WDI Assessment Overview: ANT313

[The writing samples for this overview were drawn from two submissions of annotations on sources: students had to choose sources and describe why those sources would be useful for them in their final essay.]

The rubric shows marginal improvement between submissions 1 and 2, with the exception of two assignments that showed a decrease in the quality of work. In general, the submissions were well written with correct grammar, clear sentences, and formal language. Students struggled the most with explaining why the source supported their argument.

**Proper Use of APA style**

Students exhibited a strong understanding and application of the APA style for citations. There were minimal errors made such as not using a hanging indent or italicizing the wrong element or not at all. Overall, citations were well done.

**Usability of Source**

In general, the two sections students had the most difficulties with were providing a clear explanation of how the source would be useful for their paper and proceeding to identify the specific information that would be useful to their argument. In the B-C range students, there is minimal to no improvement. Students in this range offered little explanation for the importance of the source in supporting their argument, and while offering a detailed summary, did not highlight the specific details that would support their paper. Students in the A and D range, both showed a decrease in the quality of their explanation. Both submitted explanations of use and highlighted key information in assignment 1 but offered only summary in assignment 2 with little to no explanation.

**Grammar and Sentence Clarity**

This section combines three lines on the rubric (grammar, clear writing, and formal language), because students indicated through their assignments the intertwined nature of the three. As a whole, the six students show little to no improvement across their writing, and this is partially because the first assignment was already well written. This may be due to the format of the assignment that called for bullet points instead of full sentences in paragraph format. Students offered concise and clear statements for their bullet points, and it was only in sections explaining the use of source for their arguments that students would write longer statements that were less clear. Students used formal language and would often have only one or two grammatical errors.

**Structure of Annotation and Overview of Article**

The structure of the annotation was most often presented as the citation followed by a bullet list summary, and finally a subsection with 1-3 points relating why the source was important to the student’s argument. This structure was useful for the reader. Using the bullet list summary, all students wrote comprehensive overviews of the article details, but did often forget to include the main argument of the source.