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WHAT IN-DEPTH WRITING ANALYSIS TELLS US: FEEDBACK FOR EDUCATORS AND STUDENTS ALIKE

Lessons from our BSW LITE Grant work

The data include average numbers of different types of errors appearing in student work. Each student assignment is assessed this way twice each term, and the students receive a copy of the assessment to work from and a master checklist of errors to avoid. Here's how we gather the data to share with each student:

- 1) Student submits an assignment in Word on Learn and turns in a hard copy.
- 2) We run the dropbox assignment through Tran's Macro (2014)¹ to determine the following:
Readability statistics to be shared with students [the first four are Haswell's]:
 - Average sentence length
 - Total words used
 - Length of introduction
 - #words > 9 letters long ["hard" words]
 - Frequency of "this" [vague pronoun]
 - % passives
 - Flesch reading ease
 - Flesch-Kincaid grade level
- 3) We assess the hard copy for the following:
 - Holistic evaluation of content/organization
 - Statistical assessment of % of errors in mechanics, grammar, style, citations, organization:
 - % punctuation errors
 - % pronoun errors
 - % parallelism errors
 - % agreement errors (pronoun, singular/plural, tense)
 - % idiom errors
 - % shifts (point of view, tone, formality, mood)
 - % diction errors
 - % economy errors
- 4) We share the results with the students and offer whatever interventions might help
- 5) We repeat this activity each term

¹ Tran, P. (2014)