



Social and Cultural Analysis of Education Program

Signature Assignment for SCAE 551

Sophisticated Academic Writing Rubric

Student Learning Outcome(s) Assessed:

SLO #5: Produce sophisticated academic writing related to the social and cultural analysis of education.

Description of the Signature Assignment

The Sophisticated Academic Writing Rubric and faculty expectations for sophisticated academic writing are introduced in the program's first core course, SCAE 550. The rubric is used to assess candidates' academic writing on one assignment in SCAE 551 (the second core class) and SCAE 695 (the capstone course)—the Praxis in Critical Pedagogy Project and the Theory into Practice Project, respectively.

In the proposal, candidates begin to apply theories and constructs they have been studying in both core classes (SCAE 550 and SCAE 551) to educational practice. In SCAE 550, candidates complete an Annotated Bibliography on a topic related to education and variables of social difference. With the Praxis in Critical Pedagogy Proposal, candidates use this bibliography as a foundation to develop a plan for a specific pedagogical intervention aimed at effecting social and educational justice. The proposal includes: contextual framing, an assessment of the "problem," and development of a curriculum intervention designed to address the problem.

Directions for Candidates

Candidates will write an 11-13 page paper in which they 1) provide a contextual background for understanding a specific educational problem, 2) assess the problem in consultation with the community and/or stakeholders, and 3) develop a pedagogical intervention designed to respond to the problem.

Scoring Rubric:

Expectation	1-Unsatisfactory (Limited Proficiency)	2-Developing (Some Proficiency)	3-Satisfactory (Proficiency)	4-Exemplary (High Proficiency)
<u>Thesis/Focus Originality</u> Score: _____	Thesis/focus is not stated	Thesis/focus displays limited imagination	Thesis/focus displays sufficient imagination	Thesis/focus demonstrates fresh insight that challenges reader's thinking
<u>Thesis/Focus Clarity</u> Score: _____	Thesis/focus is unclear and/or has no relation to writing task	Thesis/focus is vague and/or only loosely related to writing task	Thesis/focus is clear and aligns with writing task	Thesis/focus is precisely articulated, closely aligned with the writing task, and consistently demonstrated throughout paper
<u>Organization/Development</u> Score: _____	Organization/development is unclear, inappropriate to thesis; no transitions are provided	Organization/development displays an attempt at coherence; may have ineffective flow of ideas and/or abrupt shifts in argumentation	Organization/development supports thesis/focus; transitions and sequencing of ideas display appropriate flow of ideas and transitions	Organization/development displays substantially, logically and concretely developed ideas consistently throughout the paper; transitions are well-developed
<u>Evidence</u> Score: _____	Evidence is absent, unrelated to the thesis/focus, and/or fails to support the thesis/focus	Evidence is limited in variety or combination of sources; evidence may be used unconvincingly or inappropriately	Evidence convincingly supports the thesis/focus; evidence supports, extends and informs, but does not replace writer's own ideas	Evidence provides compelling support of thesis/focus; evidence displays synthesis of ideas from various sources
<u>Analysis</u> Score: _____	Analysis is absent and/or the writing is merely descriptive	Analysis displays an attempt at critique; may have limited evidence of synthesis of ideas; may have limited discussion of alternate perspectives	Analysis includes critique, some discussion of alternate perspectives and ample synthesis of ideas	Analysis is incisive and includes substantial critique, integration of alternate perspectives, and complex synthesis of ideas
<u>Documentation</u> Score: _____	Documentation does not conform to American Psychological Association (APA) formatting in text and in reference list; sources are not cited properly; absence of accurate referencing	Documentation displays inconsistent use of American Psychological Association (APA) formatting in text and in reference list; few sources are fully and properly cited; evidence and assertions may not be accurately referenced	Documentation displays consistent use of American Psychological Association (APA) formatting in text and in reference list; most sources are fully and properly cited; most evidence and assertions are accurately referenced	Documentation displays precise use of American Psychological Association (APA) formatting in text and in reference list; all sources are fully and properly cited; evidence and assertions are accurately referenced
<u>Grammar, Punctuation and Spelling</u> Score: _____	Little to no evidence of mechanical competency	Inconsistent use of correct grammar, punctuation and spelling; limited evidence of mechanical competency	Consistent use of correct grammar, punctuation and spelling	Precise use of correct grammar, punctuation and spelling

Total Score _____

Spring 2009- Present

Legend

Total Points	College of Education Assessment Scale Equivalent
25-28	4 (Exceeds Expectations)
18-24	3 (Meets Expectations)
11-17	2 (Meets Some Expectations)
4-10	1 (Does Not Meet Expectations)
0-3	0 (Can't Score)