MARKING ASSIGNMENTS: DESIGNING RUBRICS THAT WORK

Roger Graves
Professor, EFS
Director, Writing Across the Curriculum





 Rubrics describe your criteria for evaluating student performances

As promised! Feedback from your session.

Do you VALUE having access to learning opportunities such as this?

This workshop assisted in two ways:

- -it make me think about my written communication in more focused way AND
- -it made me aware of more of the resources available to assist me with my writing. Very much!

verty focused and manageable within other time constraints- thank you! I would like to see more workshops focusing on writing skills.

What additional topics would you be interested in?

- 1 More specific writing topics grant proposals, letters, etiquette reminders...
- 2 converting technical writing/jargon into layman's language would be helpful.
- 3 Grammer

KINDS OF RUBRICS

Holistic

Descriptions of overall achievement and effect Faster to use

Analytic

Separate scores for each criterion Precise

or

General description

- General criteria applicable to all assignments

Primary trait scoring

- Criteria specific to an assignment

Type A: Holistic Scales

Writing Program General Grading Rubric

Grade Ranges

Below 50	50-60	60-70
Grades in this range identify assignments with problems sufficiently severe and/or pervasive that they significantly compromise the document's ability to	Grades in this range identify assignments that, while generally acceptable, have AT LEAST ONE of the following characteristics:	Grades in this range tend to be fairly common in writing courses.
communicate. Grades in this range generally indicate ONE or more of the following characteristics: 1. Plaglarism. 2. Fallure to follow the assigned topic. 3. Severe systematic problems	a significant global deficiency (mistaken audience, inconsistency in purpose) several major problems (see list below) numerous minor problems	These grades identify a generally good performance on the criteria listed below with minor problems of various kinds throughout the assignment or in more than one
o. our congression producting	r namerous minor problems	category.

Please note that these descriptions are guidelines only, and do not cover all situations.

Type A: Holistic scale

Holistic Grading Rubric for Writing Assessment (GERM 111/112) A

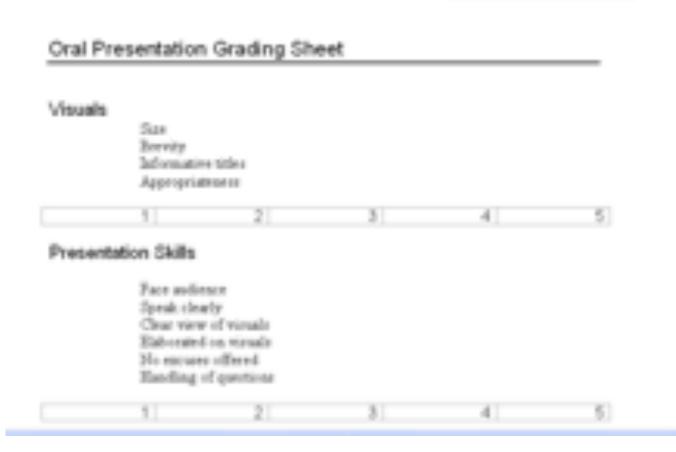
"A" DEMONSTRATES HIGH PROFICIENCY Excellent command of the language:

Addressed the topic; appropriate to the writing prompt (also in format, e.g. a letter requires greeting and conclusion); all expected elements are included; text flows; comprehensible; writing is appropriate to current level; length is appropriate

Word choice is appropriate and varied; sentence structure shows variety if possible on this level of writing (e.g. sub- and coordinating sentences, not only S-V-O structure; use of transitions);

Some errors which do not interfere with comprehension (i.e. word order is correct most of the time; subject-verb agreement is accurate most of the time, minor slips; spelling and punctuation are mostly accurate); learner demonstrated control of the forms focused on in this exam with very few mistakes

Type B: Analytic scales



111/112 RUBRICS

- See handout
- The original is holistic

• The revised one is analytic

DEMONSTRATES HIGH PROFICIENCY Excellent command of the language:

- Addressed the topic; appropriate to the writing promy greeting and conclusion); all expected elements are is writing is appropriate to current level; length is appro-
- Word choice is appropriate and varied; sentence stru level of writing (e.g. sub- and coordinating sentences transitions);
- Some errors which do not interfere with comprehens time; subject-verb agreement is accurate most of the punctuation are mostly accurate); learner demonstrat exam with very few mistakes

CLEARLY DEMONSTRATES PROFICIENCY Good command of the language:

Generally addressed the tonic: generally appropriate

Analytic Rubric for 111/112

1. Answered the question/addressed the topic

Unclear mostly

2. Format appropriate and correct

1 2 3

Inappropriate few errors in for

RUBRICS IN ACTION

Writing in the sciences:

Writing for non-scientific audiences

Rubric Student essay

- 1. Read the essay
- 2. Grade it using the rubric
- 3. Compare your scores to others in your group

YOUR RUBRICS

- 1. Get out your rubrics
- 2. Share them with the other people near you
- 3. Discuss how differences/similarities
- 4. Do these criteria accurately represent your expectations for students?

WEIGHTING THE RUBRIC

Which categories are more important to the overall grade?

This is another way of asking what are the most important factors for you when you evaluate a student's assignment.

Not all categories have to be or should be evenly weighted.

Rubrics should be different from first year to fourth year as expectations change.

CONSTRUCT VALIDITY

- The criteria on your rubric need to be related to the criteria as discussed in class and need to match students' understanding of the criteria
- Rubrics work only if they capture/reflect the same concepts/criteria that were taught
- Your understanding of the criteria needs to remain constant throughout your marking session
- Referring to the *Little Penguin Handbook* is one way you could attempt to ensure validity on writing criteria

RELIABILITY

- Rubrics help you to remain consistent in your grading by giving you a reference point to come back to as you render judgments
- In large scale evaluations (thousands of papers), groups of raters stop after grading a few papers to compare and cross-check their ratings
- You might check yourself after reading 10 or so assignments by going back to earlier ones and rereading to see if you are consistently grading for the criteria listed on your rubric

http://professionals.collegeboard.com/higher-ed/placement/ap/exam/scoring