

Dewar COE Meeting Documentation Form

This form should be completed by all non-statutory committees/groups for meeting associated with the COE.
Statutory committees are required to maintain formal minutes.
The completed form should be filed according to approved COE policies and procedures.

Committee/Group Name: Writing Sample Task Force

Chairperson/Responsible Contact: Leon Pate

Purpose of Meeting: To explore option for a writing sample instrument for admission to educator prep programs

Date: 1-7-14 Time: 1:00 PM Location: SPL 212

Departments/Groups/Agencies Represented: College of Arts and Sciences (Randy Gladwin), Speech Language Pathology (Corine Myers-Jennings), Festus Obiakor (Early Childhood and Special Education), Curriculum, Leadership and Technology) Leon Pate

Primary Outcomes: The group explored viable options for the selection of an instrument to measure basic writing skills of students wishing to enter educator preparation programs. The following criteria were considered in choosing options: cost, availability (online or easily accessible at a testing center), and options which might already be in place. We agreed that the best solution would be to consider using the writing tests currently available and reported to VSU as our first option. At the undergraduate level, these include the SAT writing test, the ACT writing test, the GACE writing test, or the equivalent that students may have available to them. (Note: the GACE writing is a stand-alone test). At the graduate level consider the GRE writing test and the GACE writing test or equivalent, since the MAT has no writing component. We explored the issue of students whose first language was not English and concluded that they should meet the same basic standard as other students, but that a cost affordable option needs to be offered to allow for possible re-takes (such as the stand-alone GACE writing test). We also discussed the need to be sure students have the opportunity to improve their writing skills once they are admitted to program by embedding writing exercises inside each class and by offering a writing course for those who desire to improve their scores.

Actionable Items/Planned Follow-up: Another Task Force should explore how to set equivalent cut scores for these instruments and decide whether or not to require an addition writing sample when students move from undergraduate to graduate programs. Another question to be answered is whether or not to have a higher cut score for graduate students.

11/15/2012