



Assessment Report:	Electronic Writing Portfolio Readings Report
Assessment Period:	Academic Year 2025
Submitted by:	Dr. Suzie Park, Assistant VPAA

THE TEAM

Dr. Suzie Park, Assistant VPAA, asked for volunteer readers for the AY 2025 Electronic Writing Portfolio Readings Report.

The readers, along with their academic affiliations, are as follows:

David Bell, Reference Librarian, Booth Library
Melissa Caldwell, English, College of Liberal Arts & Sciences
Karen Drage, Technology, Lumpkin College of Business & Technology
Terri Fredrick, Communication Studies, College of Liberal Arts & Sciences
Nichole Mulvey, Communication Disorders & Sciences, College of Health & Human Services
Alyssa Obradovich, Communication Studies, College of Liberal Arts & Sciences
Rachael Ryerson, English, College of Liberal Arts & Sciences
Gordon Tucker, Biological Sciences, College of Liberal Arts & Sciences
Marjorie Worthington, English, College of Liberal Arts & Sciences

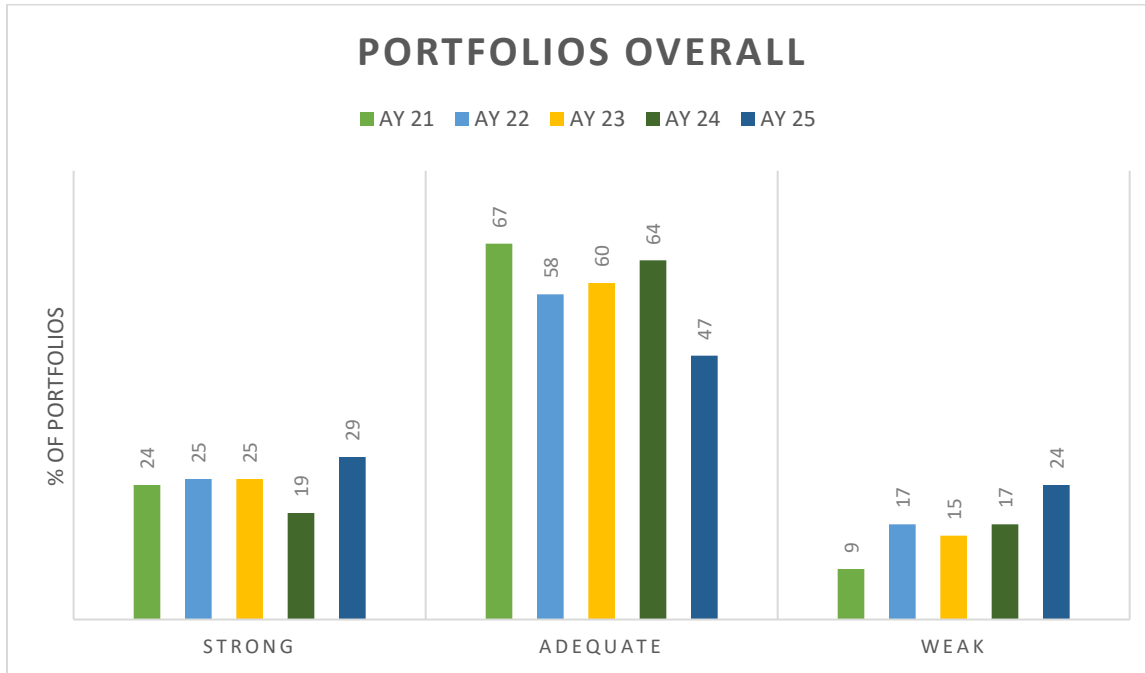
THE PROCESS

To assess student writing during Academic Year 2025, Suzie Park asked for volunteer readers, assigned 8 student writing portfolios to each of 9 readers, and requested complete reading reports of these 72 complete portfolios in May 2025. Since each complete portfolio is composed of 2 papers submitted by a student, chosen at random from complete portfolios only, each reader was assigned 16 papers. Readers conducted a total of 144 individual assessments.

Readers were asked to look at writing patterns across the portfolios rather than focus on each individual document submitted to the portfolios. The reading guide asks readers to provide an assessment of writing ability for complete portfolios across seven aspects of writing: **focus/purpose, organization, development, audience, style, mechanics, and use of sources.** Readers completed a reading guide for each of the portfolios they read. Readers also completed a summative Reader Observations sheet, in which they assessed the whole set of portfolios they reviewed.

THE RESULTS

The “Portfolios Overall” chart covers the last 5 years of EWP data collection and assessment. After this chart covering overall results, the remaining charts align with the 7 categories assessed by readers. Note that each chart captures readers’ assessment of the portfolios as a whole. This report quotes directly from the readers’ comments to lend evidence for our larger assessment. Percentages correlate with the portion of portfolios rated in the 7 categories.

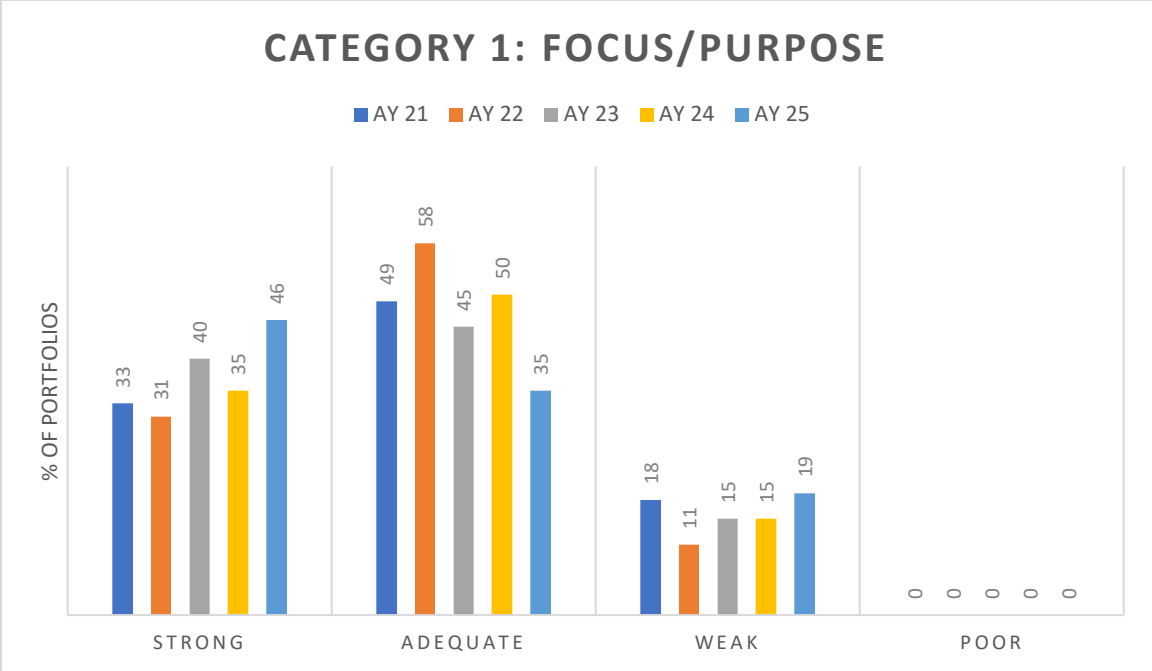


Strong Portfolios: 29%

Adequate Portfolios: 47%

Weak Portfolios: 24%

Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” rose from 19% to 29%. The majority of portfolios rated “adequate” dipped, from 64% to 47%. “Weak” portfolios stayed rose, from 17% to 24%. The overall ratings of portfolios in the “strong” and “adequate” categories combined dipped, from 83% to 76%.

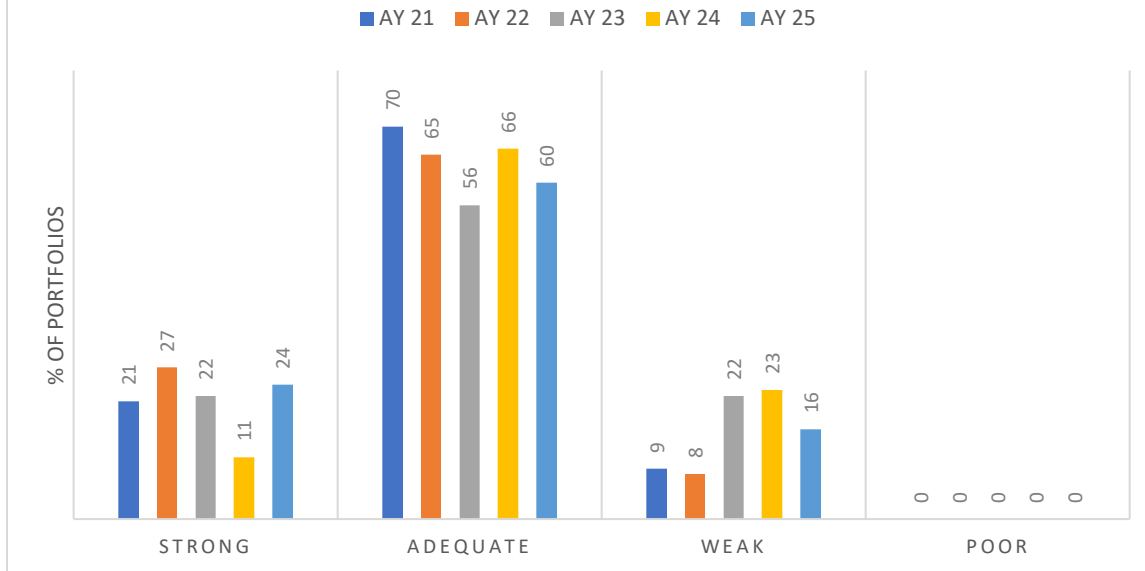


- 46% Strong** consistently strong sense of focus/purpose throughout
- 35% Adequate** clear focus/purpose in most or all submissions
- 19% Weak** some evidence of ability to focus on a purpose
- 0 Poor** very little or no evidence of focus

FOCUS/PURPOSE: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” rose, from 35% to 46%. Portfolios rated “adequate” dipped, from 50% to 35%. “Weak” portfolios rose, from 15% to 19%. “Poor” portfolios stayed flat at 0.

The majority of portfolios ranked in the “strong” range, with several faculty readers noting the papers’ adherence to the prompt and demonstration of a clear purpose.

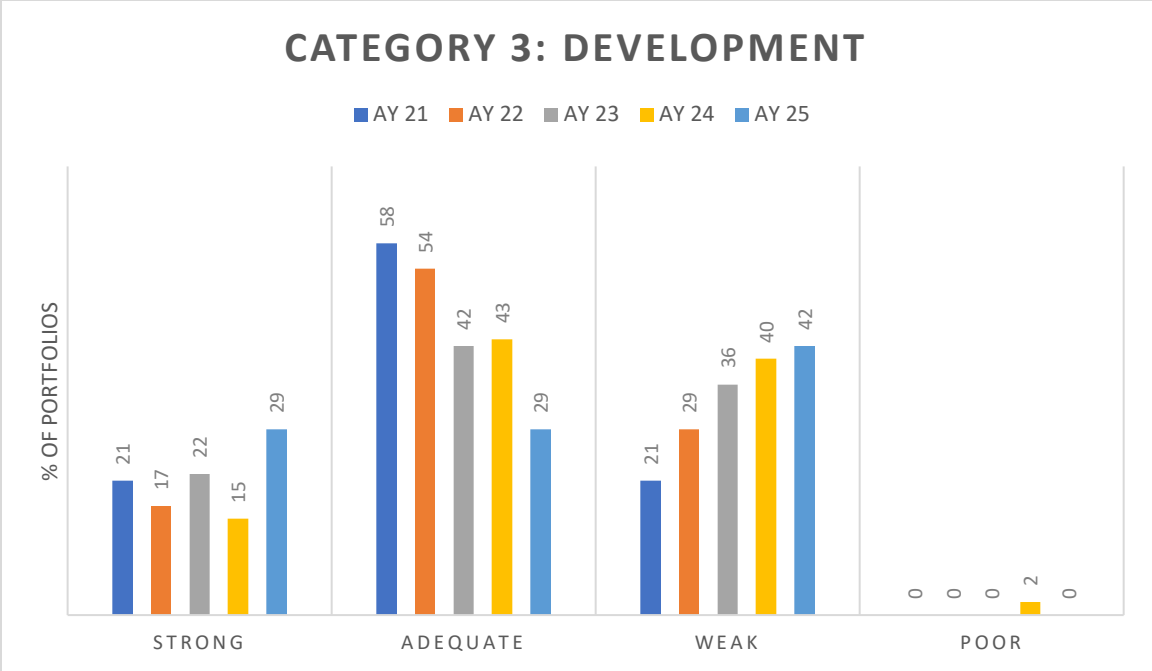
CATEGORY 2: ORGANIZATION



24% Strong	Consistent use of structure enhancing presentation of ideas/information
60% Adequate	Logical organization and/or clearly identifiable structure
16% Weak	Inconsistent sense of structure and/or lapses in organization
0 Poor	Very little or no sense of structure or organization

ORGANIZATION: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” rose significantly, from 11% to 24%. The majority of portfolios are rated “adequate,” from 66% to 60%. “Weak” portfolios dipped, from 23% to 16%. “Poor” portfolios stayed flat at 0.

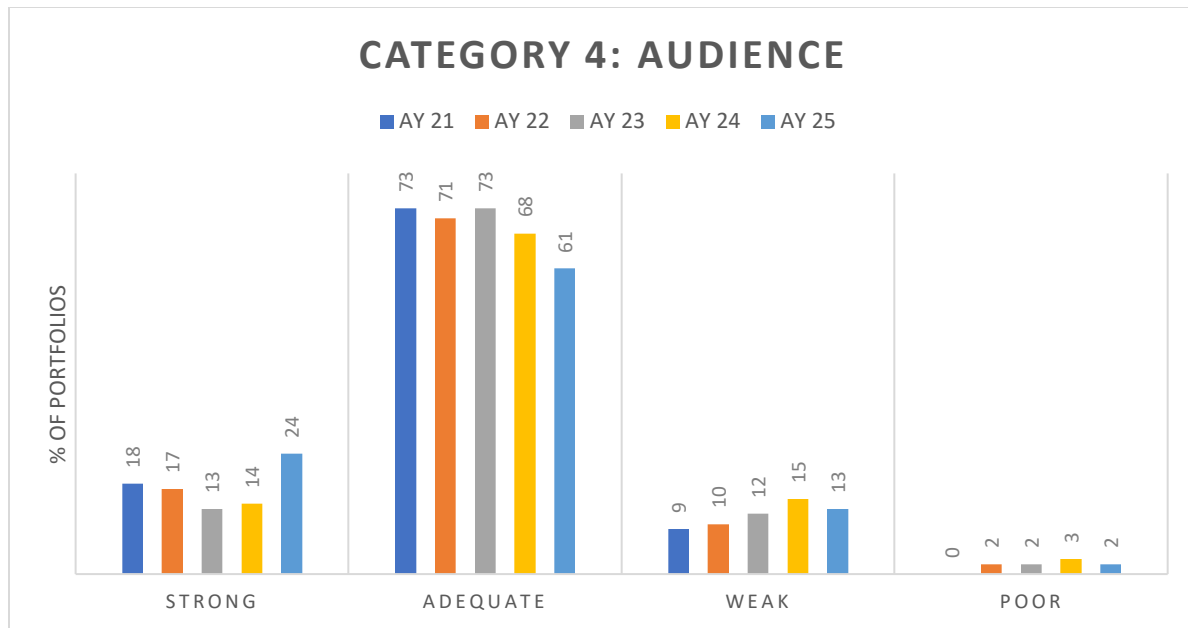
Readers’ positive ratings of portfolios noted the attention to logical organization (“easy to follow structure”) while less positive ratings noted a lack of transitions between paragraphs and “difficulty following the train of thought and organization of details” on a sentence-by-sentence level, within the paragraphs themselves.



- 29% Strong:** Ideas consistently developed in depth and supported with rich and relevant details
- 29% Adequate:** Ideas developed in depth with appropriate supporting evidence/details
- 42% Weak:** Some development of ideas and use of supporting evidence/details
- 0% Poor:** Very little or no development of ideas or use of supporting evidence

DEVELOPMENT: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” nearly doubled, from 15% to 29%. One-third of portfolios are rated “adequate,” with this group dipping, from 43% to 29%. “Weak” portfolios rose slightly, from 40% to 42%. “Poor” portfolios dipped to 0.

The majority of portfolios were evenly split between the “strong” and “adequate” categories for Development, with readers noting “good attempts to include references and supporting information” and “articulate and substantial examples, including personal interests.” However, readers identified the common problem of students’ lack of demonstrated ability to develop claims, to go beyond the listing of opinions and details that ultimately do not cohere into a larger argument.

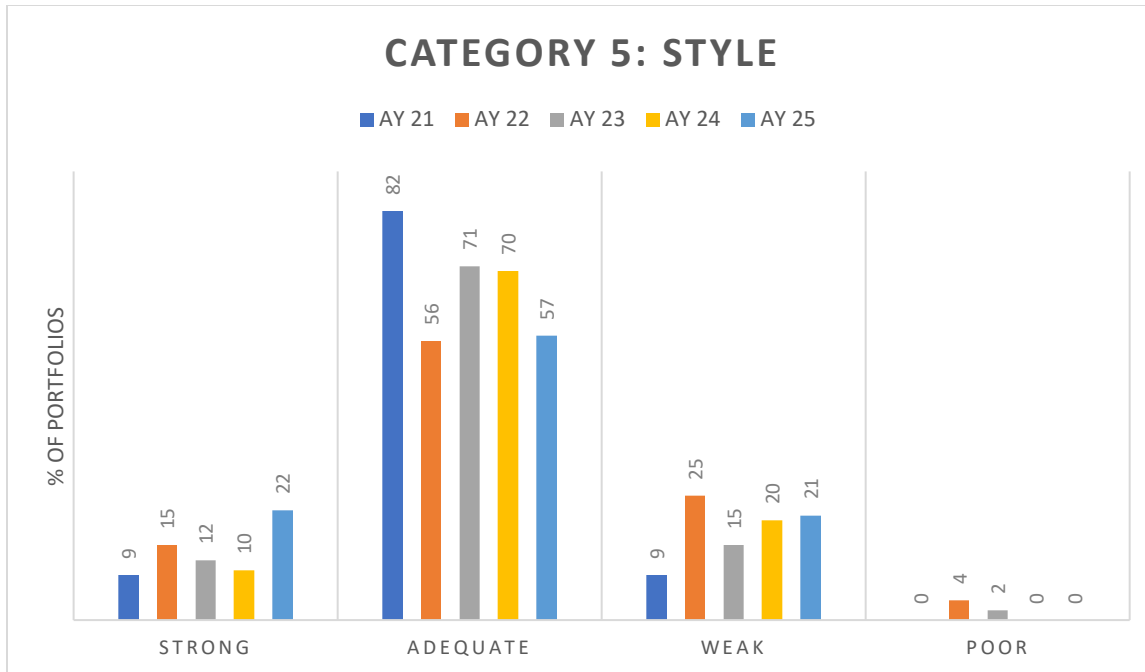


- 24% Strong:** Sophisticated sense of audience—e.g., distinctive voice and/or appropriate tone
- 61% Adequate:** Some awareness of and/or attempt to communicate with audience
- 13% Weak:** Little or no awareness of audience
- 2% Poor:** No sense of writing for an audience

AUDIENCE: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” rose markedly, from 14% to 24%. The majority of portfolios are rated “adequate,” which fell, from 68% to 61%. “Weak” portfolios dipped slightly, to 13%. “Poor” portfolios stayed nearly flat at 2%.

Audience seems to be the perennially problematic—and most difficult to gauge—category. The greatest problem seems to be that there is no clear identification of who constitutes the ideal or targeted “audience,” and therefore what constitutes “sophisticated sense of audience.” Is the audience the faculty member who assigned the paper? Is it the general educated academic reader? Is it an assumed professional colleague?

Readers noted “good sense of audience” for “strong” submissions and a tone that is too “conversational” for an argumentative paper.



22% Strong: Sophisticated use of language (sentence structure, word choice) enhances presentation of ideas/information

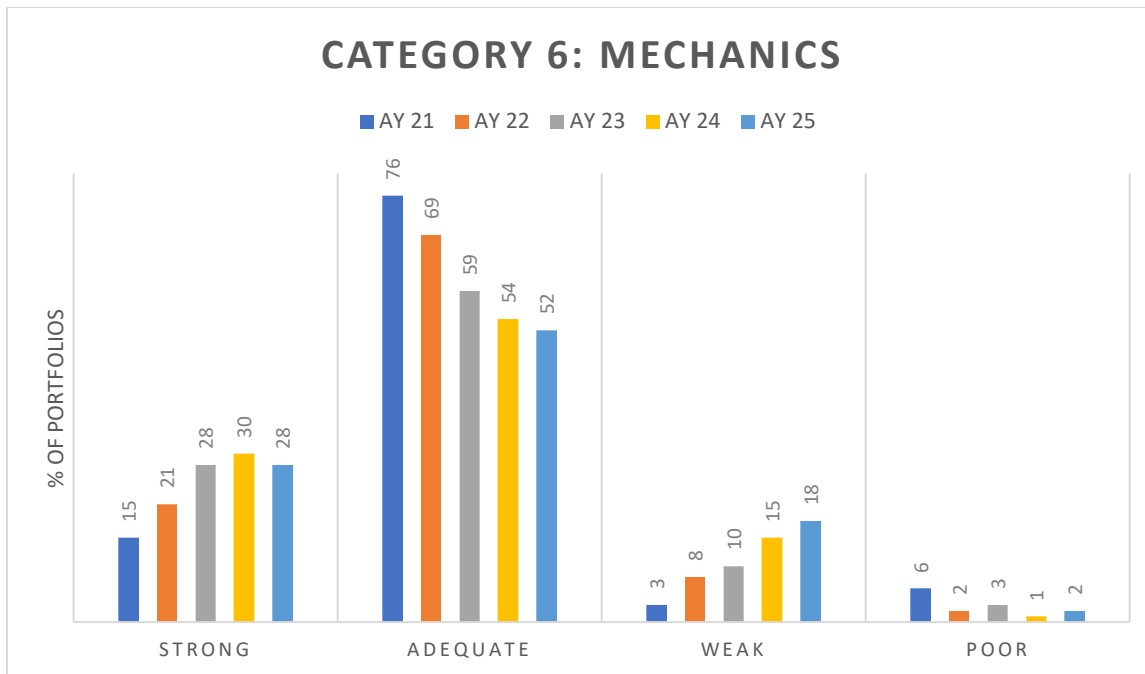
57% Adequate: Appropriate use of language effectively conveys ideas/information

21% Weak: Use of language is awkward, unnecessarily complex and/or overly simplistic

0 Poor: Use of language is highly inconsistent or indeterminate

STYLE: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” doubled, from 10% to 22%. The majority of portfolios are rated “adequate,” which dipped, from 70% to 57%. “Weak” portfolios stayed flat, from 20% to 21%. “Poor” portfolios stayed flat at 0.

We could see style as the invisible enhancer—or detractor—for many of the other categories. The lack of “sophisticated use of language” may be the result of a disconnect between the students’ ability to integrate and engage with source materials and students’ comprehension of assignments. Readers’ comments ranged from describing “strong” qualities (“high level and descriptive semantics as well as complex sentences”) to “weak” ones (“verbose,” “indecipherable,” “two passages repeated verbatim,” and “lacked sophistication of ideas”).



28% Strong: Few, if any, errors in mechanics relative to length and complexity of documents

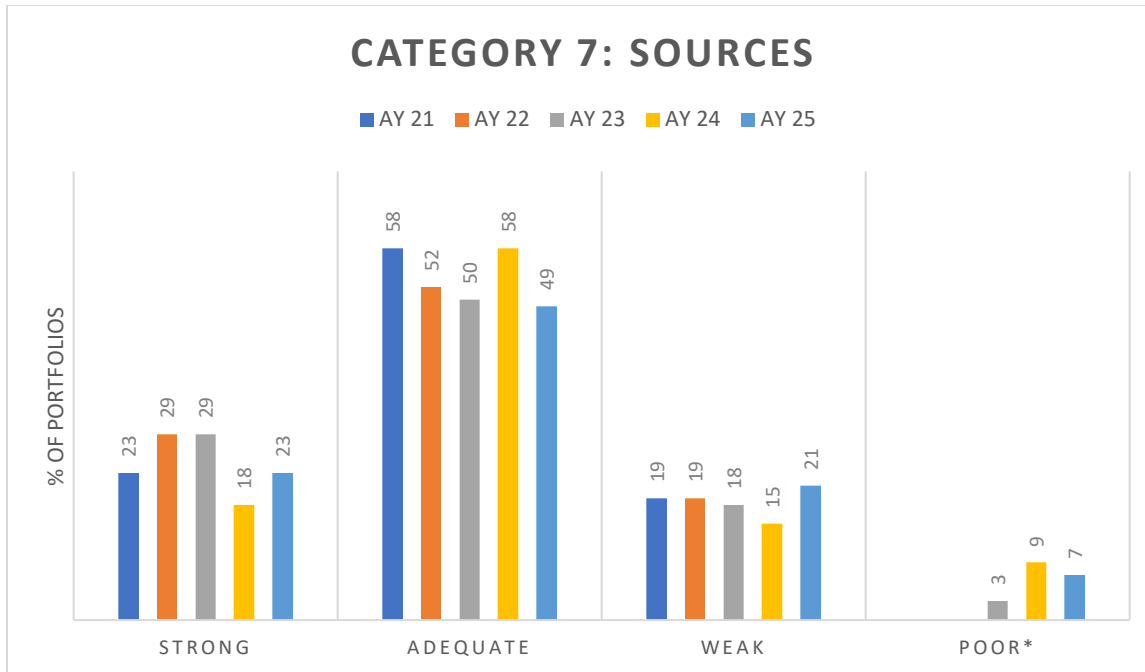
52% Adequate: Some errors in mechanics that do not interfere significantly with communication

18% Weak: Patterns of errors in mechanics that affect clarity and/or credibility of writing

2% Poor: Large numbers of errors in mechanics affecting almost all aspects of writing

MECHANICS: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” dipped slightly, from 30% to 28%. The majority of portfolios are rated “adequate,” which fell slightly, from 54% to 52%. “Weak” portfolios rose, from 15% to 18%. “Poor” portfolios rose slightly, from 1% to 2%.

Mechanics of a paper determines the ease and quality of the reading experience. Readers noted that there is often a mismatch between conveying complex ideas (using “attempts at complex sentences”) and the simplistic and syntactically incorrect structures of sentences. “Strong” and “adequate” ratings noted both very few “comma or sentence fragment errors” and “numerous long quotes rather than paraphrases.” “Weak” ratings noted multiple sentence fragments, punctuation errors, and spelling issues.



23% Strong: Ability to integrate ideas/information from sources into own writing in meaningful and appropriate ways

49% Adequate: Some effective integration of ideas/information from sources

21% Weak: Inappropriate/ineffective integration of ideas/information

7% Poor*: No sources

SOURCES: Comparing AY 25 over AY 24, the percentage of portfolios rated “strong” rose, from 18% to 23%. The majority of portfolios are rated “adequate,” which fell, from 58% to 49%. “Weak” portfolios rose, from 15% to 21%. * “Poor” was introduced as a rating option for standard marking, although we should note that we do not REQUIRE sources to be used in any paper submission.

Readers noted a sporadic and wide range of the actual use of sources in submissions, some with none (because the writing assignments did not require sources or because the assignment captures personal narrative and opinions only) and some noting that the “use and integration of sources is the strongest aspect.”