**Improving Disciplinary Writing (IDW) Rubric \***

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| **Student Learning Outcomes** | **Exceeds Standard** | **Meets Standard** | **Approaches Standard** | **Needs Attention** |
| **4** | **3** | **2** | **1** |
| 1. **Students will be able to clearly state a focused problem, question, and/or topic appropriate for the purpose of the task.**
 | The topic is **comprehensive, clearly stated, focused, manageable**, and demonstrates an **extensive understanding** of the purpose of the task.  | The topic is **clearly stated**, **focused, manageable**, and demonstrates **adequate consideration** of the purpose of the task. | The topic is **ambiguous** and **too broadly or narrowly focused**, but demonstrates **awareness** of the purpose of the task.  | The topic is **weak (or missing)** and demonstrates **minimal knowledge** of the purpose of the task.  |
| 1. **Students will be able to identify relevant knowledge and/or credible source(s).**
 | Identified knowledge or source(s) are **relevant, credible, and high quality**. | Identified knowledge or source(s) are **mostly** **relevant and credible.** | Identified knowledge or source(s) are **minimally relevant and credible**. | Identified knowledge or source(s) are **not relevant or credible (or are missing).** |
| 1. **Students will be able to synthesize information and/or multiple viewpoints related to the problem, question or topic.**
 | Evidence is synthesized to **reveal insightful patterns, differences and similarities** among multiple viewpoints.  | Evidence is synthesized to **reveal patterns, differences and similarities** among multiple viewpoints. | Evidence is minimally synthesized and **may not reveal patterns, differences and similarities** among multiple viewpoints.  | Evidence is **not synthesized** to reveal patterns, differences and similarities among multiple viewpoints **(or is missing)**.  |
| 1. **Students will be able to apply appropriate research methods, theoretical framework and/or genre to the problem, question or topic.**
 | The critical elements of the methodology, framework or genre are **skillfully developed or described** to address the problem, question, or topic. | The critical elements of the methodology, framework or genre are **developed or described** to address the problem, question, or topic. | The critical elements of the methodology, framework or genre are **minimally developed or described** to address the problem, question, or topic. | The critical elements of the methodology, framework or genre are **weak (or missing)**. |
| 1. **Students will be able to formulate conclusions that are logically tied to inquiry findings and consider applications, limitations and implications.**
 | The stated conclusion **thoroughly evaluates** and organizes **all or the majority of essential** information and is the logical outcome of inquiry.  | The stated conclusion **evaluates** and relates logically to **most of the essential** information.  | The stated conclusion **minimally** **evaluates** and relates logically to **some essential** information.  | The stated conclusion is **absent or weakly evaluates** essential information **(or is missing)**. |
| 1. **Students will be able to reflect on or evaluate what was learned.**
 | Reflection of results shows a **strong relationship** among content, experiences, lessons learned, and/or changes in personal perspective.  | Reflection of results shows a **relationship** among content, experiences, lessons learned, and/or changes in personal perspective. | Reflection of results shows a **minimal relationship** among content, experiences, lessons learned, and/or changes in personal perspective. | Reflection of results shows a **weak or no relationship** among content, experiences, lessons learned, and/or changes in personal perspective **(or is missing)**. |

IDW Rubric v.27 --\*Rubric based on Inquiry and Analysis, Written Communication, and Critical Thinking VALUE Rubrics presented in Rhodes, T. L. (ed.). (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, D.C.: Association of American Colleges and Universities. Also available online at <http://www.aacu.org/value/>

**Improving Disciplinary Writing (IDW) Rubric Definitions**

SLO 1: Clearly state a focused problem, question, or topic appropriate for the purpose of the task -- The topic is comprehensive, clearly stated, focused, manageable, and demonstrates an extensive understanding of the purpose of the task.

**What does it mean?** The subject or theme of the artifact should be clear, easily understood and revolve around a central point while being applicable to the task at hand.

**How is this done most effectively?** A good topic should be included in the paper’s opening, easily identifiable, unobstructed by extraneous information and should establish the author’s knowledge and comprehension of the assignment.

SLO 2: Identify relevant knowledge and credible sources -- Identified sources are relevant, credible, and high quality.

**What does it mean?** The sources should be applicable, suitable and appropriate while also being plausible and of merit. The source here may be the student’s own knowledge, depending on the task.

**How is this done most effectively?** In-text citation as well as works cited information should contain quality sources that, while diverse, have significant bearing on the subject at hand.

STAR Criteria\* Sufficiency – “Is there enough evidence?”

 Typicality – “Are the chosen data representative and typical?”

 Accuracy – “Are the data accurate and up-to-date?”

 Relevance – “Are the data relevant to the claim?”

\*Adapted from *Fulkerson, Richard, Teaching the Argument in Writing (Urbana, IL: National council of Teachers of English, 1996), 44-53*.

SLO 3: Synthesize information and multiple viewpoints related to the problem, question, or topic -- Evidence is synthesized to reveal insightful patterns, differences and similarities among multiple viewpoints.

**What does it mean?** It means combining ideas into a single unified artifact,showing intuitive understanding of the topic at hand specifically based on the research done and various ideas presented. One of the sources here may be the student’s own knowledge contrasted with another.

**How is this done most effectively?**  Relevant and essential informationfor the assignment is included from research or experience, though various positions are examined and utilized throughout.

SLO 4: Apply appropriate research methods, theoretical framework and/or disciplinary genre to the problem, question, or topic -- The critical elements of the methodology or theoretical framework are skillfully developed or described to address the problem, question, or topic.

**What does it mean?** Theoretical framework, research method and/or disciplinary genre is the structure that can support a theory of research study, concepts and definitions that are used for a particular kind of study, modeled within the field, should be appropriate to the subject matter (or field) as well as the type of assignment.

**How is this done most effectively?** First determine which method, framework or writing genre is appropriate, often defined by the assignment, but also working well within the larger framework of formal writing (i.e. the rules of grammar and syntax upheld along with the tenets of the particular disciplinary writing method, including proper citation and writing styles, being applied).

SLO 5: Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications -- The stated conclusion thoroughly evaluates and organizes all essential information and is the logical outcome of inquiry.

**What does it mean?** The final portion or the assignment, last main division of a discourse, may summarize and/or help to give structure to various pieces of information considered throughout the discussion.

**How is this done most effectively?** It must sum up information in a reliable, sound fashion while including essential material discussed.

SLO 6: Reflect on or evaluate what was learned -- Reflection of results shows a strong relationship among content, experiences, lessons learned, and/or changes in personal perspective.

**What does it mean?** It means more than surface regurgitation of information or even complex summary; reflection is the demonstration of critical, reflective thinking, personal inquiry, utilizing research or acquired knowledge to create individual awareness, meaning and knowledge, a shift in one’s personal ideas, challenges or triumphs during the process, careful consideration, determining or setting the value, significance or worth of what has been ascertained. Depending on the genre or task, reflection can be individual or communal; pre-reflection (completed in the planning stages), in-action (completed as the project is happening) or on-action (completed after the project has concluded).

**How is this done most effectively?** Integral (i.e. as a part of the actual writing assignment, when synthesizing and making judgments about research) or auxiliary, (i.e. can be built as a separate/distinct section outside of the assignment and can include reflection of the research as well as on the writing process, assignment or discipline in context often a discussion of the various complexities of the task) though personal, it doesn’t necessarily have to be written in first person point of view.