## Introduction

The Core student learning objectives identify the educational priorities for all undergraduates in Santa Clara University's Core Curriculum. Assessment of student learning is ongoing in the Core—we seek to understand in what areas of the learning objectives students are challenged or excel, and how the Core can offer better support for faculty teaching in these areas.

This assessment report summarizes the findings from an assessment of the learning objectives for Critical Thinking and Writing (CTW) 1 and 2 Core requirement. When the 2009 Core was approved, CTW 1 & 2 were described in the following way:

> Perhaps the most fundamental contribution a college education can make to students' lifelong learning is to develop their abilities to think and write critically. In this sequence, students will engage in an intensive practice of writing as a method of inquiry, reflection, and communication. Students will develop their thinking and writing through substantive revision as they work with faculty who model ways of reading, writing, and research. The courses will foster students' abilities to use writing as a tool for communication in a variety of contexts and/or media, with an emphasis on rhetorical situation, logical reasoning, and persuasive writing.

> The primary goals of this sequence are to introduce students to critical thinking and writing in an academic context, to rhetorical analysis, and to information literacy. An important secondary aim will be to help first-year students become intentional learners. This may be done in several ways. Faculty may experiment with methods for encouraging students to map their emerging intellectual interests and identify the tools to navigate their academic careers. Assignments might incorporate more reflection on the strengths and weaknesses of students' prior educational experiences and their hopes for their college experience. Students could be introduced more explicitly to the values of liberal and Jesuit education, such as independent thinking, intellectual responsibility, and the integration and application of knowledge for the common good. Additional practices that may be developed include oral and electronic communication.

> Faculty should be encouraged to offer thematic sections of this sequence, especially themes that dovetail with the interests of particular RLCs. Thematic sections might also be developed for students in engineering, business, the natural or social sciences, and various branches of the humanities.

> This sequence may be offered by faculty outside the English Department with appropriate preparation in teaching critical thinking (such as Philosophy faculty) and a willingness to undertake the requisite professional development in the instruction of writing. The committee strongly encourages the university to invest in an expansion of the current Writing Program in the English Department to facilitate faculty development in writing across the curriculum as well as a Writing Center to support student learning directly through tutoring and other means. (See "Administration and Faculty Development" for additional discussion of the Writing Program and Writing Center.)

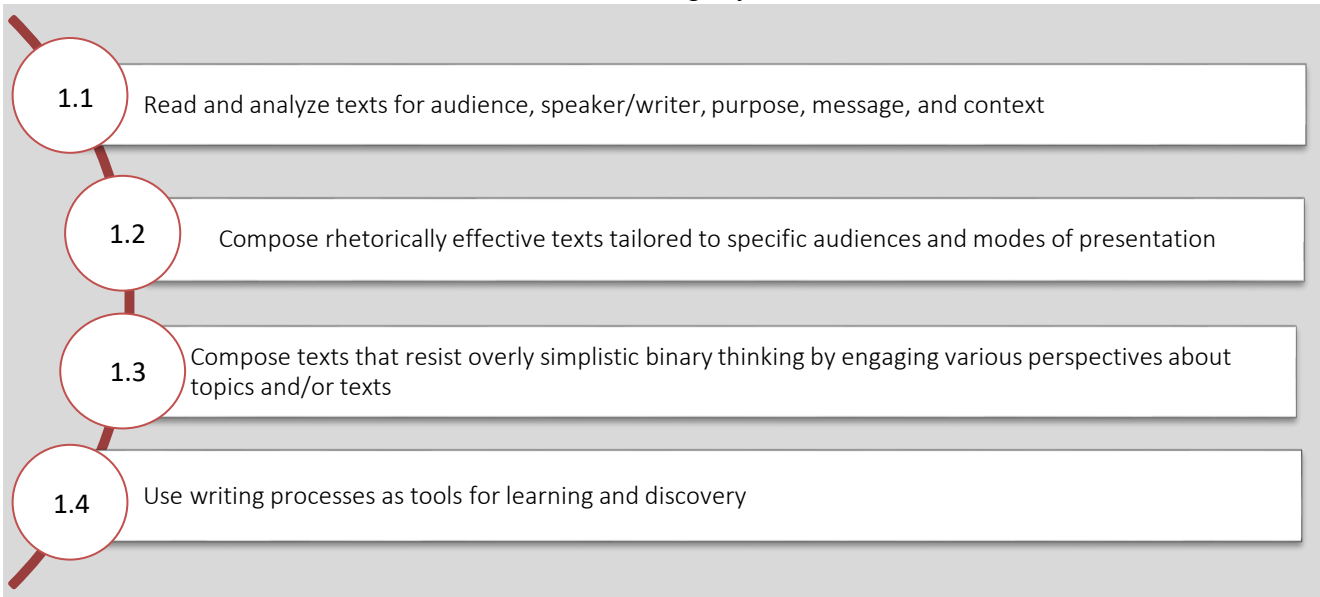The Core Learning goals identified for CTW 1 & 2 include:

- **Critical Thinking:** The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments
- **Complexity:** An approach to understanding the world that appreciates ambiguity and nuance as well as clarity and precision

- **Communication:** Interacting effectively with different audiences, especially through writing, speech, and a second language
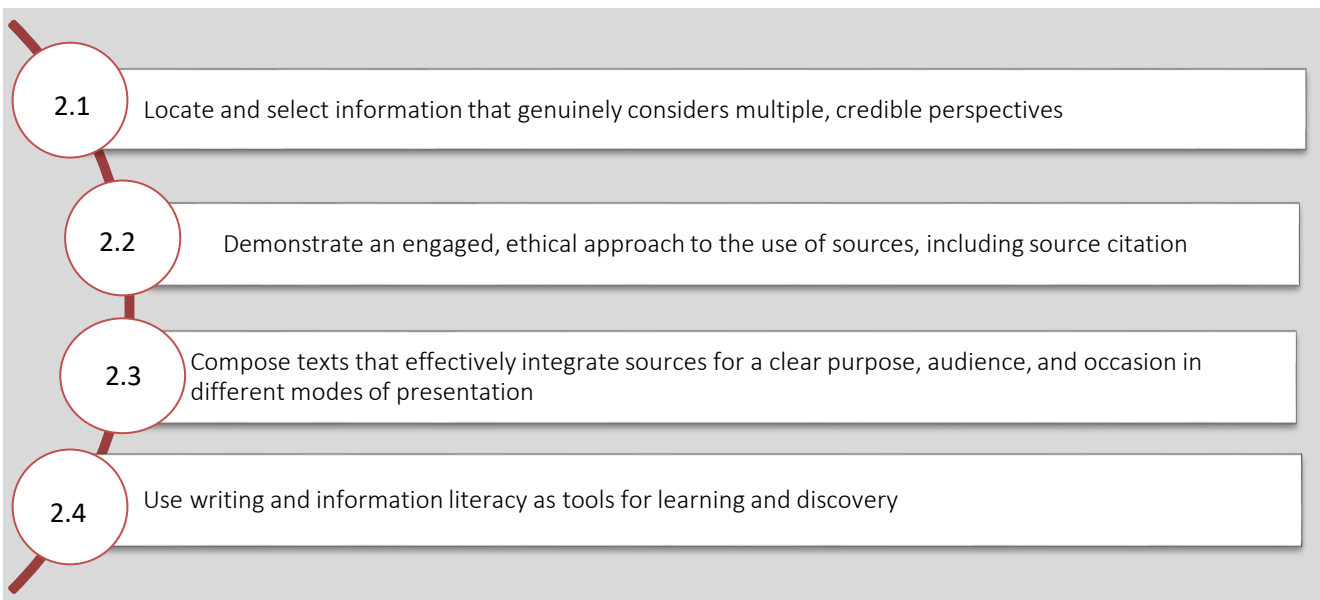
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**The Assessment Process**

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In 2018-2019, the Office of Assessment asked faculty teaching CTW 1 and 2 classes in the core curriculum to participate in the assessment of the learning objectives for this sequence.

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CTW 1 Learning Objectives

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| 1.1 | Read and analyze texts for audience, speaker/writer, purpose, message, and context |
|---|---|
| 1.2 | Compose rhetorically effective texts tailored to specific audiences and modes of presentation |
| 1.3 | Compose texts that resist overly simplistic binary thinking by engaging various perspectives about topics and/or texts |
| 1.4 | Use writing processes as tools for learning and discovery |

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CTW 2 Learning Objectives

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| 2.1 | Locate and select information that genuinely considers multiple, credible perspectives |
|---|---|
| 2.2 | Demonstrate an engaged, ethical approach to the use of sources, including source citation |
| 2.3 | Compose texts that effectively integrate sources for a clear purpose, audience, and occasion in different modes of presentation |
| 2.4 | Use writing and information literacy as tools for learning and discovery |

The Office of Assessment identified a random sample of students enrolled in CTW 1 & 2 classes taught in two-quarter sequences throughout the year. Faculty teaching the courses were asked to identify the assignments

providing the clearest evidence of student learning for each the learning objectives (a single assignment could be chosen for more than one learning objective, if applicable).

The Office of Assessment obtained work from 17 percent (n=106) of the 622 students enrolled in 33 courses taught by distinct faculty. The Office of Assessment redacted student and faculty identifiers from this material before a team of four faculty scored the work using a rubric jointly created by the Writing FCC, faculty from the English department, and the Office of Assessment. The scoring team participated in a norming session and then independently scored a portion of the student work. The rubric included evaluative criteria for each learning objective using for most learning objectives, a four-level scale of proficiency (with "1" indicating a low score (not proficient), "2" a middle-low score, "3" a middle-high score, and "4" a high score (highly proficient). For the remaining objectives, the coding designated whether a criterion was present or absent. Scorers were also encouraged to make a note if they did not see any evidence that a particular learning objective was being addressed in the work of the student.

We anticipated that student work in CTW1 was likely to score lower than the work reflecting similar learning objectives from CTW2. More specifically, we expected to see more "2's" and "3's" in CTW 1 and more "3's" and "4's" in CTW2. Generally, in Core assessments, we hope to see that at least 75 percent of the students have achieved proficiency with rubric scores of 3 or 4. In the CTW sequence, we might expect a smaller percentage of CTW1 students would earn a 3 or 4, but that number would rise for CTW2 students' work.

In the findings that follow, all the scores given for each learning objective were tabulated and converted into percentages.

## What We Learned

### CTW1 Results

LO 1.1 Read and analyze texts for audience, speaker/writer, purpose, message, and context

The first learning objective was assessed in two ways. First, coders noted whether there was evidence that the student work showed awareness of the audience(s) for the texts cited, author/speaker(s), purpose, rhetorical strategies, and context, using a simple "present/absent" coding system. Then coders gave an overall score on a 1-4 on how well students showed evidence that they were reading and analyzing texts for all of these elements based on the most relevant piece of work submitted.

The results showed that the student work did reflect high levels of awareness of the five elements (Table 1), ranging from a low of 72 percent of the work showing awareness of audience to a high of 92 percent of the work showing awareness of purpose.

Table 1. Percent of work showing awareness of elements of rhetorical context

| Audience | Author/Speaker | Purpose | Rhetorical Strategies | Context |
|----------|----------------|---------|-----------------------|---------|
| 72 | 83 | 92 | 82 | 82 |

Additionally, 68 percent of student work earned a 3 or a 4 on the rubric, indicating that over two-thirds of the student work showed an ability to analyze key elements of the rhetorical situation (see Figure 1). Another 23 percent of the work was scored as a 2.

Figure 1.
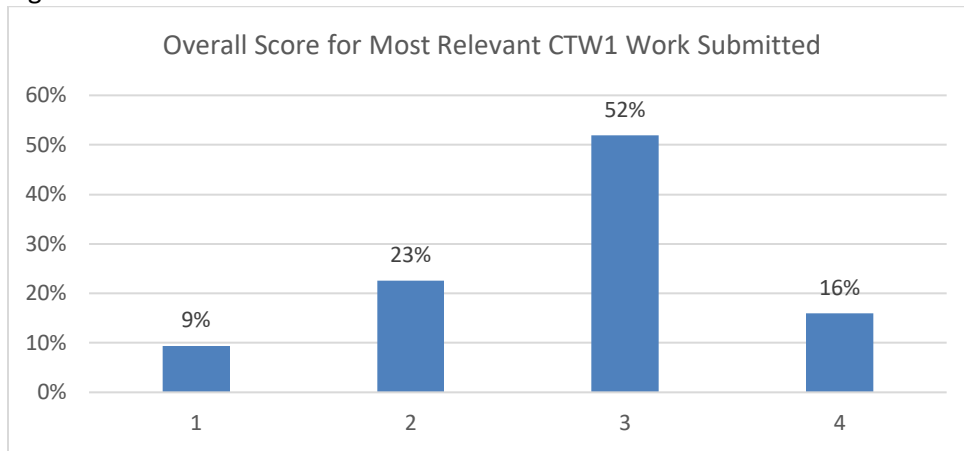
**Overall Score for Most Relevant CTW1 Work Submitted**
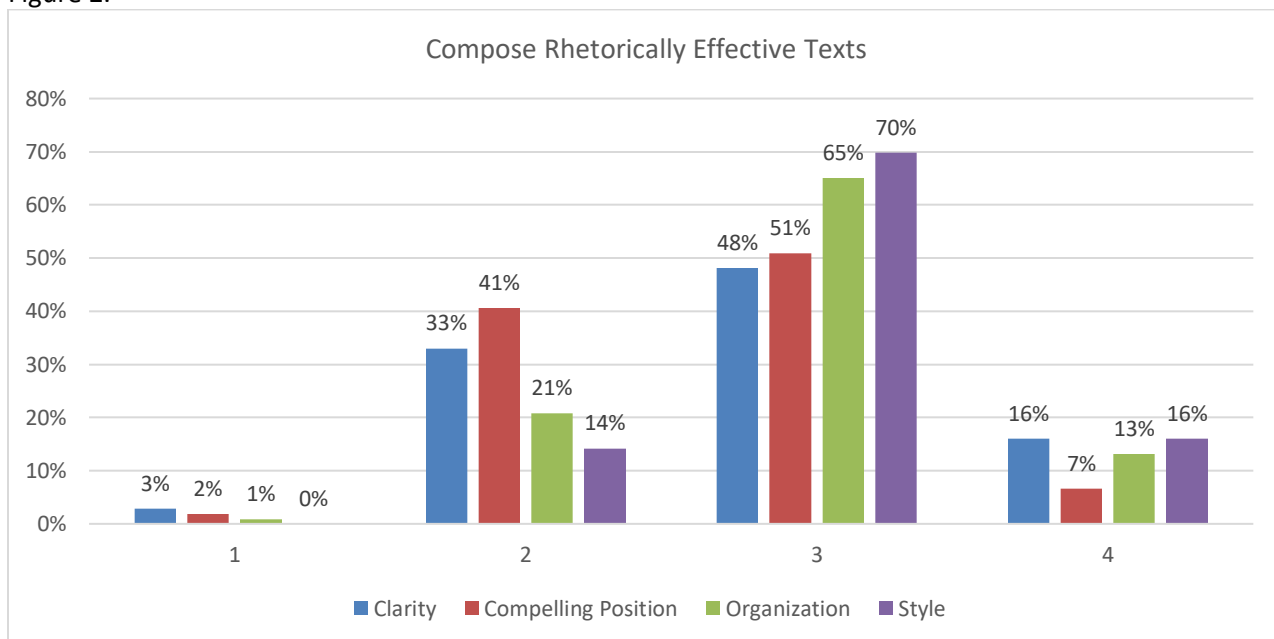
- 1: 9%
- 2: 23%
- 3: 52%
- 4: 16%

LO 1.2 Compose rhetorically effective texts tailored to specific audiences and modes of presentation

A review of syllabi confirmed that students were being asked to compose rhetorically effective texts to specific audiences in more than one modality (for example, website, presentation slides, podcast). For the assessment, only work submitted in one modality was evaluated.  Within this, the learning objective was scored on four distinct dimensions:

1.  The clarity of question, problem, or motive for the text (purpose)
2.  The development of a compelling position for the analysis, argument, or interpretation
3.  The organization, flow of thought, transitions
4.  Style, formatting, presentation as appropriate to audience, purpose, and occasion

The findings for the four dimensions are summarized in Figure 2. They show that students achieved stronger scores on organization (78% earning 3 or 4) and style (86% earning 3 or 4), than on clearly expressing the main idea or problem the writer is addressing (64% with a 3 or 4) or on the development of a compelling position where the central idea is adequately developed with evidence and/or analysis (58% with a 3 or 4).

Figure 2.

**Compose Rhetorically Effective Texts**

Legend: Clarity, Compelling Position, Organization, Style

- 1: Clarity 3%, Compelling Position 2%, Organization 1%, Style 0%
- 2: Clarity 33%, Compelling Position 41%, Organization 21%, Style 14%
- 3: Clarity 48%, Compelling Position 51%, Organization 65%, Style 70%
- 4: Clarity 16%, Compelling Position 7%, Organization 13%, Style 16%

<u>LO 1.3 Compose texts that resist overly simplistic binary thinking by engaging various perspectives about topics and/or texts</u>

This learning objective was scored on a 1-4 scale based on the degree to which the student's writing demonstrated engagement with multiple perspectives bringing some nuance, evidence, or qualification to claims. A score of "3" indicated the student's writing demonstrated engagement with multiple perspectives which bring some nuance, evidence, or qualification to claims. Overall, 56 percent of the work earned a 3 or 4 (10% was scored as a "4"; 46% as a "3"; 41% as a "2"; and 2% as a "1".

<u>LO 1.4 Use writing processes as tools for learning and discovery</u>

This learning objective was assessed by reviewing syllabi to see if these materials addressed ways in which students were engaged in writing processes for learning and discovery. For this learning objectives, scorers simply noted presence or absence of evidence of this:  of the 30 syllabi submitted, all included evidence of doing this.

<center>**CTW 2 Results**</center>

The assessment results for students' work from CTW2 are summarized below.

<u>LO 2.1 Locate and select information that genuinely considers multiple, credible perspectives</u>

Learning objective 2.1 was scored on two dimensions: using rhetorically appropriate sources and evidence of source quality. As can be seen in Figure 3, a high proportion (88% and 77%, respectively) of the students' work was judged to use rhetorically appropriate and reliable, authoritative and high-quality sources.
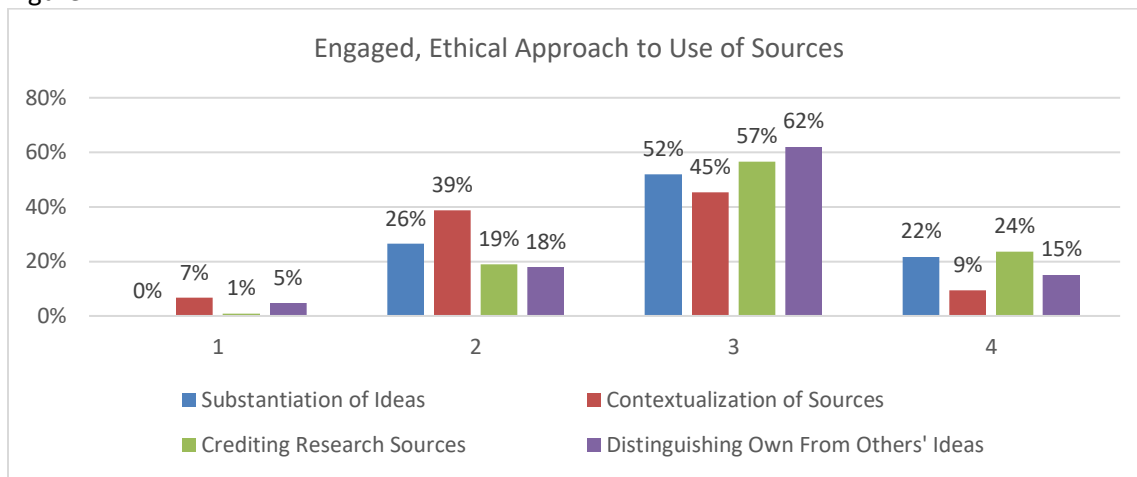
Figure 3.
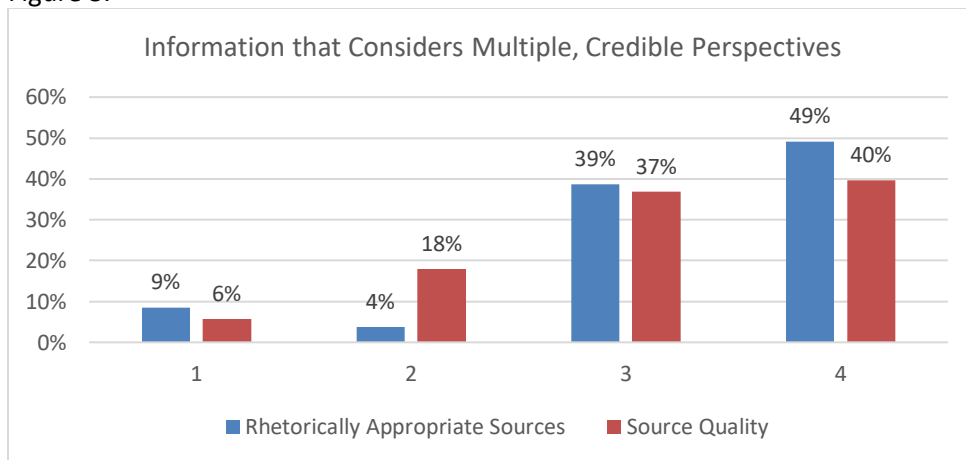


<u>LO 2.2 Demonstrate an engaged, ethical approach to the use of sources, including source citation</u>

The rubric included five dimensions related to this learning objective: substantiation of ideas; contextualization of ideas crediting research (textual) sources; distinguishing own from others' ideas, and the attribution of visual sources (if relevant). Figure 4 contains the results for the first four, and as can be seen, most students were successful in substantiating sources, crediting research sources; distinguishing own from others' idea (about 75%

or above did so). A smaller number of students used visual materials. Of the 40 students who did, half did not included attributions for the visual materials, indicating there is also room for improvement here.
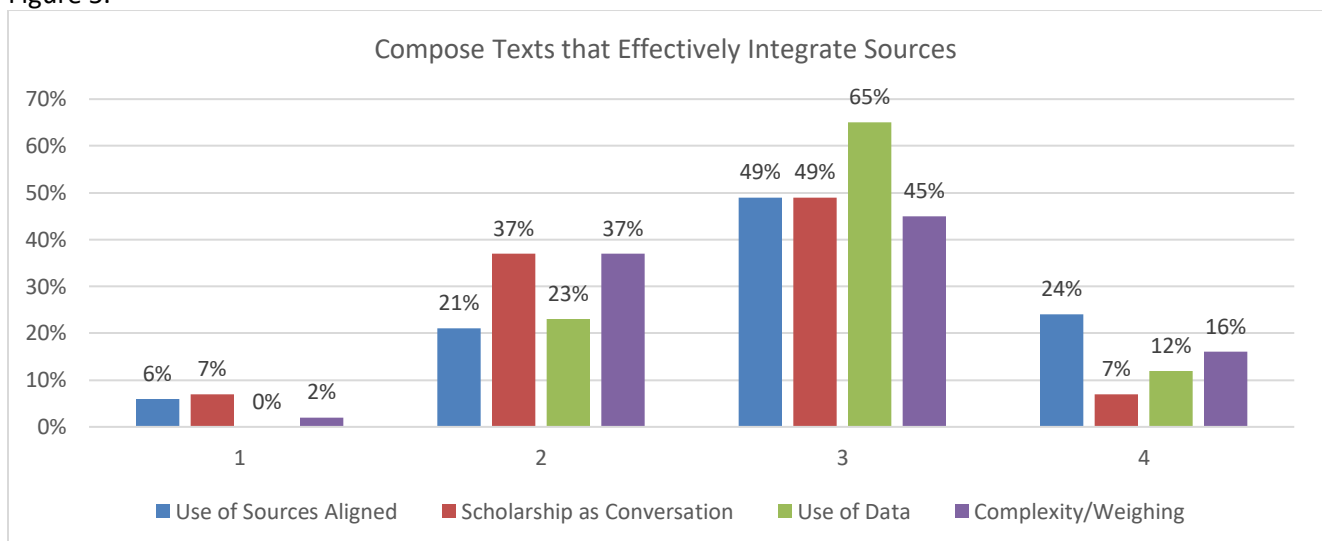
Figure 4.

**Engaged, Ethical Approach to Use of Sources**

| Score | Substantiation of Ideas | Contextualization of Sources | Crediting Research Sources | Distinguishing Own From Others' Ideas |
|-------|-------------------------|------------------------------|----------------------------|---------------------------------------|
| 1 | 0% | 7% | 1% | 5% |
| 2 | 26% | 39% | 19% | 18% |
| 3 | 52% | 45% | 57% | 62% |
| 4 | 22% | 9% | 24% | 15% |

## LO 2.3 Compose texts that effectively integrate sources for a clear purpose, audience, and occasion in different modes of presentation

The syllabus review of LO 2.3 confirmed that students were composing texts in more than one modality, but the assessment focused on work submitted within only one modality. The evidence for learning objective 2.3 was analyzed by examining the use of sources aligned with purpose, audience, and occasion; scholarship "as conversation"; use of data (student generated or others' data, if applicable); and complexity/weighing of multiple perspectives.

As seen in Figure 5, results show strongest performance in the selection and integration of data (as applicable) (77% scored 3 or 4) and the use of sources aligned with purpose, audience, and occasion (73% scored 3 or 4). In contrast, 61 percent of work received a 3 or 4 in achieving complexity/weighing of multiple perspectives and 56% earned the same for scholarship as conversation, indicating that students are still working toward proficiency in these areas.

Figure 5.

**Compose Texts that Effectively Integrate Sources**

| Score | Use of Sources Aligned | Scholarship as Conversation | Use of Data | Complexity/Weighing |
|-------|------------------------|------------------------------|-------------|---------------------|
| 1 | 6% | 7% | 0% | 2% |
| 2 | 21% | 37% | 23% | 37% |
| 3 | 49% | 49% | 65% | 45% |
| 4 | 24% | 7% | 12% | 16% |

LO 2.4: Use writing and information literacy as tools for learning and discovery
This learning objective was evaluated through an examination of syllabi. Results showed all syllabi referred to approaching writing and information literacy as tools for learning and discovery.

Overall assessment of CTW2 student writing
Finally, scorers provided an overall score for each student's writing based on the work that had been submitted, using a 4-point scale from lowest to highest. Nearly three-quarters of the students (73%) received scores of 3 or 4, 21% received a 2, and 6% received a 1.

Scorers then identified up to five elements (from a total of 18 elements) that had most affected their scores (see rubric). As can be seen in Table 2, coders identified many elements that were important in their ratings, but they used the codes for complexity, scholarship as conversation, and those related to source use a little more frequently than others.

| Codes for Elements | Percent of cases |
|---|---|
| 1. Rhetorical analysis | 6.8 |
| 2. Issue exigence | 8.7 |
| 3. Analysis/argument/interpretation | 30.1 |
| 4. Organization | 21.4 |
| 5. Style | 19.4 |
| 6. Complexity/Weighing multiple perspectives | 47.6 |
| 7. Rhetorical use of sources (aligned with purpose, audience, occasion) | 27.2 |
| 8. Scholarship as conversation | 38.8 |
| 9. Student-generated data | 7.8 |
| 10. Rhetorically appropriate sources | 28.2 |
| 11. Multiple credible sources | 28.2 |
| 12. Counter evidence | 12.6 |
| 13. Source quality | 19.4 |
| 14. Substantiation of ideas | 27.2 |
| 15. Analysis and contextualization of sources | 32.0 |
| 16. Accuracy | 2.9 |
| 17. Crediting sources | 8.7 |
| 18. Distinguishing own from others' ideas | 19.4 |

The relationship between the mentioning of various elements as important to a scorer's evaluation and the overall score given to CTW2 work was analyzed. The analysis combined students with overall scores of 1 or 2 into one group and those with scores of 3 or 4 into another (26 students were in the lower scoring group and 77 were in higher scoring set).

As Table 2 shows, many of the codes were used in similar proportions with both low and high scorers. However, there were a few differences in emphasis given to certain characteristics. More *highly* scored work received proportionately more mentions for style (code 5) and complexity (code 6) (see Table 2). Work that was scored *lower* received proportionately more mentions for rhetorical use of sources (code 7), scholarship as conversation (code 8), rhetorically appropriate sources (code 10), multiple credible sources (code 11), and analysis and contextualization of sources (code 15). From this, it appears that the lower scoring work especially lacked a demonstrated ability to use sources effectively.

Table 2. Percent of mentions of codes for writing/research elements for lower and higher scored work

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Low | 8 | 4 | 31 | 23 | 4 | 35 | 35 | 62 | 4 | 42 | 35 | 12 | 23 | 27 | 46 | 0 | 8 | 12 |
| High | 7 | 10 | 29 | 21 | 25 | 52 | 25 | 31 | 9 | 23 | 26 | 13 | 18 | 27 | 27 | 4 | 9 | 22 |

Conclusions

The CTW1 assessment shows students are progressing well in meeting the Core learning objectives. Most students show an understanding of the rhetorical situation (LO 1.1). Their work shows an ability to engage with sources and to use them ethically, although there is room for improvement in contextualizing sources, and using citations appropriately when visuals are provided (LO 1.2). When their writing is examined for how well their texts resist overly simplistic binary thinking by engaging various perspectives about topics and/or texts (LO 1.3), the results show this is an area where more development is needed as just over half (56%) earn a score of proficiency. From these results, it seems reasonable to conclude that CTW1 is providing the desired foundation about the rhetorical situation and the fundamentals of source use, and that students will have the opportunity to work on the more complex skills of source contextualization and engaging multiple perspectives (where they are less strong) in CTW2.

Finally, an analysis of course syllabi show and/or assignments show that most faculty are asking students to do work in multiple modalities (LO 1.2) and that in their courses, students engage in work that reinforces writing as a form of discovery (LO 1.4).

The assessment of student work in CTW2 showed further progress in students' writing and information literacy skills. Students' work in CTW2 presents strong evidence of their ability to *locate and select* information that uses multiple, credible perspectives (LO 2.1). Students' written work demonstrates an ability to select and integrate data, and to use sources for a clear presentation of purpose, audience, and occasion (LO 2.3). However, students' work still reveals that they are developing their abilities for writing that reflects *complexity and weighing multiple perspectives*, and an *understanding of scholarship as conversation*. The CTW2 assessment points to similar areas of challenge as seen in CTW1.

Overall, student performance was quite strong in meeting the learning objectives in CTW2. Scorers judged 73 percent of student work to fall within the "proficient" range in their holistic scores. The scorers' identification of the qualities of student writing that most impacted their judgements help us understand where improvement is needed, especially for the 21 percent of students who scored in the "middle-low" region. The criteria that led scorers to give lower holistic scores for the body of students' CTW2 work provide additional support for this being a primary area of challenge. Reasons given for lower scores in the work were more likely to point to the following: rhetorical use of sources, scholarship as conversation, rhetorically appropriate sources, multiple credible sources, and analysis and contextualization of sources—elements that involve critical thinking about source use and integration of multiple perspectives in their texts.

Faculty teaching CTW1 and 2 are encouraged to discuss these results, and to consider how they might provide additional opportunities for students to practice source use and integration of multiple perspectives in their texts.

**LO 1.1 – Elements (if multiple pieces of work are submitted and not all is relevant to each assignment, use the scores from the most appropriate work)**

| Read and analyze texts for audience, speaker/writer, purpose, message, and context | LO 1.1a shows awareness of source texts' AUDIENCE(S)<br><br>(e.g., To whom is the author writing/speaking? What values does the audience hold that the author or speaker appeals to?) | LO 1.1b shows awareness of source texts' AUTHOR(S) /SPEAKER(S)<br><br>(e.g., Who is author? How does he or she establish ethos (personal credibility)? Does he/she come across as knowledgeable? fair? Does the speaker's reputation convey a certain authority?) | LO 1.1c shows awareness of source texts' PURPOSE<br><br>(e.g., To what end is the author writing or speaking? What is the author's intention?) | LO 1.1d shows awareness of source texts' RHETORICAL STRATEGIES<br><br>(e.g., How does the author support his or her position with reasons and evidence? What are the principal lines of reasoning or kinds of arguments used? How does the author or speaker appeal to reason? to emotion? | LO 1.1e shows awareness of source texts' CONTEXT<br><br>(e.g., How do allusions, historical or cultural references, or kinds of words used place this in a certain time and location? |
|---|---|---|---|---|---|
| Identify if each element is present (0 = no, 1 = yes) | | | | | |

**LO 1.1-O – Overall Score for most relevant CTW1 work submitted**

| | Highest -4 | Middle high-3 | Middle low-2 | Lowest-1 | Not applicable/ Not present | Score |
|---|---|---|---|---|---|---|
| **LO 1.1 Overall** RHETORICAL ANALYSIS: Read and analyze texts for audience, speaker/writer, purpose, message, and context | Work provides substantial evidence of the ability to analyze all elements of the rhetorical situation: intended audience, source/ author, purpose, context, and strategies for message construction and evidence | Work provides evidence to ability to analyze most elements of the rhetorical situation: identify intended audience, source/author, purpose, context, and strategies for message construction and evidence. Writing is more attentive to some elements than others. | Work provides some evidence or ability to analyze most elements of the rhetorical situation: but analysis of intended audience, source/author, purpose, context, and strategies for message construction and evidence may be inconsistently intended audience or some aspects are left unaddressed. | Work provides little evidence of the ability to identify intended audience, author/source, purpose, context, and strategies for message construction and evidence. | Work does not provide any evidence of the ability to identify intended audience, author's purpose, context, and strategies for message construction and evidence | |

**LO 1.2 - COMPOSE RHETORICALLY EFFECTIVE TEXTS: Compose rhetorically effective texts tailored to specific audiences and modes of presentations**

| | Highest -4 | Middle high-3 | Middle low-2 | Lowest-1 | Score |
|---|---|---|---|---|---|
| **LO 1.2a** Issue question/problem/motive for text/"argument" (Purpose) | Reader can easily understand the main idea (e.g. thesis, focus, research question). The purpose is clear (what "problem" the writer is addressing and what issues motivate the evidence and analysis throughout). | Reader can understand the main idea (e.g. thesis, focus, research question). The purpose is somewhat clear (what "problem" the writer is addressing and what issues motivate the evidence and analysis throughout). | Reader can understand the main idea, but the purpose is not clear (what "problem" is being addressed, or what issues motivate the writer's use of evidence/analysis.) | The purpose is not clear (what the focus or main idea of the essay is or what problem is being addressed). | |
| **LO 1.2b** Analysis/argument/ interpretation create a compelling position | Central idea is well developed with an abundance of evidence of critical, careful thought and analysis and/or insight. | Central idea is adequately developed with sufficient evidence and/or analysis. Evidence demonstrates some insight into the problem being explored. | Central idea is present, but inadequately developed or substantiated by evidence and/or analysis | Central idea is poorly developed or absent. | |
| **LO 1.2c** Organization, flow of thought, transitions | The text's organization is clear (and appropriate for the genre) and helps readers to determine the writer's purpose and focus. Clear transitions or signposts help readers follow the flow. The main components of the text convincingly relate to and build on one another. Readers do not need to reread sections and are not forced to wonder why certain ideas are incorporated or how they pertain to the text overall. | Text's organization is generally effective (and appropriate for the genre), and includes some elements or signposts which help guide readers. The main components of the text relate to and build on one another. | Text's organization is generally ineffective, and includes few elements or signposts which help guide readers. The main components of the text relate to one another, but may not be clear on how build on one another. | The text lacks a clear organization (ex. a single paragraph) | |
| **LO 1.2d** Style (diction, tone/register, consistency), formatting, presentation are appropriate to audience, purpose, and occasion | Demonstrates the ability to use and modify style so as to make the text appropriate for a given audience, purpose, and/or occasion. Stylistic choices are employed purposefully so that the text is appropriate for intended readers/audience, the purpose, and the occasion | Text is generally effective in using and modifying style, and contains some rhetorically appropriate or purposeful stylistic markers in diction, tone, formatting, and presentation. | Text is generally ineffective in using and modifying style, and may contain few rhetorically appropriate or purposeful stylistic markers in diction, tone, formatting, and presentation. | Text is very ineffective in using and modifying style, and contains no rhetorically appropriate or purposeful stylistic markers in diction, tone, formatting, and presentation. | |

| LO 1.3 - COMPOSE RHETORICALLY EFFECTIVE TEXTS: 1.3 Compose texts that resist overly simplistic binary thinking by engaging various perspectives about topics and/or texts | | | | | |
|---|---|---|---|---|---|
|  | **Highest -4** | **Middle high-3** | **Middle low-2** | **Lowest-1** | **Score** |
| **LO 1.3 Complexity/Weighing of multiple perspectives** <br><br> *Note, this can incorporate writers' own perspectives, but this would still need to include nuance, evidence, or qualification to claims. | Demonstrates an understanding of the topic's complexity by avoiding a dependency on simplistic binary thinking. Various perspectives are considered thoughtfully and with empathy for other positions, so as to show how the writer has taken a position that is well-supported and has sincerely considered alternative views. | Writing about topics demonstrates engagement with multiple perspectives which bring some nuance, evidence, or qualification to claims. Writer's position has been shaped by consideration of alternative views. | Writing about topics demonstrates inconsistent engagement with multiple perspectives. Although they may include many instances of support for their positions, the claims about perspectives may lack nuance, qualification, or evidence. | Writing about topics includes no complexity or multiplicity in perspectives. | |

Note to scorers:  If the writer uses many quotes as evidence, be sure that those quotes are analyzed independently and contextually to show the writer is not just marshalling supportive evidence without consideration of nuance, qualification, or quality of evidence.

**LO 2.1 - CRITICAL ANALYSIS AND ETHICAL USE OF SOURCES: Locate and select information that genuinely considers multiple, credible perspectives**

| | Highest -4 | Middle high-3 | Middle low-2 | Lowest-1 | Score |
|---|---|---|---|---|---|
| **LO 2.1a** Rhetorically appropriate sources (also relates to LO 2.3) | Sources reflect genres appropriate to the rhetorical context. | Sources include genres which are generally appropriate for the rhetorical context. | Selected sources are generally inappropriate for the rhetorical context. | Sources are absent or inappropriate. | |
| **LO 2.1b** Source quality | Most, if not all, sources appear reliable, authoritative and of good or high quality | Sources are generally reliable, authoritative, and of good or high quality. | A number of sources lack in reliability, authority, or quality. | Sources are clearly lacking in reliability, authority, or quality. | |

**LO 2.2 - CRITICAL ANALYSIS AND ETHICAL USE OF SOURCES: Demonstrate an engaged, ethical approach to the use of sources, including source citation**

| | Highest -4 | Middle high-3 | Middle low-2 | Lowest-1 | Score |
|---|---|---|---|---|---|
| **LO 2.2a** Substantiation of ideas (also relates to LO 1.2) | Most, if not all, viewpoints and main ideas are substantiated by credible evidence. | Viewpoints and ideas are generally substantiated by evidence. | A number of viewpoints or main ideas are not substantiated, or the evidence lacks credibility. | No viewpoints or main ideas are substantiated by credible evidence. | |
| **LO 2.2b** Contextualization of sources | Consistent evidence of appropriate and clear source contextualization (e.g., referring to discipline, author attributes) | Considerable evidence of source contextualization, but this may be done somewhat inconsistently or not completely clearly. | Provides little evidence of source contextualization. | Provides no evidence of source contextualization. | |
| **LO 2.2c** Crediting research (textual) sources | Attributes and cites all sources consistent with one style manual, in-text and in the references | Attributes and cites most sources consistent with one style manual in text and in references | Attributes or cites some sources, with little consistency or regularity | No sources are cited in-text or in references | |
| **LO 2.2d** Crediting visual sources | Attributes and cites all visual materials (e.g., photos, displays, drawings) | Attributes and cites some materials (e.g., photos, displays, drawings) | Does not attributes and cites any materials (e.g., photos, displays, drawings) | **Not applicable** | |
| **LO 2.2e** Distinguishing own from others' ideas | Distinction between own ideas and those of others is consistently clear | Distinctions between own ideas and others' ideas are generally clear, with a few possible moments that lack distinction. | Distinctions between own ideas and others' are generally unclear | No distinction between own ideas and others' ideas | |

**LO 2.3 - COMPOSE RHETORICALLY EFFECTIVE TEXTS: Compose texts that effectively integrate sources for a clear purpose, audience, and occasion in different modes of presentation**

| | Highest -4 | Middle high-3 | Middle low-2 | Lowest-1 | Score |
|---|---|---|---|---|---|
| **LO 2.3a**<br>Use of sources aligned with purpose, audience, and occasion | Skillful integration of relevant, credible sources to develop ideas that are appropriate for the text's purpose, audience, and occasion (genre or discipline). | Includes relevant and credible sources, that help writer develop ideas appropriate for purpose, audience, and occasion. | Introduces sources that are potentially relevant and credible, but does not adequately contextualize them so the reader can see how these are appropriate for purpose, audience, and occasion. | Fails to include relevant and/or credible sources to develop ideas appropriate for purpose, audience, and occasion. | |
| **LO 2.3b**<br>Scholarship as conversation | Effective presentation of sources "in conversation" with each other; the relationship between sources is clear. | Sometimes presents sources "in conversation" with each other; the relationship between sources is mostly, but not always clear. | Multiple sources are discussed, but the relationship among sources is generally not made clear. Sources are not in dialogue with each other (although may follow some logic – like presented chronologically). | Considers sources in isolation from each other. | |
| **LO 2.3c**<br>Use of student-generated data (e.g., surveys), others' data, or other relevant exhibits (if applicable) | Selects and integrates data or exhibits that clearly support the development ideas appropriate to the purpose/audience/ occasion of the work. | Selection and integration of data or exhibits is mostly effective and appropriate to the purpose/audience/ occasion of the work. | Selection and integration of data or exhibits is generally ineffective and/or inappropriate to the purpose/audience/ occasion of the work. | Writing does not contain data or exhibits; or, writing about data or exhibits severely limits its effectiveness. | |
| **LO 2.3d**<br>Complexity/Weighing of multiple perspectives<br><br>*Note, this can incorporate writers' own perspectives, but this would still need to include nuance, evidence, or qualification to claims. | Demonstrates an understanding of the topic's complexity by avoiding a dependency on simplistic binary thinking. Various perspectives are considered thoughtfully and with empathy for other positions, so as to show how the writer has taken a position that is well-supported and has sincerely considered alternative views. | Writing about topics demonstrates engagement with multiple perspectives which bring some nuance, evidence, or qualification to claims. Writer's position has been shaped by consideration of alternative views. | Writing about topics demonstrates inconsistent engagement with multiple perspectives. Although they may include many instances of support for their positions, the claims about perspectives may lack nuance, qualification, or evidence. | Writing about topics includes no complexity or multiplicity in perspectives. | |

| **LO 2.3e & 2.4: MULTIMODALITY & LEARNING AND DISCOVERY**  No coding necessary. <mark>THIS WILL BE DONE BY OFFICE OF ASSESSMENT</mark> | | | | |
|---|---|---|---|---|
| | **LO 2.3e**<br>**Texts produced include multiple modes and/or genres** | **LO 2.4a**<br>**Writing process activities guide students through idea generation and refinement.** | **LO 2.4b**<br>**Information literacy activities guide students through idea generation and refinement.** | **Score** |
| Identify if each element is present (0 = no, 1 = yes, 9= not sure from information provided) | (write score here) | (write score here) | (write score here) | |

| OVERALL | | | | | |
|---|---|---|---|---|---|
| | **Highest -4** | **Middle high-3** | **Middle low-2** | **Lowest-1** | **Score** |
| Overall, what rating would you this students' writing based on the work submitted for CTW2? | | | | | |

| Code up to 5 elements that most affect your rating. Use the numbers below to indicate your choices on the scoring sheet in the designated areas |
|---|
| 1. Rhetorical analysis |
| 2. Issue exigence |
| 3. Analysis/argument/interpretation |
| 4. Organization |
| 5. Style |
| 6. Complexity |
| 7. Rhetorical use of sources |
| 8. Scholarship as conversation |
| 9. Student-generated data |
| 10. Rhetorically appropriate sources |
| 11. Multiple credible sources |
| 12. Counter evidence |
| 13. Source quality |
| 14. Substantiation of ideas |
| 15. Analysis and contextualization of sources |
| 16. Accuracy |
| 17. Crediting sources |
| 18. Distinguishing own from others' ideas |
| 19. Other (open response) |