Name: Anthony Guerriero

Project: Composition Learning Outcomes

<table>
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<tr>
<th>Goals or Assignment</th>
<th>Accomplishments/Progress</th>
<th>Barriers/Issues/Comments/Questions</th>
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<td>Composition Learning Outcomes</td>
<td>I completed the part of the project I was responsible for in mid-June</td>
<td>As always, the English Department planned, implemented, and executed a great project. We all work well together, but any group works well together when goals are established.</td>
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**How did your accomplishments and results match with your expectations?**

There was more work for each participant this year and I thought it might be unnecessary and redundant. However, as I dug in and started reading, I understood that the larger sample sizes were helpful for two reasons. First, it forced my partner and I to calibrate more precisely. Second, it allowed for quantification of the new grammar and research evaluation.

**What have you learned as a result of being involved in this work?**

For all the “complaining” about students “abilities” or lack thereof by grumpy instructors, it’s pretty clear that EN 100 students are not only being challenged but they are up to the task.

**If you will continue with this work next semester, describe your upcoming goals.**

I hope I get to continue working on the project if it’s continued next summer. English rubric training and teaching research are two of my stronger academic interests.

**What should the college’s senior leadership know about this work?**

Getting to work with fellow instructors to calibrate the way we evaluate student work is priceless. Because we have to “defend” our scores when we practice, we learn how to bring a new level of specificity to the classroom. The better the feedback I can give my students, the better they learn.