

DEPARTMENT OF ENGLISH SENIOR ASSESSMENT

Purpose of Assessment in the English Department:

Assessment helps faculty identify areas of strength and weakness and make informed choices about the curriculum and our teaching practices through faculty collaboration.

Instructions for Portfolio Submission:

1. **You are required to submit a Letter to the Reader:** Your Letter to the Reader should be addressed to your faculty reader and should explain how the assignments you are submitting demonstrate your achievement of the student learning outcomes of your English major experience. Describe how each assignment you have chosen demonstrates various learning outcomes. Also, you should provide any context for the assignments you are submitting that you believe would be helpful. 500-800 words approximately.
2. **DUE: no later than noon on Friday during the last week of classes of the semester in which you are graduating.** Early submissions are welcome. Late submissions will not be accepted.
3. **You are required to submit 3 - 5 separate assignments from English courses (2000-level and above) taken at UCCS.**
 - a. **Assignments must be *clean copies* (without professors' markings).**
 - b. **All seven of the student learning outcomes (SLOs) listed below should be demonstrated in the 3-5 essays you submit.**
 - c. **It is important to curate your portfolio carefully. Identify how each assignment you submit meets two or more of the student learning outcomes (SLOs) listed below.**

Student Learning Outcomes (SLOs):

1. Demonstrates thoughtful engagement with at least one text and/or idea that addresses issues of cultural diversity and inclusivity; these issues may include, but are not limited to, critical thought about dominant cultural viewpoints, inclusivity, social location, equitable representation, marginalization, accessibility, and/or acceptance of difference
2. Interpretation of text through close reading and critical analysis
3. Application of theoretical approaches in analysis or production of texts
4. Ability to discuss texts in relation to their historical context; may include cultural, ideological, and/or linguistic contexts
5. Ability to sustain clear, thoughtful, effective writing appropriate to the genre
6. Ability to control language, including grammar, mechanics and syntax
7. Ability to find, understand and incorporate research appropriate to the genre and aims of the assignment

Submitting the Portfolio

All students will submit their senior portfolio through Canvas at the ENGL Senior Assessment page. When a student applies for graduation with their UCCS advisor, they are added to the Canvas page. Full instructions for how to submit are available on the page.

Electronic Portfolio Option:

This semester, students have the opportunity to complete their senior assessment as an electronic portfolio (e-portfolio). The choice of whether to submit as an e-portfolio is entirely up to each student. The advantage of preparing an e-portfolio is that you

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can provide the hyperlink to reviewers for jobs or graduate school. If you do not feel confident completing the e-portfolio, simply submit your assignments and letter to the reader as separate files as described on the ENGL Senior Assessment Canvas page. Instructions and guides for completing an e-portfolio in Canvas are available at the following links:

- [How do I create a new ePortfolio?](#)
- [How do I use the ePortfolio Getting Started Wizard?](#)
- [How do I share a private ePortfolio?](#)

ASSESSMENT SLOs & SCORING RUBRIC

1. Demonstrates thoughtful engagement with at least one text and/or idea that addresses issues of cultural diversity and inclusivity; these issues may include, but are not limited to, critical thought about dominant cultural viewpoints, inclusivity, social location, equitable representation, marginalization, accessibility, and/or acceptance of difference

3 Demonstrates thoughtful, insightful analysis of one or more texts at least one text and/or idea that addresses issues of cultural diversity and inclusivity, including addressing potential meanings generated by discussion of text through the lens of the author's identity and/or contextual information of cultural diversity and inclusivity

2 Demonstrates attempt to engage with at least one text that addresses and/or idea that is informed by issues of cultural diversity and inclusivity. Discussion may not move from summary into analysis and insight; it may not make meaning through the lenses of cultural diversity and inclusivity and may make generalizations or indicate lack of full comprehension.

1 Demonstrates discussion of at least one text that addresses and/or idea that is informed by issues of cultural diversity and inclusivity. Attempt may include significant errors in comprehension, lack of information or insight, or disrespect. Attempt may be too limited to indicate comprehension or potential insight.

0 Does not demonstrate engagement with any text that addresses and/or idea that is informed by issues of cultural diversity and inclusivity or demonstrates engagement with profound lack of comprehension.

2. Interpretation of text through close reading and critical analysis

3 Demonstrates accurate comprehension of text that moves to original insight through detailed analysis, including close reading that shows careful, critical thought and incorporation of specific references to/quotation of text

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2 Demonstrates accurate comprehension of the text or potential for insight through some analysis. Examples may be under-developed, lack specificity or insight, be overly general, or based in summary that does not move sufficiently into analysis and original insight.

1 Demonstrates some ability to write about the text but may include significant misreadings or may lack effective incorporation of specific examples. Discussion of the text may not develop into analysis or may provide ineffective or inaccurate summary.

0 Not demonstrated. May summarize a reading briefly or inaccurately and fail to include sufficient detail or discussion that shows skills with close reading.

3. Application of theoretical approaches in analysis or production of texts

3 Demonstrates keen understanding of one or more theoretical approaches and the ability to apply it in original analysis or production of original text. Discusses theoretical approaches with sophisticated vocabulary, insight, and complexity.

2 Demonstrates understanding of one or more theoretical approaches and attempts to apply it to original analysis or production of original text. Discusses theoretical approaches in summary or without insight or detail.

1 Demonstrates awareness of theoretical approaches. May not attempt to apply theoretical approaches to analysis or production of text or may attempt to apply them erroneously.

0 Not demonstrated. May not show understanding or application of theoretical lenses or mention of theory is so brief that it cannot demonstrate understanding.

4. Ability to discuss texts in relation to their historical context; may include cultural, ideological, and/or linguistic contexts

3 Demonstrates insight into text(s) through the lens of historical context, including accurate comprehension and sophisticated critical thought about historical context.

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2 Demonstrates awareness of text(s) through the lens of historical context. May reference historical context without developing analysis of or insight into the relationship between text and historical context; may have minor errors in understanding of historical context.

1 Demonstrates an attempt to write about text(s) through the lens of historical context. May include significant inaccuracies or insufficient development to demonstrate accurate comprehension of the relationship between text(s) and historical context. Erroneous references to historical context may cause inaccurate readings of texts or may be too limited to demonstrate comprehension.

0 Not demonstrated. Does not attempt to discuss the historical context, or the attempt is so significantly inaccurate as to indicate total misunderstanding of the text, historical context, and/or the purpose of discussing them together.

5. Ability to sustain clear, thoughtful, effective writing appropriate to the genre

3 Demonstrates writing ability which adheres to the conventions of the genre in organization, format, and tone/style. Writer clearly expresses the purpose/task of the text and addresses this task well by expressing complex ideas through clear, nuanced, and well-organized writing.

2 Demonstrates writing ability which mostly adheres to the conventions of the genre in organization, format, and tone/style. Writer identifies the purpose/task of the text and attempts to address this task. Writing may be overly simplistic, vague, or occasionally unclear. Writing is mostly clear or organized with only occasional problems in these areas.

1 Demonstrates writing ability which attempts to communicate ideas appropriate to the task/genre, but inconsistently indicate the writer's awareness conventions of the genre in organization, format, and tone/style. Writer may not clearly identify the purpose/task of the text or may be unsuccessful in sustaining a clear response to the task. Writing may be unclear frequently enough to impede coherence or may be organized in ways that significantly impedes clarity.

0 Not demonstrated. Writing is too significantly unclear to indicate the task/genre or fails to demonstrate the writer's awareness of conventions of genre in organization, format, and tone style.

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6. Ability to control language, including grammar, mechanics and syntax

- 3 Demonstrates strong control of language, including sophisticated vocabulary and proper use of topic/genre-appropriate terminology; complex and effective prose that uses a variety of effective sentence structures and provides transitions; contains few grammatical errors.
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- 2 Demonstrates sufficient control of language in clear and effective prose, including attempts to use topic/genre-appropriate terminology; sentence structures are correct but may lack variety and complexity; may contain some grammatical errors that do not interfere significantly with meaning.
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- 1 Demonstrates limited control of language; prose may occasionally be unclear or ineffective; sentence structures may be incorrect or overly simplistic; may contain errors that interfere with meaning
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- 0 Not demonstrated. Writing lacks control of the language; prose is significantly unclear or includes such significant errors that the writing is incoherent

7. Ability to find, understand and incorporate research appropriate to the genre and aims of the assignment

- 3 Demonstrates ability to find and use a wide variety of primary and secondary research materials through a variety of research methods. Also demonstrates ability to synthesize accurate comprehension of those materials and apply them to support arguments. Demonstrates ability to incorporate correct citation of sources successfully into writing.
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- 2 Demonstrates ability to use a variety of research methods to find primary and secondary source materials but may not demonstrate a wide variety of sources or methods. Incorporation

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of citation of materials may be correct or have only minor errors but may be simplistic or limited.

- 1 Demonstrates little ability to use a variety of research materials. Choice of sources may be inappropriate or citation of materials may be incorrect. Incorporation of materials in writing may be inadequate, erroneous, or unclear. Comprehension of secondary source materials may be unclear or erroneous.
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- o Not demonstrated. Does not demonstrate ability to find, understand, and incorporate appropriate research or attempts are so limited and unclear as to indicate failure to understand the purpose and methods of completing research, and/or the formatting of research in writing.