

APPENDIX D.

# OAK WRITING PROGRAM ASSESSMENT RUBRIC

This rubric was gathered at the Summer 2018 assessment and is one of several versions studied.

## ASSESSMENT RUBRIC

### Assessment Area 1: Argument

Based on this artifact, the student’s ability to craft and support a cogent argument could best be characterized as:

Weak			Developing			Stable			Mature
1	2	3	4	5	6	7	8	9	10

### Assessment Area 2: Audience & Community

Based on this artifact, the student’s ability to anticipate the needs of his/her audience could best be characterized as:

Weak			Developing			Stable			Mature
1	2	3	4	5	6	7	8	9	10

### Assessment Area 3: Evidence

Based on this artifact, the student’s ability to gather and synthesize evidence could best be characterized as:

Weak			Developing			Stable			Mature
1	2	3	4	5	6	7	8	9	10

### Assessment Area 4: Process & Style

Based on this artifact, the student’s ability to understand writing as a process and to apply conventions of style and grammar could best be characterized as:

Weak			Developing			Stable			Mature
1	2	3	4	5	6	7	8	9	10

**GUIDING LANGUAGE**

**Assessment Area 1: Argument**

Students should be able to craft and support a cogent argument.

- Investigate an idea, identify a compelling question, and demonstrate deep understanding of their subject.
- Formulate a clear thesis.
- Establish, support and develop an argument using evidence appropriately.
- Organize ideas effectively.

Weak	Students struggle to formulate a clear thesis. They often write about multiple, competing ideas. Their writing lacks focus and does not demonstrate an understanding of the material. They fail to incorporate relevant evidence, and their organization seems haphazard.
Developing	Students formulate a simplistic, shallow thesis. Their writing is observational rather than analytical. Their evidence is often rudimentary, consisting of lists of examples that are more or less relevant. They often fail, however, to connect their evidence directly to their claims. They employ superficial or ineffective organizational strategies.
Stable	Students formulate a clear thesis that is based on analysis, and moves beyond observation. Students accumulate and present evidence to build a case for their argument. They organize their ideas within a clear system that allows readers to follow the argument. They demonstrate an effort to guide the reader from one point to the next.
Mature	Students formulate an insightful, imaginative, compelling thesis. They engage critically with the nuances of the subject matter in ways that go beyond the obvious. Students find creative and persuasive evidence that supports a strong argument. Students employ sophisticated and effective organizational techniques; transitions between points are seamless.

**Assessment Area 2: Audience & Community**

Students should be able to anticipate and meet the needs of their audience.

- Provide context in their writing.
- Understand and apply discipline-specific conventions.
- See their own writing from the viewpoint of others.

- Evaluate and critique other people’s writing and respond to critiques of their own writing.

**Note:** We recognize the difficulty of assessing the third and fourth bullet points based on a single, isolated artifact. Our guiding language for Area 2 thus focuses primarily on the first and second bullet points, but we have tried to indicate how scorers might take factors like internal consistency and students’ self-awareness into account when considering this assessment area.

Weak	Students make little or no effort to consider the needs of their audience as they write, often leaving key ideas unexplained or uncontextualized. Students make little effort to employ discipline-specific conventions. The tone and mode of address often shift throughout the paper, leaving the reader confused and unable to follow the author’s points. At this level, students are generally unable to convey that their writing is part of a larger conversation within a community, whether disciplinary or otherwise.
Developing	Students demonstrate an occasional but inconsistent awareness of their audience, contextualizing some ideas appropriately but not others. Their work indicates a superficial understanding of discipline-specific conventions, but they are not used regularly or well. At times the author’s tone and mode of address make their ideas easy to follow, but some ideas are still vague or muddled. Students seem cognizant of the need to situate their writing within a larger conversation or community, but may not execute this task well.
Stable	Students demonstrate a consistent awareness of their audience, contextualizing their ideas appropriately. Their writing indicates a reasonable but not masterful command of discipline-specific conventions. Their tone and mode of address are consistent throughout the paper, suggesting an understanding of the community within which they’re writing. Students are able to put their work in conversation with others’ ideas, although they may not do this evenly throughout the paper.
Mature	Students invite their audience into their work, and consciously guide their readers throughout the entire paper. Students demonstrate a consistent mastery of discipline-specific conventions, employing them with care and nuance. Their tone and address are not only appropriate, they also draw the reader in. At this level, students can situate their work within the information landscape; they communicate their ideas as an integral part of larger conversations.

**Assessment Area 3: Evidence**

Students should be adept at gathering and synthesizing evidence.

- Use research tools fluently.
- Evaluate the credibility of potential research sources.
- Acknowledge the contributions of others through proper citation and engage in the ethical exchange of ideas.
- Integrate sources in rhetorically effective ways.

**Note:** Not all writing assignments require students to gather textual sources through traditional library research. We have framed this guiding language to try to accommodate a broad spectrum of assignments that require students to incorporate some form of evidence, while acknowledging that “evidence” may take various forms (artistic works, quantitative data, interview transcripts, primary literature, etc.) in different disciplines and genres.

Weak	Students fail to demonstrate effective engagement with their evidence. They often assert opinions without substantiating them. When students do refer to sources or data, they typically are not pertinent to the main argument or not integrated into the argument. Students do not appear to consider the credibility of their sources, and may fail to acknowledge appropriately the words and ideas of others, either by citing sources improperly or by failing to cite at all.
Developing	Students demonstrate some attempt to engage with their evidence. Their sources or data may be relevant to the argument but are not integrated in thoughtful ways. Students’ analysis of their sources and/or data may be present, but is shallow or superficial, and they take the credibility of their sources for granted. At this level students often string together series of quotes or bits of information, and/or “drop” evidence into their papers without explanation; they let sources voice their ideas, rather than taking ownership of their arguments. Students cite their sources appropriately, though there may be errors or omissions in formatting.
Stable	Students demonstrate sustained engagement with their evidence. Sources or data are relevant to the argument and integrated in thoughtful ways. Students’ analysis of their sources and/or data is logical and provides support for their arguments, and they make some effort to establish the credibility of their sources. Students incorporate evidence in a voice consistent with their overall writing, and demonstrate proper citation conventions as required by specific disciplines.

Mature	At this level, students carefully integrate evidence into their papers in sophisticated and compelling ways. They build their own complex arguments based, for instance, on a nuanced analysis of their data, or on the interplay of others' ideas and their own. At this level, students are able to discern which data or sources are more credible, or which are more appropriate to their arguments. Students' citation practices exemplify the ethical exchange of ideas within their discipline(s).
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#### Assessment Area 4: Process & Style

Students should be able to understand writing as a process and to apply conventions of style and grammar:

- Incorporate the recursive process of writing including pre-writing, revising, drafting, and responding to feedback.
- Exercise control over style, mechanics, and grammar.
- Craft prose that is organized, clear, and concise.

**Note:** We recognize the difficulty of assessing students' understanding of writing as a process based on a single, isolated artifact. Our guiding language for Area 4 thus focuses primarily on the second and third bullet points, but we have tried to indicate how scorers might take factors like internal consistency into account when assessing the first bullet point.

Weak	At this level, students' work often appears as "early draft" work; it lacks the internal consistency that may come with revision, and the prose lacks clarity and precision. There is often little coherence within and between sentences. The weak quality of the writing frequently distracts the reader from the points the author is trying to convey. Students fail to demonstrate proper use of mechanical and grammatical conventions.
Developing	Students' work is in a more polished state, with more refinement of style and ideas. There is some effort to control tone, style, and flow from sentence to sentence, but with only partial success. Some sentences may still be distracting to the reader, but the instances of incoherence are fewer at this level. Students generally adhere to basic stylistic, mechanical, and grammatical conventions of standard written English.
Stable	Writing at this level suggests the student has revised the paper to create a more cohesive product. Style is more developed and enhances clarity. Thoughts flow logically from one sentence to the next. The prose is generally polished, but may not be elegant or sophisticated. Students adhere consistently to stylistic, mechanical, and grammatical conventions.

Appendix D

Mature	At this level, students' writing moves beyond mere adherence to convention. Their writing demonstrates refined control over tone, style, and flow. Sustained attention to clarity, conciseness, and cohesion creates skillful and engaging prose.
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