

Basic Communication Outcomes for Geneseo's INTD 105 Assessment
 Based on SUNY's "Report of the Writing-Discipline Committee" for General Education Assessment.

1. Students will demonstrate the ability to produce coherent texts within common college-level forms.

	Exceeding (4)	Meeting (3)	Approaching (2)	Not Meeting (1)
Thesis	The thesis is identifiable, focused, original & thought-provoking.	The thesis is identifiable and focused.	The thesis is wandering, vague, or unfocused.	The writer fails to present a controlling thesis.
Coherence, Logic, & Creativity	The paper's structure moves logically toward its well-demonstrated conclusion and the writer supports claims thoroughly with examples and evidence. Transitions are clear throughout, and the paper engages the reader.	The paper moves logically toward a solid conclusion. The writer includes examples and evidence to support claims in each paragraph.	The paper moves awkwardly; the introduction is weak and the conclusion is not well connected to the whole argument. The writer uses basic paragraphs, but does not adequately include examples and evidence. Transitions are often unclear, awkward, or illogical.	The introduction is unsatisfactory and the ending does not serve as a conclusion; ideas are not resolved. Transitions are ineffectual.
Sentence structure, vocabulary, tone, diction, sense of audience	The writer has a command of word variety and a clear sense of appropriate tone and diction.	Sentence structure is sound, though may include an occasional awkward sequence of ideas. Tone and diction are appropriate for the audience.	Tone and diction are inappropriate for the implied audience.	Sentence structure is awkward. Diction, tone, and word choice are not appropriate for implied audience.
Mechanics: grammar, punctuation, documentation	Mechanics are nearly flawless.	Mechanics are mostly accurate.	Mechanics are not well executed and mechanical mistakes may obscure meaning.	Mechanical mistakes disrupt reading and often obscure meaning.

2. Students will demonstrate the ability to revise and improve such texts.

	Exceeding (4)	Meeting (3)	Approaching (2)	Not Meeting (1)
Content	Altering content: the writer includes new material, deletes unhelpful material, and substitutes more relevant material for less relevant.	Refining content: the writer includes clearer presentation of evidence, shifting emphasis to foreground the most relevant material.	No substantial revision: the writer's changes have not improved content, focus, structure, clarity and/or coherence of the earlier draft.	Lack of revision: the writer either does not address content or does not improve it with changes made.
Approach	The writer strengthens transitions, introduction, and conclusion, and re-writes individual sentences.	The writer improves transitions to keep the focus evident and reworks introduction, conclusion, and individual sentences.	Revision is limited to sections of the essay without recognizing their effect on the whole.	The writer either does not address structure or does not improve it with changes made.
Mechanics: grammar, punctuation, documentation	The mechanics of the final revision are nearly flawless.	Mechanics are mostly accurate and rarely impede meaning.	Mechanics have not improved significantly OR appear to be the only focus of the revision.	The writer fails to make mechanical corrections OR focuses solely on mechanical changes.

3. Students will research a topic, develop an argument, and organize supporting details.

	Exceeding (4)	Meeting (3)	Approaching (2)	Not Meeting (1)
Evidence and documentation	The writer's purpose is clear, original, creative, and sophisticated. It controls the essay and is well supported by evidence drawn from carefully selected sources, documented in accepted style.	The writer responds intelligently to the assignment prompt, presenting a clear controlling purpose. The writer supports assertions with evidence drawn from appropriately selected sources, documented in accepted style.	The writer's purpose shifts or is not clearly articulated. Outside sources may be inappropriate to the topic. Documentation is inadequate.	The writer does not respond to the assignment prompt and/or shows little sense of a controlling purpose. Reference to outside sources inaccurately or inadequately relates to the assignment. The paper may largely consist of quotations and paraphrases from sources with few connections between them.
Analysis	The writer draws conclusions through a thoughtful integration of original thinking and a careful analysis of outside sources.	The writer demonstrates a conscious attempt to integrate his or her own thinking with an analysis of outside sources.	Information from outside sources is not carefully analyzed and the writer demonstrates little evidence of his or her own thinking, presenting mainly a summary of the sources.	The conclusion merely restates ideas presented, demonstrating no evidence of the writer's own responses to the outside sources.
Mechanics, grammar, punctuation, spelling.	Mechanics are nearly flawless.	Mechanics are mostly accurate and rarely impede meaning.	Mechanics are not well executed and may obscure meaning.	Mechanics disrupt reading and obscure meaning.