


This report shares results of the Collegiate Assessment of Academic Proficiency (CAAP) writing essay test module. Thank you for participating in this assessment. This project is being completed to fill the requirement of SACS Comprehensive Standard 3.3.1 and the College Portrait's Voluntary System of Accountability (VSA) program. For additional information about the writing assessment, please visit: act.org/caap/test/essay-holistic.html.

 **Students scoring at or above the national mean^a (3.3) received a "Certificate of Achievement" from ACT.**

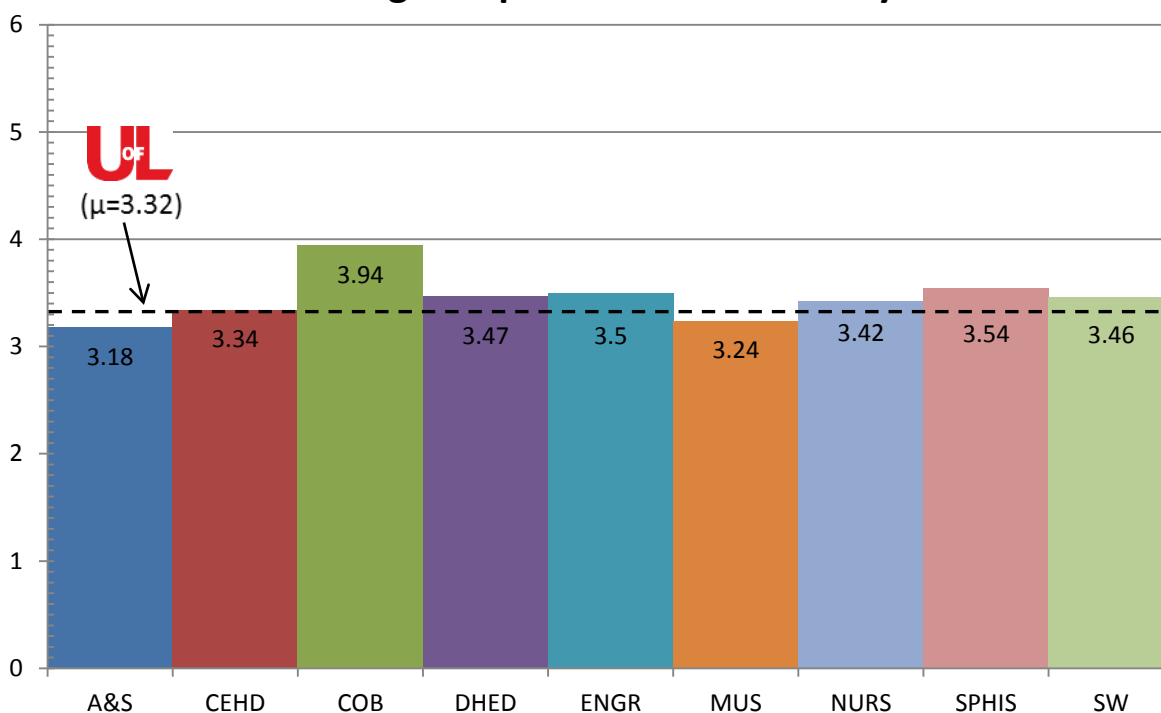
CAAP Writing Scores by Unit

Course	# of Students	Minimum Composite Score ^b	Maximum Composite Score ^b	Mean Composite Score	Essay #1 Mean Score	Essay #2 Mean Score	# of Students at or above the national average	% of students at or above the national average
Arts & Sciences	246	1.00	4.75	3.18	3.22	3.14	108	44%
Business	22	3.00	5.00	3.94	4.02	3.86	20	91%
Dental Hygiene	37	2.50	4.50	3.47	3.62	3.32	22	60%
Education	43	2.00	4.00	3.34	3.35	2.93	15	35%
Engineering	108	1.50	5.00	3.50	3.54	3.45	65	60%
Music	28	1.75	4.50	3.24	3.39	3.08	13	46%
Nursing	43	2.00	4.50	3.42	3.54	3.30	25	58%
Public Health	12	3.00	4.00	3.54	3.58	3.50	8	67%
Social Work	15	2.50	4.50	3.46	3.63	3.30	8	53%
UofL Overall Fall 2014	554	1.00	5.00	3.32	3.40	3.24	284	51%

^a CAAP National Mean Score reflects the mean average of all CAAP-tested sophomores attending a four-year institution who have taken the writing essay exam module for the past three years.

^b Composite scores on the CAAP range from 1 to 6. The scores reported above reflect the minimum and maximum scores that UofL students earned.

2014 CAAP Writing Composite Mean Scores by Academic Unit



Upper-range papers		Mid-range papers		Lower-range papers	
These papers clearly engage the issue identified in the prompt and demonstrate superior skill in organizing, developing, and conveying in standard written English the writer's ideas about the topic.		Papers in the middle range demonstrate engagement with the issue identified in the prompt but do not demonstrate the evidence of writing skill that would mark them as outstanding.		Papers in the lower range fail in some way to demonstrate proficiency in language use, clarity of organization, or engagement of the issue identified in the prompt.	
6	Exceptional These papers take a position on the issue defined in the prompt and support that position with extensive elaboration. Organization is unified and coherent. While there may be a few errors in mechanics, usage, or sentence structure, outstanding command of the language is apparent.	4	Competent These papers take a position on the issue defined in the prompt and support that position with some elaboration or explanation. Organization is generally clear. A competency with language is apparent, even though there may be some errors in mechanics, usage, or sentence structure.	2	Weak While these papers take a position on the issue defined in the prompt, they may show significant problems in one or more of several areas, making the writer's ideas often difficult to follow: support may be extremely minimal; organization may lack clear movement or connectedness; or there may be a pattern of errors in mechanics, usage, or sentence structure that significantly interferes with understanding the writer's ideas.
	Superior These papers take a position on the issue defined in the prompt and support that position with moderate elaboration. Organization is unified and coherent. While there may be a few errors in mechanics, usage, or sentence structure, command of the language is apparent.		Adequate These papers take a position on the issue defined in the prompt and support that position but with only a little elaboration or explanation. Organization is clear enough to follow without difficulty. A control of the language is apparent, even though there may be numerous errors in mechanics, usage, or sentence structure.		Inadequate These papers show a failed attempt to engage the issue defined in the prompt, lack support, or have problems with organization or language so severe as to make the writer's ideas very difficult to follow.
5		3		1	

About the CAAP Writing Essay Test

(excerpt taken from http://www.act.org/caap/test_essay.html)

The CAAP Writing Essay Test is predicated on the assumption that the skills most commonly taught in college-level writing courses and required in upper-division college courses across the curriculum include:

- Formulating an assertion about a given issue
- Supporting that assertion with evidence appropriate to the issue, position taken, and a given audience
- Organizing and connecting major ideas
- Expressing those ideas in clear, effective language

The model developed by ACT for the Writing Essay Test is designed to elicit responses that demonstrate a student's ability to perform these skills. Two 20-minute writing tasks are defined by a short prompt that identifies a specific hypothetical situation and audience. The hypothetical situation involves an issue on which the examinee must take a stand. An examinee is instructed to take a position on the issue and to explain to the audience why the position taken is the better (or best) alternative.

Each score point reflects a student's ability to perform the skills identified above. Essays are evaluated according to how well a student formulates a clear assertion on the issue defined in the prompt, supports that assertion with reasons and evidence appropriate to the position taken and the specified concerns of the audience, and develops the argument in a coherent and logical manner. A student obtains lower scores for not taking a position on the specified issue, for not developing the argument, or for not expressing those ideas in clear, effective language. A student who does not respond to the prompt is assigned a "not rateable" indicator rather than a score on the 1 to 6 scale.