Writing Program **Portfolio Reading Project**

Reading date: Thursday, 22 May 2008, 9:00 AM – 5:00 PM

Venue: Classroom Building, Classroom 209

Workshop Participants: Tom Hothem, Sue Varnot, Paul Gibbons, Jared Stanley, Carol Ellis, Susan Miller, Susan Bohrer, Byron Webb, Kris Van Bebber, Christopher Ramirez, Adriana Signorini, Loren Qualls, Candice Adam-Medefind, Karen Dunn-Haley, Meredith Oda, Jazmine Finley, Robert Ochsner, Eve Holwell

Stipend: $250

Narrative: The goal of this project is to increase faculty familiarity with process-oriented writing by reviewing a selection of lower-division developmental portfolios, selected on the basis of correlated pre and post-test student exams. This program-wide assessment project is among the ways that UC Merced academic programs can demonstrate learner successes, document student needs, and calibrate curriculum. It also articulates with our goal of determining course outcomes, as embodied in student portfolios.

This initiative seeks faculty who are interested in programmatic assessment projects, including those faculty who have no prior experience in assessment activities. The annual project's overall goals include: (1) reviewing portfolio samples and assignment sheets, and (2) reading and ranking selected portfolios. By familiarizing faculty with a range of portfolio design options and assignment sheets, we will be able to check for inter-rater reliability and define a program-wide portfolio rubric. This rubric will be used to determine holistic rankings of 1-4, which is roughly correlated to the AWPE holistic scores for writing exams. A faculty group will then evaluate the score results to determine potential connections between process and product-oriented writing. In addition to faculty professional development support, this project will also include an archive of range finders, results, and analysis relevant to the WASC accreditation process.

Important "Homework": Prior to the workshop, participants should familiarize themselves with sample portfolios, virtual copies of which will be distributed via email Monday, 19 May.

Assessment Workshop: Surveys and Diagnostics *

27 October 2007

Classroom Building 129

9:00-9:45 Reception

9:45-10:00 Opening remarks (Anne Zanzucchi)

10:00-10:15 Discussion

- What can we learn from diagnostic exams?
- What can't we learn from an exam, and what are some alternatives?

10:15-10:30 Effective assessment features

10:30-10:45 Coaching techniques

10:45-12:00 Essay diagnostic reading and scoring

12:00-12:45 Lunch

- What is complicated about coaching on-line?
- What are the advantages and disadvantages of on-line holistic essay scoring?

12:45-1:00 On-line roles for coaching

1:00-1:30 Readers with patterns

1:30-1:45 Discuss responses

1:45-2:15 Negotiating split scores

2:15-2:30 Discuss responses

2:30-2:45 Break

- Beside pre / post exams in writing or reading, what are some other ways to directly measure student learning?

2:45-3:00 Reading diagnostic models

3:00-3:45 Reading diagnostics scoring and discussion

3:45-4:15 Reporting strategies (for program-wide or portfolio purposes)

4:15-4:30 Concluding thoughts

* Special thanks to the Hewlett Foundation
and the UC Merced Writing Program for sponsoring this event *

AGENDA

9:00–9:15	Breakfast and settling in
9:15–10:40	Discussion and initial rubric development Guiding questions: • How do you use portfolios? • How do you assess them? • What characterizes a successful portfolio? • What course outcomes does a successful portfolio embody?
10:40–10:50	Mid-morning break
10:50–11:30	Read sample portfolios and test initial rubric
11:30–12:00	Revisit/fine-tune rubric
12:00–1:00	Lunch
1:00–1:30	Review/revise rubric
1:30–3:50	Live reading of portfolios
3:50–4:00	Mid-afternoon break
4:00–5:00	Discussion of portfolios and reflection on the process