

University of Houston  Clear Lake
College of Education

Protocol for Administering the Doctoral Writing Assessment to Program Applicants

Center for Educational Programs (CEP)

Fall 2018

Center for Educational Programs (CEP)
University of Houston-Clear Lake
2700 Bay Area Blvd
Houston, TX 77058
(281) 283-3529



University
of Houston
Clear Lake

Introduction

The Center for Educational Programs (CEP) will provide the following to the Educational Leadership and Curriculum & Instruction departments for their potential UHCL doctoral applicants who wish to take the writing assessment as part of their admission requirements:

- a secure location to take the writing assessment
- a computer or laptop
- USB flash drive
- scoring of the writing assessment using a provided rubric
- delivery of the writing assessment to the Chair of Admissions in both electronic and hard copy format

Location

The writing assessment will be given in the Center for Educational Programs (CEP) in the Arbor building, A.1300.01. There are five observation rooms and a conference room available for testing.

Materials

- Applicants will have access to a computer or laptop and a USB/flash drive to save their final product.

Registration (Three-Step Process)

1. A faculty member will contact the Center for Educational Programs to provide staff with the name(s) of the prospective UHCL doctoral applicant and approval to take the exam.
2. A faculty member will provide the UHCL doctoral applicant with the Center for Educational Programs' phone number (281) 283-3529 for making testing arrangements.
3. Applicants will be able to register online at www.cep.uhcl.edu and pay by using MasterCard or Visa. Additionally, they can register in person or by mail and pay with a check.

Procedures and Regulations

- Each applicant should plan to stay for 2 ½ hours, 2 hours for the exam plus, 15 minutes for test check-in/information and one 15-minute break (if needed).
- Applicants should be prepared to show a copy of their registration form (if applicable) and a valid I.D. (government-issued, passport, etc.) when checking in for the assessment.
- A secure location will be provided for applicants to lock up their personal items, such as bags, purses, and cell phones.
- Applicants will be provided two writing prompts. The applicant will select one and respond by writing a 5-7 page paper.
- At the end of the assessment session, the applicant will deliver his or her saved work on a USB flash drive and testing folder to proctor.

- Each applicants' essay will be scored by two (2) College of Education faculty members. If the two scorers disagree on whether the score on the exam is acceptable, a third scorer will resolve the discrepancy.
- Applicants will be notified of score in approximately one (1) week.

Schedule

Below is a tentative schedule. We ask participants to register at least two weeks in advance, so that we may prepare for their arrival.

| Day | Time Options | Maximum Number of Applicants |
|-------------------------|---|------------------------------|
| Monday - Friday | 9:00 A.M. to 11:30 A.M. Or 1:00 P.M. to 3:30 P.M. | 5 |
| Saturday (once a month) | 9:00 A.M. to 11:30 A.M. | 5 |

Fees

The chart below outlines the fees.

| Service | Price | |
|---------------------------------------|----------|--------------|
| | In-State | Out-of-State |
| Writing Assessment (includes scoring) | \$150.00 | \$175.00 |
| Reschedule Fee | \$25.00 | \$50.00 |

Closing

If you have any questions, please contact Dr. Tonya D. Jeffery via email at Jeffery@uhcl.edu or call the Center for Educational Programs (CEP) at (281) 283-3529.

TAKING THE DOCTORAL WRITING ASSESSMENT

Applicant Information Sheet

Before the exam:

- Provide an acceptable form of ID to the proctor for verification of first and last name.
- Turn in all personal belongings (cell phone, keys, purse, etc.) to the proctor who will place in a safe location during testing.
- Retrieve your testing folder, which should contain a copy of the two (2) writing prompts and the scoring rubric.
- You will use a computer to complete the exam.

Starting the Exam:

- Click on the USB File titled, Writing Prompts for Doctoral Writing Assessment.
- You will be given two (2) writing prompts. Each writing prompt has subcomponents.
- Read the prompts carefully to ensure that you understand them. Then, **choose ONE prompt** and write a well-developed response that addresses each subcomponent of the writing prompt. Remember to respond to only one writing prompt and not to both writing prompts.
- Write a 5-7 page paper in response to the prompt. Use a **12-point font** (Times New Roman or Arial) and **double-space** your document. Graders will stop reading each applicant's essay at the 7-page limit.

During the exam:

- To begin the exam, click on the MS Word icon to open a new document.
- Place your name, student ID number, date, and writing prompt number (e.g. Prompt 2B) at the top of your first page.
- Begin typing your 5-7 page paper into the MS Word file.
- You have two hours to complete the exam. You may use the tools available through Microsoft Word, including spell check, grammar check, and the thesaurus. However, you may not use other sources, such as the Internet or peers, or other outside sources to help you write this essay. Furthermore, you may not discuss the content of the writing prompt with anybody else. Evidence of academic dishonesty will be handled in compliance with university policies. on academic dishonesty.
- Upon completion, please save your document as follows to the provided USB drive:
 - Last name_First Name_Student ID Number_Date(month/date/year)_Writing Prompt Number

- **Example: Smith_Jane_0123456_March 29, 2018_Prompt 2B**
- Save your work to the USB drive as you go, to prevent any loss in your writing efforts.
- If you have computer problems, please notify the exam proctor.

After the exam:

- Turn in your USB drive and testing folder to the test proctor.
- Be sure the proctor is able to retrieve your file from the USB drive.
- Retrieve your personal belongings.
- Two scorers will independently evaluate your essay according to the following traits of writing: synthesis, topic, tools of writing, organization, and style conventions. Each trait is worth four points. The maximum score is 20. In order to pass the exam, you must earn 15/20 possible points. A score of '1' in any of the categories, is an automatic failure. If two scorers disagree on whether the exam should receive a passing score, a third scorer will resolve the discrepancy. The rubric utilized to assess your essay is provided in your testing folder.
- You will be notified of the score in approximately one (1) week from the date of your exam. Your academic advisor will be sent a copy of your results.
- You will be notified by email if you pass the exam and the date that you attempted the exam will be your passing date.
- You will be notified by email if you fail the exam. Also, the failing paper, grading rubric, and a handout that explains each grading category will be sent to you by email. You should contact your academic advisor about how to proceed to retake the exam.

Doctoral Writing Assessment
Rubric
for Writing Prompts

| Criteria | 4: Surpasses Minimum Requirements | 3: Clearly Meets Minimum Requirements | 2: Near Minimum Requirements | 1: Does Not Meet Minimum Requirements |
|--|---|--|--|---|
| Synthesis (text connections, prior knowledge, and personal connections) | Writer is able to provide a well-written response to the writing prompt that synthesizes information from life experiences, text connections, and personal knowledge. | Writer is able to provide a response to the writing prompt. The response may be a limited in synthesis and provides few references to life experiences, text connections, or personal knowledge connections. | Writer is able to provide a limited response to the writing prompt. There is a narrow synthesis and few or limited connections to life experiences, text connections, and/or personal knowledge. | Writer is unable to synthesize the writing prompt or provide a well-thought out response. Additionally, writer does not provide examples of text evidence, prior knowledge or personal connections. |
| Topic | Writer is able to maintain topic selection while synthesizing information. | Writer is able to maintain the topic selection, but has limited synthesis from the reading. | Writer is able to maintain topic selection, but unable to effectively synthesize the information. | Writer is unable to stay on topic and synthesize the reading. |
| Tools of Writing | Writer has a strong command of the tools of writing. | Writer has control of the tools of writing; a few errors exist, however, the errors do not interrupt the flow of reading. | Writer has partial control of the tools of writing. The errors in the writing may cause disruption to the reader. | Writer has a lack of the command of the tools of writing. The errors in the writing significantly mar the readers' ability to understand the text. |
| Organization | Writer provides a strong organizational structure that enables the reader to follow the continuity of ideas from beginning to end. | Writer provides an adequate organizational structure that enables the reader to follow the continuity of ideas from beginning to end. | Writer provides a limited organizational structure that sometimes disrupts the ability of the reader to follow the continuity of ideas from beginning to end. | Writer provides a lack of organizational structure that disrupts the ability of the reader to follow the continuity of ideas from beginning to end. |
| Style (word choice, sentence structure) | Writer has a strong command of style; including varied word choice and sentence structure. | Writer has command of style, but may have limited variety of both word choice and/or sentence structure. | Writer has a limited command of style and intermittently offers varied word choice and sentence structure. | Writer is unable to vary word choice or sentence structure in his/her writing. |

*The original version of this document was created by Dr. Roberta Raymond (COE) in February 2014.