

Debby Ellis Writing Center: Materials Review Rubric

Type	Good	Sufficient	Poor	Insufficient
In-Center Student Resources	<p>5-10 Southwestern-specific printed worksheets are available.</p> <p>Updated disciplinary writing guides & style guides are available.</p>	<p>3-5 Southwestern-specific printed worksheets are available.</p> <p>Updated disciplinary writing guides & style guides are available.</p>	<p>Printed worksheets from other centers are available for student use.</p> <p>Disciplinary writing guides & outdated style guides are available.</p>	<p>No worksheets are available.</p> <p>Few, no, or very outdated style or writing guides are available.</p>
Online Student Resources	<p>Organization is clear.</p> <p>Citation information links to guides for all major styles and to model papers.</p> <p>Information about staff & center are current.</p> <p>Southwestern-specific worksheets are available online.</p>	<p>Organization is clear.</p> <p>Citation information links to guides for most major styles.</p> <p>Information about staff & center is current.</p>	<p>Organization is clear, but materials are limited.</p> <p>Citation information links to guides for most major styles.</p> <p>Information about staff & center is present but outdated.</p>	<p>Organization is confusing.</p> <p>Citation information does not cover major styles.</p> <p>Information about staff & center is absent.</p>
In-Center Tutor Resources	<p>A tutor handbook organizes theory, policy, and best practices.</p> <p>Specific handouts address best practices & suggestions for addressing challenges.</p> <p>Both the handbook and the handouts are distributed to tutors & are available in the center.</p>	<p>Policies are clear and available to tutors in the center.</p> <p>Best practices are archived and are available as worksheets in the center.</p> <p>Handouts are available addressing common challenges and offering suggestions.</p>	<p>Policies are clear.</p> <p>Best practices are archived and are available as worksheets.</p>	<p>Policies are absent or unclear.</p> <p>Best practices are not archived or are unavailable to tutors.</p>
Online Tutor Resources	<p>Online tutor resources include links to all materials in the handbook and to archives (accessible only to directors) of tutor observations and self-reflections.</p>	<p>Online tutor resources include links to DEWC policy.</p>	<p>Online tutor resources include links to policies at other centers.</p>	<p>Online tutor resources are absent or unclear.</p>

Debby Ellis Writing Center: Consultation Observation Rubric

Date:

Start time:

End Time:

Consultant:

Observer:

Paper Topic:

Goal	Action	Met?	Comments
Students feel welcome in the DEWC	Acting professionally before student arrives		
	Greeting student on arrival		
	Explaining the intake form		
Students feel respected in the DEWC	Introducing yourself		
	Explaining goals & methods of the DEWC (including time limit)		
	Maintaining awareness of the student's emotional responses during the consultation		
	Remaining encouraging throughout; looking for good things to say.		
Students maintain ownership over their papers	Asking student to explain the assignment		
	Asking student where they'd like to focus		
	Asking student preference about reading aloud		
	Explaining how/why/when you may be marking on the paper		
	Keeping the paper between you at all times		
	Resaving document .dewc & asking permission to type if on a computer		
	Suggesting that students take notes or even draft during consultation		
	Deflecting "how would you" questions		
	Encouraging students to talk ideas out rather than rephrasing sentences for students		
	Asking questions about the paper rather than making statements about the paper.		
Consultations focus on Higher-Order Skills	Asking students to verbalize relationship between prompt & paper (& pushing this, if necessary).		
	Asking questions designed to get students thinking about the thesis, organization, or evidence of a paper –		

Consultations focus on Higher-Order Skills (cont.)	“Why are you doing x”? “Tell me about y”		
	Modeling the reading process (“forecasting” where the paper might go, articulating connections)		
Consultants teach skills that can be used in other papers	Explaining & modeling techniques like reverse-outlining		
	Identifying a common error or two & explaining the rule behind it, then having the student find an example or two on their own		
	Showing students how to identify and use online, in-person, or print resources		
	Addressing meta-concerns: talking about the purpose of different parts or conventions of a paper		
Consultations are non-evaluative	Focusing praise on effort, rather than on results		
	Focusing on reader-response: “I completely understand what you’re saying in this paragraph.” “The examples you’ve chosen here seem very clear to me.”		
	Refusing holistic evaluation of either the writer or the paper		
Students leave the DEWC with a plan for improving their papers	Giving a five-minute warning before wrap-up to ensure that all questions get answered		
	Closing with a review of the main points covered in the consultation		
	Asking students to explain what they plan to do next		
	Double-checking to ensure that there are no more questions		
	Reminding students of your name & that they’re always welcome to return		
	Directing students to the exit survey		

Community Engaged Learning: Civic Learning Value Rubric

Learning Outcomes	Exemplary (5)	Competent (3)	Developing (1)
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Awareness of civic contexts/structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Experiments with civic contexts and structures, tries out a few to see what fits.

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Community Engaged Learning: Global Learning Value Rubric

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.