Assessment Results
2006-2007

Office of the Vice President for Academic Affairs

All College Day
August 13, 2007

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WorkKeys Results 2007

Summary
Work Keys Summary
Spring 2007
Negotiated Level: 83.30%

Program -- AAS	#Pass	#Taken	%Passed
Early Childhood Development	4	7	57%
Criminal Justice	0	2	0%
Law Enforcement	1	1	100%
Corrections	3	4	75%
Radiological Technology	7	8	87%
Medical Laboratory Technology	0	8	67%
Nursing	51	53	96%
Surgical Technology	12	14	86%
Dental Hygiene	6	7	86%
Business Administration			
Small Business Management	1	1	100%
General Business	8	18	45%
Health Care Management	0	2	0%
Marketing	4	8	50%
Business Accounting	8	8	100%
Office Information Technology			
Medical	0	1	0%
Administrative	3	3	100%
Computer Information Systems	1	2	50%
PC Support Specialist	1	1	100%
Information Technology	0	2	0%
Technical Studies-Applied	1	2	50%
Technical Studies-EMT	2	3	67%
Totals	112	155	72%

Those in gray failed to meet negotiated levels.
Students must have successfully met negotiated levels on all three parts to be considered successful.

Work Keys Summary--Continued
Spring 2007
Negotiated Level: 83.30%

Program -- Certificate	#Pass	#Taken	%Passed
Health Care Technology			
Electrocardiography	7	8	88%
Medical Laboratory Assistant	11	13	85%
Totals	**18**	**21**	**86%**

Those in gray failed to meet negotiated levels.
Students must have successfully met negotiated levels on all three parts to be considered successful.

Division: Allied Health
Certificate
11-EKG Health Care Technology
n=8

Min. AM (4)	Min LI (4)	Min. RFI (4)
7--88%	8 – 100%	8 – 100%

All Areas—7--88%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
M	H	3	4	6	U	
F	W	4	5	5	S	
F	W	4	4	4	S	
F	W	4	4	5	S	
F	W	5	5	5	S	
F	W	5	5	6	S	
F	W	5	4	7	S	
F	W	5	4	5	S	
	Sum	35	35	43		
	n=	8	8	8		
	Mean	4.4	4.4	5.4		
	Standards	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3	1 -- U	12% U
		3--4	5--4	1--4	7 -- S	88% S
		4--5	3--5	4--5		
		0--6	0--6	2--6		
		0--7	0--7	1--7		
	Met Standard	7	8	8		

Division: Allied Health
Certificate
12-Medical Laboratory Assistant
n=13

Min. AM (4)   Min LI (4)   Min. RFI (4)

12--92%   12 – 92%   13 – 100%

All Areas—11--85%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards		
F	W	3	4	5	U		
F	W	4	4	5	S		
F	W	4	4	6	S		
F	W	4	3	4	U		
F	W	4	4	4	S		
F	W	5	4	6	S		
F	W	5	4	6	S		
F	W	5	4	5	S		
F	W	5	4	5	S		
F	W	5	4	5	S		
F	W	6	5	6	S		
M	W	6	4	5	S		
F	W	7	5	7	S		
	Sum	63	53	69			
	n=	13	13	13			
	Mean	4.8	4.1	5.3			
	Standards	5	5	5			
		0--<3	0--<3	0--<3			
		1--3	1--3	0--3	2 -- U	85% S	
		4--4	10--4	2--4	11-- S	15% U	
		5--5	2--5	6--5			
		2--6	0--6	4--6			
		1--7	0--7	1--7			
	Met Standard	12	12	13			

Division: Business and Public Administration
AAS
47-Criminal Justice

n=2

Min. AM (4)	Min LI (4)	Min. RFI (5)
1--50%	2 – 100%	0 – 0%

All Areas—0--0%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards		
F	W	3	4	4	U		
F	AA	4	4	4	U		
	Sum	7	8	8			
	n=	2	2	2			
	Mean	3.5	4	4			
	Standards	4	4	5			
		0--<3	0--<3	0--<3			
		1--3	0--3	0--3			
		1--4	2--4	2--4	2 -- U		100% U
		0--5	0--5	0--5	0 -- S		0% S
		0--6	0--6	0--6			
		0--7	0--7	0--7			
	Met Standard	1	2	0			
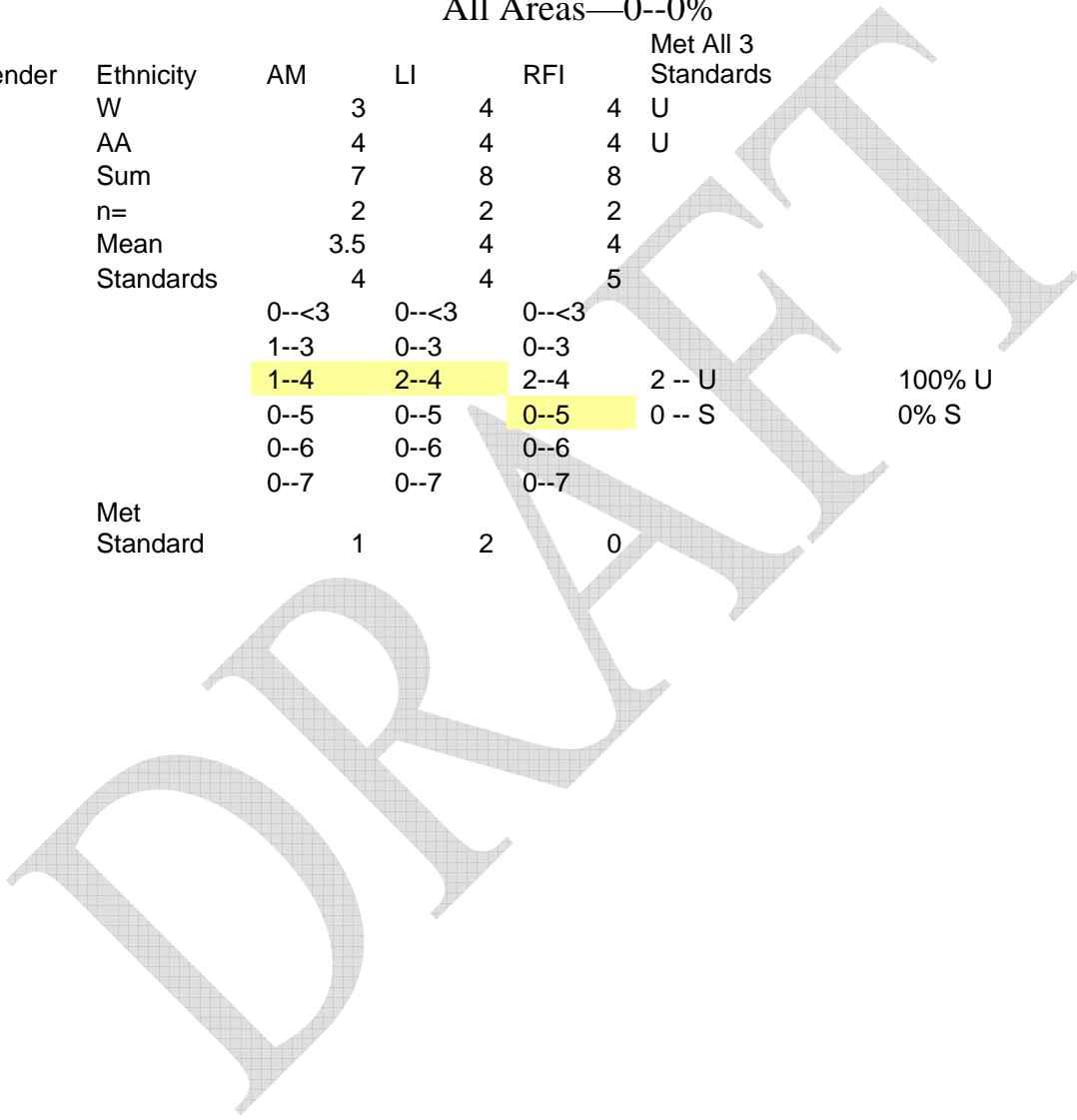
Division: Business and Public Administration
591-AAS—Criminal Justice--Corrections

n=4

Min. AM (4)	Min LI (4)	Min. RFI (5)
4--100%	4 – 100%	3 – 75%

All Areas—3--75%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	4	U	
F	W	5	4	5	S	
M	W	5	5	5	S	
M	W	6	5	5	S	
	Sum	20	18	19		
	n=	4	4	4		
	Mean	5	4.5	4.75		
	Standards	4	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	2--4	1--4	1--U	25%U
		2--5	2--5	3--5	3--S	75%S
		1--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	4	4	3		
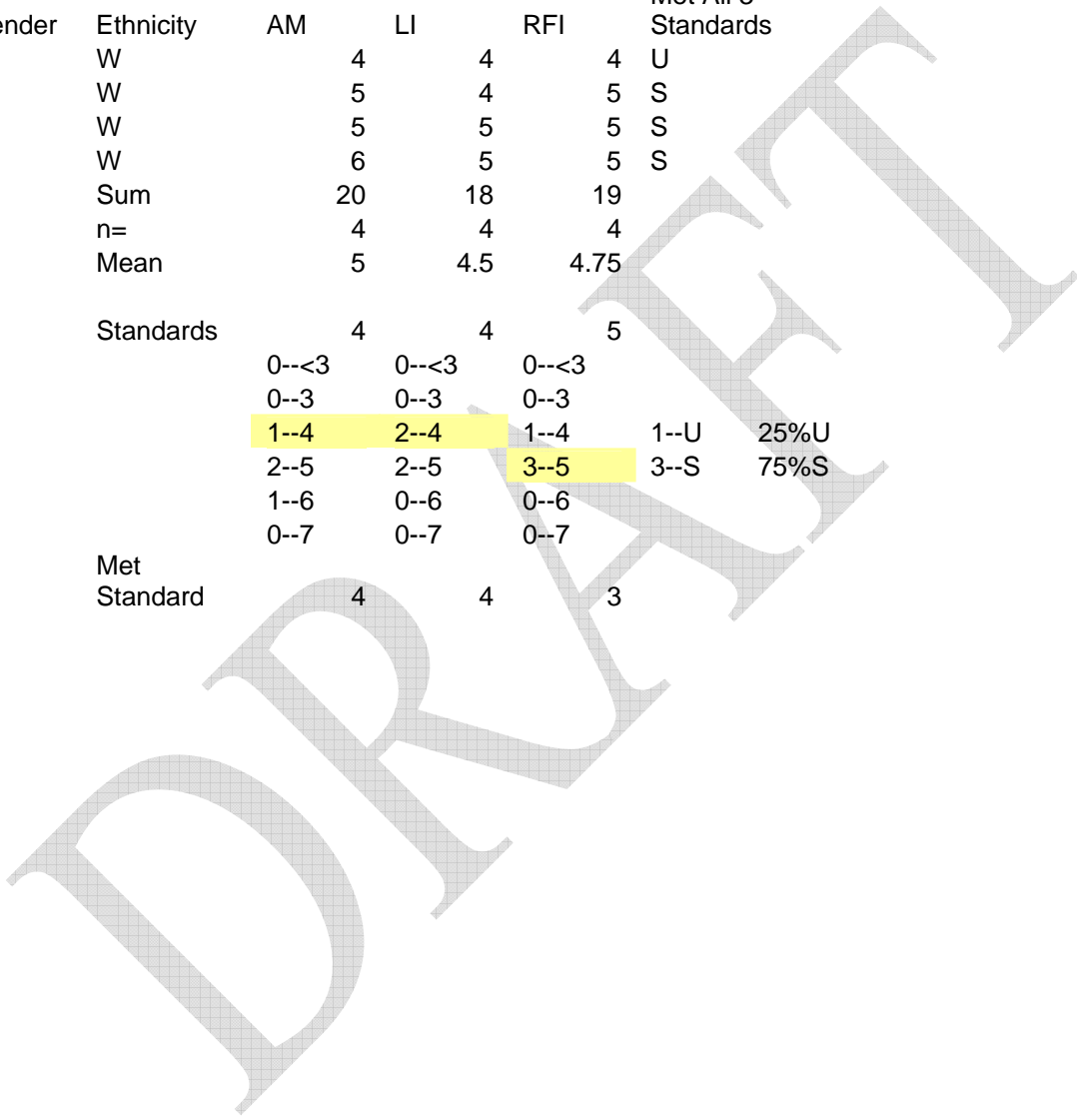
Division: Business and Public Administration
592-AAS—Criminal Justice—Law Enforcement

n=1

Min. AM (4)	Min LI (4)	Min. RFI (5)
1--100%	1 – 100%	1 – 100%

All Areas—1--100%

Gender	Ethnicity	AM		LI		RFI		Met All 3 Standards	
M	W		4		4		5	S	
	n=		1		1		1		
	Mean		4		4		5		
	Standards		4		4		5		
		0--<3		0--<3		0--<3			
		0--3		0--3		0--3			
		1--4		1--4		0--4		0--U	0%U
		0--5		0--5		1--5		1--S	100%S
		0--6		0--6		0--6			
		0--7		0--7		0--7			
	Met Standard		1		1		1		
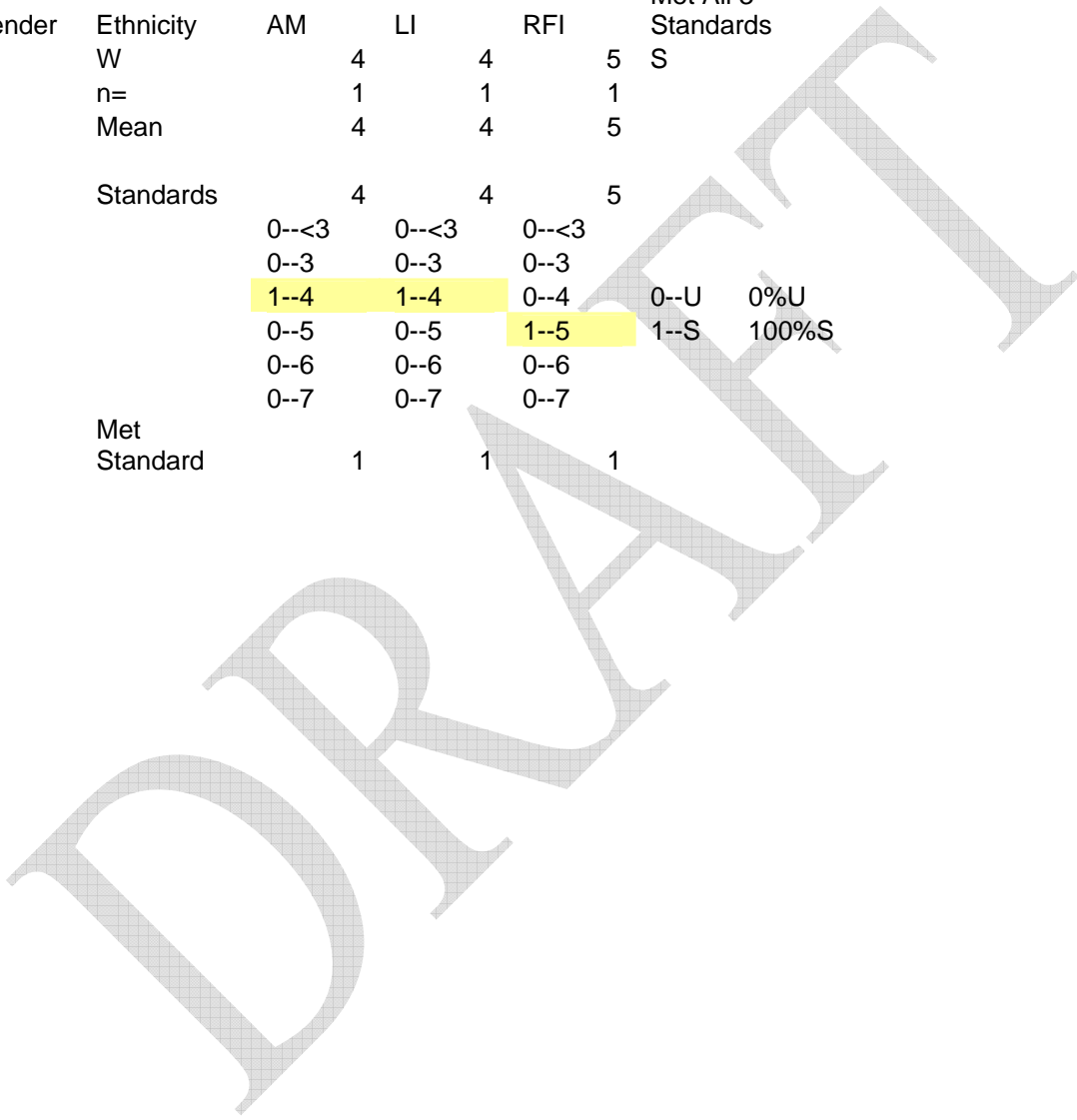
Division: Business and Public Administration
540-AAS—Business Accounting

n=8

Min. AM (4)	Min LI (4)	Min. RFI (4)
8--100%	8 – 100%	8 – 100%

All Areas—8--100%

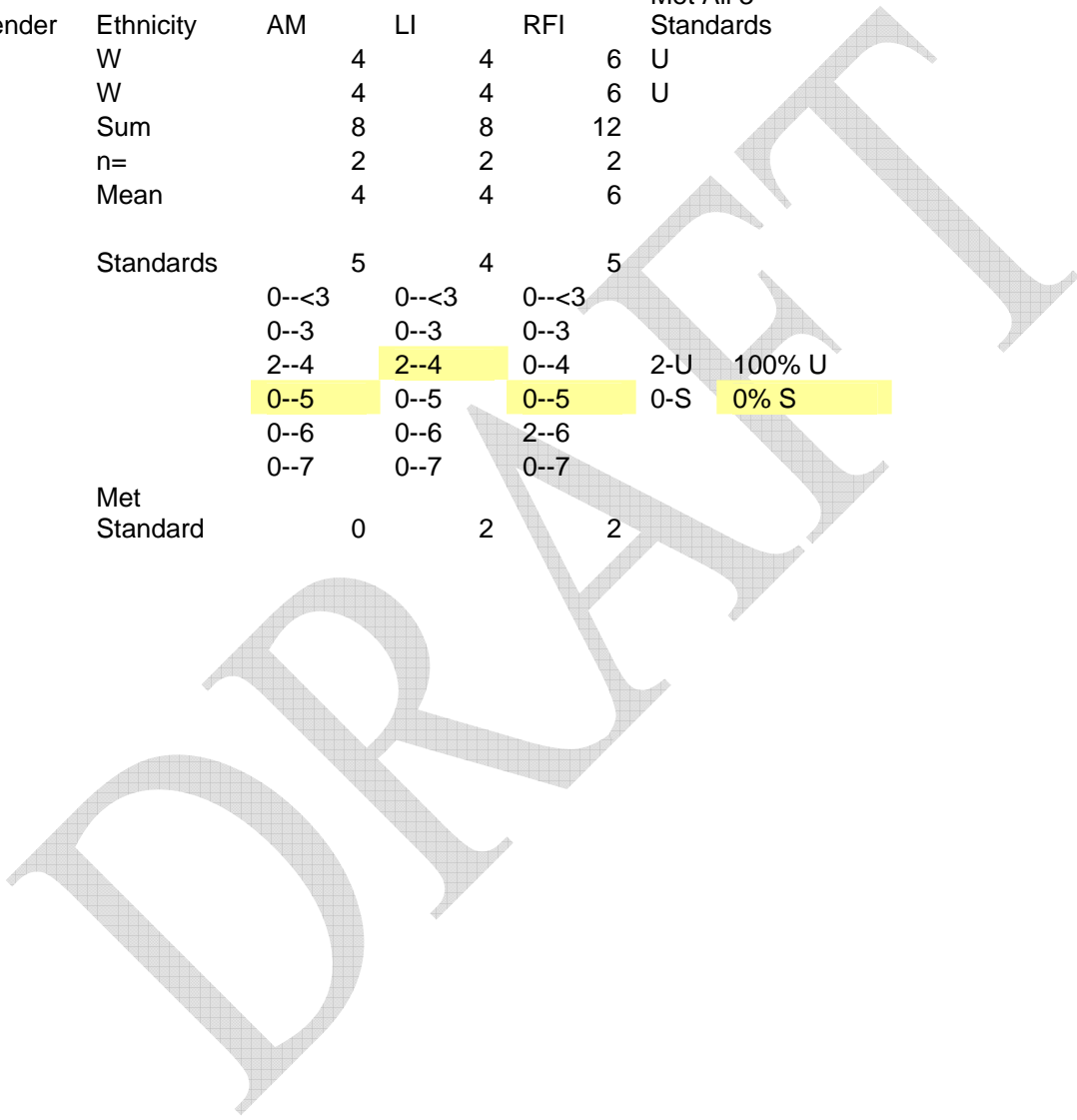| Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	4	S	
F	W	5	5	7	S	
F	W	5	4	4	S	
M	O	6	4	4	S	
F	W	6	5	6	S	
F	W	6	5	5	S	
F	W	6	4	6	S	
M	O	4	5	4	S	
	Sum	42	36	40		
	n=8	8	8	8		
	Mean	5.25	4.5	5		
	Standards	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		2--4	6--4	2--4	0-U	0% U
		2--5	1--5	4--5	8-S	100% S
		4--6	0--6	1--6		
		0--7	0--7	0--7		
	Met					
	Standard	8	8	8		

Division: Business and Public Administration
541-AAS—Business Administration-Health Care Management

n=2

Min. AM (5)	Min LI (4)	Min. RFI (5)
0 -- 0%	2 – 100%	2 – 100%

All Areas—0--0%

Gender	Ethnicity	AM		LI		RFI		Met All 3 Standards	
F	W	4		4			6	U	
F	W	4		4			6	U	
	Sum	8		8			12		
	n=	2		2			2		
	Mean	4		4			6		
	Standards	5		4		5			
		0--<3		0--<3		0--<3			
		0--3		0--3		0--3			
		2--4		2--4		0--4		2-U	100% U
		0--5		0--5		0--5		0-S	0% S
		0--6		0--6		2--6			
		0--7		0--7		0--7			
	Met Standard	0		2		2			

Division: Business and Public Administration
542-AAS—Business Administration-General Business

n=18

Min. AM (5)   Min LI (4)   Min. RFI (5)

10 -- 56%   16 – 89%   13 – 72%

All Areas—8 -- 45%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards		
F	W	3	3	4	U		
F	AA	4	4	5	U		
F	W	4	4	6	U		
F	W	4	4	5	U		
F	W	4	4	4	U		
F	W	4	4	5	U		
F	W	4	4	5	U		
M	AA	5	5	6	S		
F	W	5	4	6	S		
F	W	5	5	5	S		
F	W	5	4	4	U		
F	W	5	4	6	S		
M	W	5	4	4	U		
M	W	5	4	5	S		
M	W	5	4	5	S		
F	W	6	4	6	S		
M	W	6	4	5	S		
F	W	<3	3	4	U		
	Sum	79	72	90			
	n=	18	18	18			
	Mean	4.5	4	5			
	Standards	5	4	5			
		1--<3	0--<3	0--<3			
		1--3	2--3	0--3			
		6--4	14--4	5--4	10-U	55%U	
		8--5	2--5	8--5	8-S	45%S	
		2--6	0--6	5--6			
		0--7	0--7	1--7			
	Met Standard	10	16	13			

Division: Business and Public Administration
543-AAS—Business Administration-Marketing

n=8

Min. AM (4)	Min LI (4)	Min. RFI (5)
5 -- 63%	7– 88%	4 – 50%

All Areas—4 -- 50%

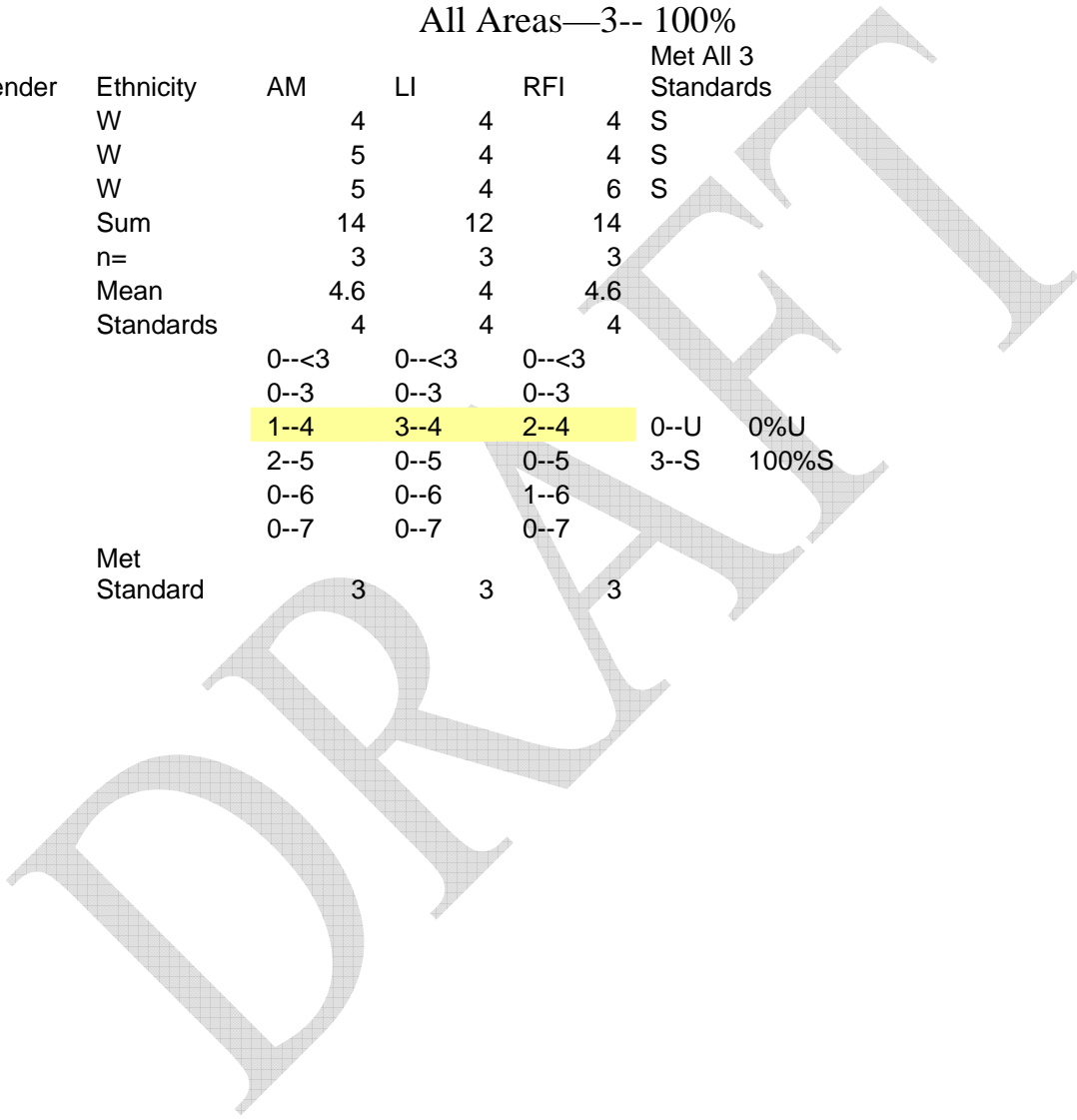| Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
F	W	3	4	4	U
F	W	3	4	4	U
M	W	3	3	3	U
F	W	4	4	5	S
F	W	4	4	4	U
F	W	5	4	5	S
M	O	6	5	6	S
M	W	6	4	7	S
	Sum	34	32	38	
	n=	8	8	8	
	Mean	4.25	4	4.75	
	Standards	4	4	5	
		0--<3	0--<3	0--<3	
		3--3	1--3	1--3	
		2--4	6--4	3--4	4--U	50%U
		1--5	1--5	2--5	4--S	50%S
		2--6	0--6	1--6	
		0--7	0--7	1--7	
	Met Standard	5	7	4	

Division: Business and Public Administration
557-AAS—Office Information Technology--Administrative

n=3

Min. AM (4)   Min LI (4)   Min. RFI (4)

3 -- 100%   3– 100%   3 – 100%

All Areas—3-- 100%

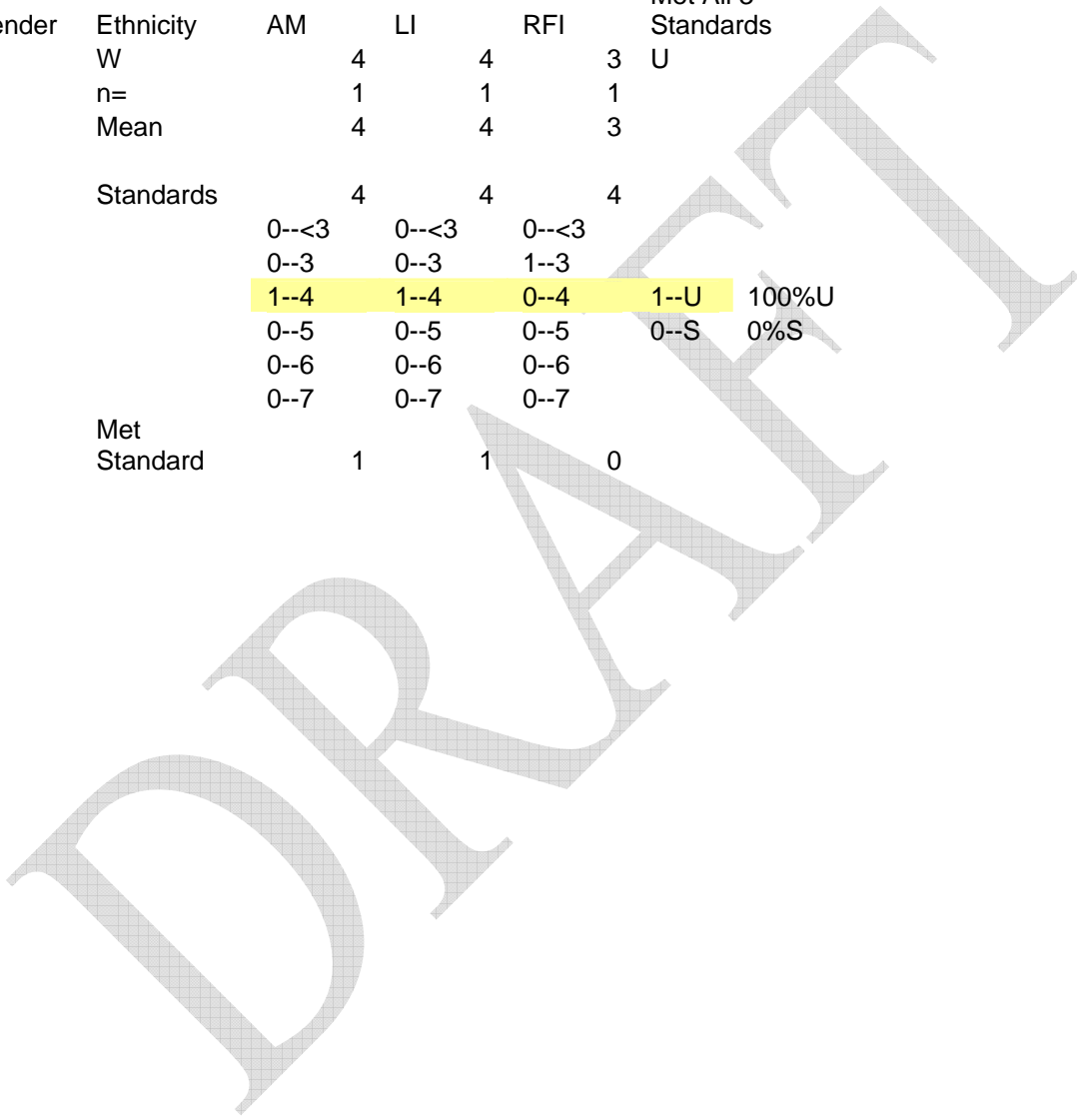| Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	4	S	
F	W	5	4	4	S	
F	W	5	4	6	S	
	Sum	14	12	14		
	n=	3	3	3		
	Mean	4.6	4	4.6		
	Standards	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	3--4	2--4	0--U	0%U
		2--5	0--5	0--5	3--S	100%S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	3	3	3		

Division: Business and Public Administration
559-AAS—Office Information Technology--Medical

n=1

Min. AM (4)   Min LI (4)   Min. RFI (4)

1 -- 100%   1 – 100%   0 –0%

All Areas—0 -- 0%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	3	U	
	n=	1	1	1		
	Mean	4	4	3		
	Standards	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	1--3		
		1--4	1--4	0--4	1--U	100%U
		0--5	0--5	0--5	0--S	0%S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	1	0		

Division: Allied Health
441-AAS—Surgical Technology
n=14

Min. AM (4)   Min LI (4)   Min. RFI (4)

12 -- 86%   14 – 100%   14 – 100%

All Areas—12 -- 86%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	3	4	6	U	
F	W	3	4	4	U	
F	W	4	4	5	S	
F	W	4	4	4	S	
F	W	4	4	5	S	
F	AA	5	4	5	S	
F	W	5	4	6	S	
F	W	5	4	4	S	
F	W	5	5	7	S	
F	W	5	5	6	S	
F	W	5	5	5	S	
M	W	5	4	4	S	
M	W	5	4	6	S	
F	W	6	4	7	S	
	Sum	64	59	74		
	n=	14	14	14		
	Mean	4.6	4.2	5.3		
	Standards	4	4	4		
		0--<3	0--<3	0--<3		
		2--3	0--3	0--3	2 -- U	14% U
		3--4	11--4	4--4	12 -- S	86% S
		8--5	3--5	4--5		
		1--6	0--6	4--6		
		0--7	0--7	2--7		
	Met Standard	12	14	14		

Division: Allied Health
442-AAS—Medical Laboratory Technology

n=8

Min. AM (5)	Min LI (5)	Min. RFI (5)
6 -- 75%	1 – 13%	1 – 13%

All Areas—0 -- 0%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	AA	4	4	4	U	
M	W	4	4	5	U	
F	W	5	4	4	U	
F	W	5	4	<3	U	
F	W	5	4	4	U	
F	W	5	4	4	U	
F	W	5	5	4	U	
M	W	6	4	4	U	
	Sum	39	33	31		
	n=	8	8	8		
	Mean	4.9	4.1	3.9		
	Standard	5	5	5		
		0--<3	0--<3	1--<3		
		0--3	0--3	0--3	8 -- U	100% U
		2--4	7--4	6--4	0 -- S	0% S
		5--5	1--5	1--5		
		1--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	6	1	1		

Division: Allied Health
444-AAS—Nursing
n=53

Min. AM (4)	Min LI (4)	Min. RFI (4)
52 -- 98%	51 – 96%	53 – 100%

All Areas—51 -- 96%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
F	Asian	5	4	4	S
M	W	5	4	4	S
M	W	5	4	4	S
F	W	5	5	4	S
F	W	5	5	4	S
F	W	5	3	5	U
F	W	4	4	5	S
M	AA	5	4	5	S
F	W	5	4	5	S
F	W	5	4	5	S
F	W	5	4	5	S
F	W	5	4	5	S
M	W	5	4	5	S
M	W	5	4	5	S
M	W	6	4	5	S
F	W	5	4	5	S
M	W	4	5	5	S
F	O	5	5	5	S
F	W	5	5	5	S
F	W	5	5	5	S
M	W	6	5	5	S
F	W	7	5	5	S
F	W	5	4	6	S
F	W	5	4	6	S
F	W	5	4	6	S
F	W	5	4	6	S
F	W	5	4	6	S
F	W	5	4	6	S
F	W	6	4	6	S
F	W	6	4	6	S
F	W	5	5	6	S
F	W	5	5	6	S
F	W	5	5	6	S
F	W	6	5	6	S
F	W	6	5	6	S
F	W	6	5	6	S
F	W	6	5	6	S
F	W	6	5	6	S
F	W	6	5	6	S
F	W	6	5	6	S

F	W	7	5	6	S
F	W	7	5	6	S
F	W	6	6	6	S
F	W	4	2	6	U
F	W	5	4	7	S
M	W	6	4	7	S
F	W	6	5	7	S
F	W	6	5	7	S
F	W	7	5	7	S
F	W	7	5	7	S
M	W	7	5	7	S
M	O	6	6	7	S
F	W	6	6	7	S
	Sum	291	240	300	
	n=	53	53	53	
	Mean	5.5	5.6	5.7	
	Standards	4	4	4	

0--<3	1--<3	0--<3	2 --U	4% U
1--3	1--3	0--3	51 -- S	96% S
3--4	23--4	5--4		
26--5	25--5	17--5		
17--6	3--6	22--6		
6--7	0--7	9--7		

Met Standard	52	51	53

Division: Allied Health
445-AAS—Dental Hygiene
n=7

Min. AM (4)	Min LI (4)	Min. RFI (5)
7 -- 100%	7 – 100%	6 – 86%

All Areas—6 -- 86%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	4	U	
F	W	4	5	6	S	
F	W	5	4	5	S	
F	W	5	5	7	S	
F	W	5	5	5	S	
F	W	5	5	5	S	
M	W	5	5	6	S	
	Sum	33	33	38		
	n=	7	7	7		
	Mean	4.7	4.7	5.4		
	Standards	4	4	5		
		0--<3	0--<3	0--<3	1 --U	14%U
		0--3	0--3	0--3	6 -- S	86%S
		2--4	2--4	1--4		
		5--5	5--5	3--5		
		0--6	0--6	2--6		
		0--7	0--7	1--7		
	Met Standard	7	7	6		

Division: Allied Health
469-AAS—Radiologic Technology
n=8

Min. AM (4)   Min LI (4)   Min. RFI (5)

8 -- 100%   8 – 100%   7 – 88%

All Areas—7 -- 88%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
M	W	6	4	4	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
M	W	6	4	5	S	
F	H	5	5	5	S	
F	W	4	5	6	U	
F	W	5	5	6	S	
M	W	7	5	7	S	
	Sum	43	36	43		
	n=	8	8	8		
	Mean	5.4	4.5	5.4		
	Standards	4	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	4--4	1--4	1 -- U	12% U
		4--5	4--5	4--5	7 -- S	88% S
		2--6	0--6	2--6		
		1--7	0--7	1--7		
	Met Standard	8	8	7		

Division: Allied Health
759-AAS—Technical Studies in Emergency Medical Services

n=3

Min. AM (4)	Min LI (5)	Min. RFI (5)
3 -- 100%	2 – 67%	3 – 100%

All Areas—2 -- 67%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	6	5	7	S	
M	W	6	5	7	S	
M	W	6	4	6	U	
	Sum	18	14	20		
	n=	3	3	3		
	Mean	6	4.6	6.6		
	Standards	4	5	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3	1 U	33%U
		0--4	1--4	0--4	2 S	67%S
		0--5	2--5	0--5		
		3--6	0--6	1--6		
		0--7	0--7	2--7		
	Met Standard	3	2	3		
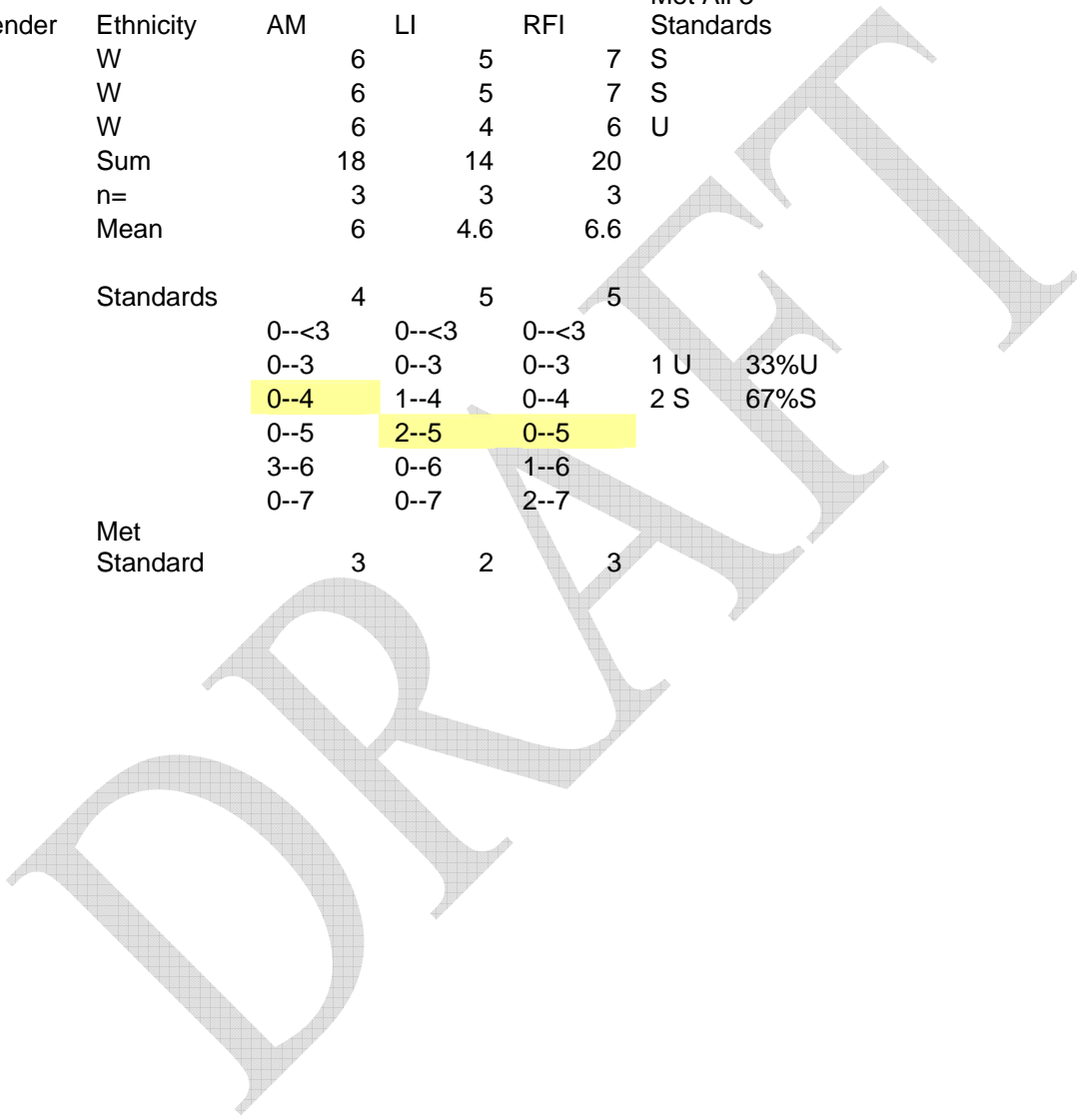
Division: Technology and Engineering
665-AAS—Computer Information Systems
n=2

Min. AM (5)   Min LI (4)   Min. RFI (5)

1 -- 50%   2 – 100%   2 – 100%

All Areas—1 -- 50%

Gender	Ethnicity	AM		LI		RFI		Met All 3 Standards
F	W		5	4			5	S
M	W		4	4			6	U
	Sum		9	8			11	
	n=		2	2			2	
	Mean	4.5		4		5.5		
	Standards		5	4			5	
		0--<3		0--<3		0--<3		
		0--3		0--3		0--3		
		1--4		2--4		0--4	1--U	50%U
		1--5		0--5		1--5	1--S	50%S
		0--6		0--6		1--6		
		0--7		0--7		0--7		
	Met Standard		1	2			2	

Division: Technology and Engineering
666-AAS—Computer Information Systems—PC Support Specialist

n=1

Min. AM (5)   Min LI (4)   Min. RFI (5)

1 -- 100%   1 – 100%   1 – 100%

All Areas—1 -- 100%

Gender	Ethnicity	AM		LI		RFI		Met All 3 Standards	
M	W	6		5		7	S		
	n=	1		1		1			
	Mean	6		5		7			
	Standards	5		4		5			
		0--<3		0--<3		0--<3			
		0--3		0--3		0--3		0--U	0%U
		0--4		0--4		0--4		1--S	100%S
		0--5		1--5		0--5			
		1--6		0--6		0--6			
		0--7		0--7		1--7			
	Met Standard	1		1		1			
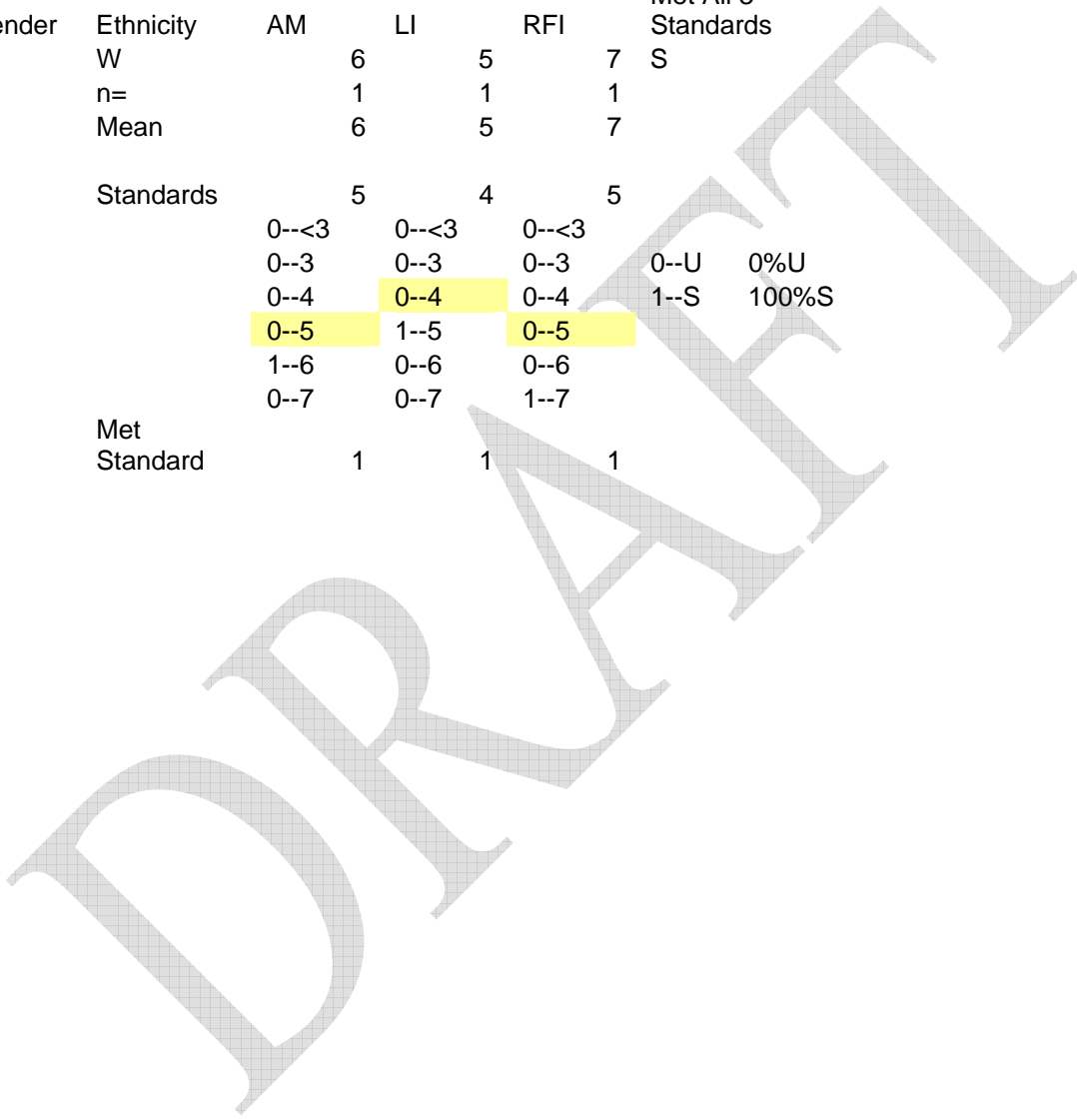
Division: Technology and Engineering
690-AAS—Information Technology

n=2

Min. AM (5)   Min LI (4)   Min. RFI (5)

0 -- 0%   1 – 50%   1 – 50%

All Areas—0 -- 0%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	6	U	
M	W	4	5	4	U	
	Sum	8	9	10		
	n=	2	2	2		
	Mean	4	4.5	5		
	Standards	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		2--4	1--4	1--4	2--U	100%U
		0--5	1--5	0--5	0--S	0%S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	0	1	1		
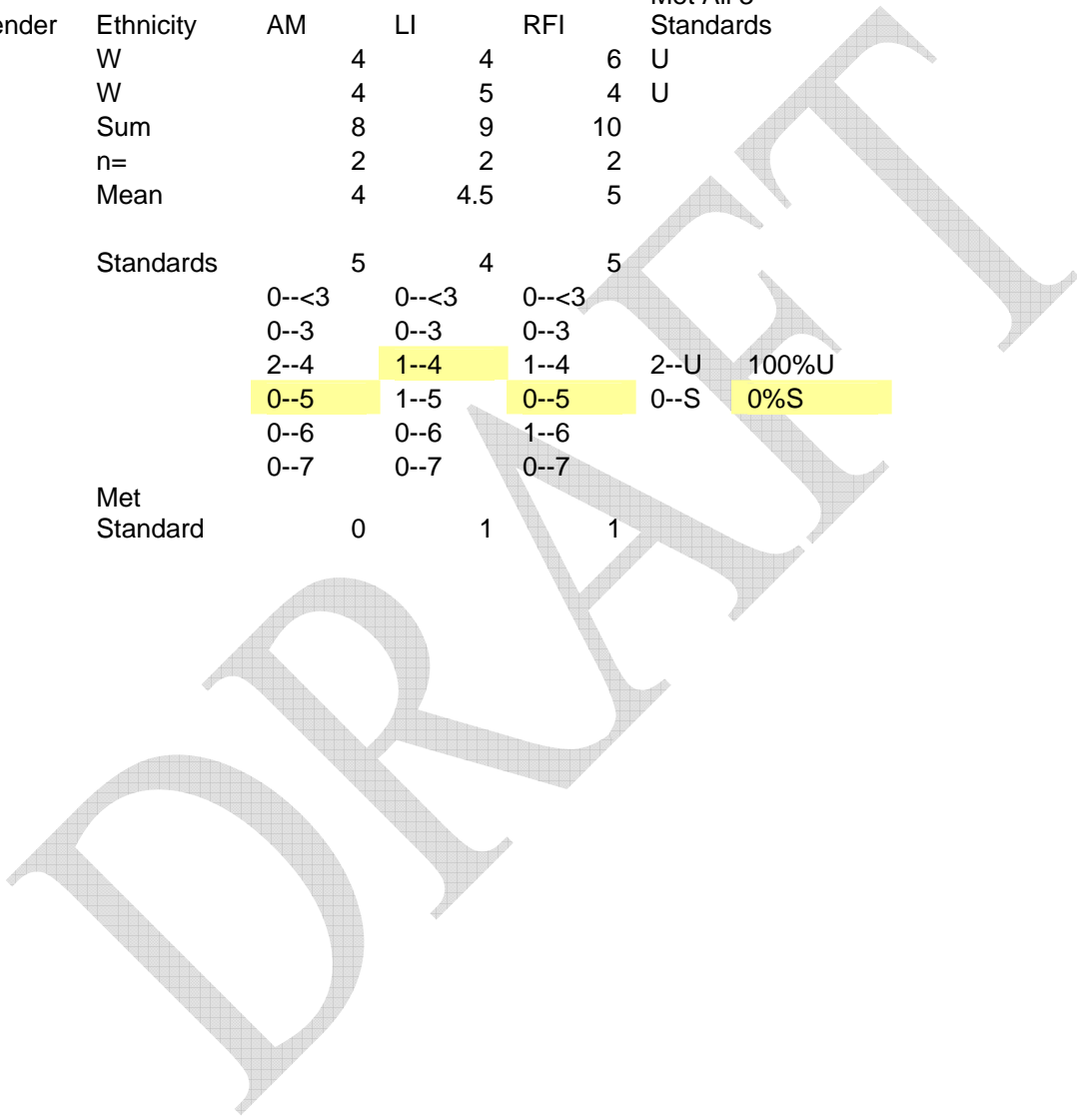
Division: Technology and Engineering
755-AAS—Technical Studies in Applied Technology

n=2

Min. AM (4)	Min LI (4)	Min. RFI (4)
1 -- 50%	2 – 100%	2 – 100%

All Areas—1 -- 0%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
M	W	3	4	4	U	
M	W	4	5	4	S	
	Sum	7	9	8		
	n=	2	2	2		
	Mean	3.5	4.5	4		
	Standards	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3	1--U	50%U
		1--4	1--4	2--4	1--S	50%S
		0--5	1--5	0--5		
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	2	2		
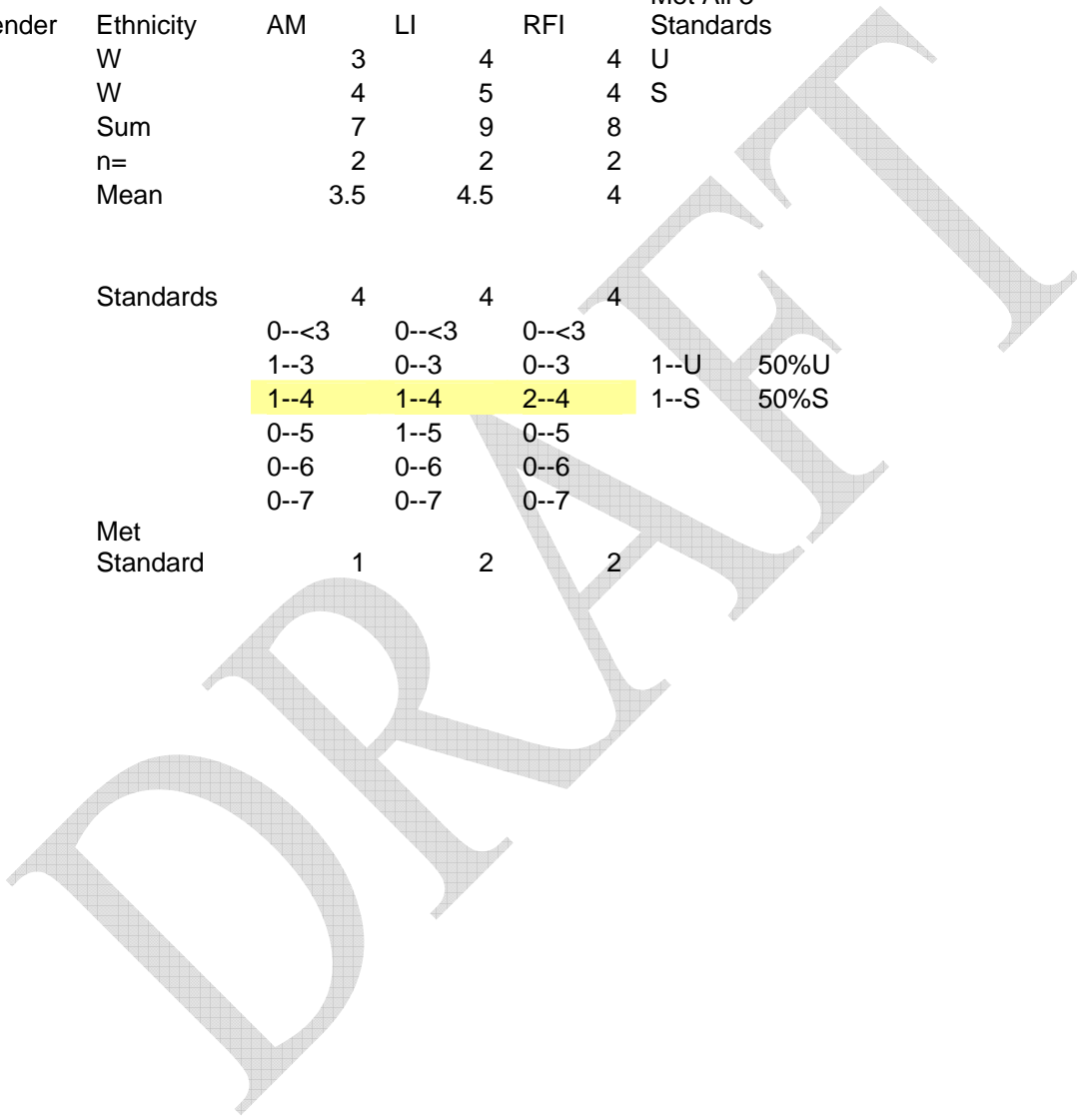
Division: Humanities and Social Science
985-AAS—Early Childhood Education

n=7

Min. AM (4)   Min LI (4)   Min. RFI (5)

7 -- 100%   7 – 100%   4 – 57%

All Areas—4 -- 57%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	4	U	
F	W	4	4	4	U	
F	W	4	4	4	U	
F	W	5	4	5	S	
F	W	5	5	7	S	
F	W	6	5	6	S	
F	W	6	5	6	S	
	Sum	34	31	36		
	n=	7	7	7		
	Mean	4.8	4.4	5.1		
	Standards	4	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3	3--U	43%U
		3--4	4--4	3--4	4--S	57%S
		2--5	3--5	1--5		
		2--6	0--6	2--6		
		0--7	0--7	1--7		
	Met Standard	7	7	4		

Explanation of Instruments and Data Collection

Work Keys Data is provided in graphical format. Each program is listed by division and number. Other data reported includes gender and ethnicity. Minimum acceptable scores for each program are also provided. In the charts "U" is unsatisfactory, not meeting the minimum score and "S" is satisfactory, meeting the minimum score.   In 2007 tests in Applied Math (AM), Reading for Information (RFI) and Locating Information (LI) were administered.

Work Keys

Explanation of Tests and Scores

Work Keys--Applied Mathematics

This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.

Characteristics/Skills

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Examples are included with each level description.

Level	Characteristics of Items	Skills
3	- Translate easily from a word problem to a math equation - All needed information is presented in logical order - No extra information	- Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers - Add or subtract negative numbers - Change numbers from one form to another using whole numbers, fractions, decimals, or percentages - Convert simple money and time units (e.g., hours to minutes)

Level	Characteristics of Items	Skills
4	- Information may be presented out of order - May include extra, unnecessary information - May include a simple chart, diagram, or graph	- Solve problems that require one or two operations - Multiply negative numbers - Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals - Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%)

- Add up to three fractions that share a common denominator
- Multiply a mixed number by a whole number or decimal
- Put the information in the right order before performing calculations

Level	Characteristics of Items	Skills
5	• Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax)	• Decide what information, calculations, or unit conversions to use to solve the problem • Look up a formula and perform single-step conversions within or between systems of measurement • Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) • Divide negative numbers • Find the best deal using one- and two-step calculations and then comparing results • Calculate perimeters and areas of basic shapes (rectangles and circles) • Calculate percent discounts or markups

Level	Characteristics of Items	Skills
6	• May require considerable translation from verbal form to mathematical expression • Generally require considerable setup and involve multiple-step calculations	• Use fractions, negative numbers, ratios, percentages, or mixed numbers • Rearrange a formula before solving a problem • Use two formulas to change from one unit to another within the same system of measurement • Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement • Find mistakes in questions that belong at Levels 3, 4, and 5 • Find the best deal and use the

- result for another calculation
- Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations
- Find the volume of rectangular solids
- Calculate multiple rates

Level	Characteristics of Items	Skills
7	• Content or format may be unusual • Information may be incomplete or implicit • Problems often involve multiple steps of logic and calculation	• Solve problems that include nonlinear functions and/or that involve more than one unknown • Find mistakes in Level 6 questions • Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages • Calculate multiple areas and volumes of spheres, cylinders, or cones • Set up and manipulate complex ratios or proportions • Find the best deal when there are several choices • Apply basic statistical concepts

http://www.act.org/workkeys/assess/math/levels.html

Work Keys--Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

Characteristics/Skills

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

Level	Characteristics of Items	Skills
3	• Reading materials include basic company policies, procedures, and announcements • Reading materials are short and simple, with no extra information • Reading materials tell readers what they should do • All needed information is stated clearly and directly • Items focus on the main points of the passages • Wording of the questions and answers is similar or identical to the wording used in the reading materials	• Identify main ideas and clearly stated details • Choose the correct meaning of a word that is clearly defined in the reading • Choose the correct meaning of common, everyday workplace words • Choose when to perform each step in a short series of steps • Apply instructions to a situation that is the same as the one in the reading materials
4	• Reading materials include company policies, procedures, and notices • Reading materials are straightforward, but have longer sentences and contain a number of details • Reading materials use common words, but do have some harder words, too • Reading materials describe	• Identify important details that may not be clearly stated • Use the reading material to figure out the meaning of words that are not defined • Apply instructions with several steps to a situation that is the same as the situation in the reading materials • Choose what to do when changing conditions call for a

- procedures that include several steps
- When following the procedures, individuals must think about changing conditions that affect what they should do
- Questions and answers are often paraphrased from the passage

different action (follow directions that include "if-then" statements)

Level	Characteristics of Items	Skills
5	- Policies, procedures, and announcements include all of the information needed to finish a task - Information is stated clearly and directly, but the materials have many details - Materials also include jargon, technical terms, acronyms, or words that have several meanings - Application of information given in the passage to a situation that is not specifically described in the passage - There are several considerations to be taken into account in order to choose the correct actions	- Figure out the correct meaning of a word based on how the word is used - Identify the correct meaning of an acronym that is defined in the document - Identify the paraphrased definition of a technical term or jargon that is defined in the document - Apply technical terms and jargon and relate them to stated situations - Apply straightforward instructions to a new situation that is similar to the one described in the material - Apply complex instructions that include conditionals to situations described in the materials

Level	Characteristics of Items	Skills
6	- Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents - Complicated sentences with difficult words, jargon, and technical terms - Most of the information needed to answer the items is not clearly stated	- Identify implied details - Use technical terms and jargon in new situations - Figure out the less common meaning of a word based on the context - Apply complicated instructions to new situations - Figure out the principles behind policies, rules, and procedures - Apply general principles from

the materials to similar and new situations
- Explain the rationale behind a procedure, policy, or communication

Level	Characteristics of Items	Skills
7	• Very complex reading materials • Information includes a lot of details • Complicated concepts • Difficult vocabulary • Unusual jargon and technical terms are used, but not defined • Writing often lacks clarity and direction • Readers must draw conclusions from some parts of the reading and apply them to other parts	• Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

http://www.act.org/workkeys/assess/reading/levels.html

Work Keys--Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

Characteristics/Skills

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, examinees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, examinees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

Characteristics/Skills

Level	Characteristics of Items	Skills
3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans • One graphic used at a time	• Find one or two pieces of information in a graphic • Fill in one or two pieces of information that are missing from a graphic

Level	Characteristics of Items	Skills
4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps • One or two graphics are used at a time	• Find several pieces of information in one or two graphics • Understand how graphics are related to each other • Summarize information from one or two straightforward graphics • Identify trends shown in one or two straightforward graphics • Compare information and trends shown in one or two straightforward graphics

Level	Characteristics of Items	Skills
5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges • Graphics may have less common	• Sort through distracting information • Summarize information from one or more detailed

formats
- One or more graphics are used at a time

graphics
- Identify trends shown in one or more detailed or complicated graphics
- Compare information and trends from one or more complicated graphics

Level	Characteristics of Items	Skills
6	• Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams • Graphics contain large amounts of information and may have challenging formats • One or more graphics are used at a time • Connections between graphics may be subtle	• Draw conclusions based on one complicated graphic or several related graphics • Apply information from one or more complicated graphics to specific situations • Use the information to make decisions

Source: http://www.act.org/workkeys/assess/locate/index.html

WV COMMUNITY & TECHNICAL COLLEGE SYSTEM

Standards and Measures for Perkins Core Indicators
Standards for WorkKeys Assessment by Program

BUSINESS/MARKETING

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Accounting	4	4	3	4
Banking and Finance	5	5	4	4
Business Supervision and Administration	5	5	4	4
Business Technology	4	4	3	4
Communications/Technical Communications	4	4	4	4
Computer/Information Processing	4	5	4	4
Computer Information Systems/Programming (Info Tech)	5	5	4	4
Computer Science	5	5	4	4
Culinary Arts	4	4	3	3
Data Processing	4	4	3	4
Desk Top Publishing	4	4	3	4
Food Service Management	5	5	4	5
General Business	5	5	4	4
Hospitality, Leisure & Recreation Management	5	5	4	4
Lodging Operations	5	5	4	4
Management	5	5	4	4

Marketing	4	5	4	4
Merchandising	4	5	4	4
Medical Records Technology	4	4	4	4
Office Technology/Administration				
Executive	4	4	4	4
Legal	4	4	4	4
Medical	4	4	4	4
Printing Technology	4	4	3	4
Small Business Management/Business Management	5	5	4	4

Engineering/Technical				
Programs	**Applied Math Level**	**Reading Level**	**Writing Level**	**Locating Information Level**
Air Conditioning, Refrigeration & Heating Technology	5	5	3	5
Applied Design	5	5	4	4
Architectural/Engineering Technology	5	5	4	4
Architectural Drafting & Construction Technology	5	5	4	4
Automotive Technology	4	4	3	4
Aviation Maintenance Technology	4	4	3	4
Aviation Technology	4	4	3	4
Avionics Line Maintenance	4	4	3	4
Avionics Maintenance Technology	4	4	3	4
Chemical Engineering Technology	5	5	4	4
Civil Engineering Technology	5	5	4	5
Computer-Aided Drafting & Design Technology	5	5	4	5
Drafting and Design Technology	5	5	4	5
Drafting and Design Engineering Technology	5	5	4	5
Electrical Engineering Technology	5	5	4	5
Electromechanical Technology	5	5	4	5
Electronics Engineering Technology	5	5	4	5
Electronics Technology	5	5	4	4
Engineering Technology	5	5	4	4
Graphics Technology	4	4	4	4
Industrial Maintenance Technology	4	4	3	4

Information Systems	5	5	4	4
Major Appliance Repair	5	5	3	5
Manufacturing Engineering Technology	5	5	4	5
Manufacturing/Processes Technology	4	4	3	4
Mechanical Engineering Technology	5	5	4	5
Land Surveying Technology	5	5	4	4
Welding Management Technician	4	4	3	4
Welding Technology	4	4	3	4

Health

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Dental Hygiene	4	5	4	4
Emergency Medical Service/Technology	4	5	4	5
Health Care Technology	4	4	4	4
Health Information Technology	4	4	4	4
Long Term Health Care Professional	4	4	4	4
Medical Assisting/Medical Assistant Technology	4	4	4	4
Medical Laboratory Technology	5	5	4	5
Nuclear Medicine Technology	5	5	4	5
Nursing	4	4	4	4
Pharmacy Technology	4	5	4	4
Physical Therapist Assistant	4	4	4	4
Radiologic Technology	4	5	4	4
Respiratory Care Technology	5	5	4	5
Surgical Technology	4	4	4	4
Veterinary Technology	4	5	4	4

Human Services				
Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Child Care/Geriatric Care	4	5	4	4
Community Behavioral Health Technology	4	4	4	4
Corrections	4	5	4	4
Criminal Justice	4	5	4	4
Gerontology	4	5	4	4
Human Services Technology	4	5	4	4
Journalism	4	5	4	4
Law Enforcement	4	5	4	4
Legal Assistant/Paralegal Studies	4	5	4	4
Police Science	4	5	4	4
Safety Technology				
Emergency Medical Service	4	5	4	5
Fire Science Technology	4	4	3	4
Occupational Safety	4	5	4	4
Sign Language Interpreter	4	5	4	4

Science/Natural Science

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Agricultural Applied Sciences	5	5	4	5
Aquaculture	5	4	4	4
Chemical Technology	5	5	4	4
Environmental Technology	5	5	4	4
Forest Technology	5	5	4	5
Horticulture Technology	5	5	4	4
Interior Design	4	4	4	4

MAPP Results

2007

MAPP
Measures of Academic Proficiency and Progress

Scaled Score Distributions
Skills Subscores
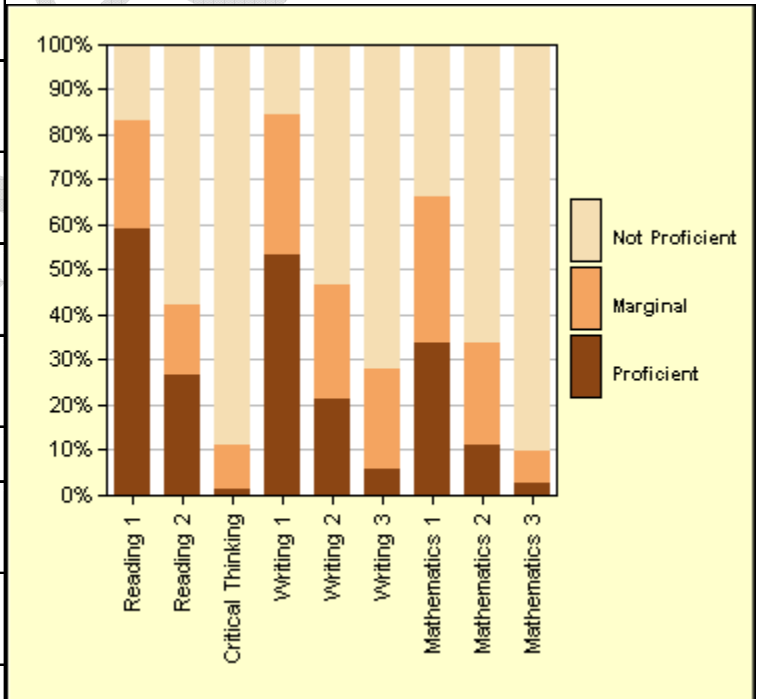
Southern West Virginia Community and Unknown
Test Description: Standard Form A Paper
Number of students tested: 72
Number of students included in these
Number of students excluded (see

Cohort Name: TEST DATE: 2007-04-11T00:00:00-04:00
Close Date: 04/17/2007
Student Level: All

Critical Thinking — Number of students vs. Scaled score

Reading — Number of students vs. Scaled score

Mathematics — Number of students vs. Scaled score

Writing — Number of students vs. Scaled score
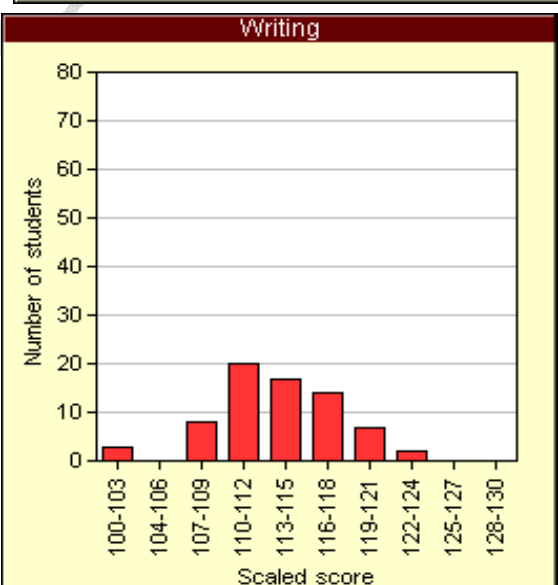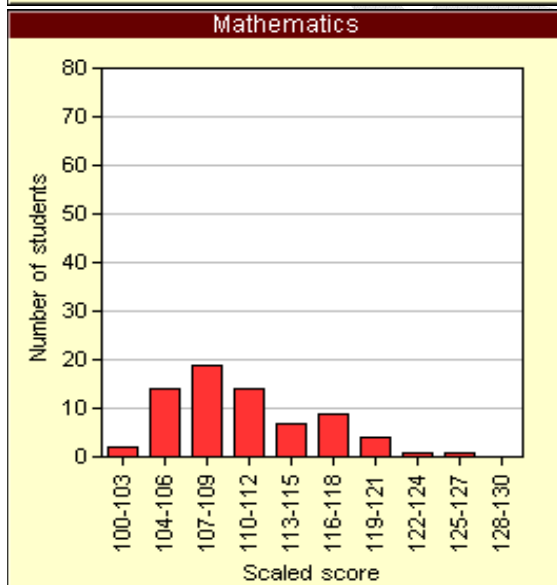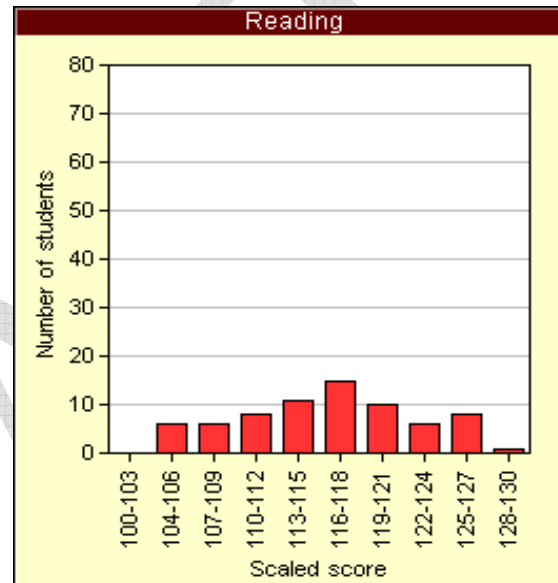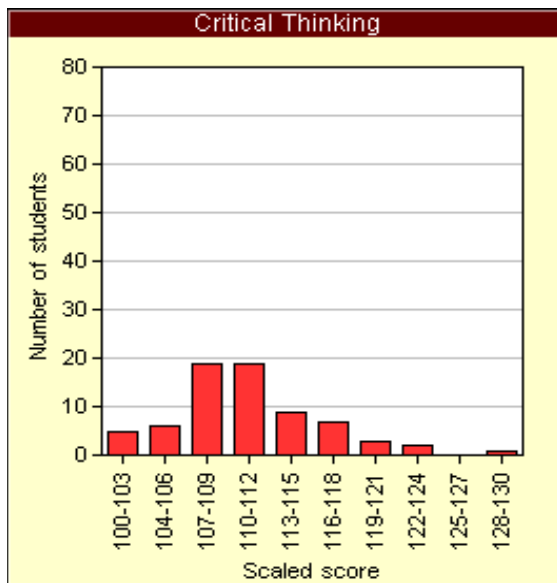
MAPP

Measures of Academic Proficiency and Progress

Scaled Score Distributions

Academic Area Subscores

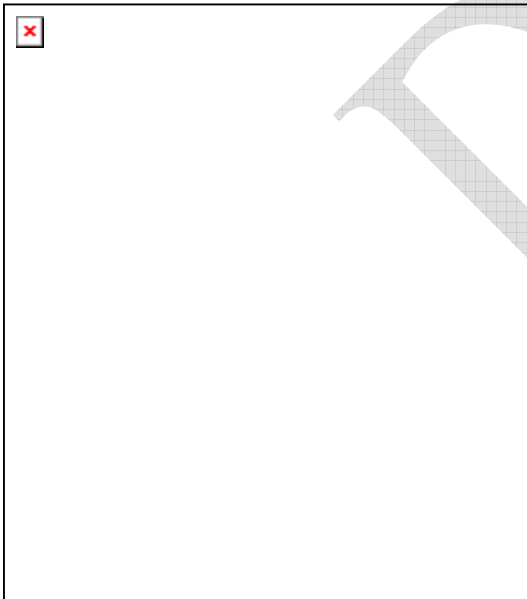**Southern West Virginia Community and Technical Col Unknown**
Test Description: Standard Form A Paper
Number of students tested: 72
Number of students included in these statistics: 71
Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2007-04-11T00:00:00-04:00
Close Date: 04/17/2007
Student Level: All
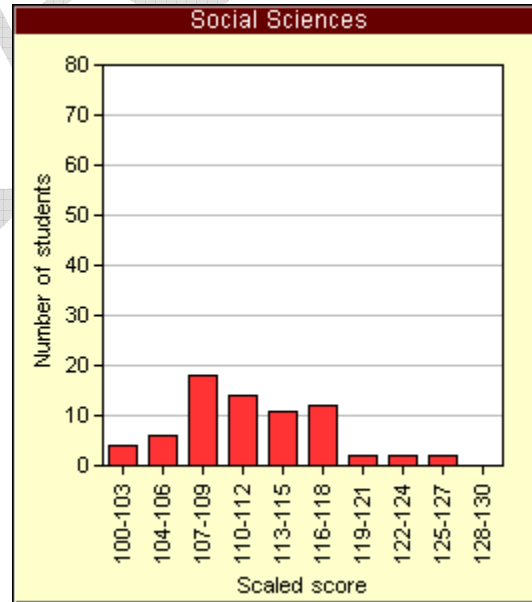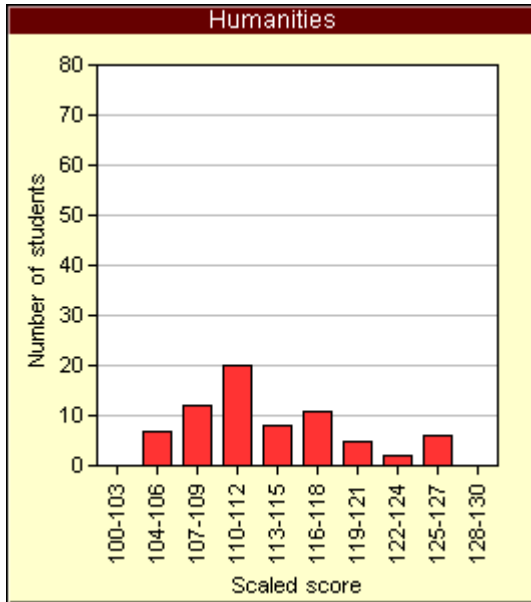
MAPP
Measures of Academic Proficiency and Progress

Summary of Proficiency Classifications
To show how many students are proficient at each level

Southern West Virginia Community and Technical Col Standard Form
Test Description: Standard Form A Paper
Number of students tested: 72
Number of students included in these statistics: 71
Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2007-04-11T00:00:00-04:00
Close Date: 04/17/2007
Student Level: All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	59%	24%	17%
Reading, Level 2	27%	15%	58%
Critical Thinking	1%	10%	89%
Writing, Level 1	54%	31%	15%
Writing, Level 2	21%	25%	54%
Writing, Level 3	6%	23%	72%

MAPP
Measures of Academic Proficiency and Progress

Scaled Score Distributions
Total

Southern West Virginia Community and Technical Col Unknown

Test Description: Standard Form A Paper

Number of students tested: 72

Number of students included in these statistics: 71

Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2007-04-11T00:00:00-04:00
Close Date: 04/17/2007
Student Level: All

MAPP
Measures of Academic Proficiency and Progress

Demographic Analysis Report
Age

Southern West Virginia Community and Technical Col Standard

Cohort Name: TEST DATE: 2007-04-11T00:00:00-04:00
Close Date: 04/17/2007

Test Description: Standard Form A Paper
Number of students tested: 72
Number of students included in these statistics: 71
Number of students excluded (see roster): 1

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	71	437.90 (16.42)	110.72 (5.40)	116.38 (6.28)	113.55 (4.50)	110.56 (5.21)	113.42 (5.91)	111.65 (5.43)	114.92 (5.68)
<20	3	445.33 (12.12)	113.33 (5.79)	119.00 (5.66)	116.33 (4.11)	111.00 (0.82)	117.33 (6.60)	112.33 (6.02)	116.33 (3.09)
20 - 29	52	435.06 (15.68)	110.15 (5.17)	115.12 (6.22)	112.92 (4.54)	109.85 (4.88)	112.58 (5.66)	110.71 (4.93)	114.21 (5.80)
30 - 39	8	455.63 (16.81)	115.63 (5.02)	122.38 (4.44)	117.63 (3.53)	114.50 (6.18)	118.25 (5.67)	118.38 (5.24)	119.00 (5.45)
40 - 49	5	436.80 (10.11)	110.00 (3.29)	118.20 (4.45)	112.60 (1.02)	110.40 (6.09)	113.00 (5.40)	112.00 (3.46)	115.80 (3.49)
50 - 59	1	434.00 (0.00)	110.00 (0.00)	113.00 (0.00)	109.00 (0.00)	116.00 (0.00)	112.00 (0.00)	109.00 (0.00)	114.00 (0.00)

MAPP
Measures of Academic Proficiency and Progress

Demographic Analysis Report
Ethnicity

Southern West Virginia Community and Technical Col Standard
Test Description: Standard Form A Paper
Number of students tested: 72
Number of students included in these statistics: 71
Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2007-04-11T00:00:00-04:00
Close Date: 04/17/2007

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	71	437.90 (16.42)	110.72 (5.40)	116.38 (6.28)	113.55 (4.50)	110.56 (5.21)	113.42 (5.91)	111.65 (5.43)	114.92 (5.68)
African American	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Black Hispanic	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Hispanic	1	424.00 (0.00)	104.00 (0.00)	106.00 (0.00)	110.00 (0.00)	111.00 (0.00)	109.00 (0.00)	101.00 (0.00)	109.00 (0.00)
Latino	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
American Indian or Alaskan Native	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Other/Decline	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Asian, Asian American or	1	439.00 (0.00)	109.00 (0.00)	115.00 (0.00)	115.00 (0.00)	116.00 (0.00)	106.00 (0.00)	112.00 (0.00)	117.00 (0.00)

MAPP
Measures of Academic Proficiency and Progress

Demographic Analysis Report
Gender

Southern West   **Cohort Name:** TEST DATE: 2007-04-11T00:00:00-04:00
Virginia Community   **Close Date:**   04/17/2007
and Technical Col
Standard
Test Description:
Standard Form A Paper
Number of students
tested: 72
Number of students
included in these
statistics: 71
Number of students
excluded (see roster):
1

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	71	437.90 (16.42)	110.72 (5.40)	116.38 (6.28)	113.55 (4.50)	110.56 (5.21)	113.42 (5.91)	111.65 (5.43)	114.92 (5.68)
Male	16	440.69 (19.38)	111.44 (6.60)	116.56 (7.08)	113.13 (4.85)	113.06 (5.51)	114.69 (6.73)	112.06 (5.34)	115.00 (6.98)
Female	55	437.09 (15.36)	110.51 (4.97)	116.33 (6.03)	113.67 (4.38)	109.84 (4.89)	113.05 (5.60)	111.53 (5.45)	114.89 (5.24)

The mean score is presented on the top of each cell, with the standard deviation below in parentheses.
Because the "gender" field is optional, the sum total of the male and female counts may not sum to the total group.

Proficiency Classifications Taken Directly From http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f74aaf5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=448646f1674f4010VgnVCM10000022f95190RCRD

The MAPP test provides specific information needed to identify areas of strength and weakness in curricula and teaching methods. These criterion-referenced scores have meaning in and of themselves. Such scores are defined in terms of an established level of performance or proficiency, and a student either achieves or does not achieve each criterion or level. Proficiency classifications reveal what degree of proficiency (Proficient, Marginal or Not Proficient) students demonstrate at three different levels of difficulty in each skill area:

Reading/Critical Thinking

To be considered Proficient at **level 1** a student should be able to

Recognize factual material explicitly presented in a reading passage
Understand the meaning of particular words or phrases in the context of a reading passage

To be considered Proficient at **level 2** a student should be able to

Synthesize material from different sections of a passage
Recognize valid inferences derived from material in the passage
Identify accurate summaries of a passage or of significant sections of the passage
Understand and interpret figurative language
Discern the main idea, purpose, or focus of a passage or a significant portion of the passage

To be considered Proficient at **level 3** a student should be able to

Evaluate competing causal explanations
Evaluate hypotheses for consistency with known facts
Determine the relevance of information for evaluating an argument or conclusion
Determine whether an artistic interpretation is supported by evidence contained in a work
Recognize the salient features or themes in a work of art
Evaluate the appropriateness of procedures for investigating a question of causation
Evaluate data for consistency with known facts, hypotheses or methods
Recognize flaws and inconsistencies in an argument

Writing Skills

To be considered Proficient at **level 1** a student should be able to

Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
Recognize appropriate transition words
Recognize incorrect word choice
Order sentences in a paragraph

Order elements in an outline

To be considered Proficient at **level 2** a student should be able to

Incorporate new material into a passage
Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns, and conjunctions) when these elements are complicated by intervening words or phrases
Combine simple clauses into single, more complex combinations
Recast existing sentences into new syntactic combinations

To be considered Proficient at **level 3** a student should be able to

Discriminate between appropriate and inappropriate use of parallelism
Discriminate between appropriate and inappropriate use of idiomatic language
Recognize redundancy
Discriminate between correct and incorrect constructions
Recognize the most effective revision of a sentence

Mathematics

To be considered Proficient at **level 1** a student should be able to

Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multi-step if the steps are repeated rather than embedded.
Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%).
Solve problems requiring a general understanding of square roots and the squares of numbers.
Solve a simple equation or substitute numbers into a algebraic expression.
Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

To be considered Proficient at **level 2** a student should be able to

Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
Interpret a trend represented in a graph, or choose a graph that reflects a trend.
Solve problems involving sets; the problems would have numeric answer choices.

To be considered Proficient at **level 3** a student should be able to

Solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or are numbers that do not lend themselves to back-solving.
Solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and percent of increase or decrease.
Generalize about numbers, e.g., identify the values of (x) for which an expression increases as (x) increases.
Solve problems requiring an understanding of the properties of integers, rational numbers, etc.

Interpret a graph in which the trends are to be expressed algebraically or in which one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease.
Solve problems requiring insight or logical reasoning.

Math Rubric Results

The Math Rubric Assessment Team met on March 13, 2007 and we scored papers from Natural Sciences, Business, and the Transitional Studies Department.   We scored a total of 381 papers. Only 8 had to be scored by a third person making the percentage 2%.

The total scoring results are as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
99	29	44	23	36	25	23	10	92	381

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
26%	7%	12%	6%	9%	7%	6%	3%	24%	100%

Southern's Mathematics Rubric

Holistic Scoring Criteria

4	3	2	1	0
The solution is complete and correct.	The solution is complete but may contain minor errors in computation, sign errors, or errors copying data that may result in an incorrect solution.	The solution may be incomplete and may contain some significant computation errors, procedural errors, or flaws in mathematical reasoning.	The solution is incomplete and contains major computation errors and/or serious flaws in mathematical reasoning	The solution is absent, does not go beyond copying data, or is irrelevant to the task.
The process demonstrates full comprehension of mathematical concepts relevant to the task.	The process demonstrates knowledge of mathematical concepts relevant to the task.	The process demonstrates a limited grasp of mathematical concepts or procedures.	The process demonstrates a minimal understanding of mathematical concepts and procedures.	The process shows no mathematical understanding of the task.
The response communicates effectively the process used to obtain a solution.	The response communicates effectively the process used to obtain a solution.	The response may not communicate the process used to obtain a solution.	The response does not communicate the process used to obtain a solution.	The response is absent or communicates a process irrelevant to the task.

Glossary: 1) Solution – the final answer   2) Response – everything the student has written   3)Process –

steps the student has

        followed to arrive at the solution

2007 Assessment Day Results
Writing Assessment Scoring Session

On March 13, 2007, the members of the Writing Assessment Scoring Team met to assess student writing as part of the Assessment Day activities. Members of the scoring team are Brenda Baksh, Larry D'Angelo, Jennifer Godby, Diana Jividen, Guy Lowes, George Morrison, David O'Dell, and Marlene Slater. The team scored a total of 255 writing samples, the majority of which were English 101 and 102 research papers. Each sample was first scored and then blind scored by another member of the team. Any discrepancies in scores were then third scored by still another team member. Any sample receiving two scores which differed by more than a point was third scored as was any sample that received a numerical score from one scorer and an "N" score from another.

"N" scores were assigned to samples which either did not contain enough writing to evaluate or to samples which lacked correct documentation necessary for scorers to determine which material may have been copied from outside sources.

Samples were scored from all 4 campus locations (full-time faculty) as well as 4 off campus locations (adjunct). Samples came from the following courses: EN 101, EN 102, EN 202, EN 201, EN 275 (Film Appreciation), and AH (rad. tech.) – no course listed.

Below is a breakdown of scores.

Score	Number of Samples

4	10
3.5	18
3	87
2.5	51
2	52
1.5	8
1	4
N	25
3rd scored	7

Observations:

- The number of samples receiving scores of 3 or higher has steadily improved since the inception of the scoring sessions.

Southern's Writing   Sample Rubric
Modified Holistic   Scoring Criteria

4	3	2	1
The composition has a beginning, middle, and end.	The composition has a beginning, middle, and end.	The composition may lack a beginning, middle, or end.	The composition is disc and difficult to follow.
The composition is focused, coherent, and has a clear and logical progression of ideas.	The composition is focused and coherent.	The composition may lack focus and coherence.	The composition lacks focus and coherence.
There is evidence of smooth transition.	There is some evidence of transition.	The composition may lack transition.	The composition lacks transition.
The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition attemp address the assigned t
The composition contains specific, relevant details.	The composition contains specific, relevant details.	The composition may lack specific, relevant details.	The composition lacks specific, relevant details
The sentences are complete, varied, and economical.	There are complete sentences with some degree of variety.	There may be incomplete and fused sentences.	The composition contai incomplete or fused ser
The diction is vivid, precise, and economical.	The diction is precise and economical.	The diction may be wordy, repetitive, or inadequate.	The diction is vague, w inadequate, or inapprop
Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English are frequent and serious enough to detract from the overall impression	There are serious and consistent violations of the conventions of Star Written English.
		of the composition.	

Analytics Scale: Letters indicate areas of deficiency; see analytics scoring guide on reverse of page for details.

   A. Organization   B. Development   C. Sentence Formation   D. Word Usage   E. Mechanics

Analytics Scoring Guide

Southern's Writing Sample Rubric

A. Organization	B. Development	C. Sentence Formation	D. Word Usage	E. Mech
A logical overall plan	Sufficient relevant details	Correct and complete	Precision and clarity of	Spelling
	(examples, incidents,	sentences	word choices	

Has a beginning, middle,	reasons, comparisons,			Capitalization
and end	etc.)	Sentence variety	Correct subject-verb	
			agreement	Punctuation
Unified paragraphing	Excludes irrelevant details	Avoids run-on sentences		
			Pronoun references	
Transition		Avoids misplaced or		
		dangling modifiers, etc.	Modifiers	
Focus and coherence				