Subject A Scoring Guide (University of California)

In holistic reading, raters assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent two hours of reading and writing, not a more extended period of drafting and revision.

Score 6

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

Score 5

A 5 paper is clearly competent. It presents a thoughtful analysis of or response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

Score 4

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning, will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

Score 3

A 3 paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

Score 2

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Score 1

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

http://www.sdcoe.k12.ca.us/score/actbank/subja.htm
## Example: Analytic Rubric

**California State University, Fresno**  
Scoring Guide for Writing

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Knowledge of Conventions</th>
<th>Clarity and Coherence</th>
<th>Rhetorical Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 - Accomplished</strong></td>
<td>In addition to meeting the requirements for a “3,” the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.</td>
<td>In addition to meeting the requirements for a “3,” writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.</td>
<td>In addition to meeting the requirements for a “3,” the writer's decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.</td>
</tr>
<tr>
<td><strong>3 - Competent</strong></td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.</td>
<td>Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
<td>The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.</td>
</tr>
<tr>
<td><strong>2 - Developing</strong></td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.</td>
<td>Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
<td>The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.</td>
</tr>
<tr>
<td><strong>1 - Beginning</strong></td>
<td>Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.</td>
<td>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
<td>The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.</td>
</tr>
</tbody>
</table>

June 6, 2002  
http://www.csufresno.edu/cetl/assessment/ (click on WritingScoring.doc)
<table>
<thead>
<tr>
<th>Score: 8-10 = Needs Improvement</th>
<th>7-15 = Needs Revision</th>
<th>16-20 = Effective</th>
<th>21-24 = Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td>review/revision and/or self-assessment using the rubric for peer-</td>
<td>learners are responsible for the</td>
<td>learners are jointly responsible for the</td>
</tr>
<tr>
<td></td>
<td>assessment</td>
<td>learners and peer</td>
<td>learners</td>
</tr>
<tr>
<td><strong>Rubric:</strong></td>
<td></td>
<td>not used or</td>
<td>not used</td>
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<tr>
<td><strong>Support of:</strong></td>
<td>through completion of the assessment</td>
<td>they are developing the</td>
<td>they are developing the</td>
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<td></td>
<td></td>
<td>essential skills/knowledge</td>
<td>essential skills/knowledge</td>
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<td></td>
<td></td>
<td>for helping learners</td>
<td>for helping learners</td>
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<tr>
<td><strong>Performance:</strong></td>
<td>through review and feedback self-assessment to</td>
<td>in any way to assist learners in</td>
<td>in any way to assist learners in</td>
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<td></td>
<td></td>
<td>reflect on their</td>
<td>reflect on their</td>
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<td></td>
<td></td>
<td>performance</td>
<td>performance</td>
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<tr>
<td><strong>Reliability:</strong></td>
<td>consistent or</td>
<td>scores consistently represent the</td>
<td>scores consistently represent the</td>
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<td></td>
<td></td>
<td>percentage of the mean</td>
<td>percentage of the mean</td>
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<tr>
<td><strong>Validity:</strong></td>
<td>consistent with the</td>
<td>mean scores across multiple assessments</td>
<td>mean scores across multiple assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from all learners</td>
<td>from all learners</td>
</tr>
<tr>
<td><strong>Usability:</strong></td>
<td>usable – needs revision 1</td>
<td>usable – needs revision 2</td>
<td>usable – needs revision 3</td>
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<td></td>
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</table>
EDR 431/531 Literature for Young Adults, ELA Methods Course, 
K. Dunnagan, College of Education

Please submit one typed position paper expressing your professional 
stance concerning the incorporation of YA literature with your content 
texts to support and extend literacy learning for adolescents within your 
teaching area. Express succinctly: what you know, what you believe, 
and what you plan to do in your teaching to engage all students success-
fully with content learning standards through the use of YA literature (one 
page, single-spaced, 11 point type). (NCTE 1, 5, 6, 9, 10, 11; KTPS 1, 9; 
ILA 1, 6).
Statement on Classroom Libraries

All students must be able to access, use, and evaluate information in order to meet the needs and challenges of the twenty-first century. These abilities are a necessary precursor to a sound education and healthy democracy. Reading in all its dimensions—informational, purposeful, and recreational—promotes students’ overall academic success and well-being. Furthermore, when students possess the skills necessary to access, select, use, and effectively evaluate their reading materials, their ability to become engaged members of their communities and productive citizens is enhanced. A large body of research demonstrates that equitable access to books promotes reading achievement and motivation (Allington, 2002, 2009; Krashen, 2011; Nystrand, 2006; Wu & Samuels, 2004).

Classroom libraries—physical or virtual—play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens. As English language arts educators, we know that no book is right for every student, and classroom libraries offer ongoing opportunities for teachers to work with students as individuals to find books that will ignite their love for learning, calm their fears, answer their questions, and improve their lives in any of the multiple ways that only literature can.

For these reasons, we support student access to classroom libraries that 1) offer a wide range of materials to appeal to and support the needs of students with different interests and abilities; 2) provide access to multiple resources that reflect diverse perspectives and social identities; and 3) open up opportunities for students, teachers, and school librarians to collaborate on the selections available for student choice and reading.

Administrators, teachers, students, parents, and community leaders are all essential in promoting, building, and maintaining classroom libraries, but teachers play an especially critical role. They are uniquely qualified to select books that supplement and complement curricula and address the needs, interests, and concerns of their students. The National Council of Teachers of English supports efforts to provide teachers with the ability to exercise their professional judgment in developing and maintaining classroom libraries and to support them with financial resources to do so. The National Council of Teachers of English further strongly recommends that stakeholders do everything in their power to financially support teachers in their efforts to build classroom libraries.
Thus, as members of the National Council of Teachers of English, we recognize the specific educational benefits of classroom libraries to students because they

- motivate students by encouraging voluntary and recreational reading
- help young people develop an extensive array of literacy strategies and skills
- provide access to a wide range of reading materials that reflect abilities and interests
- enhance opportunities for both assigned and casual reading
- provide choice in self-selecting reading materials for self-engagement
- strengthen and encourage authentic literate exchanges among young people and adolescents
- provide access to digitized reading materials that may help to foster the development of technological literacy skills
- facilitate opportunities to validate and promote the acceptance and inclusion of diverse students’ identities and experiences
- create opportunities to cultivate an informed citizenry

Furthermore, because classroom libraries serve the overall goals of education, the National Council of Teachers of English encourages teachers and other education professionals to

- recognize the importance of rich and diverse classroom libraries that offer students access to a wide and extensive repertoire of accessible reading materials
- promote students’ right to read while recognizing teachers as curriculum decision makers in promoting their students’ repertoire of literacy skills and strategies
- recognize that classroom libraries improve reading abilities for all students
- increase literacy resources for teachers through access to diverse mentor texts and opportunities to differentiate literacy instruction
- enlist other interested parties—administrators, support personnel, parents, and community leaders—to assist in the effort to financially support, build, and maintain diverse classroom libraries at all levels

Thus, the National Council Teachers of English supports, encourages, and defends the significance and preservation of classroom libraries in all disciplines in our nation’s public schools and urges their continuation and implementation by classroom teachers, school administrators, and community leaders.

References


http://www2.ncte.org/statement/classroom-libraries/print/
Mahwah, NJ: Erlbaum.


The NCTE Standing Committee Against Censorship, 2016-2017

Chair: Jeffrey Kaplan, University of Central Florida, Orlando
Christina Berchini, University of Wisconsin, Eau Claire

http://www2.ncte.org/statement/classroom-libraries/print/
Joan Bertin, National Coalition Against Censorship, New York, NY
Jean Brown, Rhode Island College, Providence
Annmary Consalvo, University of Texas at Tyler
Brooke Boback Eisenbach, Lesley University, Cambridge, MA
Barry Gilmore, Hutchison School, Memphis, TN
Wendy Glenn, University of Connecticut, Storrs
Paula Greathouse, Tennessee Tech University, Cookeville
Yvette R. Hyde, Covington Education Center, Covington, LA
Sarah Willens Kass, Westland Middle School, Bethesda, MD
William D. Kemp, Albany, NY
ReLeah Lent, Morgantown, GA
Risha Leigh Mullins, Chandlersville, OH
Connie Nagel, Bettendorf, IA
Gretchen Oltman, Creighton University, Omaha, NE
Jonathan Rogers, Iowa City High School, IA
Kym Sheehan, Charlotte County Public Schools, FL

Approved by the NCTE Executive Committee, May 2017

Article printed from NCTE: http://www2.ncte.org

URL to article: http://www2.ncte.org/statement/classroom-libraries/

URLs in this post:

Literature for young adults has a direct connection with both my areas of focus: secondary social studies and English language arts. When I think about the range of works I have read this semester—my first semester ever reading YA literature in a conscientious way—the possibilities to infuse my teaching with these selections become apparent and expansive.

**What I know:** Good literature can make the historical events and lessons of social studies come alive in a way few textbooks ever can. For example, this term I read, *Chains,* by Laurie Halse Anderson. While this book is a piece of historical fiction, it still has immediate and clear value as an informational piece for social studies. It has the power to engage students with the study of our War of Revolution in an emotionally charged and memorable way. When 13 year old Isabel, an enslaved African-American, is trapped in the home of Tory Loyalists in New York City, she must find a way to save herself and her captors. With this one selection at least three things are highlighted that would never be included in a traditional history text: a teen-aged girl, the perspectives and home lives of the large numbers of Tories who opposed the Revolution, and the brutality of slavery that existed in the North. Yes, the need to introduce students to the traditional curriculum of “great leaders” and their military exploits is important, but excellent historical fiction for YAs can provide a broader view that includes those whose voices many have not yet been heard.

**What I believe:** Mark Twain once said: “Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts.” While I am not one to doubt America’s premier satirist, I also believe, as did Emily Dickinson, that “there is no frigate like a book” to take us out of ourselves and into the world. Some of my students have never left their neighborhoods, crossed the Kennedy Bridge, or imagined any of the places that Carmen San Diego might be visiting. It is my challenge to become the matchmaker between my students and good books; to provide their ticket for armchair travel to any destination. It takes only one experience with a good book to give any reader access to the world’s most fascinating times and places, and, more powerfully, a glimpse into the thoughts of the world’s greatest minds. I believe the practice of reading widely and well is just as fatal to prejudice and bigotry, which is perhaps why scholars have always posed a danger to those whose minds were set in concrete or poisoned with untruths. When I can get my students to take the risk of opening their eyes and imaginations in the pages of a book, they may become dangerous, too; thinkers and dreamers always are.

**What I resolve to do through my teaching:** I promise to share my love of reading every day. My students will always see me with a book, and I will talk with them about what I am reading so maybe they will tell me about their reading lives. I will make time to read aloud often. I will never be ashamed to carry a picture book into a secondary classroom when it shows the people and events we are studying better than any other resource can. My WWII unit will include picture books like *The Yellow Star,* *Hiroshima No Pika,* and *Sadako and the Thousand Paper Cranes.* Alongside Anne’s diary and Elie’s journal I will place YA titles like, *The Devil’s Arithmetic,* and *The Boy in the Stripped Pyjamas.* I will use YA literature to help students see themselves mirrored in both the heroic and the tortured, the powerful and the powerless, to guide their growing awareness of the duplicities we can all find in ourselves if we look deeply. We can do this vicariously through well-crafted stories and authentic characters like Sherman Alexie’s, “Junior,” the foul-mouthed, haunted, wry, reservation teen who grows into manhood the hard way in the autobiographical, *The Absolutely True Diary of a Part-Time Indian.* After all, who among us will ever be a member of the Spokane nation? Not I. I am, however, confident many of my students would relate to Junior’s talent, sense of humor, sorrows, and ambitions for a better life. There is a universe of great writers who know exactly how to reach the heart and mind of a teen reader. I want to lead that exploration, beginning in my classroom, where I will make high quality, relevant, accessible, print and on-line sources of YA literature a central part of my practice as an educator.
The Use of Young Adult Literature to Support and Extend Learning

As a first-year teacher I was overwhelmed when I entered the classroom. If not because I had never been in the classroom than because I was stunned by the reading levels of some of my students. It is clear to me that somewhere along the line many kids are falling behind and staying there. At first glance I had thought that it was a lot cause, something that I could not help. However, I have, for lack of a better term, ‘seen the light’. I know that literacy is extremely important in all content areas. I know that, while it may seem difficult there is something that I as a teacher can do to help the situation. I also know, that I would be doing a disservice to my students if I didn’t try.

I believe that all students should have the opportunity to improve their literacy in the classroom, no matter the content. I also believe that it is my duty as an educator to teach the whole child, and not just one single part. Science is dependent upon literacy and I have seen first-hand that a child can fall behind in a science class if they have difficulty reading of it they don’t enjoy the reading. I believe that as a teacher of science it is my job to increase a student’s interest in the scientific literature in any way possible. I have been catering to the students who enjoy science, and neglecting the students who don’t.

As an alt. cert. teacher, you are thrust into the classroom, and you soon realize that you have no idea what you are doing. There is one part of this that is beneficial. You have a desire, and a need, to get better in any way that you possibly can. Differentiation is one thing that I find difficult, because I didn’t really understand it at first. Now that I understand it, it has opened my eyes to the student body as individuals, not just as a whole. I plan to use this knowledge to find scientific texts that cater to individual students, that would spike their interest. Giving the students options will allow them to learn the required content without boring them. I will also bring different types of texts into my classroom, novels and picture books used to seem to me to be just something that was in an English classroom; but these items can increase a classroom’s engagement. Using literature in the classroom was never just for ELA, it was for all classrooms and I plan to incorporate it in my classroom one step at a time.
<table>
<thead>
<tr>
<th>Author's main idea is clear, supported, and enticed.</th>
<th>Message: Author narrows the topic described in the work.</th>
<th>Message: Author presents a broad idea.</th>
<th>Ideas: The essence of the ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message: Author presents a broad idea.</td>
<td>Message: Make connections with other significant issues read.</td>
<td>Message: Make connections with other significant issues read.</td>
<td>Ideas: The essence of the ideas.</td>
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### Six Traits of Effective Writing Rubric

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning</td>
<td>Address readers through the use of clichés or jargon.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>Author attempts to connect with the reader by life, perspective, that gives voice.</td>
</tr>
<tr>
<td>3. Capable</td>
<td>Author expresses personal experiences through readers.</td>
</tr>
<tr>
<td>4. Exceptional</td>
<td>Author expresses personal experiences through readers.</td>
</tr>
</tbody>
</table>

### Organization: Internal

- Author attempts to provide structure in a sequential manner.
- Structure makes it difficult for readers to follow the text to its end.
- Structure makes it difficult for readers to follow the text to its end.
- Structure makes it difficult for readers to follow the text to its end.

### Ideas: The essence of the ideas

- Identify the message or statement to the reader.
- Identify the message or statement to the reader.
- Identify the message or statement to the reader.
- Identify the message or statement to the reader.

### Analysis: Internal

- Author follows a predictable conclusion.
- Author follows a predictable conclusion.
- Author follows a predictable conclusion.
- Author follows a predictable conclusion.

### Structure: Content

- Logical sequence: Full topic sentences follow a logical sequence in a sequential manner, providing structure to the text.
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### Writing Rubric

- Connected with the life of the writer's style.
- Connected with the life of the writer's style.
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- Connected with the life of the writer's style.

### Six Traits of Effective Writing Rubric

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### Writing Rubric

- Connected with the life of the writer's style.
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- Connected with the life of the writer's style.
### Reading
- Captures expressive oral component to convey complex ideas and maintain reader's attention.
- Offers variety to connect different ideas, creating a narrative that involves and engages the reader.
- Sentences are technically correct but not varied.
- Author’s sentences are neutral.

### Understanding
- Supports expression of ideas and maintains reader's attention.
- Offers variety to connect different ideas, creating a narrative that involves and engages the reader.
- Sentences are technically correct but not varied.
- Author’s sentences are neutral.

### Engaging
- Enjoyable to read aloud.
- Makes it enjoyable and encourages readers to continue reading.
- Conveys meaning with precision and flow.
- Sentence structure is consistent.

### Expressive Vocabulary
- Author’s vocabulary is consistent.
- Author uses artful sentence structure.

### Conclusion
- Authors use standard punctuation.
- Errors are present but minor.
- Readability errors are effectively edited.
- Author has good command of language.

---

**Score:** 15-17 = Developing, 18-20 = Capable, 21-24 = Exceptional

**Candidate:**

**Initial Peer Review/Reviewer:**

**Final Peer Review/Reviewer:**

**Date:**

**Dr. Dunagan, EDU 331/431 Literature for Young Adults: Position Paper/Resolution**
The “Scenic” Route to Using Rubrics

1. Read two engaging publications in your discipline that can serve as “mentor” texts for the assignment. Note the author’s purpose, audience, perspective, organization, format, resources – key features of effective writing.

2. Organize the class into groups of 3 or 5. Distribute the assignment along with four previous students’ written submissions (redact ID, grades, corrections, & comments, etc.). Use the same four papers with each group.

3. Ask groups to reach consensus as they rank the papers from level 4 (highly effective); 3 (moderately effective); 2 (developing); to level 1 (least effective).

4. Ask all groups to reach consensus class-wide on the most effective paper.

5. Ask groups to attach “post-its” on the paper & list key features that distinguish the level 4 student paper. Each group discusses features & lists them on chart paper to post around the room. Class reviews through “gallery walk.”

6. As a whole class, or in groups, construct statements to describe a level 4 paper.

7. Ask groups to list ways that the level 4 student paper could be made even more effective (even highly effective pieces can benefit from thoughtful revision).

8. Ask groups to list any qualities of effective writing in the paper they ranked as level 1 (all writing has potential for improvement through revision).

9. Begin constructing the assessment rubric using students’ language for the descriptors at level 4 (highly effective). Focus on one criterion at a time.

10. Draft descriptors for levels 3, 2, and 1. Distribute draft of the assessment rubric for class review & revision. Use the final draft as the guide for peer revision and formative or summative assessment.

The “Express Way” Use of Rubrics

1. Distribute the writing assignment along with the scoring rubric you adopted/adapted.

2. Read & discuss a “mentor” publication, and highlight the author’s purpose, audience, organization, format, effectiveness – other features you deem key to effectiveness.

3. Ask class to work independently to apply the scoring rubric to the publication.

4. Ask participants to support their assessments of the publication with examples from the text.

5. Advise students to rely on the mentor text and the scoring rubric as they construct their initial drafts, seek assistance at the writing center, and work with peer reviewers to revise their writing.

6. Use the rubric for peer revision and formative/summative assessment of the writing assignment.

The “Super-Sonic Transport” Use of Rubrics

1. Adopt, adapt, or construct a holistic or analytic rubric (see AAC&U on QEP page).

2. Include the rubric in the course syllabus or post the rubric with the writing assignment. Use with peer review.

3. Grade final submissions using the rubric.

Karen Dunnagan & Kristen Harris, COE
QEP Workshop, 3/27/19
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<tbody>
<tr>
<td>1.</td>
<td>Criteria (What are you looking for from the students?)</td>
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<td>5.</td>
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Levels of Achievement (What might student work at each level look like?)

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Course Title:  
Title and Brief Description of the Assignment:  
Rubric Worksheet  
Professor: