SWCA IDEATE Certification Rubric
To support writing center certification

Overview

This Southeastern Writing Center Association (SWCA) IDEATE (Ideas for Developing Excellence Among Tutor Educators) Certification Rubric is designed for the planning, assessment, and continued enhancement of writing centers in the southeastern region and beyond. It is accessible and usable across writing center contexts and institutions. The IDEATE Certification Rubric was developed by the SWCA's Research & Development Committee to support the writing center certification process. The rubric does not serve as a strict set of rules, but, rather, a guide to be used in evaluating centers during the certification process.

Rubric Certification Definition

Certification is a process whereby writing centers engage in highly productive and supportive practices that enhance knowledge, center efficacy, and tutor education.

Framing Language

- EXEMPLAR: The materials submitted for certification are exemplary. These resources could serve as outstanding models in the field.
- WRITING CENTER CONTEXTS: Those environments in which writing centers are situated within the larger structure of the institution.

MATERIAL SUBMISSION	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	EXEMPLAR
Letter of Application	No letter was submitted.	Some attempt was made, but the letter **did not adequately explain the writing center and/or goals for applying.**.	The letter **adequately** explained the writing center and goals for applying.	The letter **exceeded expectations** in explaining the writing center and goals for applying.
Memorandum explaining institutional and writing center contexts	No memorandum submitted. **If submitted, it did not give any explanation of writing center contexts.**	Some attempt was made, but the memorandum **did not sufficiently explain the writing center contexts**. There may be missing details about user demographics, institutional demographics/identity/mission, and/or center positionality/mission.	The memorandum **adequately** explained the institutional and writing center contexts. Institutional and center demographics, identity, and mission as well as center positionality were adequately explained.	The memorandum **exceeded the requirements** in explaining writing center contexts. Institutional and center demographics, identity, and mission as well as center positionality were explained in great detail.

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Brief preview of Supporting Materials & Supporting Material Packet	No packet or preview was submitted. If submitted, it **did not connect with writing center contexts.**	Some attempt was made, but the preview was **insufficient in explaining the supporting materials packet *AND/OR* insufficient materials were included in the packet** (i.e. materials specified on the planning guide were not included in the packet). Reference to materials related to staff training, center assessment, outreach, and/or services may be missing from preview. It may be unclear how included materials support other portions of the application related to center mission/vision, demographics, identity, and positionality.	The brief preview contained a **sufficient overview of the supporting material packet.** The supporting material packet **included all of the required documents** and they showed **sufficient evidence** that the writing center meets the guidelines put forth by the SWCA Research & Development committee. Preview includes reference to materials related to staff training, center assessment, outreach, and/or services. It is clear how included materials support other portions of the application related to center mission/vision, demographics, identity, and positionality.	The brief preview **perfectly explained** what was included in the supporting materials packet *AND* **all of the documents required were included with additional supporting materials attached**. Preview included reference to materials related to staff training, center assessment, outreach, and/or services. It is exceptionally clear how included materials support other portions of the application related to center mission/vision, demographics, identity, and positionality.
Letters from Two Separate Campus Community Members	No letters submitted.	Some attempt was made, but letters *either* **did not meet requirements** (i.e. two letter were not submitted) *OR* were **insufficient in showing evidence that the writing center adds value to**	**Two letters** were submitted and they **adequately** showcased that the writing center adds to the value of campus life.	Two letters were submitted that showed the writing center **exceeded expectation** in terms of adding value to campus life.

		campus life.	
Description of the center's approach to tutoring and supporting writing	No description submitted.	Some attempt was made, but the description **did not adequately explain the writing center's approach to tutoring and supporting writing. The description may not show connections between the center's mission/vision, identity, demographics, and positionality and the approach to tutoring.**	The description **adequately** explained the writing center's approach to tutoring and supporting writing. **The description adequately showed connections between the center's mission/vision, identity, demographics, and positionality and the approach to tutoring**	The description showed that the writing center's approach to tutoring and supporting writing **exceeded expectations. The description is exceptional in its connections between the center's mission/vision, identity, demographics, and positionality and the approach to tutoring.**