

### Writing Intensive Rubric

Includes Writing Intensive (WRIT) and Information Management (IM) student learning outcomes and criteria for SUNY Cortland students, which include the elements of critical thinking

**Not all listed criteria may apply to your assessment or course; please disregard any inapplicable criteria when scoring and mark n/a below.**

Elements	Target	Acceptable	Unacceptable	Assessment Notes	Score
WRIT SLO 1: Students will undertake an effective writing process, making informed decisions about their writing with input from their instructor.	The student has a successful writing process, revising in response to instructor feedback at multiple levels of abstraction with clear attempts to apply feedback globally to current writing product and subsequent writing tasks in the course.	Student has a developing writing process and can make concrete changes as requested by the instructor without generalizing feedback to other instances of problems or addressing global issues in the writing product.	Student has an ineffective or absent writing process and fails to revise in response to feedback.	<p>This outcome requires embedded assessment because it asks the instructor to measure a student's holistic process (drafts, interactions with instructor), which may not be apparent in the final product.</p> <p>By process, we mean the ways in which writers in your discipline plan, draft, revise, and circulate their writing. This could include research processes central to certain genres, outlining, and using specific technologies or software for writing.</p>	
WRIT SLO 2: Students will write effectively in specific disciplinary genres.	The student writes successfully in an appropriate genre, consistently incorporating discipline-specific discourse and conventions.	The student writes recognizably in an appropriate genre, but may inconsistently incorporate discipline-specific discourse and conventions.	The student writes in an unrecognizable or inappropriate genre and fails to incorporate discipline-specific discourse and conventions.	<p>By genre, we mean particular structures, forms, and types of writing commonly used by members of your discipline. This could include lesson plans, laboratory reports, literary analyses, and research proposals.</p> <p>By discourse, we mean language and terminology specific to your discipline.</p>	

				By conventions, we mean the specific stylistic principles and the organizational strategies and rules used by writers in your discipline. This could include tone, voice, citation practices, layout, document design, and sentence and paragraph length and complexity.	
IM SLO 1: Students will be able to understand, use, and reflect on research techniques in order to locate information.	<p>a) Student demonstrates the ability to incorporate multiple effective search tools relevant to their information need. Student demonstrates advanced search strategies (e.g., controlled vocabulary, using citations to identify additional sources) or multiple simple search strategies (e.g., keywords, synonyms, related concepts, Boolean operators, database search features).</p> <p>b) Student analyzes their research process and adapts their search strategy in response.</p>	<p>a) Student demonstrates use of at least one relevant search tool. Student demonstrates one to two simple search strategies (e.g., keywords, synonyms, related concepts, Boolean operators, database search features).</p> <p>b) Student discusses their research process in an emerging or superficial manner, and/or student does not adapt their search strategy in a meaningful way.</p>	<p>a) Student demonstrates little to no effort to access available sources, relying instead on background knowledge. Student does not demonstrate a clearly defined search strategy, and only finds information by chance.</p> <p>b) Student does not discuss their research process.</p>	<p>This outcome requires embedded assessment because it asks the instructor to measure a student's holistic process (search strategies), which may not be apparent in the final product.</p> <p>Examples of process-oriented assessments include, but are not limited to: research log, brief reflective writing or presentation, or scenario-based test.</p> <p>Reflection could potentially be incorporated into existing assignments, e.g., 1-2 paragraphs incorporated into an essay; adapted annotated bibliographies; 1-3 slides of information incorporated into a presentation.</p>	<p>(a) Search Tools and Strategies:</p> <hr/> <p>(b) Metacognition:</p> <hr/>
IM SLO 2: Students will be able to evaluate information, in order to	a) Student uses a variety of information sources appropriate to the scope and	a) Student uses a variety of information	a) Student uses information wholesale;	The variety of sources and perspectives can be assessed based on the references and content of a final product.	

<p>select the best resources for their information needs.</p>	<p>discipline of the research question;  and/or  b) Student selects sources after considering the importance (to the researched topic) of the multiple criteria used (e.g., relevance, currency, authority, audience, and bias or point of view.)</p>	<p>sources, some appropriate to the research question;  and/or  b) Student selects sources using multiple criteria (e.g., relevance, currency, and authority.)</p>	<p>and/or  b) Student selects sources using limited criteria (e.g., relevance).</p>	<p>However, the evaluative criteria measure a student's holistic process, which may not be apparent in the final product and require embedded assessment.  Examples of process-oriented assessments include, but are not limited to: research log, brief reflective writing or presentation, or scenario-based test. Reflection could potentially be incorporated into existing assignments, e.g., 1-2 paragraphs incorporated into an essay; adapted annotated bibliographies; 1-3 slides of information incorporated into a presentation.</p>	
<p>IM SLO 3: Students will synthesize information in order to responsibly create content.</p>	<p>a) Student organizes and synthesizes information in a clear, cohesive manner. b) Student cites sources completely and consistently in the appropriate style. c) Conclusions are logically drawn directly from evidence, demonstrating a strong integration of information.</p>	<p>a) Student partially organizes and synthesizes information, possibly with little comparison or integration. b) Student cites sources completely, but with some inconsistency, or not using appropriate style. c) Conclusions are drawn from evidence, but the connection is not always clear, or omits consideration of some information.</p>	<p>a) Student does little to organize or synthesize information. b) Student cites sources incompletely or does not cite at all. c) Conclusions are drawn from little to no evidence, and may be illogical or unsupported.</p>	<p>All criteria for SLO 3 can be assessed based on the content and references of a final product.</p>	<p>(a) Synthesis: _____  (b) Citations: _____  (c) Conclusions: _____</p>

Attribution: Information Management criteria were adapted primarily from the AAC&U VALUE and [Keene State](#) information literacy rubrics.

Map to Disciplinary Standards:

1. WRIT SLO 1: [Framework for Success in Postsecondary Writing](#) Writing Processes
2. WRIT SLO 2: [Framework for Success in Postsecondary Writing](#) Rhetorical Knowledge, Knowledge of Conventions
3. IM SLO 1: [ACRL Framework](#) Research as Inquiry, Searching as Strategic Exploration, Scholarship as Conversation
4. IM SLO 2: [ACRL Framework](#) Authority is Constructed and Contextual, Information Creation as a Process, Information has Value, Scholarship as Conversation
5. IM SLO 3: [ACRL Framework](#) Information has Value, Scholarship as Conversation