

Using the RooWriter Detailed Instructor Report to Guide Writing Intensive Course Content

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Teaching Math 464 WI - History of Mathematics every Spring since 1998

How I use RooWriter Reports at the start of my WI course:

Just before the class begins I run a RooWriter Detailed Instructor Report on the class (selections from such a report are below), and send an email to my students to run copies of their RooWriter Student Reports (an example of such a report is included below too). On the first day of class, I plan short meetings (15-20 min.) with all my students within the next few days if possible. My WI class enrollment is usually 12-15 so this is manageable. I ask them to bring a hardcopy of their RooWriter Student Report to the meeting. I do not ask them to bring copies of their essay, though this too is available to them through the RooWriter site.

In advance of those student meetings I review the data from the RooWriter Detailed Instructor Report. This data allows me to get a sense of the writing skills of the class as a whole (at least in the narrow sense of a RooWriter essay 750-1,500 words long), and individually for each student. For the class, if I detect general weaknesses I can pull out an assignment to address some of those. For individual students, we can discuss writing weaknesses and set goals.

How Dr. Henri Wood (Honors College) has used RooWriter Student Reports in two courses:

[Email: August 11, 2015; **BOLD** emphasis is mine; she has students bring their RooWriter Student Report when she meets with them; also, since the RooWriter is not required for enrollment in her courses, she makes it an assignment.]

"To date, I have used the RooWriter reports for my Discourse 100 class in Fall 2013 and my Honors Discourse 300 class in Spring 2015. I used the **individual student assessments** rather than the group instructor reports.

For **Discourse 100**, I assigned the RooWriter the first day of class and gave them one week to complete it for a participation grade of 10 percent of their total final grade. I let students pick their packets and then we met to discuss their results and **set writing goals** for them to work on that semester.

For **Honors Discourse 300**, I asked all students to do the RooWriter the first day of class and gave them one week to complete it for a participation grade of 5 percent of their total final grade. In this class, I did not let students pick their packet; I assigned the African American English Reading Packet because it was relevant to our study of public urban education in the associated Honors Anchor 399 and because that packet provided a good model of the blend of scholarly sources that I wanted them to find for their own research projects. A few students already had taken the RooWriter before they got to my class, so I asked them to read the AA packet and be prepared to discuss it in class; I gave those students 5 percent participation credit for already have taken the RooWriter. Then I asked all of the students to **write a two-page essay reflecting on their experience in taking the RooWriter whenever they took it, noting challenges they encountered as well as how they might alter their writing process as a result of the RooWriter assessment**, i.e., start sooner, read the RP (Reading Packet) more than once, write multiple drafts, etc. The reflection essay was worth 5 percent of their total final grade. The last thing I did in this class was to meet with students individually to discuss their results and set individual writing goals for our class."

RooWriter: <https://net3.umkc.edu/intapps/RooWriter/logon.aspx>

UWRB website for other writing information and the WI course archive

uwrub@umkc.edu

Example of a RooWriter Student Report, then selections from an Instructor Detailed Report →



RooWriter Essay Evaluation

Getting a read on your writing!

Date of Report: Friday, July 04, 2014 RooWriter Contact: roowriter@umkc.edu

Student Name ↴

 College of Arts & Sciences

Student ID:  Catalog Year: 2013

Essay Status: **Personal Diagnostic** Graduation requirement satisfied

About Writing: Writing is no different from any other skill: the more you practice, the better you become. And, like any craft or sport, development occurs over sustained periods of practice. In other words, muscle development (or writing development) happens over time, not overnight.

Essay data

Essay ID:  Submitted: Wednesday, July 02, 2014, 3:12:25 PM

Time elapsed to submission [max. 72 hrs]: 71 hr 18 min

Word Count [min. 750; max. 1,500]: 1199

Reading Packet Title: "Do Ya Wanna Take a Selfie?": Beauty and Self-Identity in the 21st Century

Essay Prompt: Evaluate the arguments for and against the pervasive practice of selfie taking. Use at least three sources from the Reading Packet in your response.

Citation Style: APA

About Evaluators: This report includes feedback from two independent RooWriter Evaluators who may have assessed your essay differently on some scales, and in their separate remarks. In the graph, each bar color represents a different Evaluator.

↑ Note

★ Overall Impression of your Essay from the Evaluators:

↙ First Evaluator comments

First Evaluator:

In terms of research and presenting facts this was an excellent essay.

In terms of presentation, it needs some help. Sometimes it is okay to first tackle negatives then positives as you did in this essay, but sometimes it is useful to mix them up. Here is a negative consequence followed by here is a positive one that offsets the negative.

You did this in your concluding paragraph, which made it the most powerful one in the essay.

There were many grammatical problems in the essay and some confusing sentences that caused me to pause to try to figure out what you were trying to say, and that should never happen in academic writing.

In general the essay seemed to have the character of a first draft rather than of a well proofread final version.

To summarize, this was a well researched paper that could have benefited from more extensive proofreading.

Second Evaluator:

You take an interesting approach to the topic that engage me as a reader.

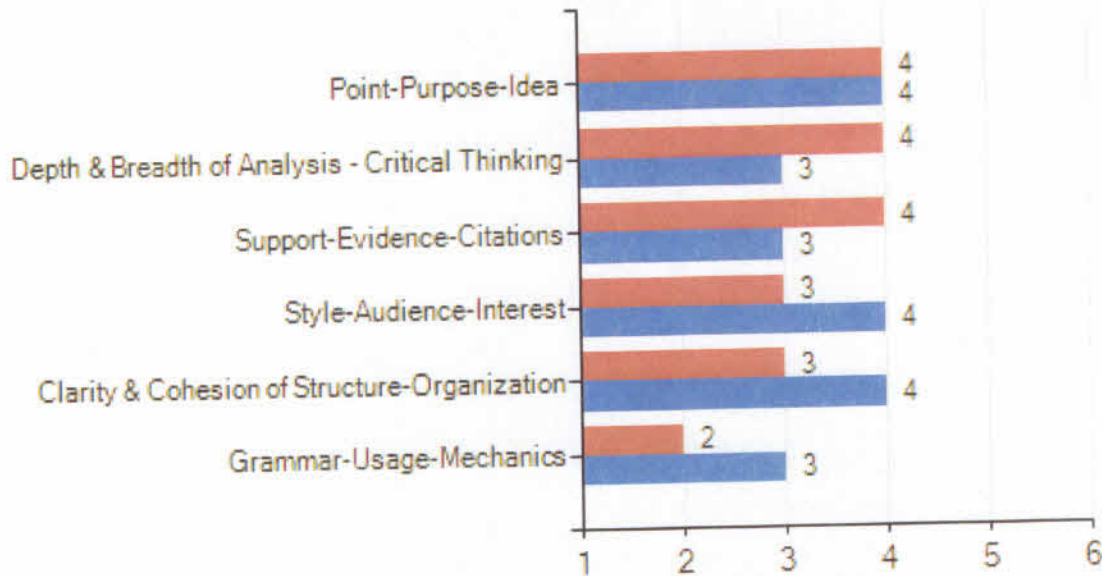
You should visit the Writing Center to learn how to use semi-colons correctly. They are tricky and should be used on a very limited basis.

Some of your sentences are awkward and you have some spelling and grammar errors. This is not unusual in a first draft. With editing you can make the essay much crisper and that will help your readers engage with you more effectively.

Your conclusion was direct and well stated. Good that you included your personal opinion not just what the sources say.

The Six RooWriter Evaluation Scales

Good to see that Evaluators do not always agree, but are usually close.



1-Unacceptable 2-Poor 3-Fair 4-Good 5-Very Good 6-Excellent

RooWriter recommendations based on the combined average of the six scales from the two Evaluators:

You are encouraged to attend writing seminars offered by the Writing Studio, to develop in the areas of writing you want to target: Schedule of writing workshops (2). --- Make use of writing guides and writing resources for areas you need to strengthen: Writing Studio writing guides (1). --- Build a relationship with the writing consultants at the Writing Studio. One-with-one writing consultations will be beneficial at all stages of the writing process: Writing Studio: Make an appointment (3). (Numbers in parentheses refer to the numbered links at the end of this report.)

Point-Purpose-Idea

← RooWriter standard feedback based on scale scores only

RooWriter Feedback	Suggested Resources
4 - Good: You have presented an adequately clear position on the issue, and your ideas are purposeful although you have not added new insight to the topic.	Thesis guide (1).

Depth & Breadth of Analysis – Critical Thinking

RooWriter Feedback	Suggested Resources
4 - Good: You have demonstrated competent skill in summary, interpretation, analysis, and synthesis.	TAMU: Critical Thinking skills (6).
3 - Fair: You have demonstrated some elements of summary, interpretation, analysis, and synthesis, but you have not managed them consistently.	TAMU: Critical Thinking skills (6).

Support-Evidence-Citations

RooWriter Feedback	Suggested Resources
4 - Good: You have incorporated evidence with adequate focus and explanation. You have some minor errors in citation mechanics throughout.	Integrating sources guide (1), Purdue OWL: Quoting, paraphrasing, & summarizing (4).
3 - Fair: You have incorporated some evidence, but you did not always maintain your focus or explain the evidence well. You cite evidence, but errors in attribution or citation accuracy occasionally cause confusion.	Integrating sources guide (1), Purdue OWL: Quoting, paraphrasing, & summarizing (4). Attend the workshop: "Writing with Experts: Using and Integrating Sources" (2).

Style-Audience-Interest

RooWriter Feedback	Suggested Resources
3 - Fair: Your essay sometimes lacks interest for the reader. You have displayed a developing facility in the use of language, but sometimes use weak or inappropriate word choice, with a lack of variety or clarity in sentence structure. You have demonstrated some awareness of audience, with a tone and formality/informality that may reflect your purpose, but only in isolated words or sentences.	Purdue OWL: Sentence Variety (8), UMUC: Style through Vocabulary and Diction (9), UNC-CH: Audience (10)
4 - Good: Your essay contains some passages of narrative that engage the reader. You have exhibited adequate, although inconsistent, facility in the use of language, using generally appropriate vocabulary and some variety in sentence structure. You have demonstrated adequate awareness of audience, with a generally appropriate but not sustained use of tone and formality/informality.	Purdue OWL: Sentence Variety (8), UMUC: Style through Vocabulary and Diction (9), UNC-CH: Audience (10)

Clarity & Cohesion of Structure - Organization

RooWriter Feedback	Suggested Resources
3 - Fair: You have some passages of poorly focused or poorly organized parts of your essay, with lapses in coherence or logical progression of thought. The introduction, body, or conclusion is weak or mechanical and formulaic.	Academic Introductions & Conclusions guide (1), Outlining guide (1). Attend the workshop: "Organization in writing" (2).
4 - Good: You have demonstrated an adequately focused and well-organized essay, presenting your ideas with adequate coherence, and reasonable clarity and progression of thought. The introduction, body and conclusion are evident in the essay's structure, and contribute to unity, but your resolution may be obvious.	Academic Introductions & Conclusions guide (1), Outlining guide (1).

Grammar-Usage-Mechanics

RooWriter Feedback	Suggested Resources
2 - Poor: Your essay contains serious errors in grammar, usage, and mechanics of written academic English that obscure meaning.	Purdue OWL: Grammar (5), Interactive grammar sites (7). Attend the workshop: "How to Write Like a Pro: Revising, Editing, & Proofreading; Basic Grammar Review" (2).

3 - Fair: Your essay contains occasional major or frequent minor errors in grammar, usage, or mechanics of written academic English that interfere with meaning.

Purdue OWL: Grammar (5), Interactive grammar sites (7). Attend the workshop: "How to Write Like a Pro: Revising, Editing, & Proofreading; Basic Grammar Review" (2).



Additional Constructive Feedback from the Evaluators:

Second Evaluator comments

First Evaluator:

In your future writing, proofread at least one more time than you think necessary, which means after you're sure it's finished, proof one more time. This includes reading each sentence out loud and listening carefully. Also, get a friend to help by reading and offering suggestions. UMKC has a writing center that can help with this. I'm confident they can help you correct your grammatical issues. Outlines help too. Your essay was very supportive of the prompt, but was very list-like in the way it covered only negative issues then positive ones. An outline will help you organize your points a little more effectively and help improve your presentation. Good luck with your future endeavors!

Second Evaluator:

I think you should concentrate on writing more clearly. Longer sentences are not better in fact they have a tendency to confuse readers. The period is your friend so use it. Editing is the best way to achieve crisp writing. Read your essay aloud to yourself and you will be able to hear some of the errors that the brain misses when trying to proof your own work. This is an especially effective technique if you don't have time to walk away from your work for a day or two before proofing it. Good luck with your future writings.



Resource Links:

- 1 Writing Studio writing guides: <http://www.umkc.edu/writingstudio/writing-resources/Writing-guides.cfm>
- 2 Writing Studio Workshops: <http://www.umkc.edu/writingstudio/student-services/workshops.cfm>
- 3 Writing Studio: Make an Appointment: <http://www.umkc.edu/writingstudio/student-services/make-appointment.cfm#Onsite Session>
- 4 Purdue OWL: Quoting, Paraphrasing, & Summarizing: <http://owl.english.purdue.edu/owl/resource/563/1/>
- 5 Purdue OWL: Grammar: <http://owl.english.purdue.edu/owl/section/1/5/>
- 6 TAMU: Critical Thinking skills: <http://writingcenter.tamu.edu/for-faculty/teaching-writing/teaching-basic-skills/critical-thinking/>
- 7 Interactive Grammar site: <http://bcs.bedfordstmartins.com/exercisecentral/>
- 8 Purdue OWL: Sentence Variety: <http://owl.english.purdue.edu/owl/resource/573/01/>
- 9 UMUC: Style through Vocabulary & Diction: <http://www.umuc.edu/writingcenter/onlineguide/chapter3-22.cfm>
- 10 UNC-CH: Audience: <http://writingcenter.unc.edu/handouts/audience/>

— End of the Student Report —



RooWriter Detailed Report

Date: January 19, 2015
 Report ID: 102
 Requested by: DELAWARE RICHARD
 Emplid of the requestor: 01031133
 SSOID of the requestor: delawarer
 Role of the requestor: INSTRUCTOR
 Date and Time the report was requested: 1/19/2015 8:59:24 AM
 Date and Time the report was ready: 1/19/2015 8:59:54 AM

*Selections only
 (This report has
 66 pages!)*

Quick response!

Student group Filtering options chosen:
 Course Information: SP2015 - MATH 464WI - 0001 - 12622 - History Of Mathematics - MW 16:00-17:15

Comparator group Filtering options chosen:

FROMSCORE_SCALE1: 0
 TOSCORE_SCALE1: 0
 FROMSCORE_SCALE2: 0
 TOSCORE_SCALE2: 0
 FROMSCORE_SCALE3: 0
 TOSCORE_SCALE3: 0
 FROMSCORE_SCALE4: 0
 TOSCORE_SCALE4: 0
 FROMSCORE_SCALE5: 0
 TOSCORE_SCALE5: 0
 FROMSCORE_SCALE6: 0
 TOSCORE_SCALE6: 0
 FROMWORDCOUNT: 750
 TOWORDCOUNT: 1500
 FROMAVGSCORE: 0
 TOAVGSCORE: 0

My Course

ACAD_GROUP: KA&S
 ACAD_PROG: UA&S
 GENDER: All
 MAJOR: All
 ATHLETE: All
 CLASS: All
 ETHNICITY: All
 AGEFROM: 0

*all A&S undergraduates
 as comparator group*

*A box like
 this for each
 student.*

AGETO: 0
 CITIZENSHIP: All
 TRANFINSTITUTION: All
 ACTSCOREFROM: 0
 ACTSCORETO: 0
 FIRSTMEN: All

Student Group List:

Scale 1 = Point Purpose Idea
 Scale 2 = Depth Breadth Analysis
 Scale 3 = Support Evidence Citations
 Scale 4 = Style Audience Interest
 Scale 5 = Clarity Cohesion Of Structure
 Scale 6 = Grammar Usage Mechanics

Name: [redacted] SSOID: [redacted] Word Count: 845; Elapsed Time (hrs): 72;
 Most Recent Student Essay Submission: 1/8/2015 12:00:01 AM;

Average Score (1.00-6.00): Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6:
 Evaluation 1: 3.33; 4, 3, 4, 3, 3, 3;
 Evaluation 2: 4.33; 5, 5, 4, 4, 4, 4;

Overall Impression

Evaluation 1:
 Overall impressions of this essay is that it was well written, but the introduction and the conclusion were weak. The introduction needs to set up the structure of essay and pull the reader into your arguments. The conclusion should mirror the introduction and wrap up all your points nicely for the reader. Some of the points you were making were very important, but your voice on the topic was lost because of the quotes you were using. It is always better to show your reader your point of view on the topic and cite sources that influenced your view. Make sure to focus on smooth transitions to allow the reader to follow your train of thought.

Evaluation 2:

This essay did an intelligent and at times thought provoking job of addressing the essay prompt, however, a tendency towards wordiness reduced its effectiveness somewhat. The introductory paragraph needed a thesis statement to be complete. "Something along the lines of "This study will examine how reading (or a lack of reading) shape one's identity" would work. The five paragraph structure of your essay worked well, however, the 2nd & 4th paragraph both addressed the Virginia Woolf article which gave the impression of repetitiveness even though they both addressed different topics. The essay was overall very good but still would have benefited from further proofreading.

Constructive FeedBack

Evaluation 1:
 This essay should come with links that you will find useful to help develop your writing skills further. The most important links are the ones that deal with writing introductions and conclusions. When writing an introduction you should outline the essay before writing. Break the outline into topics that you are going to

cover in your essay and then organize them in a logical manner. Then use this outline as a basis for your introduction so that the reader knows where you are headed in the essay. It is important to transition smoothly between the paragraphs so that the reader can follow where you are taking them. The essay was well written, but be aware of grammar and sentence structure to succeed writing intensive classes.

Evaluation 2:

In your future writing continue to develop and nurture the stylistic, observational and analytical skills you displayed in this essay. Creating an outline and crafting a thesis statement is crucial. Thesis statements help keep you and your reader focused upon the topic. Outlines do this too, but they also allow you the ability to edit an essay structurally before you begin writing (for instance, you might have considered combining the information in your 2nd & 4th paragraph). Good writing uses as few words as possible. The more use you can wrench out of a scant hand-full of words the better. Readers can get to the point faster with fewer words in the way, which is the mark of good academic writing. As part of your proofreading analyze each sentence to try to discover simpler, more direct ways to state the same thing, which will cut down on wordiness. For example: "In addition, many readers consider their reading habit, their love of reading, an essential part of their identity." eliminating all the "readers" and "reading" yields: "Many readers consider the habit an essential part of their identity." Keep up the good work and best of luck with your future endeavors!

This essay is organized well, and you provide a clear point and purpose of your writing in the introduction. Your thesis claims that the effectiveness of the program can not yet be determined, and you should have spent each of your body paragraphs analyzing the existing data (or pointing out data that is needed) and supporting your claim. While your discussion stayed centered on the Let's Move campaign, it could have been better focused. The conclusion is adequate; it restates the main ideas of your essay and brings the paper to a close, but the writing could have been more engaging.

Constructive FeedBack

Evaluation 1:
 In your future writing projects, I encourage you to continue to develop and exercise the writing and critical thinking skills demonstrated in your essay. Make sure you use a good mixture of paraphrase and summary in addition to direct quotes, and use a standalone conclusion to recap your essay and provide a sense of closure. I would recommend that you compose multiple drafts of any writing project with editing and revision in between. Doing so, and having someone else read over your writing, will ensure you avoid basic errors and end up with a final draft of the highest quality. In addition, the UMKC Writing Studio is a great resource for helping students improve their writing at any stage during the composition process. Good luck with your studies and your future endeavors.

Evaluation 2:

In your future writing projects, try to stay focused on the thesis throughout your entire essays. The thesis is the main idea, and each of your body paragraphs should be a subtopic within that main idea. They should be focused on the topic of the paragraph, but should still support your thesis in some way. Some of the content that you included here does not support your thesis. Other than that, your writing is good but you could have revised a bit more. It is a good idea to read your writing aloud when you are proofreading. This will help you to spot any areas that need more development.

Name: [redacted] SSOID: [redacted] Word Count: 869; Elapsed Time (hrs): 1.97;

Most Recent Student Essay Submission: 12/2/2014 3:23:51 PM;

Average Score (1.00-6.00): Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6:

Evaluation 1: 4.33; 5, 3, 4, 5, 4, 5;

Evaluation 2: 4.17; 5, 4, 4, 4, 4, 4;

Overall Impression

Evaluation 1:
 Overall, your essay is well-written, and you do a good job making your own argument clear and supporting it throughout. However, I would recommend using fewer rhetorical questions to move your essay forward. They can be effective, but they can also be overdone. In addition, save direct quotes for when you need someone's exact words. Otherwise, paraphrase or summary is more appropriate. For MLA format, parenthetical citation should contain the author's last name and a page number (if available). You do not need to include the title of the work if there is an author. Finally, your conclusion reads like another body paragraph. Instead of bringing up new information in your conclusion, it should be a separate paragraph that recaps your central argument and your main points.

Evaluation 2:

Name: [redacted] SSOID: [redacted] Word Count: 1044; Elapsed Time (hrs): 16.15;

Most Recent Student Essay Submission: 10/19/2014 10:55:24 AM;

Average Score (1.00-6.00): Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6:

Evaluation 1: 5.17; 5, 6, 5, 5, 5, 5;

Evaluation 2: 5; 5, 5, 6, 5, 4, 5;

Overall Impression

Evaluation 1:
 Overall, this was a strong essay with clear purpose and direction. In addition, the writing in concise and you do a good job of identifying salient source material to incorporate into your response. You might want to double check citation formatting in text and include page numbers.

Evaluation 2:

This essay answers the prompt in a competent manner. You have an unusual facility for looking at information critically, and interrogating its source and motivations. undoubtedly, you are on your way to

becoming a good writer and researcher. The grammar was excellent. There are two problems in the essay. The first one is that on more than one occasion, you place more than one topic into a paragraph. This makes each individual argument/topic lose its force. The second problem is that there is no overall synthesis. The proponents and opponents of the ban make several arguments, but do you see an overall pattern? Can the onlooker say something definitive, in a nutshell, about the motivations of both sides?

Constructive Feedback

Evaluation 1:

This was a good essay with clear concise writing. You might want check citation formatting as mentioned above. The writing studio and the Roo Writer website both offer good resources for the different styles.

Evaluation 2:

In future writing, restrict yourself to speaking about one topic at a time. Insurance and size restrictions on alcoholic drinks are two different topics, and must be discussed separately. Exhaust each topic before moving on to the next topic, which is in the next paragraph. To discuss each topic comprehensively, avoid digression into related topics. In discussing the argument that sugary drinks are not the highest contributors to obesity, discuss the objections to this argument before shifting to the status of the persons making the argument (the spokesman for the soda industry, for example). Also, after examining all the information, try to reach the "big picture." What is overall tenor of the data/rhetoric on both sides of the issue? What is the big conclusion that you and your reader can take away from your investigation?

Name: [REDACTED] SSOID: [REDACTED] Word Count: 989; Elapsed Time (hrs): 70.75;
Most Recent Student Essay Submission: 9/3/2014 10:53:30 AM.

Average Score (1.00-6.00); Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6:

Evaluation 1: 5, 5, 4, 5, 5, 6, 5;

Evaluation 2: 5.17; 6, 5, 4, 5, 5, 6;

Overall Impression

Evaluation 1:

Overall this was engaging and organized. The first-person style was engaging and provided an avenue for compelling personal statements. As a reader I was able to follow each argument in favor of the light rail as well as the supporting literature behind each point. You covered a lot. Some of the points could have been stronger if they were more developed. Particularly the sustainability perspectives may have been an opportunity to address where you see Kansas City heading if the light rail does not happen.

Evaluation 2:

Your essay was well written. You did a good job of answering the prompt and using evidence from the reading packets to back up your position. You communicated your ideas well and demonstrated good critical thinking while supporting them. The only major issue that crops up in your work is the citation style you used. You were careful to assign credit to authors and articles you quoted but failed to follow the

provided interesting examples to back up your assertions. Grammatical problems, occasional incoherence, repetitiveness and what appears to be a lack of proofreading diminished your essays effectiveness. Please look over my embedded comments.

Constructive Feedback

Evaluation 1:

In future writing, try to address every aspect of the writing prompt. The reader places the writer in a position of leadership. To provide guidance and information, discuss each topic in detail, with as much relevant information as you can muster. Is there anything in the information that entertains, surprises or even provokes you? Discover that, and communicate it to the reader. If you don't have any interest in the material, it is unlikely the reader will be interested in what you have written. For grammar problems, the Writing Studio offers an effective and welcoming space where these problems can be eliminated.

Evaluation 2:

In your future writing continue to develop and nurture the observational and analytical skills you displayed in this essay.

Develop the habit of proofreading thoroughly, which includes one final time after you're certain everything is correct. As part of your proofreading strategy, read sentences out loud to yourself and listen carefully. You will be surprised how many obvious errors you catch this way. Also, do more than merely check grammar, spelling, word usage and punctuation. Analyze each sentence to try to discover simpler, more direct ways to state the same thing which will cut down on wordy-ness.

For example, instead of:

"In a more relaxed setting, teachers, social workers and administration would also find it helpful in relating to someone in the African American community to use the same speaking patterns as they do."

consider:

"Teachers, social workers and administrators find the dialect useful when working within the African American community."

Good luck with your future endeavors!

Name: [REDACTED] SSOID: [REDACTED] Word Count: 906; Elapsed Time (hrs): 50.37;
Most Recent Student Essay Submission: 1/8/2015 5:02:59 PM.

Average Score (1.00-6.00); Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6:

Evaluation 1: 3.67; 4, 4, 3, 4, 3, 4;

Evaluation 2: 3.83; 4, 4, 4, 3, 4, 4;

Overall Impression

Evaluation 1:

You created an essay that describes the benefits of reading. You introduce the topic in your opening paragraph, and you do include a thesis statement at the end of the first paragraph. Your thesis statement is

proper MLA format. If you reread the instructions for the reading packet, you would see that the required citation style was MLA.

Other than that, you did a good job.

Constructive Feedback

Evaluation 1:

This was a well written and interesting essay. You covered a lot of the source material and integrated it into a well organized and cohesive paper. There were times that the individual paragraphs/points could have been more developed. In the future, with a more flexible timeframe, you might write a good draft and then set it aside for a day or two and revisit with fresh eyes. Keep up the good work!

Evaluation 2:

This essay was a good submission. You are a competent writer. Just make sure in the future that you are following instructions when it comes to citing your sources. I would suggest browsing through the Purdue OWL website if you have any questions as to how MLA citations are formatted. Typically, you would have the article title or the author's name in parentheses along with the page number if you didn't already name both within the text of the essay. Other than I would encourage you to follow the process you are doing now so that you keep producing strong written work.

Name: [REDACTED] SSOID: [REDACTED] Word Count: 803; Elapsed Time (hrs): 70.58;

Most Recent Student Essay Submission: 10/29/2014 8:31:54 AM;

Average Score (1.00-6.00); Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6:

Evaluation 1: 3.33; 3, 3, 3, 4, 3, 4;

Evaluation 2: 3.83; 5, 4, 4, 3, 4, 3;

Overall Impression

Evaluation 1:

This essay has made a somewhat competent attempt to answer the prompt. You were required to identify the features of African American Vernacular English, which you have not done. As for contexts and speakers, you have touched briefly on education/teachers, pastors, community leaders and elected leaders/politics. You have repeated information in the second paragraph dealing with contexts and speakers. Besides politics, you have not described contexts/speakers in any detail. The conclusion is generic. There are several grammar problems also. To sum up, you have answered the prompt by doing the bare minimum necessary to meet the criteria. It could have used the reading packet to become a lot more interesting.

Evaluation 2:

Your essay did a good job of sticking close to the prompt and addressing the various points you were asked to write about.

The introduction was somewhat confused and did not contain any thesis statement.

The body of your essay was effective in the way you introduced a subject at the top of each paragraph and

a bit choppy, however, a rewording of the information would make it more clear. You want a clear and direct thesis statement so that the reader knows the argument that you are going to be making throughout your essay. In the body of your essay you incorporate some good examples from the outside sources. You directly quote most of this information, and some of this information would be more powerful if summarized. You should try to have a mix of direct quotes and summarized information. You also need to make certain that you take the time to explain and analyze the examples you include from the outside sources. You want your reader to understand why you chose that information to support your argument. Your final paragraph is very short and not clear. Use your final paragraph to summarize the information you presented in your essay and refer back to your thesis. This will help to give your essay a feeling of finality.

Evaluation 2:

Your essay did a good job of outlining the various arguments different authors used to explain the benefits of reading, although it was short on actually addressing the assigned prompt. The final paragraph did a good job of pulling it in, though.

The introductory paragraph needed a thesis statement. Something along the lines of "This study will examine the effectiveness of various texts as they make a case that reading literature is worthwhile or beneficial in today's world" would work. Had you crafted a thesis statement possibly your essay would have been more focused.

You made several interesting and astute observations throughout the essay, however, a tendency towards wordiness reduced its effectiveness a bit. Please look over my embedded comments.

Constructive Feedback

Evaluation 1:

You developed an essay addressing the prompt and incorporated good evidence from the outside sources as support. When writing future essays, you may want to create an outline first before beginning to write. You should first write down a clear thesis statement and then create bullet points for the information that you want to use to support that argument. You should also write down which direct quotes you want to use in your essay, and which information does not need to be directly quoted but can instead be summarized. You should also take the time to write a first draft of your essay and then walk away from it for a day or so. Come back to your essay with fresh eyes and proofread. This will help you to catch those confusing sentences and grammar mistakes that you may have missed otherwise. Good luck in all of your future academic pursuits.

Evaluation 2:

In your future writing continue to develop and nurture the observational and analytical skills you displayed in this essay.

Take the time to develop a clear picture of your topic and all of its ramifications before you begin your next essay. Creating an outline and crafting a thesis statement is crucial. Thesis statements help keep you and your reader focused upon the topic. Outlines do this too, but they also allow you the ability to edit an essay structurally before you begin writing.

Good writing uses as few words as possible. The more use you can wrench out of a scant hand-full of

words the better. Readers can get to the point faster with fewer words in the way, which is the mark of good academic writing.
For example, instead of:
"I feel that this is a very powerful argument because the researchers actually used scientific evidence"
We don't need to know how you feel, "that" is seldom needed, "Very" is a vague term, and we assume the evidence is "actual," so:
"This is a powerful argument since the researchers used scientific evidence." works much better.
Good luck with your future endeavors!

Name: [redacted] SSOID: [redacted] Word Count: 864; Elapsed Time (hrs): 69.99;
Most Recent Student Essay Submission: 11/27/2014 10:07:08 PM;
Average Score (1.00-6.00); Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6;
Evaluation 1: 4; 5, 3, 4, 4, 4, 4;
Evaluation 2: 3.67; 4, 4, 4, 3, 4, 3;
Overall Impression
Evaluation 1:
Overall, your essay is good. You make your own position clear from the beginning, and you do a good job exploring both sides of the debate. Your second paragraph, however, relies too heavily on the reading packet sources. Remember that outside sources should be used to support your own argument rather than making up the bulk of it. In addition, your citations are incorrectly formatted. In MLA, parenthetical citations should include the author's last name and a page number (if available). Dates should not be included. In your last paragraph, it seems like you're criticizing "Let's Move" for attributes that are more applicable to New York's soda ban (government overreach). Since these are completely separate things, make sure you don't conflate them. If there is an element of "Let's Move" that you think this criticism also applies to, make that connection clear, since the assigned prompt is specifically focusing on that initiative. Finally, make sure you have a conclusion that is separate from the body of your essay and recaps your essay as a whole. Any new information should be moved to the body of the essay.
Evaluation 2:
Your essay does a good job of evaluating the effectiveness of the "Let's Move" campaign, however, it also contains quite a few rather obvious errors that should have been caught.
Your introductory paragraph needs a thesis statement, something along the lines of "This study will evaluate the effectiveness of the "Let's Move" campaign to prevent childhood obesity" would work.
Your essay would have benefited from more extensive proofreading.
Please look over my embedded comments.
Constructive Feedback
Evaluation 1:
In your future writing projects, I encourage you to continue to develop and exercise the writing and critical thinking skills demonstrated in your essay. Make sure you use outside sources to support your own ideas,

Some of your strong points are in your organization and your analytical skills. You synthesize the material from the reading material well. Areas where you could improve are in formatting, mechanics, and language style. There are some typos and/or grammar errors, and also some minor formatting problems with your citations. Be sure to review the formatting requirements. It seems like a small detail, but it is of the utmost importance in academic writing. There are a plethora of resources online, and the writing center can also assist with this.
Constructive Feedback
Evaluation 1:
The essay is in fine shape, but there is an opportunity for improvement in the presentation. As you begin each paragraph, provide a topic sentence that tells the reader what the paragraph is about, and, if necessary, what you will try to prove. For example, you could say something like "the changes in school lunches are the biggest benefits of the campaign." This will prepare the reader for what is to follow. Getting the topic clear at the outset will also help you avoid digressions like unrelated quotes. Though the grammar problems are slight, it is never a bad idea to get the sorted out at the Writing Studio.
Evaluation 2:
In your future writing projects, be sure to take some extra time during the revision process to improve your drafts. With another round of corrections this essay would have been stronger. Your content is interesting and engaging, but unfortunately that sometimes gets compromised by sentence structure, word choice, and simple mechanical mistakes. It is a good idea to read your writing aloud. This will help you to spot any areas that sound awkward or that may need further development. Nevertheless, the most important aspect of an essay is the content, and the content here is clear and thoughtful. Good job overall.

Name: [redacted] SSOID: [redacted] Word Count: 961; Elapsed Time (hrs): 70.36;
Most Recent Student Essay Submission: 10/8/2014 5:49:41 PM;
Average Score (1.00-6.00); Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6;
Evaluation 1: 0; 0, 0, 0, 0, 0, 0;
Evaluation 2: 4.33; 4, 5, 4, 5, 4, 4;
Evaluation 3: 3.33; 3, 4, 1, 4, 4, 4;
Overall Impression
Evaluation 1:
Evaluation 2:
This was an overall enjoyable essay. The introduction drew me in and you remained focused on the prompt for the remainder of the essay. I like the way you added small touches of drama at times to help you underscore the points you were making.
At times, though, it seemed a bit more like a rough draft than a well proofread final version. Some sentences were awkwardly phrased, and I noticed a few errors that I believe you would have caught had you proofread it at least one more time.
Please look over my embedded comments.

rather than the other way around, and make sure you provide good evidence for the claims you make, especially critical ones, to make them stronger. I would recommend that you compose multiple drafts of any writing project with editing and revision in between. Doing so, and having someone else read over your writing, will ensure you avoid basic errors and end up with a final draft of the highest quality. In addition, the UMKC Writing Studio is a great resource for helping students improve their writing at any stage during the composition process. Good luck with your studies and your future endeavors.
Evaluation 2:
In your future writing continue to develop and nurture the observational and analytical skills you displayed in this essay.
Develop the habit of proofreading thoroughly, which includes one final time after you're certain everything is correct. As part of your proofreading strategy, read sentences out loud to yourself and listen carefully. You will be surprised how many obvious errors you catch this way. Also, do more than merely check grammar, spelling, word usage and punctuation. Analyze each sentence to try to discover simpler, more direct ways to state the same thing, which will cut down on wordiness.
Instead of:
"With that being said, many households are still skeptical about the program and how this could lead down the slippery slope towards a "nanny state"
"With that being said" says nothing. Eliminating other parts of the sentence that do not contribute to the point you were trying to make leaves:
"Many are skeptical about the program and believe it could lead to a "nanny state."
Good luck with your future endeavors!

Name: [redacted] SSOID: [redacted] Word Count: 908; Elapsed Time (hrs): 2.01;
Most Recent Student Essay Submission: 12/5/2014 2:37:09 PM;
Average Score (1.00-6.00); Scale 1, Scale 2, Scale 3, Scale 4, Scale 5, Scale 6;
Evaluation 1: 5; 5, 5, 5, 5, 5, 5;
Evaluation 2: 4.17; 5, 5, 4, 3, 5, 3;
Overall Impression
Evaluation 1:
This essay has made a competent attempt to answer the prompt and has succeeded. You have provided three ways in which the campaign is working -- changing school lunches, creating awareness and eliminating food deserts. The positive evaluations you provide are not unthinking repetitions of the articles in the reading packet, but thoughtful appraisals of the data available. There are some minor grammar problems, and these are infrequent. The only problem is that you do not provide any information at the beginning of the paragraphs to give the reader a context under which to process the information to come. The use of personal testimony adds credibility.
Evaluation 2:
This is a good essay overall. The content is thoughtful and it adequately addresses the writing prompt.

Evaluation 3:
As I noted in my embedded comments, there are numerous places in this essay where you do not cite your sources. These facts and statistics are not common knowledge, and they must be cited. It is not enough to list the sources in the works cited. **You MUST include in-text citations and attributions within the body of your essay. Not doing so is plagiarism.** Other than the complete lack of in-text citations, this is a good first draft. You make many good points, and this is fairly well organized. Your essay would benefit from forecasting in your introduction your response to the latter half of the prompt. This would also benefit from a being revised for conciseness.
Constructive Feedback
Evaluation 1:
Evaluation 2:
In your future writing continue to develop and nurture the stylistic and analytical skills you displayed in this essay.
Develop the habit of proofreading your work at least one more time after you're sure it's finished, and if you find something to correct, proofread it again and continue to do so until you come out clean. As part of your proofreading look for ways to shorten sentences by using fewer words to say the same thing.
For example:
"The biggest influence on an adolescent is that of their parent or guardian."
Several ways to shorten this:
"The biggest influence on an adolescent is their parent or guardian."
"Parents and guardians have a big influence on adolescents."
"Adolescents are greatly influenced by their parents."
You get the idea.
Good luck with your future endeavors!
Evaluation 3:
As I mentioned in my overall impressions and in my embedded comments, you must learn to cite sources correctly. If you submitted an essay with no in-text citations in a course, you would likely receive a zero on the assignment and may be reported to the university for violating rules of academic honesty. I cannot emphasize enough how important it is for you to learn this skill. You will find links at the end of this report that will direct you to helpful online resources. You can also go to the UMKC Writing Studio for help with citation and integrating sources. The UMKC Libraries' website also has online resources for citation. I wish you the best of luck with your writing.

Total number of students in Student group: 9

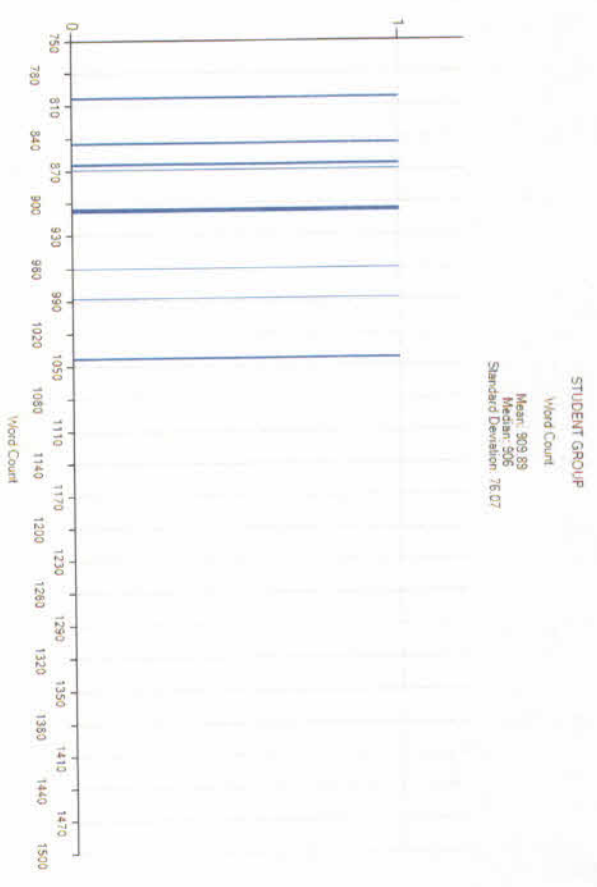
Statistics of predefined variables



= all A+S undergraduates who have taken the Rookwriter

Student Group Statistics	Comparator Group Statistics
Point Purpose Idea (1-6) MEAN: 4.43 MEDIAN: 5 STDDEV: 0.93	Point Purpose Idea (1-6) MEAN: 3.65 MEDIAN: 4 STDDEV: 0.85
Depth Breadth Analysis (1-6) MEAN: 4.06 MEDIAN: 4 STDDEV: 0.81	Depth Breadth Analysis (1-6) MEAN: 3.53 MEDIAN: 4 STDDEV: 0.83
Style Audience Interest (1-6) MEAN: 3.94 MEDIAN: 4 STDDEV: 0.73	Style Audience Interest (1-6) MEAN: 3.72 MEDIAN: 4 STDDEV: 0.79
Support Evidence Citations (1-6) MEAN: 3.91 MEDIAN: 4 STDDEV: 1.04	Support Evidence Citations (1-6) MEAN: 3.54 MEDIAN: 4 STDDEV: 0.83
Clarity Cohesion Of Structure (1-6) MEAN: 4.02 MEDIAN: 4 STDDEV: 0.87	Clarity Cohesion Of Structure (1-6) MEAN: 3.61 MEDIAN: 4 STDDEV: 0.82
Grammar Usage Mechanics (1-6) MEAN: 4.02 MEDIAN: 4 STDDEV: 0.87	Grammar Usage Mechanics (1-6) MEAN: 3.74 MEDIAN: 4 STDDEV: 0.81
Word Count (750-1500) MEAN: 909.89 MEDIAN: 906 STDDEV: 76.07	Word Count (750-1500) MEAN: 971.20 MEDIAN: 924 STDDEV: 187.19
Average of all scales (1-6) MEAN: 4.06 MEDIAN: 4	Average of all scales (1-6) MEAN: 3.63 MEDIAN: 4

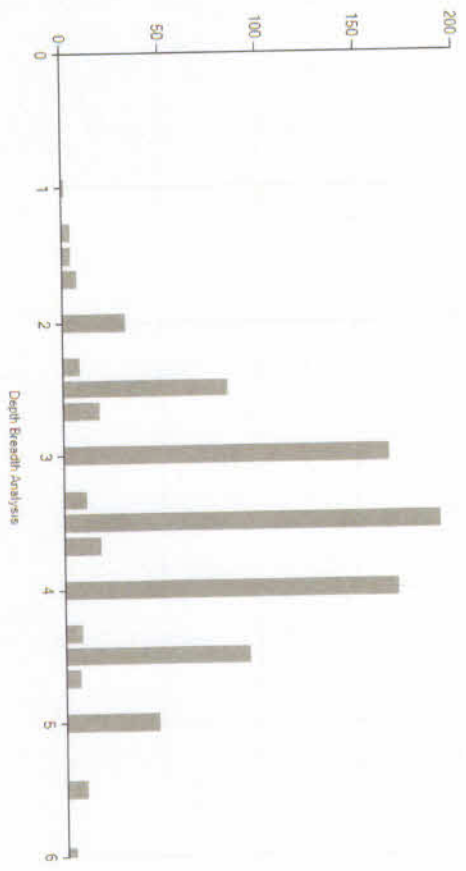
STDDEV: 0.80	STDDEV: 0.72
Student Essay Elapsed Time (hours)	Student Essay Elapsed Time (hours)
MEAN: 47.13	MEAN: 40.23
MEDIAN: 70	MEDIAN: 47
STDDEV: 31.29	STDDEV: 25.58



↕ Related

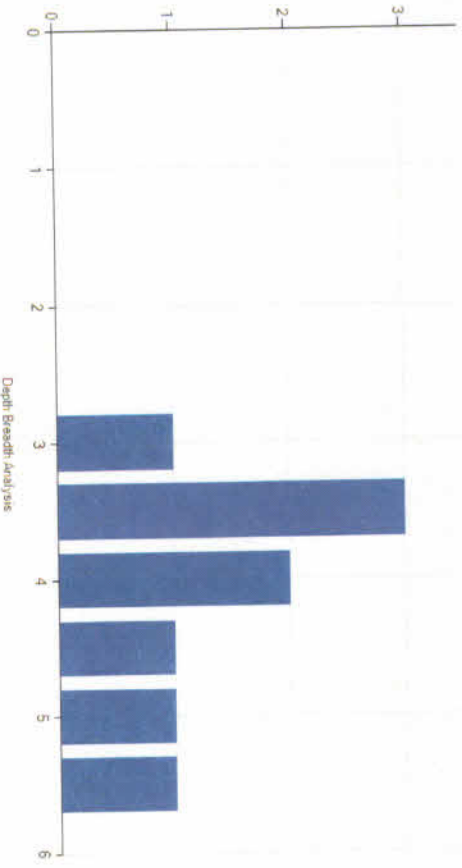


COMPARTOR GROUP
Depth Breadth Analysis
Mean: 3.53
Median: 4
Standard Deviation: 0.83

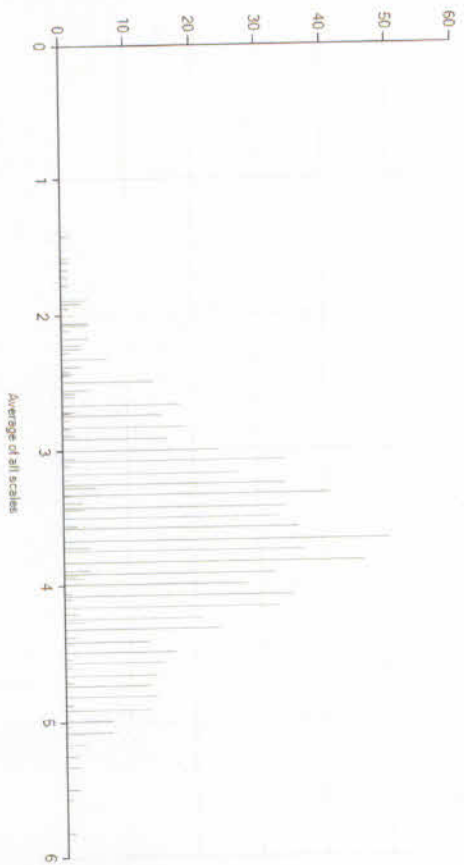


↔ Related ↔

STUDENT GROUP
Depth Breadth Analysis
Mean: 4.06
Median: 4
Standard Deviation: 0.81

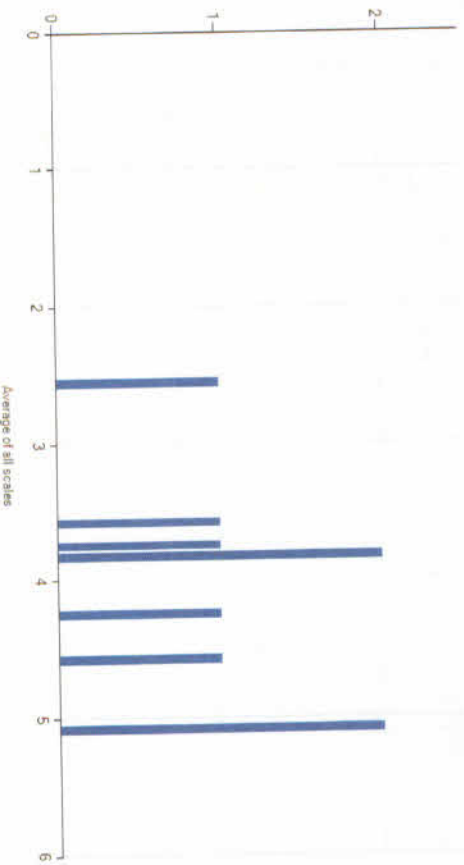


COMPARTOR GROUP
Average of all scales
Mean: 3.53
Median: 4
Standard Deviation: 0.72



↔ Related ↔

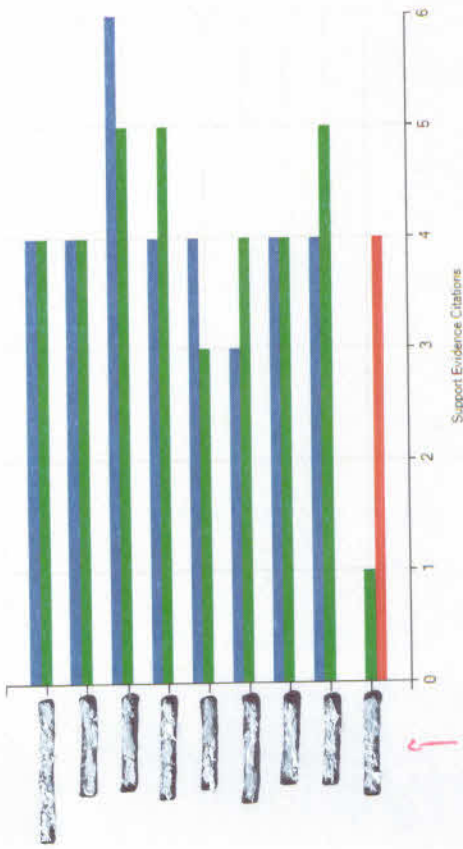
STUDENT GROUP
Average of all scales
Mean: 4.06
Median: 4
Standard Deviation: 0.80



two of the six evaluation scales

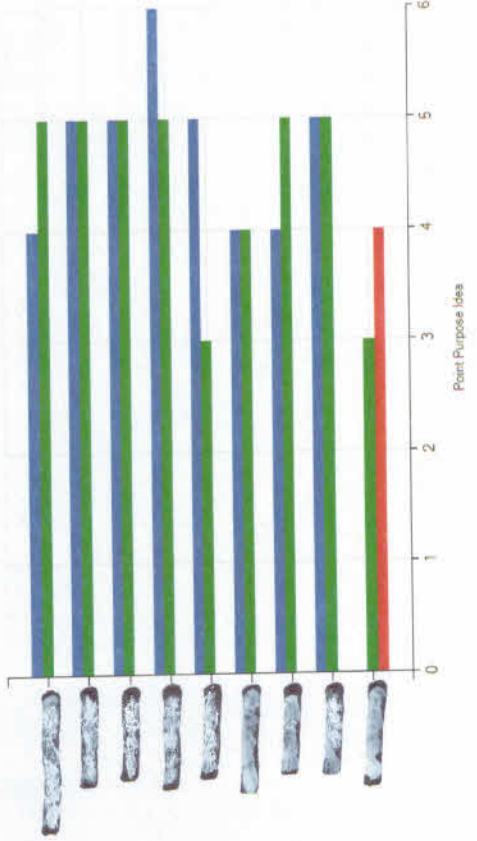


Support Evidence Citations
 Student Group: Mean: 3.91, Median: 4, Standard Deviation: 1.04
 Comparator Group: Mean: 3.54, Median: 4, Standard Deviation: 0.83
 Each colored bar represents a different evaluator
 1 = Unacceptable 2 = Poor 3 = Fair 4 = Good 5 = Very Good 6 = Excellent



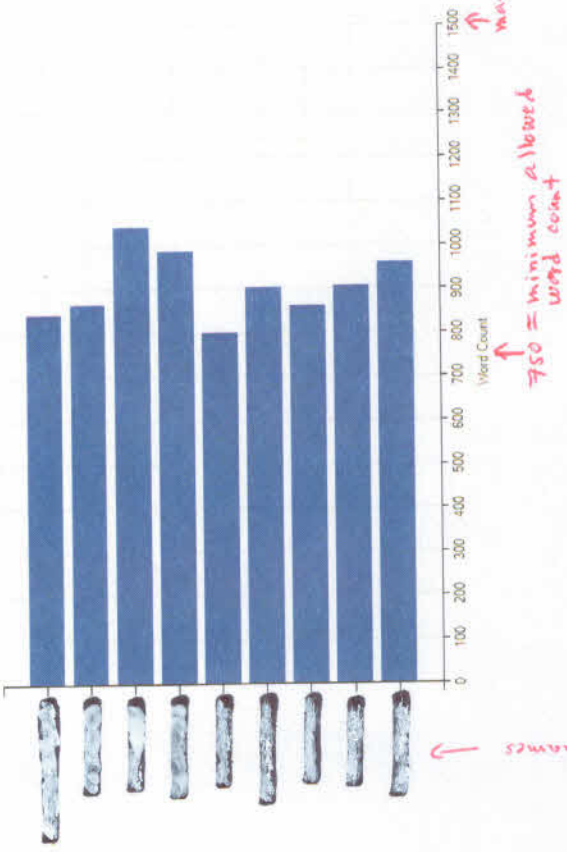
Student names →

Point Purpose Idea
 Student Group: Mean: 4.43, Median: 5, Standard Deviation: 0.83
 Comparator Group: Mean: 3.65, Median: 4, Standard Deviation: 0.65
 Each colored bar represents a different evaluator
 1 = Unacceptable 2 = Poor 3 = Fair 4 = Good 5 = Very Good 6 = Excellent



Word Count

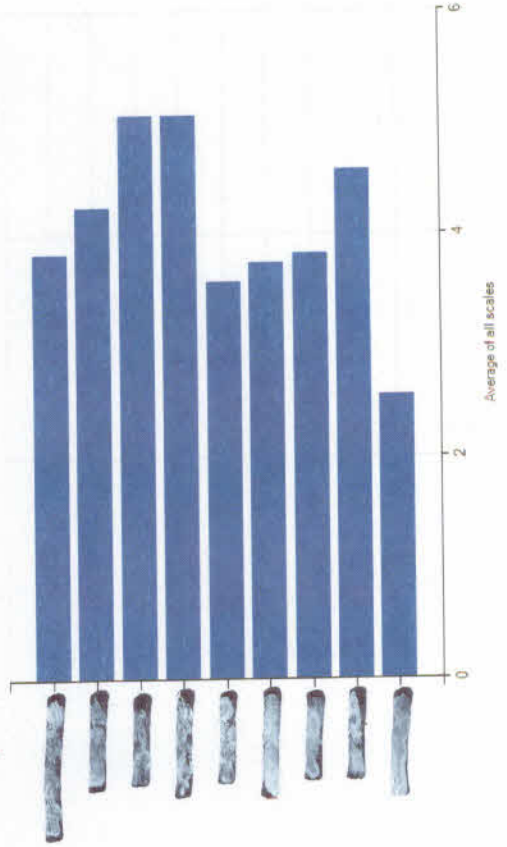
Student Group: Mean: 969.89, Median: 806, Standard Deviation: 76.07
 Comparator Group: Mean: 971.20, Median: 924, Standard Deviation: 187.19



Student names →

750 = minimum allowed word count
 max

Average of all scales (both Evaluations together, average of 12 scores)
 Student Group: Mean: 4.06, Median: 4, Standard Deviation: 0.80
 Comparator group: Mean: 3.63, Median: 4, Standard Deviation: 0.72



← student names

Student Essay Elapsed Time (hours)

Student Group: Mean: 47.13, Median: 70, Standard Deviation: 31.29
Comparator Group: Mean: 40.23, Median: 47, Standard Deviation: 25.53

