Competency in Advanced Writing (CADW) Rubric Draft for Faculty Review/Testing, Spring 2023

Purpose

The purpose of this rubric is to:

1. Help students understand the expectations related to how they demonstrate the Competency in Advanced Writing (CADW) learning outcomes;
2. Help faculty construct assignment prompts that align with the CADW learning outcomes;
3. Help faculty to evaluate samples of student works that demonstrate student learning in CADW-designated courses.

Stated on Core website (https://www.sandiego.edu/core/four-areas-of-the-core/competencies.php)

Students will complete writing requirements within a Core or major/minor course. Courses are writing intensive and writing instructive, focusing on teaching writing as a process. This includes pre-writing, multiple drafts, feedback, revision, and editing.

Advanced Writing builds on first-year writing (FYW), providing further instruction in the same four basic outcome areas. Most students will work more specifically within an academic discipline, equipping them to succeed in their majors.

Competency in Advanced Writing Rubric Framing Language

1. It is recommended that faculty teaching a CADW-flagged course include a supplement to this rubric that contains expectations for what constitutes professional and/or scholarly writing in their area of study, including: discourse conventions; scholarly frameworks; source citation conventions; writing formats; genre conventions; use of sources and/or evidence.

2. The focus of Advanced Writing is on the *process* of writing. This rubric can be particularly useful for students when working on multiple drafts of a given work because students can get specific feedback on early drafts regarding the level of their performance for the learning outcomes associated with that assignment, and see what they need to do to move to higher levels on the rubric as they work on later drafts.

3. The target is that all students ultimately demonstrate proficiency (Level 3) in all CADW learning outcomes.

Original rubric draft developed by Writing Program Director, CADW Core Area Rep and Core Assoc Director, and includes suggested refinements recommended by CADW faculty feedback team.
Last updated April 26, 2023
A score of "zero" would indicate the criteria have not been addressed.

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Students will:	**Exemplary (Level 4)**	**Proficient (Level 3)**	**Developing (Level 2)**	**Initial (Level 1)**
CADW LO1: Contexts and Purposes Write with the mastery of a student advanced in an area of study by distinguishing and responding to audiences, occasions, and discursive contexts	-Authoritatively enters and contributes to an ongoing conversation for a well-understood audience in the area of study -Expertly employs appropriate discourse conventions and/or scholarly frameworks for the area of study	-Enters and contributes to an ongoing conversation in a way that meets audience expectations in the area of study -Consistently employs appropriate discourse conventions and/or scholarly frameworks for the area of study	-Identifies and attempts to contribute to an ongoing conversation, but does not effectively meet audience expectations in the area of study -Demonstrates awareness of some of the appropriate discourse conventions and/or scholarly frameworks, but may fail to include them consistently or effectively for the area of study	-Cannot independently locate an ongoing conversation; attempts to contribute to an ongoing conversation, but does not adequately address a well-understood audience in the area of study -Demonstrates minimal awareness of discourse conventions and/or scholarly frameworks for the area of study
CADW LO2: Content Apply relevant and compelling content, based on mastery of assigned subjects, in order to write effectively within the area of study	Expertly uses the components needed to make content relevant in the area of study (e.g., arguments, claims, hypotheses, theories, analyses, evidence, visuals, etc.) Authoritatively uses conventions to make content compelling in the area of study (e.g., qualifications, contradictions, limitations, clarity, nuance, level of specificity, competing and/or complementary perspectives/options)	-Effectively uses the components needed to make content relevant in the area of study (e.g., arguments, claims, hypotheses, theories, analyses, evidence, visuals, etc.) Uses conventions to make content effective in the area of study (e.g., qualifications, contradictions, limitations, clarity, nuance, level of specificity, competing and/or complementary perspectives/options)	-Attempts to use the components needed to make content relevant in the area of study, but multiple refinements are needed and/or multiple errors exist (e.g., arguments, claims, hypotheses, theories, analyses, evidence, visuals, etc.) Attempts to use conventions to make content meaningful in the area of study (e.g., qualifications, contradictions, limitations, clarity, nuance, level of specificity, competing and/or complementary perspectives/options), but errors/misunderstandings make the content seem unauthoritative.	Uses some components needed to make content relevant in the area of study, but does not include or use them effectively (e.g., arguments, claims, hypotheses, theories, analyses, evidence, visuals, etc.) Demonstrates minimal understanding of how to use conventions to make content authoritative in the area of study (e.g., qualifications, contradictions, limitations, clarity, nuance, level of specificity, competing and/or complementary perspectives/options)

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CADW LO3A: Sources and Evidence – Use of Sources Use credible sources to develop ideas and arguments that are effective within the area of study	-Skillfully identifies and distinguishes timely, relevant, and credible sources for a topic in the area of study - Expertly applies evidence to build ideas and arguments in the area of study with thorough support for claims, appropriate depth of discussion, and strategic scholarly engagement	-Identifies and distinguishes timely, relevant, and credible sources for a topic in the area of study, with only minor errors in the use of or omission of timely and/or relevant sources -Effectively applies evidence to build ideas and arguments in the area of study with adequate support for claims, appropriate depth of discussion, and noticeable scholarly engagement	-Attempts to identify and distinguish timely, relevant, and credible sources for a topic in the area of study, but with substantial errors in the use of or omission of timely and/or relevant sources - Provides limited application of appropriate evidence and explanation to build ideas and arguments in the area of study, with frequent use of generalizations to support points and/or support for claims needs to be stronger	-Uses sources that are not timely, relevant, or credible for a topic in the area of study - Provides little to no appropriate application of evidence and explanation to build arguments and ideas in the area of study, with heavy reliance on generalization and/or weakly supported claims
CADW LO3B: Sources and Evidence - Citation Cite sources accurately according to the conventions of the area of study	Thoroughly and accurately incorporates references, in-text citations, and/or list of works cited, using the appropriate citation guide for the study	Incorporates references, in-text citations, and/or list of works cited, using the appropriate citation guide for the study, with only minor errors.	Attempts to incorporate references, in-text citations, and/or list of works cited, using the appropriate citation guide for the study, but with frequent or substantial errors.	- Makes frequent, substantial errors or omissions of references, in-text citations, and/or lists of works cited; and/or format is not appropriate for the study
CADW LO4: Mechanics Write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar	Uses written language expertly for the area of study, with few errors in syntax and grammar -Expertly follows format and genre conventions common in the area of study -Achieves *expert* cohesion using organization strategies appropriate for the genre at the the sentence, paragraph, and document level.	-Uses written language effectively for the area of study, with few errors in syntax or grammar that reduce clarity -Follows format and genre conventions common in the area of study. Minor errors may exist, but do not impede meaning -Achieves effective cohesion using organization strategies appropriate for the area of study at the sentence, paragraph, and document level.	-Uses language that lacks clarity, may be inappropriate for the area of study, or contains errors in syntax or grammar that obscure clarity -Attempts to follow format and genre conventions common in the area of study, but contain errors that impede meaning -Attempts to use organizational strategies, but lacks cohesion at the sentence, paragraph, and/or document level.	-Uses language that frequently impedes meaning, is inappropriate for the area of study, and/or contains many errors in syntax or grammar that impede clarity -Attempts to follow format and genre conventions common in the area of study, but contains collective errors that obscure recognition of the genre -Uses minimal organizational strategies at the sentence, paragraph, and/or document level.

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