

## INITIAL ASSESSMENT

Basic Composition Course Goals:

To help students to develop clear, coherent, concise, and properly formatted writing

If students have problems in their areas, then we must work towards helping student to self-correct these sorts of errors (albeit, surface, discursive, or recursive errors).

Procedure:

A) Offer students an assessment, where you provide them with an argumentative writing prompt. Give students the entire hour to complete this exercise.

B) Assess the final products by checking for some of these basic composing traits (characteristic of problematic student writing):

- 1) Poor Handwriting
- 2) Spelling Problems
- 3) Poor Vocabulary (lack of variety and sophistication)
- 4) Expletives (there is, it is, that is, etc.)
- 5) Idiomatic Phrases
- 6) Figurative Language
- 7) Colloquialisms
- 8) Common Homonym Confusion
- 9) Subject-Verb Agreement Conflict
- 10) Pronoun-Antecedent Confusion
- 11) Fragments
- 12) Run-on's/Commas Splices
- 13) Long-Sentences
- 14) Sentences Containing Multiple Ideas (contributing to clarity problems)
- 15) Lack of Combined Sentences (mostly simple sentences)
- 16) No Indentations (Formatting)
- 17) Overly Long Paragraphs (No Breaks)
- 18) Overly Short Paragraphs (Underdeveloped)
- 19) Loss of Order of Ideas/Organizational Problems
- 20) Tangents (Unnecessary Material) or Diverging Thoughts
- 21) Tense Changes/Shifts (within Sentences and/or Paragraphs)
- 22) Point of View Changes (within and/or Paragraphs)
- 23) Lack of a Thesis Statement?
- 24) Lack of Support?
- 25) Lack of a sound introduction
- 26) Lack of a sound conclusion

C) Note student problems in the following areas, then make an action plan to address these problems within the course and individually with the student (Individual Student Conferences are ideal for addressing such concerns, along with classroom reinforcement)