The Writing-Mindful Course

WIDAC Writing Fellows Program

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Topics:

- Checklists, Ratings Scales, and Rubrics

- The Writing Process

  - Implementing Effective Peer Review

- The Writing Intensive Course Portfolio Requirements

What are the Purposes of Checklists, Ratings Scales, and Rubrics?

- Checklist: Keeps students on track and allows them to take responsibility for their own learning through peer- and self-evaluation.

- Ratings Scale: Enables the rater to assign a value, sometimes numeric, to the rated object, as a measure of some rated attribute.

- Rubric: Provides teachers and students with a grading criteria for assignments; defines in writing what is expected of the student to get a particular grade on an assignment.

Checklist:

Written list of performance criteria; scorer determines whether the performance or product meets each performance criterion

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Advantages

- Diagnostic
- Reusable
- Capable of charting student progress

A Student Speech Evaluation

https://www.youtube.com/watch?v=KEUfEPuDi3w

Disadvantages

- Absolute, either-or evaluation
- Difficult to summarize performance into a single score

Ratings Scales

Three types:

- <u>Numerical</u>   A. Stands straight and faces audience
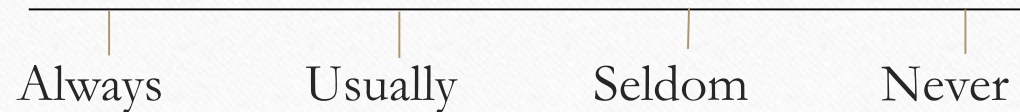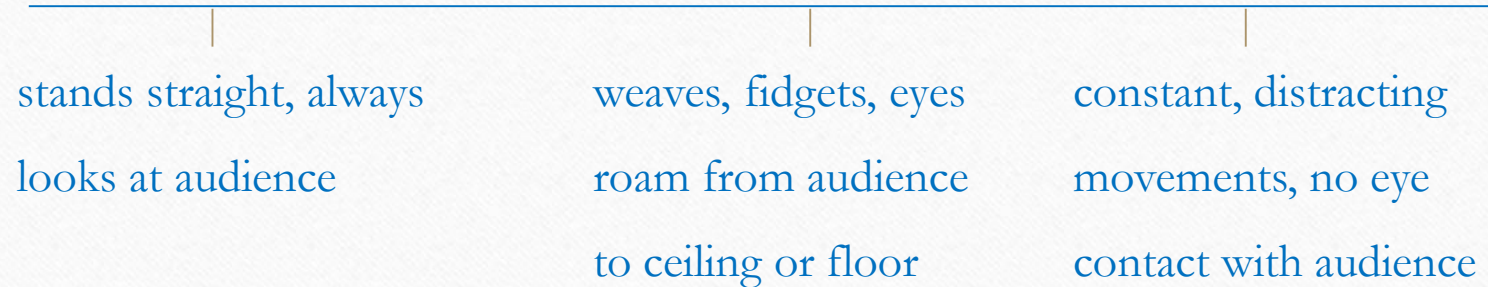
         1   2   3   4

- <u>Graphic</u>   A. Stands straight and faces audience

  Always   Usually   Seldom   Never

- <u>Descriptive</u>   A. Stands straight and faces audience

  stands straight, always   weaves, fidgets, eyes   constant, distracting

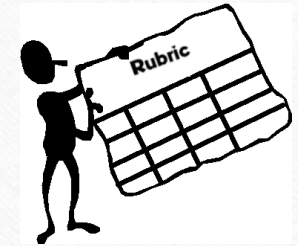 looks at audience   roam from audience   movements, no eye

      to ceiling or floor   contact with audience

Rubrics

Two types: Analytic and Holistic

Analytic:

- Numerical scale

- Facilitates weighting of elements (e.g., more emphasis on content than on spelling)

- Provides students specific feedback

- Trains/assesses students on specific elements of content or process

Holistic:

- Grades "overall" work

- Faster grading for instructor

- For times when very detailed feedback not needed (e.g., final paper)

- For assignments assessing creativity or overall product

NAME _____ TOTAL SCORE = _____ (out of 12)

Sample Writing Rubric

	1 = minimal	2 = adequate	3 = strong	4 = outstanding
Mechanics	Many spelling, grammar, and punctuation errors; sentence fragments; incorrect use of capitalization	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lowercase	Few spelling and grammar errors; correct punctuation; complete sentences	Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization
Ideas & Content	Key words are not near the beginning; no clear topic; no beginning, middle, and end; ideas are not ordered	Main idea or topic is in first sentence; semidefined topic; attempts beginning, middle and end sections; some order of main idea and details in sequence	Good main idea or topic sentence; main idea is fairly broad; has good beginning, middle, and end sections; main idea and details are sequential, as appropriate	Interesting, well-stated main idea or topic sentence; uses logical plan with an effective beginning, middle, and end; good flow of ideas from topic sentence to details in sequence
Peer Interaction	Uncooperative, off task, unproductive	Works with partner most of the time	Effectively works with partner; participates in discussions most of the time	Consistently and actively works with partner; contributes knowledge, opinions, and skills

COMMENTS _____

_____

_____

Holistic Rubric Example: Oral Presentation

4   **Excellent**: The speech demonstrates thorough and accurate knowledge of the subject matter. Key points are well organized. Eye contact is made throughout the presentation, and gestures are effectively used to emphasize important points. The speaker is articulate and uses memorable language that is grammatical correct. The visual aid is correct and concise and is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.

3   **Adequate**: The speech demonstrates accurate knowledge except in minor details. Organization is, for the most part, effective. Eye contact is made throughout most of the presentation and some gestures are used to provide emphasis. The speaker uses clear language that is grammatically correct. The visual aid is correct but may not be used to add to the presentation. Questions from the audience are answered with basic responses.

2   **Limited**: The speech demonstrates some knowledge of the topic, but there are inaccuracies in important details. Organization is inadequate and ineffective. Limited eye contact is made, and although a few gestures may be used, they are not tied to points of emphasis. Language is somewhat vague and may contain some grammatical errors. The visual aid is mentioned, but it is not clearly tied to the presentation. Answers to questions from the audience are basic and are often unclear or ineffective.

1   **Poor:** The speech demonstrates little to no knowledge of the subject. There is no discernable organization. Speaker does not make eye contact with the audience, and no gestures are used. Language is confusing and contains many grammatical errors. There is no visual aid or it is not mentioned. Questions from the audience are answered ineffectively or are not answered.
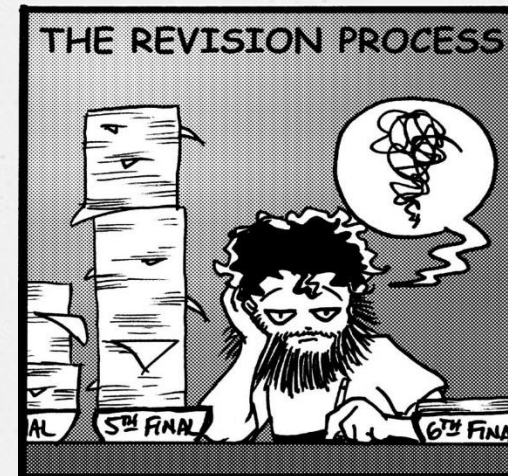
Peer Review is...

* An exercise in which writers comment on each others' written work

* A conversation about writing

* A revision activity

* A critical part of publication

Peer Review:
Just One Stage in the Writing Process

- Pre-writing
  - Brainstorming; free-writing
  - Planning and structure: outlines; graphic organizers

- Rough Draft

- Revising for organization

- Editing for writing errors

- Publishing/Final Draft

THE REVISION PROCESS

AL   5TH FINAL   6TH FINA

Three Basic Rules:

➢Provide Compliments

➢Offer Suggestions

➢Make Corrections

Peer Review Exercise

O https://www.youtube.com/watch?v=VCio7AbO3vo&t=2s

Student Advantages:

- **Improves accountability** - students more likely to participate in activities where peers are also engaged…

- **Encourages students to give and accept constructive criticism and feedback** - conflict resolution skills acquired…

- **Requires multiple drafts and time management** - students recognize importance of (writing) process and deadlines *(Is it in the syllabus?)*…

- **Encourages student learning from peers** - Modeling and Scaffolding techniques; cooperative group learning…

- **Promotes peer interaction** - old-fashioned face-to-face discussion; no texting or Facebook…

- **Provides workplace/real-world experiences** - oral expression; social behavior; analytical thinking…

Instructor Advantages:

O **Helps to alleviate reading, commenting, and grading-related stress!**

O **Improved papers require less time to grade** – more grading time can be devoted to reading for content and writing positive comments!

O **Helps you to help your students learn!**

"Peer editing, arguably more than any other component within a writing course, mirrors life outside the academy—an environment where people are constantly critiqued and asked to critique others. Sometimes those critiques are too harsh or are delivered by someone of dubious competence. At other times, critiques may be too lenient and, therefore, useless. Nonetheless, they remain a staple within our social, educational, and professional worlds. So should peer editing."

Trela Anderson is an assistant professor of English and the activity director for Reading Across the Curriculum at Fayetteville State University.

Review of the Portfolio Requirements...

Due June 1st, 2020

Send all documents to dmaylish@ccbcmd.edu

Resources may be found at:

http://ccbcwidac.com

References

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https://www.youtube.com/watch?v=KEUfEPuDi3w