

W Competency

- Compose work that demonstrates proficiency in writing conventions within their field of study
- Use content knowledge from the field of study to create written work for the purpose of evaluation, critique, analysis, or interpretation
- Practice writing-as-a-process by drafting and revising based on feedback provided by the instructor and peers
- Compose written work that clearly and concisely conveys information to the appropriate audience

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations	Not Applicable
Alignment with Disciplinary Habits & Conventions	Demonstrates a comprehensive understanding of discipline-specific contexts, audiences, and topics; writing consistently reflects advanced engagement with the field's conventions and standards.	Demonstrates adequate understanding of discipline-specific contexts, audiences, and topics; writing generally reflects engagement with the field's conventions and standards.	Demonstrates partial understanding of discipline-specific contexts, audiences, and topics; writing reflects limited engagement with the field's conventions and standards.	Demonstrates little or no understanding of discipline-specific contexts, audiences, and topics; writing does not reflect engagement with the field's conventions and standards.	Not assessed.
Writing Process (Drafting & Revising)	Demonstrates an iterative writing process with substantial drafting and extensive revision; feedback is deliberately incorporated to significantly improve clarity, organization, and development of ideas.	Demonstrates a writing process that includes purposeful drafting and revision; incorporates most feedback to improve clarity, organization, and ideas.	Demonstrates partial drafting and revision; incorporates feedback inconsistently and/or superficially.	Demonstrates little or no evidence of drafting or revision.	Not assessed.
Connection to Course Content	Demonstrates frequent use of writing to understand, advance, and complicate course content; develops ideas with relevant depth, appropriate evidence, and careful analysis to advance disciplinary conversations.	Demonstrates consistent use of writing to understand, advance, and complicate course content; develops ideas with sufficient supporting evidence and relevant analytical and interpretive practices.	Demonstrates occasional use of writing to understand, advance, or complicate course content; ideas are sometimes underdeveloped, overgeneralized, or have limited relevance to course content.	Demonstrates little or no connection between writing and course content; lacks relevant evidence and analysis.	Not assessed.
Relationship Between Writing, Thinking, & Learning	Demonstrates a dynamic set of reflective writing practices geared toward advancing thinking and learning.	Demonstrates a clear awareness of how to use reflective writing to advance thinking and learning.	Demonstrates limited ability to advance thinking, and learning through reflective writing.	Demonstrates no substantive awareness of reflective writing's role in advancing thinking and learning.	Not assessed.