

## Applied Critical Thinking: Faculty Assessing What We Value; Students Valuing What We Assess

Tuesday, September 26: 9:30am-11:00am

Your feedback on student work is vital in helping students learn to think critically. How can you make sure the feedback you're providing is effective? How can you be sure that students will use your feedback?

In this first of a two-part series, we will discuss how to assess and articulate what we value, and how rubrics can help. We will discuss how you can effectively apply rubrics and what value they bring to the educational process for both faculty and students. Participants will be encouraged to share their assessment challenges and participate in a rubric-design activity.

Part Two of this workshop happens in late November, when we come back together (and welcome additional participants) to discuss rubrics that we have customized or created and how we might best use these rubrics with students.

Notes from September 26<sup>th</sup> session

Hosted by Fram Faculty Fellow, Adrienne Decker ([adrienne.decker@rit.edu](mailto:adrienne.decker@rit.edu)) and Rebecca Johnson, Teaching & Learning Services, [rljtls@rit.edu](mailto:rljtls@rit.edu)

Speakers:

Paul Tymann, Professor, Computer Science ([pttics@rit.edu](mailto:pttics@rit.edu))

Paulette Swartzfager, Lecturer, University Writing Program ([pmsgsla@rit.edu](mailto:pmsgsla@rit.edu))

### I - Rubrics as summative assessment

- a. Discussion of how we typically use rubrics to provide summative assessment, provide for consistency in grading, and to give clear and specific grading criterion.
- b. Introduction to the institute-wide rubrics for gen ed courses - <http://www.rit.edu/academicaffairs/outcomes/general-education-assessment/rubrics>
- c. Rubrics in AP Exam grading - Computer Science Principles (Paul is Chief Reader)
  - i. Goal of AP rubrics [in general]
    1. Large scale grading (many readers, many exams)
    2. Rubric should be easy to understand for the reader (i.e. be able to train easily)
    3. Able to be applied so that interrater reliability is high (approximately 80% or more)
  - ii. The rubrics for AP CS Principles are about scoring a project that the students complete throughout the course

1. <https://apcentral.collegeboard.org/pdf/2018-explore-performance-tasks-sg.pdf?course=ap-computer-science-principles>
  2. <https://apcentral.collegeboard.org/pdf/2018-create-performance-tasks-sg.pdf?course=ap-computer-science-principles>
- iii. Resources from AP/The College Board
1. College Board - AP Central - <https://apcentral.collegeboard.org/>
  2. Course page: <https://apcentral.collegeboard.org/courses>
  3. Psychology questions from 2017 exam  
<https://apcentral.collegeboard.org/pdf/ap-psychology-frq-2017.pdf?course=ap-psychology>
  4. Psychology rubrics from 2017 exam: <https://secure-media.collegeboard.org/ap/pdf/ap17-sg-psychology.pdf>
  5. Sample responses and commentary Psychology 2017 <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap17-psychology-q1.pdf>
  6. AP Research Rubric: <https://apcentral.collegeboard.org/pdf/ap-research-academic-paper-rubric.pdf?course=ap-research>

## II - Rubrics as formative assessment (Paulette)

- a. Most writing teachers don't like rubrics - concern that the students will only perform for the points
- b. Writing a rubric makes me think about what I value, as I'm developing an assignment, I'm being clear about what I want and what I want them to demonstrate
- c. Setting goals for the students and calibrating for grading even for a small number of students
- d. Use rubrics to initiate conversation, not simply give a grade
- e. Feedback from students who felt like this was the first person who actually read their papers
- f. The Impact of Formative Feedback on the Development of Academic Writing:  
<http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=53155626&site=ehost-live>
- g. Link to Martins article:  
[http://writing.uncc.edu/sites/writing.uncc.edu/files/media/docs/Martins\\_Designing\\_Rubrics.pdf](http://writing.uncc.edu/sites/writing.uncc.edu/files/media/docs/Martins_Designing_Rubrics.pdf)
- h. Paulette's rubric: <https://people.rit.edu/pmsgsla/rubric.html>
- i. Peer review form (see below)
- j. Rubric from Amy Jamieson (University Writing Services)
  - i. "Block style" - see below

## III - Notes from Q&A and discussion

- Gradescope tool: <https://gradescope.com/>
  - Develop rubric as you score - use and reuse consistent feedback forms
- Have the graders do the assignment and grade each other to help for consistency and training

- Exemplars of graded work to demonstrate how rubric is applied (for both graders and students)
- Respond with “I statements” “I think you’re missing something here” “I’m concerned about this” “I’m confused about what you are saying here”

#### IV - Homework: Creating rubrics

- a. Create a rubric for an assignment that you will be giving/about to give for this semester or early next semester. Bring the rubric back November 28th and we can discuss and workshop the ideas further.
- b. Some templates (below) for criterion based and holistic rubrics

Peer Review Form

**Reviewer's name:**

**Student author:**

1. What do you think the specific purpose of this paper is?
  
2. From memory, tell me 2 examples of evidence that you remember from the essay:
  - a.
  - b.
  
3. Does the paper **use** the following required sources:
  - 3 academic articles from Academic Search Elite?
  - 2 interviews
  - 1 essay we read in classIf not, what is missing?
  
4. Are the cited "sources" named in the sentences and does the writer explain why each source is credible?
  
5. Does the paper show complex thinking?  
Describe one reflection or insight that showed thinking that was more complex than a simple summary.
  
7. Did the paper describe the author's own personal experience and how it is relevant to this topic?
  
8. What is the best thing the writer did to organize his/her paper?
  
9. If you thought grammar was a problem, what specific problem bothered you the most?
  
10. Is the paper in MLA format: header, heading, spacing, citations, and Works Cited? (Circle any problems)
  
11. Did you think the writing throughout the paper was clear and easy to read? Why OR why not?
  
12. What questions do you still have for the student author after reading this paper?
  
13. What is the one thing you would change about the paper to improve it the most? (You must give at least 1 suggestion.)

“Block” rubric

Element	A	B	C	D	F
<b>Content</b> _____/20	Claims are well-supported by relevant, compelling evidence drawn from several sources.	Claims are supported by relevant evidence.	Claims lack strong support or are supported by marginally relevant evidence.	Claims are overgeneralized or primarily supported by personal anecdote.	Claims are made without an attempt at marshalling evidence.
<b>Organization &amp; Development</b> _____/20	Text is exceptionally well organized and effectively responds to the rhetorical situation.	Text is well organized and effectively responds to the rhetorical situation.	Text has an identifiable organizational pattern, but it is not effective in responding to the rhetorical situation.	Text is largely disorganized and only intermittently responds to the rhetorical situation.	Text lacks an identifiable organizational pattern and fails to respond to the rhetorical situation.
<b>Source Integration</b> _____/20	Paraphrased and quoted sources are consistently cited using an appropriate documentation style and consistently support the logical development of the text.	Paraphrased and quoted sources are consistently cited using an appropriate documentation style and typically support the logical development of the text.	Paraphrased and quoted sources are sometimes cited unclearly or do not support the logical development of the text.	Paraphrased and quoted sources are consistently cited unclearly or substantially interfere with the logical development of the text.	Paraphrased and quoted sources are not cited, nor do they support the logical development of the text.
<b>Commitment to Process</b> _____/15	All iterations of the essay were submitted.	There is one iteration of the essay missing.	There are two iterations of the essay missing.	There are three iterations of the essay missing.	Only the final draft was submitted.

<p><b>Style &amp; Prose</b> _____/15</p>	<p>Style, voice, and tone are consistently effective and genre appropriate; and prose is consistently clear, brief, and coherent.</p>	<p>Style, voice, and tone are typically effective and genre appropriate; and prose is typically clear, brief, and coherent.</p>	<p>Style, voice, or tone is sometimes awkward or inappropriate for the genre; and/or prose is understandable but sometimes unclear or difficult to follow.</p>	<p>Style, voice, or tone interferes with the readability of the text; and/or prose is frequently unclear, wordy, and difficult to follow.</p>	<p>Style, voice, or tone consistently interferes with the readability of the text; and/or prose is consistently unclear, wordy, and difficult to follow.</p>
<p><b>Syntax &amp; Mechanics</b> _____/10</p>	<p>Text is free of errors in grammar, mechanics, and punctuation.</p>	<p>Text is nearly free of errors in grammar, mechanics, and punctuation.</p>	<p>Text includes some errors in grammar, mechanics, or punctuation.</p>	<p>Text includes many errors in grammar, mechanics, or punctuation.</p>	<p>Text includes significant errors in grammar, mechanics, or punctuation.</p>