**Writing Still Matters Scoring Project, 2011**

**Summary**

This project was conducted to evaluate samples of UW–Whitewater student writing from each class level, using the latest iteration of the Writing Matters (WM) common document first developed in 2009. An interdisciplinary group of 12 faculty members and administrators sought evidence of 1) improvement in student writing across the college years, and 2) the relative strengths and weaknesses of Whitewater student writing among the components outlined in the WM document. A third goal was to further evaluate the document’s usefulness for faculty assessment of student writing across disciplines. Raters agreed that writing samples improved consistently from the freshman to senior years, and senior papers were rated significantly higher than freshman papers on all dimensions of the WM document. While these results are encouraging, only 50% of the papers submitted by seniors met or exceeded the group’s expectations of competency for students graduating from college. Based on these results, the group advanced five recommendations for campus attention to the issue of student writing.

**Recommendations**

1. Define “writing intensive” courses at the college or university level.

2. Enhance department-level writing instruction and assessment projects.

3. Annotate the Writing Matters document to foster cross-disciplinary discussion.

4. Facilitate faculty professional development.

5. Appoint and support faculty WAC/WID representatives.

**Participants**

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