies to address any disproportionate impact found. This section follows *Research Design 12*. Using the same sample in the previous section, this section provides evidence to answer the question of whether ENGWR placements and essay scores differ significantly for students in specific gender, age, race/ethnicity, disability, or level of income groups.

We calculated the minority-majority % point difference by subtracting the minority group proportion from the majority group proportion. We use a variation of the EEOC (2007) 80-20 rule: percentages are highlighted if the minority group's score proportionality is more than 20% above the percentage of the majority group.

In terms of gender, male is used as the majority group. As for race/ethnicity, although Hispanic/Latino students make up the largest group in the college student population[5] in the sample in this study (see Appendix B), we followed the conventional majority group for English courses being White (CCCCO Assessment Validation Training, 2012). Students in the age group of 18-20 have the highest percentage in the college's student body and are considered the majority group in this study. Regarding income level, middle and above is considered the majority group.

Course placement

We examined whether there is substantial disproportionate impacts in course placements for students by gender, age, race/ethnicity, disability, or level of income groups. In most cases the "cell size" in a particular combination of student characteristic and placement is too small to be of use in drawing conclusions about whether a subpopulation is over- or under-represented and whether there is indeed a disproportionate impact of placement on a given subpopulation (cell size < 30). Nevertheless, we found evidence that students from household with income level below poverty are disproportionately placed in the lowest course level, ENGWR 51. The proportion of this student group in this course level is over 22 percent higher than that of the majority group

[5] Fall 2016 data, Hispanic/Latino students account for 32% of the student population https://goo.gl/nZNWD1

(middle and above) (Table 14). Appendix C contains the full range of placements and student characteristics.

Table 14. Disproportionate impact--Placements

Placement level	Characteristic	Frequency	Group proportion	Majority group proportion	% point difference
ENGWR 51	Income level below poverty	41	31.5%	9.5%	22.1%

English Writing Essay Scores

We examine ESL essay scores to see if any groups are receiving low scores at disproportionately high levels compared to the majority group in the tested sample. In addition to the minority-majority % point difference, we calculated the disproportionality index by dividing the minority group proportion by the majority group proportion—the farther the resulted number is to 1, the larger the gap is between the minority group proportion and the majority group proportion. The % point differences are highlighted if the minority group's score proportionality is more than 20% above the percentage of the majority group in the lower score range (the % point difference carrying a positive sign). These are noted in *italics* when the cell size is below 30 and ***bold italics*** in grey background when cell size is 30 or more. As evidenced in Table 15, female students and students from households with income level below poverty are disproportionately overrepresented in the lower essay score range.

Table 15. Student characteristics in lower essay score range (1-3)

Group	Group Proportion	Majority Group Proportion	Minority-Majority % Point Difference	Disproportionality Index
GENDER				
Female	60.8	39.2*	***21.6***	1.6
RACE/ETHNICITY				
African American*	13.5	13.5	0.0	.0
Asian*	28.4		14.9	2.1
Filipino	-		-	-
Hispanic/Latino*	32.4		18.9	2.4
Multi-Race*	9.5		-4.0	.7
Pacific Islander*	2.7		-10.8	.2
Unknown*	-		-	-
AGE				
Under 18	-	55.4	-	-
21-24*	21.6		-33.8	.4
25-29*	9.5		-45.9	.2
30-39*	5.4		*50.0*	.1
40 or over*	8.1		-47.3	.2
INCOME LEVEL				
Below Poverty	63.5	18.9*	***44.6***	3.4
Low*	6.8		12.1	.4
DISABILITY*	16.2	83.8	-67.6	.2
* Note: Cell size (number) is smaller than 30.				

Although Appendix D contains several instances where students have over- or under-representation in an essay score, most of the individual cell sizes are too small to draw strong conclusions about the extent of any disproportionate impact in the general population of students writing an essay for the purpose of course placement recommendations.

Again, although the results in this section are difficult to generalize because some "cell sizes" are quite small for most of the groups, there is evidence that students with income below poverty are disproportionately placed in the lowest English writing course (ENGWR 51) and are disproportionately overrepresented in the lower essay score range. In addition, there is evidence that female students are also disproportionately overrepresented in the lower essay score range. Although there is no evidence suggesting that the disproportionate impacts were caused by the placement process, it is required that the ESL Department initiate process to mitigate the impacts, such as working with the college's student services and student support programs to reach out to students with income below poverty and provide additional instructional supports for the group. In addition, the college is responsible for close monitoring of the assessment placement processes and will continue to collect data and conduct future validation studies as part of program review.

DISCUSSION AND CONCLUSION

The validation study conducted a content review and evaluated reliability, consequential validity, predictive validity, and disproportionate impact of the English Writing Essay Assessment Placement. The content review indicates that the ENGWR Essay represent the prerequisite skills necessary for successful completion of the ENGWR courses. The study also found empirical evidence that inter-rater and inter-prompt reliability of the English Writing scoring and prompts meet the standard for reliability. However, it is recommended that the English Department stop the practice of using two different sets of prompts for different locations and consider replacing prompts numbered 2,5,13,21, and 26.

In the consequential validity study, students' ratings meet the 75% threshold for adequate preparedness in each of the course levels while faculty ratings only meet the threshold in the ENGWR 300 level and in the ENGWR 108-300 co-requisites. Nevertheless, further examination of the level of agreement between student and faculty ratings on students' preparedness meets the minimal reliability standards.

In terms of predictive validity, the relationships between English Writing essay scores and course outcomes seem to vary a lot between course levels and the overall sample. The results suggest that either the essay alone is not a good predictor of students' course outcomes, or the weight assigned for the essay score relative to those assigned for other multiple measures is too small for the essay to assume a predictive power. It is suggested that the English Department review the relative weights for the multiple measures and the essay in placement recommendations.

Regarding disproportionate impact on special populations, it appears that students from households with income below poverty are disproportionately placed in the lowest course level. In

terms of lower essay score range, there is variation in the proportionality of some subgroups' representativeness in the lower essay score range but which is not generalizable because of the small cell sizes. Nevertheless, the study found empirical evidence that female students and students from households with income below poverty are disproportionately overrepresented in the lower essay score range. The English Department needs to initiate process to mitigate the impacts through working with student services and supports units and providing additional instructional supports to this student group. It is also required that the college continue to monitor the assessment placement process by way of continued data collection and validation studies.

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APPENDIX A

Table A.1. Prompt descriptive statistics by location

Prompt OUTREACH CENTERS	N	Mean	SD	t	Sig. (2 tailed)	Prompt MAIN CAMPUS	N	Mean	SD	t	Sig. (2 tailed)
1	111	3.586	1.031	-1.235	.219	**17**	553	3.588	0.901	-.473	.636
2	198	3.929	0.910	3.447	.001	**18**	534	3.552	0.860	-1.435	.152
3	1	4.000		N/A	N/A	**19**	465	3.510	0.905	-2.291	.022
4	121	3.496	1.009	-2.295	.023	**20**	704	3.696	0.970	2.468	.014
5	153	3.876	1.009	2.077	.039	**21**	694	3.695	0.866	2.699	.007
6	50	3.460	0.930	-1.873	.067	**22**	464	3.537	0.919	-1.621	.106
7	81	3.580	0.960	-1.183	.240	**23**	407	3.563	0.840	-1.038	.300
8	156	3.724	0.947	.236	.814	**24**	491	3.633	0.857	.713	.476
9	67	3.642	0.965	-549	.585	**25**	699	3.649	0.830	1.390	.165
10	129	3.814	0.933	1.308	.193	**26**	395	3.433	0.900	-3.820	.000
11	13	3.231	1.235	-1.389	.190	**27**	465	3.652	0.843	1.171	.242
12	67	3.687	0.925	-.176	.861	**28**	695	3.655	0.943	1.365	.173
13	33	3.939	0.556	2.408	.022	**30**	597	3.568	0.943	-.984	.325
14	21	3.571	0.507	-1.220	.237	**31**	514	3.605	0.888	-.020	.984
15	80	3.700	0.786	-.073	.942						
16	68	3.441	0.952	-2.297	.025						
Total	**1349**	**3.706**	**0.952**			**Total**	**7677**	**3.61**	**0.896**		

Note: Prompt means significantly different from respective location mean are highlighted in yellow color.

Table A.2. Prompt t-test statistics—pooled sample

Prompt	t	Sig
1	-.361	.719
2	4.771	.000
3		
4	-1.362	.176
5	3.126	.002
6	-1.223	.227
7	-.381	.704
8	1.364	.174
9	.178	.860
10	2.349	.020
11	-1.139	.277
12	.582	.563
13	3.293	.002
14	-.447	.660
15	.900	.371
16	-1.556	.124
17	-.866	.387
18	-1.839	.066
19	-2.649	.008
20	2.056	.040
21	2.242	.025
22	-1.974	.049
23	-1.399	.163
24	.324	.746
25	.912	.362
26	-4.152	.000
27	.787	.432
28	.945	.345
29		
30	-1.373	.170
31	-.404	.687
Pooled mean: 3.621		

Note: Prompt means significantly different from the pooled sample mean are highlighted in yellow color.

APPENDIX B

Table B. Characteristics of Students Tested (with student EMPLID matched to profile data)

GENDER	Frequency	Percent
Female	181	58.8
Male	124	40.3
Unknown	3	1.0
Total	308	100.0
RACE/ETHNICITY	**Frequency**	**Percent**
African American	31	10.1
Asian	53	17.2
Filipino	4	1.3
Hispanic/Latino	147	47.7
Multi-Race	20	6.5
Native American	2	.6
Other Non-White	2	.6
Pacific Islander	4	1.3
Unknown	2	.6
White	43	14.0
Total	308	100.0
AGE	**Frequency**	**Percent**
Under 18	3	1.0
18-20	229	74.4
21-24	38	12.3
25-29	16	5.2
30-39	12	3.9
40 or over	10	3.2
Total	308	100.0

DISABILITY	Frequency	Percent
Not disabled	288	93.5
Disabled	20	6.5
Total	308	100.0
INCOME LEVEL	**Frequency**	**Percent**
Below Poverty	130	42.2
Low	49	15.9
Middle And Above	95	30.8
Unable to Determine	34	11.0
Total	308	100.0
ESSAY SCORE	**Frequency**	**Percent**
1	7	2.3
2	5	1.6
3	62	20.1
4	193	62.7
5	41	13.3
Total	308	100.0

APPENDIX C

Table C.1. Placement by Gender

Gender * CATALOG_NBR Crosstabulation

			CATALOG_NBR				
			101	300	300-108	51	Total
Gender	Female	Count	104	20	14	43	181
		% within Gender	57.5%	11.0%	7.7%	23.8%	100.0%
	Male	Count	73	16	12	23	124
		% within Gender	58.9%	12.9%	9.7%	18.5%	100.0%
	U	Count	3	0	0	0	3
		% within Gender	100.0%	0.0%	0.0%	0.0%	100.0%
Total		Count	180	36	26	66	308
		% within Gender	58.4%	11.7%	8.4%	21.4%	100.0%

Table C.2. Placement by Race/Ethnicity

Crosstab

			CATALOG_NBR				
			101	300	300-108	51	Total
Race/ Ethnicity	African American	Count	15	4	1	11	31
		% within Race/Ethnicity	48.4%	12.9%	3.2%	35.5%	100.0%
	Asian	Count	20	8	8	17	53
		% within Race/Ethnicity	37.7%	15.1%	15.1%	32.1%	100.0%
	Filipino	Count	3	1	0	0	4
		% within Race/Ethnicity	75.0%	25.0%	0.0%	0.0%	100.0%
	Hispanic/Latino	Count	95	16	12	24	147
		% within Race/Ethnicity	64.6%	10.9%	8.2%	16.3%	100.0%
	Multi-Race	Count	14	2	0	4	20
		% within Race/Ethnicity	70.0%	10.0%	0.0%	20.0%	100.0%
	Native American	Count	1	1	0	0	2
		% within Race/Ethnicity	50.0%	50.0%	0.0%	0.0%	100.0%
	Other Non-White	Count	2	0	0	0	2
		% within Race/Ethnicity	100.0%	0.0%	0.0%	0.0%	100.0%
	Pacific Islander	Count	2	0	0	2	4
		% within Race/Ethnicity	50.0%	0.0%	0.0%	50.0%	100.0%
	Unknown	Count	0	0	2	0	2
		% within Race/Ethnicity	0.0%	0.0%	100.0%	0.0%	100.0%
	White	Count	28	4	3	8	43
		% within Race/Ethnicity	65.1%	9.3%	7.0%	18.6%	100.0%
Total		Count	180	36	26	66	308
		% within Race/Ethnicity	58.4%	11.7%	8.4%	21.4%	100.0%

Table C.3. Placement by Age Group

AgeGroup * CATALOG_NBR Crosstabulation

			CATALOG_NBR				
			101	300	300-108	51	Total
AgeGroup	18 - 20	Count	147	24	17	41	229
		% within AgeGroup	64.2%	10.5%	7.4%	17.9%	100.0%
	21 - 24	Count	18	6	6	8	38
		% within AgeGroup	47.4%	15.8%	15.8%	21.1%	100.0%
	25 - 29	Count	5	2	1	8	16
		% within AgeGroup	31.3%	12.5%	6.3%	50.0%	100.0%
	30 - 39	Count	5	2	0	5	12
		% within AgeGroup	41.7%	16.7%	0.0%	41.7%	100.0%
	40 and Over	Count	3	1	2	4	10
		% within AgeGroup	30.0%	10.0%	20.0%	40.0%	100.0%
	Under 18	Count	2	1	0	0	3
		% within AgeGroup	66.7%	33.3%	0.0%	0.0%	100.0%
Total		Count	180	36	26	66	308
		% within AgeGroup	58.4%	11.7%	8.4%	21.4%	100.0%

Table C.4. Placement by Income Level

Crosstab

			CATALOG_NBR				Total
			101	300	300-108	51	
IncomeLevel	Below Poverty	Count	69	10	10	41	130
		% within IncomeLevel	53.1%	7.7%	7.7%	31.5%	100.0%
	Low	Count	34	2	4	9	49
		% within IncomeLevel	69.4%	4.1%	8.2%	18.4%	100.0%
	Middle And Above	Count	58	20	8	9	95
		% within IncomeLevel	61.1%	21.1%	8.4%	9.5%	100.0%
	Unable to Determine	Count	19	4	4	7	34
		% within IncomeLevel	55.9%	11.8%	11.8%	20.6%	100.0%
Total		Count	180	36	26	66	308
		% within IncomeLevel	58.4%	11.7%	8.4%	21.4%	100.0%

Table C.5. Placement by Disability Status

Crosstab

			CATALOG_NBR				
			101	300	300-108	51	Total
Disability	No	Count	174	36	26	52	288
		% within Disability	60.4%	12.5%	9.0%	18.1%	100.0%
	Yes	Count	6	0	0	14	20
		% within Disability	30.0%	0.0%	0.0%	70.0%	100.0%
Total		Count	180	36	26	66	308
		% within Disability	58.4%	11.7%	8.4%	21.4%	100.0%

APPENDIX D

Table D.1. EssayScore by Gender

Crosstab

			Gender			
			Female	Male	U	Total
EssayScore	1	Count	4	3	0	7
		% within EssayScore	57.1%	42.9%	0.0%	100.0%
	2	Count	1	4	0	5
		% within EssayScore	20.0%	80.0%	0.0%	100.0%
	3	Count	40	22	0	62
		% within EssayScore	64.5%	35.5%	0.0%	100.0%
	4	Count	110	80	3	193
		% within EssayScore	57.0%	41.5%	1.6%	100.0%
	5	Count	26	15	0	41
		% within EssayScore	63.4%	36.6%	0.0%	100.0%
Total		Count	181	124	3	308
		% within EssayScore	58.8%	40.3%	1.0%	100.0%

Table D.2. EssayScore by Race/Ethnicity

Crosstab

			Race/Ethnicity										
	EssayScore		African American	Asian	Filipino	Hispanic/ Latino	Multi-Race	Native American	Other Non-White	Pacific Islander	Unknown	White	Total
	1	Count	0	6	0	0	0	0	0	1	0	0	7
		% within EssayScore	0.0%	85.7%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	100.0%
	2	Count	0	1	0	4	0	0	0	0	0	0	5
		% within EssayScore	0.0%	20.0%	0.0%	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	3	Count	10	14	0	20	7	0	0	1	0	10	62
		% within EssayScore	16.1%	22.6%	0.0%	32.3%	11.3%	0.0%	0.0%	1.6%	0.0%	16.1%	100.0%
	4	Count	18	25	3	99	12	1	2	2	2	29	193
		% within EssayScore	9.3%	13.0%	1.6%	51.3%	6.2%	0.5%	1.0%	1.0%	1.0%	15.0%	100.0%
	5	Count	3	7	1	24	1	1	0	0	0	4	41
		% within EssayScore	7.3%	17.1%	2.4%	58.5%	2.4%	2.4%	0.0%	0.0%	0.0%	9.8%	100.0%
Total		Count	31	53	4	147	20	2	2	4	2	43	308
		% within EssayScore	10.1%	17.2%	1.3%	47.7%	6.5%	0.6%	0.6%	1.3%	0.6%	14.0%	100.0%

Table D.3. EssayScore by AgeGroup

EssayScore * AgeGroup Crosstabulation

			AgeGroup						
			18 - 20	21 - 24	25 - 29	30 - 39	40 and Over	Under 18	Total
Essay Score	1	Count	2	3	1	1	0	0	7
		% within EssayScore	28.6%	42.9%	14.3%	14.3%	0.0%	0.0%	100.0%
	2	Count	1	0	0	1	3	0	5
		% within EssayScore	20.0%	0.0%	0.0%	20.0%	60.0%	0.0%	100.0%
	3	Count	38	13	6	2	3	0	62
		% within EssayScore	61.3%	21.0%	9.7%	3.2%	4.8%	0.0%	100.0%
	4	Count	153	20	9	6	4	1	193
		% within EssayScore	79.3%	10.4%	4.7%	3.1%	2.1%	0.5%	100.0%
	5	Count	35	2	0	2	0	2	41
		% within EssayScore	85.4%	4.9%	0.0%	4.9%	0.0%	4.9%	100.0%
Total		Count	229	38	16	12	10	3	308
		% within EssayScore	74.4%	12.3%	5.2%	3.9%	3.2%	1.0%	100.0%

Table D.4. EssayScore by Income Level

Crosstab

			IncomeLevel				
			Below Poverty	Low	Middle And Above	Unable to Determine	Total
Essay Score	1	Count	4	1	2	0	7
		% within EssayScore	57.1%	14.3%	28.6%	0.0%	100.0%
	2	Count	3	1	0	1	5
		% within EssayScore	60.0%	20.0%	0.0%	20.0%	100.0%
	3	Count	40	3	12	7	62
		% within EssayScore	64.5%	4.8%	19.4%	11.3%	100.0%
	4	Count	78	37	56	22	193
		% within EssayScore	40.4%	19.2%	29.0%	11.4%	100.0%
	5	Count	5	7	25	4	41
		% within EssayScore	12.2%	17.1%	61.0%	9.8%	100.0%
Total		Count	130	49	95	34	308
		% within EssayScore	42.2%	15.9%	30.8%	11.0%	100.0%

Table D.5. EssayScore by Disability Status

Crosstab

			Disability		
			No	Yes	Total
EssayScore	1	Count	7	0	7
		% within EssayScore	100.0%	0.0%	100.0%
	2	Count	2	3	5
		% within EssayScore	40.0%	60.0%	100.0%
	3	Count	53	9	62
		% within EssayScore	85.5%	14.5%	100.0%
	4	Count	185	8	193
		% within EssayScore	95.9%	4.1%	100.0%
	5	Count	41	0	41
		% within EssayScore	100.0%	0.0%	100.0%
Total		Count	288	20	308
		% within EssayScore	93.5%	6.5%	100.0%

APPENDIX E

English Essay Assessment Test Grading Rubric

5 – Recommended placement level: ENGWR 300. The "5" essay will demonstrate readiness for higher college-level writing; the essay will:

1. Address the topic effectively
2. Have a focused thesis that controls the essay's direction
3. Include a variety of adequately developed ideas and examples which are clearly related to the thesis
4. Demonstrate a clear sense of essay form, paragraphing and coherence
5. Include a variety of sentence types, constructions and lengths
6. Demonstrate at least occasional sophisticated word choice
7. Demonstrate at least occasional complex analysis
8. Exhibit reasonably consistent control of grammar, punctuation, spelling and capitalization

4 – Recommended placement level: ENGWR 101. The "4" essay will demonstrate readiness for basic college-level writing; the essay will:

1. Address the topic adequately
2. Have a recognizable thesis
3. Include specific examples, reasons, or other support related to the thesis
4. Demonstrate only a limited understanding of essay form, paragraphing and coherence
5. Attempt a variety of sentence types, constructions and lengths
6. Demonstrate conventional word choice
7. Demonstrate rudimentary analysis
8. Exhibit reasonable control of grammar, punctuation, spelling and capitalization

3 – Recommended placement level: ENGWR 51. The "3" writer will demonstrate developing competency in writing, but remain weak on either the rhetorical or syntactic level or both; the writing may:

1. Address at least part of the topic
2. Attempt a controlling idea (may be implicit)
3. Include simplistically developed support related to the controlling idea
4. Demonstrate very little understanding of essay form, paragraphing and coherence
5. Show little understanding of punctuation, spelling and/or capitalization
6. Demonstrate limited word choice
7. Demonstrate little to no analysis
8. Display a pattern or accumulation of errors that don't seriously interfere with meaning, but does demonstrate native English language control

2 – Recommended placement level: ENGWR 51. The "2" writer will show serious limitations, but exhibit native English language control; the writing may:

1. Attempt to address the topic but reveal an obvious misunderstanding
2. Be undeveloped, unfocused, illogical, or incoherent
3. Show no understanding of essay format, paragraphing or page format
4. Have sentences with serious or frequent errors typical of native speakers, and which often interfere with meaning
5. Show no understanding of punctuation, spelling and/or capitalization
6. Have little or no response or be a copied prompt or part of the prompt

1 – Recommend assessment by ESL placement test – The "1" paper will exhibit consistent non-native features. The student would benefit from placement in an ESL class.

APPENDIX F

Prerequisite course SLOs

ENGWR 101 SLOs

Upon completion of this course, the student will be able to:

1. compose fully developed, structured, and unified essays.
2. demonstrate knowledge of the writing process through pre-writing, drafting, and revision.
3. support opinions and conclusions using appropriate evidence.
4. demonstrate ability to use varied sentence structures and types.
5. construct sentences with precise and appropriate words.
6. examine and evaluate writing for errors.
7. apply critical reading and reasoning skills.
8. analyze and respond to readings and incorporate the ideas of others into writing.
9. summarize short articles accurately and correctly.
10. demonstrate competence in basic MLA formatting and in-text citing.

ENGWR 51 SLOs

Upon completion of this course, the student will be able to:

1. demonstrate an understanding of the principles of grammar, spelling, capitalization, and punctuation and apply these in written assignments.
2. demonstrate correct and varied sentence structure.
3. summarize and evaluate readings.
4. write competent paragraphs and essays in response to assigned readings.
5. employ critical thinking skills at the sentence, paragraph, and essay levels.
6. detect weaknesses or errors in his/her own writing.