Eligibility:
You must have previously completed or be enrolled in ACCT:2200 Managerial Accounting (or course equivalent) this semester to be eligible for this assessment.

Essay Instructions:
The newspaper article accompanying your test booklet appeared recently in the general audience business press (e.g. the Wall Street Journal or the New York Times). In an essay, briefly summarize the article and analyze it by identifying a particular issue raised in the article and examining its implications. You are not being assessed for knowledge of current economic issues; however, the narrower the focus of your thesis statement position in the analysis the more effective your essay will be.

Do not use the exact language of the article in your own writing and attribute any direct quotations correctly. Do not label the parts of the essay “summary” and “analysis”—the essay should read as one coherent whole. Your response should have a clearly identifiable thesis position for the analysis and include well-substantiated claims. The summary should be no more than one-third of your total essay.

You have 75 minutes in which to read the article and write your essay. The test administrators will announce the time at the 45-minute mark—the 70-minute mark—and the 75-minute mark, at which time you must put down your pen or receive a points penalty on the grading of your assessment. When you are finished, bring your essay to a test administrator for check-out from the assessment. Students will not be permitted to leave the assessment room and then return to it at any time during the test.

On the front of the test booklet, print your name, University of Iowa email address (or other email address if not a UI student), and the date. Write the essay in full and grammatically correct sentences and paragraphs. Write legibly—you may choose to write on every other line of the test booklet if your handwriting is really bad. Spelling will not be assessed. Students are not permitted to use any form of dictionary or language aid or electronic device of any kind (including cell phones) during the assessment. Take the time to proofread your essay. Go ahead and make revisions in your work. You may cross out words with a single line and replace them with more precise ones, for example. You may also insert additional sentences—just indicate clearly with arrows or asterisks where the additional material should be inserted in the essay.

Essays will be scored on a scale of 20 points, with a maximum of 4 points allotted for each of 5 categories: grammar and usage (micro skills), thesis statement construction, development of summary and analysis paragraphs, clarity of expression (precise word choices), and style. A score of 10.0 will be considered a passing score for this assessment.

Students will receive e-mail notification of their score starting the week of March 30. Students who wish to receive a copy of their assessment grade sheet may pick theirs up in the Department of Accounting office (W252 PBB) upon showing their University ID beginning Monday, April 6. Students who do not receive a passing score for this assessment may elect to take the summer 2020 writing assessment to meet the requirements for access to accounting major courses in fall 2020.
Frequently Asked Questions (FAQ)


Do I need to take the assessment if I received a B- or higher grade in BUS:3000? No, a B- grade in BUS:3000 will substitute for the writing assessment. If you are currently taking BUS:3000 this semester, you should still take the writing assessment to have a passing score at the time of early registration for the fall 2020 semester.

What if I have passed the Department of Accounting writing assessment in a previous semester? If you previously passed the Department of Accounting assessment, then you have met this particular requirement for access to accounting major courses and do not need to take it again.

Who is eligible to take the assessment? You must have previously completed or be enrolled in ACCT:2200 Managerial Accounting (or course equivalent) this semester to be eligible for this assessment.

When and where is the assessment? The assessment will be administered on the following dates:

- Thursday, February 27, at 6:30 p.m. in W107 Pappajohn Business Building (PBB).
- Friday, February 28, at 3:30 p.m. in W107 PBB.

See the following link for a map to PBB: https://maps.uiowa.edu/pbb

How do I sign up for the assessment? Select “register for the writing assessment” from the writing assessment website (http://tippie.uiowa.edu/accounting/writing/writing-assessments.cfm) and enter your information. If you are an incoming transfer student and do not have a University of Iowa ID or email address, you can just enter your first name, last name, an alternative email address, and leave the Student ID line blank.

What if I have a conflict with the February 27 and February 28 assessment dates? Only students who meet one of the following conditions may arrange for a make-up assessment and must produce written documentation:

- Registered in UI classes scheduled during both of the test dates/times
- Official UI absence for a UI-event (e.g. travel with a sports team) during both of the test dates/times
- Illness (must be verified by a doctor’s note and include both test dates)
- Funeral of an immediate family member or extreme family emergency (must be verified).

How do I learn more about the assessment? There will be an information session and workshop on Friday, February 14, at 3:30 p.m. in C107 PBB. Attendance is optional but encouraged. You should also review the Department of Accounting writing assessment website: http://tippie.uiowa.edu/accounting/writing/writing-assessments.cfm.

Contact Kevin Den Adel (kevin-denadel@uiowa.edu) and Carl Follmer (carl-follmer@uiowa.edu) with any questions.
Why is this assessment required? The Department of Accounting has had a writing program and assessments since 1998. Meeting at least minimum writing requirements before starting the accounting major courses will enable students to be competitively positioned for internships and build on the strength of the departmental writing program. Our accounting graduates possess an advantage relative to students from competing schools because they have the opportunity to develop the writing skills employers demand. Establishing minimum writing competency requirements for admission helps to ensure all undergraduate majors will meet the expectations of future employers with respect to written communication skills.

What do I need to bring to the assessment? Students are required to bring their University ID (or other photo ID if not a current student) and a pen.

What is the format of the assessment? Students will have 75 minutes in which to read an article from the business press (e.g. Wall Street Journal, New York Times) and then write a summary of the article and an analysis in which they identify a particular issue raised in the article and develop a position on it. Students will use their pens to write in exam booklets (provided). No dictionaries or electronic devices of any kind are allowed. See the accompanying instruction sheet (page 1) for additional information.

What writing skills is the Department of Accounting assessing? The writing will be assessed in 5 areas: micro skills (grammar/usage), thesis statement (for the analysis), development of the position in the analysis, clarity of expression, and style. Spelling will not be assessed, nor will any kind of accounting knowledge. See the assessment scoring rubric and skills checklist (pages 5-7) for additional information.

How will the assessment be scored? Each of the 5 areas will be scored on a scale of 1 – 4, for a maximum score of 20 and a minimum score of 5.

What is a passing score for access to accounting major courses? A minimum total score of 10 is required. Students with score totals below 10 have not met the writing assessment requirement for access to accounting major courses.

When will I learn the results of the assessment? Students will receive e-mail notification of their score starting the week of March 30.

What happens if I do not pass the writing assessment? If you do not pass the writing assessment, and have been admitted into the Tippie College of Business, you can continue to take courses required for your B.B.A. If you are still interested in access to accounting major courses, you can take the summer 2020 writing assessment for access during the fall 2020 semester. Alternatively, you may want to consider another major (e.g., Economics, Finance, Marketing, Management and Entrepreneurship, Business Analytics and Information Systems). Plan on talking to your advisor in the Undergraduate Program Office (C140 Pappajohn Business Building) about your options if you do not pass.

May I retake the assessment? No, not during the spring 2020 semester. You may take the summer 2020 writing assessment for access to accounting major courses for the fall 2020 semester.
What can I do to prepare for the assessment?

- Make sure to read carefully the general instruction sheet at the start of this document.
- Read the daily *Wall Street Journal* or *New York Times* to familiarize yourself with business press articles.
- Writing assessment resources are available at the Department of Accounting website (http://tippie.uiowa.edu/accounting/writing/writing-assessments.cfm).
- Writing tip sheets are available from the Judith R. Frank Business Communications Center website (https://tippie.uiowa.edu/about-tippie_centers-institutes/frank-business-communication-center/tips-and-resources).

What if I require special testing conditions? Students registered with the Office of Student Disability Services (SDS) may arrange for their required test modification upon receipt of the appropriate documentation by **Wednesday, February 26 at 5:00 p.m.** to Carl Follmer (carl-follmer@uiowa.edu)

Who can I contact with questions? Kevin Den Adel (kevin-denadel@uiowa.edu) is the Department of Accounting contact for questions regarding administration of the writing assessment. Carl Follmer (carl-follmer@uiowa.edu) is the contact for special testing arrangement requests.
## UI Department of Accounting
### Assessment Rubric for Writing Scores

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (score of 1-2.5)</th>
<th>Acceptable (score of 3-3.5)</th>
<th>Superior (score of 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Micro skills</strong></td>
<td>obvious errors in grammar and usage that impede the ability of the reader to take in information and/or distract from the information presented</td>
<td>minor errors in grammar and usage that do not distract the reader from taking in the necessary information</td>
<td>free of errors in grammar and usage</td>
</tr>
<tr>
<td><strong>Thesis statement</strong></td>
<td>For an analytical document: a statement too broad and vague to establish a specific argument.</td>
<td>For an analytical document: a statement adequately establishing a specific argument, but perhaps lacking in a “because” or “why” reason for that argument.</td>
<td>For an analytical document: a statement establishing a clear, narrow and specific argument and the primary reason(s) for that holding that position.</td>
</tr>
<tr>
<td></td>
<td>For an informative document: lacks a statement that indicates to reader why he is reading the document</td>
<td>For an informative document: signals intention of document, although perhaps more generally than specifically</td>
<td>For an informative document: signals specific intention of document and why reader of document should be reading it.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Provides insufficient support for the position taken and/or reiterates evidence already established in the document in lieu of providing additional necessary support</td>
<td>Provides sufficient information to support the primary recommendation or argument in a document.</td>
<td>Provides compelling evidence in support of the position taken in the document; anticipates and addresses potential questions/concerns a reader may have about a position taken in the document.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Document is difficult to follow because of deficits in organization and/or precision in language. Awareness of writing a document to a specific audience may be lacking.</td>
<td>Document is easy to follow and generally uses precise language. Document takes into account whom it is being written for and what the intended audience needs to know.</td>
<td>Consistent use of precise language and keen awareness of the needs of the specific audience. Superior organization of information so that the readers has very little work to do in terms of negotiating the document and extracting the most important information.</td>
</tr>
<tr>
<td>Style</td>
<td>Document lacks appropriate opening/closing. Overuse of descriptive language and/or of passive voice sentence constructions. Little effort made to prune the document of extraneous material.</td>
<td>Generally uses sufficiently transparent language so as not to obscure important information. Mixes active and passive voice sentence constructions. No major repetition of material in the document.</td>
<td>Streamlines sentences and omits repetitive phrasings to be as concise as possible. Varies non-technical language and sentence structures so that distinctions in content are not buried in sentences that all look the same. Information “pops off” the page.</td>
</tr>
</tbody>
</table>
Skills Checklist for __________________________

Accounting Admission Essay Assessment

Suggested areas of improvement: All items circled below need work.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Correct word usage</td>
<td>Run-on sentences or fragments</td>
<td>Clear and specific thesis</td>
<td>Organizing facts</td>
<td>Strong beginning and ending</td>
</tr>
<tr>
<td>Word order</td>
<td>Subject/verb or tense agreements</td>
<td>Claim statements to begin paragraphs</td>
<td>Logical paragraph breaks</td>
<td>Interesting word choice</td>
</tr>
<tr>
<td>Missing words: verbs, prepositions, etc.</td>
<td>Correct verb form</td>
<td>Paragraph structure</td>
<td>Avoiding long or awkward sentences</td>
<td>Omit needless words</td>
</tr>
<tr>
<td>Use of articles (a, the)</td>
<td>Adverbs vs. adjectives</td>
<td>Too much/insufficient summary</td>
<td>Awareness of Audience: informal lang., jargon, etc.</td>
<td>Excess “to be” forms</td>
</tr>
<tr>
<td>Correct use of quotations</td>
<td>Pronoun agreement</td>
<td>Insufficient analysis/argument</td>
<td>Precision in language</td>
<td>Varied sentence structure</td>
</tr>
<tr>
<td>Plurals vs. possessives</td>
<td>Confusing pronoun use</td>
<td>Derivative evidence/analysis</td>
<td>Repetitive phrasing</td>
<td>Use of active voice</td>
</tr>
<tr>
<td>Commas</td>
<td>Parallel structures</td>
<td>&quot;This&quot; + noun</td>
<td>“This” + noun</td>
<td>Use of 2nd Person (you/your)</td>
</tr>
</tbody>
</table>

Micro skills: Thesis, Development, Clarity, Style

Max of 4 pts/category

Total score:

Score ranges & categories (Passing scores are 10 and above):

- Superior: 18.5 - 20
- High Acceptable: 17.5 - 18
- Acceptable: 15.5 - 17
- Borderline Acceptable: 14.5 - 15
- Needs Improvement (high): 13.5 - 14
- Needs Improvement: 12 - 13
- Needs Improvement (low): 11 - 11.5
- Borderline Unacceptable: 10 - 10.5
- Unacceptable (does not pass): 9.5 and below

Check the Writing Web Site: [http://tippie.uiowa.edu/accounting/writing](http://tippie.uiowa.edu/accounting/writing)