



29 May 2008

SPRING 2008 FINAL PORTFOLIO REVIEW (AKA PROGRAM ASSESSMENT)

The composition director chose 3 portfolios at random from each section of composition; each portfolio consisted of the first graded and the final revision of 3 papers. We used the rubrics devised by the Writing Panel for SUNY Strengthened Campus-Based Assessment, to which we added one on “revision” because the ability to revise writing is very important in our pedagogy. The first graded versions were read only to assess how well the students did in revising their papers for the final portfolio review (Rubric 5).

ENG 101-201: FIRST-YEAR COMPOSITION

Students who took ENG 101 in the fall and ENG 201 in the spring show degrees of improvement in 201 over 101 and in one category a slight decline.

The greatest improvement is in students’ ability to formulate and develop a thesis (+38%):

	No. of Portfolios	Thesis	Paragraphing	Grammar/Sentence	Examples/Sources	Revision
101 (F 07)	216					
201 (Sp 08)	225	+38%	+3%	+3%	-3%	+9%

ENG 102: STAND-ALONE COMPOSITION COURSE FOR STUDENTS EXEMPT FROM ENG 101

Students who place into ENG 102 (like ENG 201, a second-semester research-writing course) are exempt from ENG 101. So, when we compare performance in the fall and spring 102 sections, we are comparing different students in each semester. As we have seen in past assessments, ENG 102 students do well in all

categories, although they performed better in spring than in fall in the grammar/sentence and examples/sources categories. Perhaps after their fall semester’s worth of courses, the spring 102 students had learned the rewards of paying attention to details.

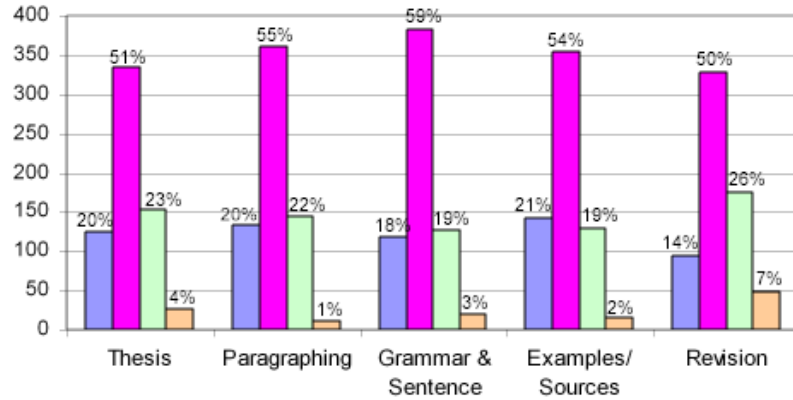
	No. of Portfolios	Thesis	Paragraphing	Grammar/Sentence	Examples/Sources	Revision
102 (F 07)	18					
102 (Sp 08)	21	+1%	0%	+13%	+10%	0%

- ✓ Charts and tables follow for the academic year 2007-08.
- ✓ Assessment rubrics and placement criteria at end of document.

ENGLISH 101

FALL 2006

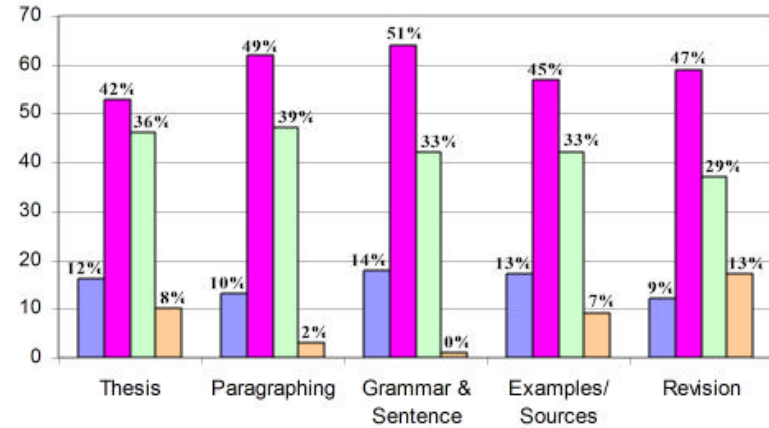
ENG 101 Exceeds Meets Approaches Does Not Meet
Criteria for Successful Paper



RUBRICS	Exceeds		Meets		Approaches		Does Not Meet		No Response		Total Responses	
Thesis	124	20%	334	51%	154	23%	27	4%	0	0%	649	100%
Paragraphs	133	20%	361	55%	144	22%	11	1%	0	0%	649	100%
Grammar/sentences	119	18%	383	59%	126	19%	20	3%	1	0%	649	100%
Examples/sources	141	21%	355	54%	129	19%	16	2%	8	1%	649	100%
Revisions	95	14%	327	50%	175	26%	47	7%	5	0%	649	100%

SPRING 2007

ENG 101 Exceeds Meets Approaches Does Not Meet
Criteria for Successful Paper

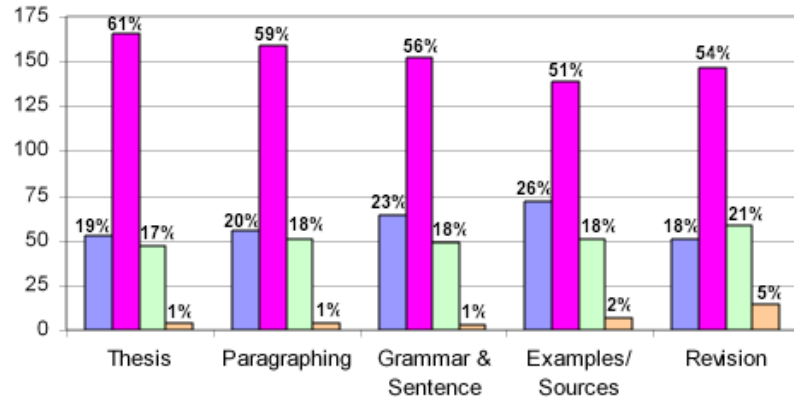


RUBRICS	Exceeds		Meets		Approaches		Does Not Meet		No Response		Total Responses	
Thesis	16	12%	53	42%	46	36%	10	8%	0	0%	125	100%
Paragraphs	13	10%	62	49%	47	37%	3	2%	0	0%	125	100%
Grammar/sentences	18	14%	64	51%	42	33%	1	1%	0	0%	125	100%
Examples/sources	17	13%	57	45%	42	33%	9	7%	0	0%	125	100%
Revisions	12	9%	59	47%	37	29%	17	13%	0	0%	125	100%

ENGLISH 102

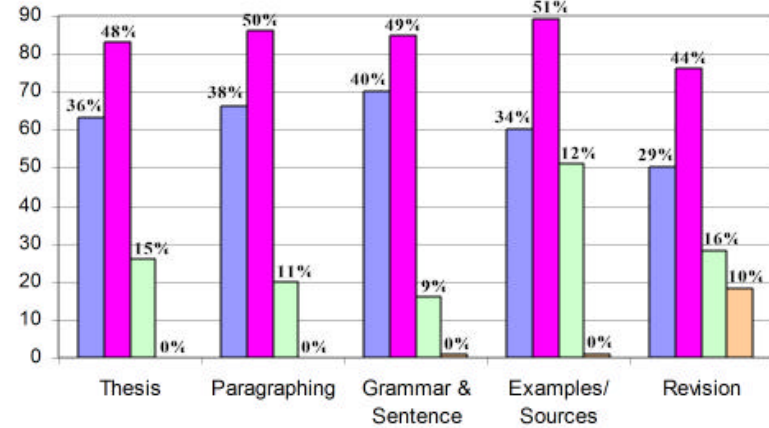
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ENG 102 Exceeds Meets Approaches Does Not Meet
Criteria for Successful Paper



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ENG 102 Exceeds Meets Approaches Does Not Meet
Criteria for Successful Paper



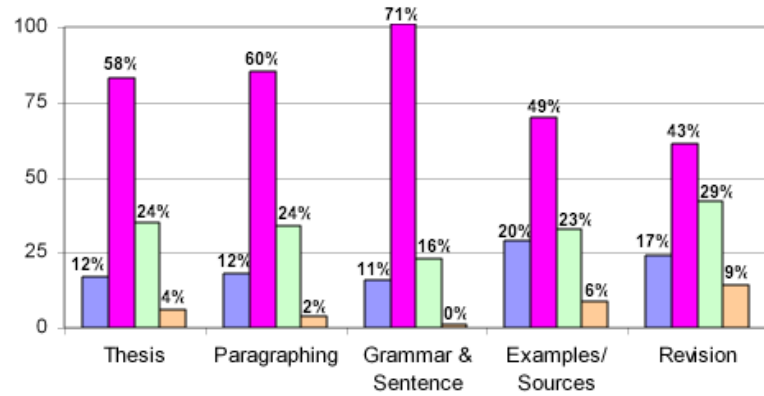
RUBRICS	Exceeds		Meets		Approaches		Does Not Meet		No Response		Total Responses	
Thesis	53	19%	165	61%	47	17%	4	1%	0	0%	269	100%
Paragraphs	55	20%	159	59%	51	18%	4	1%	0	0%	269	100%
Grammar/sentences	64	23%	152	56%	49	18%	3	1%	1	0%	269	100%
Examples/sources	72	26%	139	51%	51	18%	7	2%	0	0%	269	100%
Revisions	51	18%	146	54%	58	21%	14	5%	0	0%	269	100%

RUBRICS	Exceeds		Meets		Approaches		Does Not Meet		No Response		Total Responses	
Thesis	63	36%	83	48%	26	15%	0	0%	0	0%	172	100%
Paragraphs	66	38%	86	50%	20	11%	0	0%	0	0%	172	100%
Grammar/sentences	70	40%	85	49%	16	9%	1	0%	0	0%	172	100%
Examples/sources	60	34%	89	51%	22	12%	1	0%	0	0%	172	100%
Revisions	50	29%	76	44%	28	16%	18	10%	0	0%	172	100%

ENGLISH 201

FALL 2006

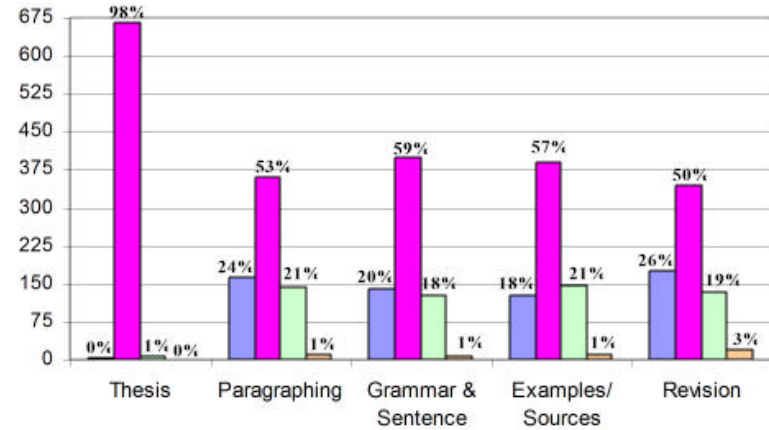
ENG 201 Exceeds Meets Approaches Does Not Meet
Criteria for Successful Paper




RUBRICS	Exceeds		Meets		Approaches		Does Not Meet		No Response		Total Responses	
Thesis	17	12%	83	58%	35	24%	6	4%	0	0%	141	100%
Paragraphs	18	12%	85	60%	34	24%	4	2%	0	0%	141	100%
Grammar/sentences	16	11%	101	71%	23	16%	1	0	0	0%	141	100%
Examples/sources	29	20%	70	49%	33	23%	9	6%	0	0%	141	100%
Revisions	24	17%	61	43%	42	29%	14	9%	0	0%	141	100%

SPRING 2007

ENG 201 Exceeds Meets Approaches Does Not Meet
Criteria for Successful Paper



RUBRICS	Exceeds		Meets		Approaches		Does Not Meet		No Response		Total Responses	
Thesis	2	0%	664	98%	8	1%	1	0%	0	0%	675	100%
Paragraphs	162	24%	360	53%	143	21%	10	1%	0	0%	675	100%
Grammar/sentences	140	20%	399	59%	128	18%	8	1%	0	0%	675	100%
Examples/sources	128	18%	389	57%	146	21%	11	1%	1	0%	675	100%
Revisions	176	26%	344	50%	133	19%	21	3%	1	0%	675	100%

	Exceeds	Meets	Approaches	Does Not Meet
Thesis	Overall, the essay can be described as being excellent to very good. The thesis is easily identifiable, focused, original, and thought provoking	Overall, the essay can be described as being good to average. The thesis is identifiable, but may be unfocused and/or unoriginal. The first paragraph introduces the essay's subject, but does not necessarily stimulate the reader's interest. Paragraphs generally develop and support their central idea sufficiently, but may lack depth or wander, and are inconsistent in their use of evidence and examples.	Overall, the essay can be described as being below average. The thesis is weak or unclear. The first paragraph contain little introductory language, or language that may be irrelevant to the topic.	Overall, the essay can be described as being incoherent. The thesis is difficult to identify.
Paragraphing	The introduction is informative and engaging. The essay incorporates well-developed, unified paragraphs that use pertinent examples and evidence to support a central idea. Sentence and paragraph transitions are varied, smooth, and often sophisticated, and ideas are logically sequenced. The conclusion articulates the essay's thesis and is thematically related to the introduction	Sentence and paragraph transitions are sound, but the sequence of ideas is occasionally awkward or illogical. The essay's conclusion merely summarizes its thesis.	Basic paragraphing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. There is a concluding paragraph, but it does not adequately articulate the essay's thesis or summarize its content.	The first paragraph contains no introductory language. There is no clear paragraphing, and little or no use of evidence and examples. Sentence and paragraph transitions are awkward and/or abrupt, and ideas are illogically sequenced. There is little or no concluding language
Sentences and Grammar	The essay exhibits a solid command of word variety, diction, and tone. Its grammar and sentence structure are nearly flawless, and there are minimal	The essay demonstrates a basic knowledge of correct sentence structure; there are some grammatical errors - none that obscure meaning - as well as some minor	Sentences are frequently simplistic and/or repetitious; the use of tone and diction is often inconsistent or inappropriate. There are significant problems in	Sentences are awkward and repetitious; the diction is poor, and the tone is generally inappropriate. The essay contains numerous errors in grammar and 

	Exceeds	Meets	Approaches	Does Not Meet
	spelling and punctuation errors	spelling and punctuation errors. Sentences are occasionally repetitious, may have some inconsistent tone and/or diction.	grammar and/or sentence structure that obscure meaning, and frequent spelling and punctuation errors.	sentence structure that obscure meaning, and excessive spelling and punctuation errors.
Supporting Materials	<p><i>Examples and/or source materials are integral to the thesis. If left out, the thesis is weakened. Metaphors, similes, metonymy, analogies count as illustrations.</i></p> <p>The sources used in research papers are chosen wisely, that is, they serve an obvious purpose and are the result of a genuine search for facts and ideas among academically respectable venues (not clichéd or taken from over-used and/or simplistic Internet sites or library texts). All mechanics are executed properly.</p>	Examples and/or sources are clearly connected to the thesis, though more of them, or analysis of them, are desirable for a full presentation of the thesis. Mechanics are close to perfect.	The examples or information from sources may not be clearly connected to the thesis or may be presented with little or no mediation by the writer. There may be problems with consistently following standard documentation forms.	There are few or no examples and few sources. How the sources are related to the thesis is not explained. They may be taken directly from Web pages. The writer does not follow standard documentation forms.
Revisions	A total revision of the paper. The final draft reveals conscientious attention to <i>what</i> is on the page and <i>how</i> it is conveyed. Revisions demonstrate an awareness of audience and tone, paragraph combination and/or elimination, as well as a commitment to clarity.	Changes in organization, paragraphing, concision and/or development of ideas improve the overall argument although additional revision might still be desired.	Revisions attend primarily to sentence-level changes in word choice, punctuation, and editing typographical errors. Problems of logic or undeveloped ideas have not been adequately addressed.	Little to no revision between the first and final drafts. Instructor feedback has been ignored or inadequately addressed.

General Education Writing Skills Requirement--Effective Fall 2002

COURSE	SAT	ACT	AP EXAM	
LC 211	390 & below	16 & below		Students who place into LC 211 must take ENG 101 and ENG 201 after successfully completing LC 211. ENG 201 will also fulfill their Humanities requirement.
ENG 101	400-570	17-26		Students who place into ENG 101 must take ENG 201 after successfully completing ENG 101. Upon successful completion of ENG 201, students will also receive General Education Humanities credit.
ENG 102	580-720	27-31		Students who place into ENG 102 will have satisfied the General Education Writing Skills Requirement upon successful completion of ENG 102. They will not receive Humanities credit for ENG 102, but must take a separate course designated as fulfilling the Humanities requirement.
ENG 201			4 or 5 (one exam)	Only for students who have taken ENG 101 or received a 4 or 5 on the AP Exam.
EXEMPT	730-800	32 & above	4 & 5 or 5 & 5 (two exams)	Students who are Exempted from the Writing Skills Requirement must still fulfill the Humanities requirement.