ISEE GE Learning Outcome:
Outcome 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
EDU306 Signature Assessment, criterion 6 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 6, "The written product displays effective communication skills through sound grammar, spelling, language and word use".

Aligned with DQP Learning Areas (circle one or more):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.5 or higher				
	2015-16	2016-17	2017-18	Jan 2019	Jun 2019
Outcome 1a: Written Communication	3.38	3.5	3.23	3.83	3.71

Conclusions Drawn from Data:
Target is met. Students are performing at a high level in their written communication skills. Scores have fluctuated over the last four years. Jan 2019 marked an 'up' point while June 2019 sees it drop slightly. In 2017-18 SOE calibrated around writing to assure this indicator was reliable. Scores need to be sustained through informed effort and targeted intervention.

Changes to be Made Based on Data:
In Spring 2018 SOE initiated a committee of full-time faculty to examine writing instruction and performance in SOE. The committee recommended adding a writing-quality indicator to all SOE signature assessments to improve our ability to identify and monitor students with needs for additional writing support. This indicator was approved by the faculty in Fall 2018. A heightened awareness of the importance of strong writing skills in education is clear. Data from the new writing indicator will be analyzed and reported to department and faculty.

Rubric Used:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication