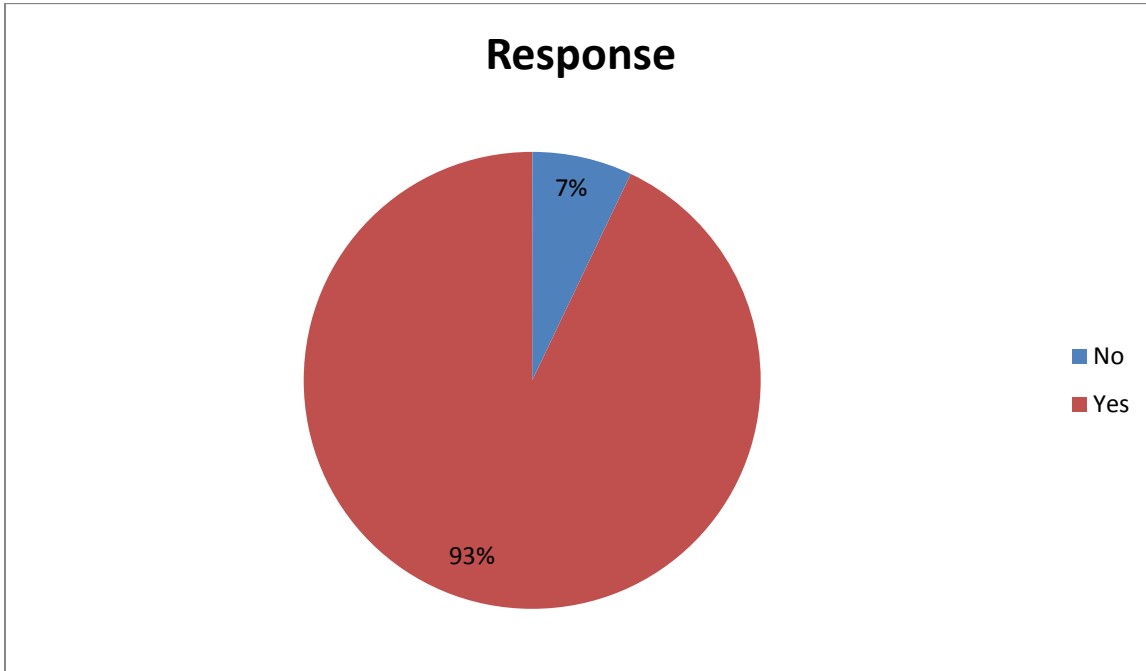


MUSWA TRAINING 2010 SURVEY

1. Was the training beneficial for you?



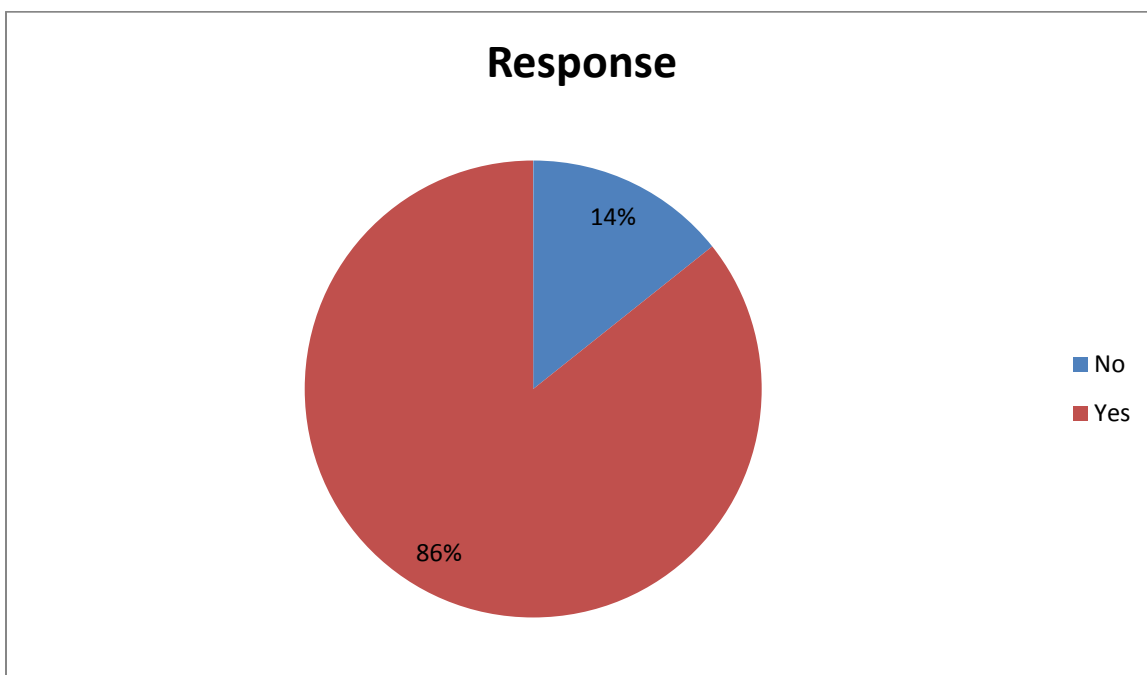
Comments for Question #1

1. It helped bring different aspects of scoring to the forefront of my mind when reviewing essays.
2. There are always alot of questions about the GED essay. Even though this was not the GED essay, it gave me a chance to look at alot of MUSWA essays and grade them. This was benifical so that I can answer essay questions and be confident that I know what I am talking about.
3. The training used a 6 point assessment and the one ABE uses is 4, however the rubric uses the same information. I can get an essay graded a lot quicker now.
4. The training helped me to be reminded of the level of writing to help GED studens aspire to write. It is always beneficial to compare the varoious levels of writing competency.
5. Only for the information of seeing what type of essay would be a passing essay.
6. I became aware of student attitudes and knowledge in each writing prompt. This training validated my thinking in scoring essays.
7. I believe the training was beneficial. The GED essay rubric and the MUSWA rubric are quite similar. However, in adult education I have little feed-back on how the GED rubric is actually applied. The students who work with me on their writing have had success passing the writing section of the GED, but I do not have access to the separate essay scores, so that does not give me much indication as to how well they scored—just that they passed or did not pass the essay section. Now I have a solid idea of where student writing should be at a college entry

level. If a student can write an essay that would achieve a 3-4 or above on the MUSWA, then he/she will be very likely to write a passable essay for the GED. That student would have the added confidence of being able to continue writing in a college composition class.

8. The class gave me information on what the expectations are regarding college writing. Since we teach GED writing, it is beneficial to know that the college scoring is very different from the GED scoring.
9. It helped me be able to gauge where my students are in comparison to the state average of students still in High School. It helped give me a clearer picture of what “college ready” in writing really means. It helped refine my ability to score with a holistic rubric. It allowed me the opportunity to form a fellowship with other English teachers and educators and share ideas and methodologies. It helped me determine how I should be training my students who are the transitional track to university.
10. I'm a better, more confident, essay grader.
11. I am better able to assess my students' essay writing skills, looking at the writing in a holistic manner as the MUSWA does. The training also helps me determine if my adult learners are on track for a college composition class or if they need remediation.
12. I use the rubric for my college level students. The training gave me more confidence in my assessments of the college essays.
13. Encouraged standardized evaluation and deviation from standard 5-paragraph structure. Provided an additional set of criteria for student self-evaluation.

2. Would you recommend that other ABLÉ instructors participate in this training?



Comments for Question #2

1. It's a review that may refresh one's memory as to certain aspects of scoring that they may have fallen into a habit of neglecting or underemphasizing.
2. There were several people from our department that were not able to attend. I think that they really missed out. They are the classroom teachers and I think looking at the MUSWA essays would help them teach essay writing better.
3. It was a good experience. The work was fast paced but it was rewarding to see that our rubric is as on target as it is. In our classes we don't see as many essays as were presented at the training. The training was educational, drill and practice with a vengeance, and a terrific confidence builder.
4. Again, it provides opportunities for comparisons.
5. This training did not teach me anymore than what I have known as an ABLE instructor. In fact, this training showed me that the GED Writing and Essay test is more difficult than what universities are asking for acceptable college-level essays! To compound the issue, the high school teachers that were present made it VERY clear that they have to teach their students the beginning levels of the essay, not the full piece. They felt that was the job of ABLE programs, remedial English, and community colleges.

I felt the rubric was very valuable; however, the trainers "added" language and ideas to it that "dummied-it-down" quite a bit.

I think the general idea could have been wonderful, but they did not watch very carefully at individual table leaders. They were teaching us something VERY different!

6. There was not a lot of training on HOW to write an essay.
7. Even if the participant knows how to score, it will help the teacher extend holistic scoring.
8. The training, although intense, results in a solid foundation for knowing how to score persuasive essays holistically. I think this is valuable knowledge for teaching writing. The holistic rubric may encourage teachers to focus more on the student's writing and on teaching grammar within the context of student writing, rather than on separate grammar exercises. It is also obvious throughout the training that grammar and spelling mistakes are only taken into account insofar as they distract from the flow and organization of the essay. So many of our students have writing anxiety that this would be good for them to know. Teachers are encouraged to share the rubrics and the scoring narrative at each score point with students, so that they can see what they are aiming for. Some sample essays are provided as "anchor essays," which are in the take-home materials. The training essays are not available to bring back.
This training does not provide teaching strategies for writing or address adult education in particular. I had the opportunity to take this training as part of a college course. The insights I had while preparing my paper, especially from the sources I consulted, including adult ed sources on writing, were more helpful for instruction than the actual workshop was.
9. As mentioned above, ABLE instructors need to know that the grading scale for the MUSWA is at a much higher level than the basic GED level. Instructors need to realize that our students might have to improve their writing skills if they plan to attend college.
10. It really does help get a clearer picture on who to go about transitioning students into college. I have used the experience many times when talking with my students as well regarding where

their work is compared to other students in the state.

11. It may have value for anyone teaching and evaluating writing.
12. I would recommend other ABLÉ instructors participate in this training for the reasons stated above. Also, it is an opportunity to connect with high school instructors and college instructors. The more we are aware of the experiences of a high school student (which all ABLÉ students have been!), and the expectations of a college student (which many of our students will become), the more effectively we are able to serve them.
13. The training is very beneficial in establishing consistency in our expectations on essays.
14. Depending on student goals, this training raised awareness about standards of the MT university system.
Although this training focused on HS standards, it was helpful for comparison.