

WID Conversations: Grading Student Writing Faster and Smarter

April 10, 2018

A. Generic Rubric Using Holistic Method

18-20	<i>Exemplary work.</i> The text demonstrates originality and initiative. The content is mature, thorough, and well-suited for the audience. The style is clear, accurate, and direct. The information is well-organized and formatted so that it is accessible and attractive. Mechanics and grammar are correct. The text is concise, well-edited, well-written, well-argued, and well-documented and requires no (or very minor editorial) additional revisions.
16-17.5	<i>Good work.</i> The text generally succeeds in meeting its goals in terms of audience and purpose without the need for further major revisions. The text may need some <i>minor</i> improvements in content, presentation, or writing style/mechanics.
14-15.5	<i>Satisfactory work.</i> The text is adequate in all respects, but requires some substantial revisions of content, presentation, or writing style/mechanics. It may require further work in more than one area. For instance, central ideas may generally be apparent, but may often lack adequate explanations or documentation necessary for the audiences and purpose of the text.
12-13.5	<i>Unsatisfactory work.</i> The text generally requires extensive revisions of content, presentation, writing style, and/or mechanics. The writer has encountered significant problems meeting goals of audience and purpose.
12 or <	<i>Failing work.</i> The text does not have enough information, does something other than is appropriate for a given situation, or contains major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. A failing grade is also assigned to plagiarized work.

B. Analytic Task-Specific Rubric with Gridless Design

1. Does the introduction effectively present the issue and the thesis, while evoking reader interest? (10 points)
2. Are the ideas sufficiently complex? Are there good reasons in support of the thesis? Is the argument logical? (30 points)
3. Are opposing or alternative views adequately and fairly summarized? Are the responses to the opposing views effective? (20 points)
4. Is there appropriate and sufficient evidence? Is the argument well-developed, with appropriate details? (20 points)
5. Is the essay well organized into a unified whole? Are there good transitions? Do paragraphs have topic sentences? (20 points)
6. Is language style effective? Is language well chosen for the intended audience? Is the tone appropriate? (10 points)
7. Are sentences well-constructed? Is the paper carefully edited? (20 points)

C. Gridless Rubric for Comments

Criteria	Comments
Prompt Expectations: You synthesize information in readings with your own ideas	
Prompt expectations: You apply knowledge gleaned from the readings to your understanding of tutoring	
You demonstrate critical thought and honesty	
Your paper meets appropriate formatting and word length requirements	Yes/No
You polished and proofread your writing	Yes/No
You cited sources appropriately	Yes/No

D. Task-Specific Analytic Checklist

PERSUASIVE ESSAY GRADING RUBRIC

Student Name _____

Essay Topic: _____

Date _____

	3 Exceeds	2 Meets	1 Does Not Meet
Introduction: contains a hook (unusual detail, strong statement, quotation, anecdote, or question), has a clear and direct well-developed thesis/position statement that is arguable, states the three best reasons to support the thesis statement thus suggesting organization for the paper, is definitive rather than personal in nature (does not use personal pronouns)			
Body ¶1: contains a topic sentence that was introduced in the introduction, uses specific evidence/examples/statistics as support, is logically organized			
Body ¶2: contains a topic sentence that was introduced in the introduction, uses specific evidence/examples/statistics as support, is logically organized			
Body ¶3: contains a topic sentence that was introduced in the introduction, uses specific evidence/examples/statistics as support, is logically organized			
Body ¶4: Establishes, discusses, and refutes the counterargument, uses statistics or research, real-life experiences, or examples to elaborate			
Conclusion: clearly redefines the topic and restates the most compelling evidence, does not introduce new material, provides a personal comment or call for action			
Conventions: Demonstrates accurate spelling and the correct use of punctuation and capitalization, correctly uses commas and semi-colons, and avoids fragments and run-ons.			
Use of transition words: Uses logical transitions within and between paragraphs; uses strong transition words			

Total Score: _____

Quick Reference Conversion

24= 100;22 = 90;19= 80;18=75;17=70

E. Minimal Grading Checklist

GEOLOGY RESEARCH PAPER RUBRIC

GEOLOGY 111

40 POINTS	POINTS	PTS EARNED
<u>FORMAT</u>		
COVER PAGE	1	_____
NAME, DATE, CLASS, INSTRUCTOR; TITLE OF PAPER	2	_____
DOUBLE SPACED/MARGINS	2	_____
4 PAGES WRITTEN	8	_____
DIAGRAMS, LABELED	3	_____
REFERENCES (2) (APA, MLA format)	4 (20)	_____
<u>ORGANIZATION/CONTENT</u>		
INTRODUCTION	3	_____
BODY /CONTENT	12	_____
CONCLUSION/SUMMARY	5 (20)	_____
TOTAL	=	_____ /40
LATE: date turned in _____		
	REVISED TOTAL	_____

F. Generic Rubric Using Analytic Method

	1 Does Not Meet	2 Partially Meets	3 Does Not Fully Meet	4 Meets	5 More Than Meets	6 Exceeds
Content/Ideas	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
Organization	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong beginning, middle, and end, with clear transitions and a focused closure.
Vocabulary/ Word Choice	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague, or flat.	Shows some use of varied word choice.	Uses a variety of word choices to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
Voice	Writer's voice/point of view shows no sense of audience.	Writer's voice/point of view shows little sense of audience.	Writer's voice/point of view shows a vague sense of audience.	Writer uses voice/point of view. Writes with an understanding of a specific audience.	Writer has strong voice/point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
Sentence Fluency	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple, compound, and complex sentences.	Frequently varied sentence structure.	Consistent variety of sentence structure throughout.
Conventions	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Little evidence of spelling strategies.	Occasional errors in agreement between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade-level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, and so on. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.

G.

This rubric is provided by ReadWriteThink.org, a Thinkfinity website developed by the International Reading Association, the National Council of Teachers of English, and in partnership with the Verizon Foundation.

Resources

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical* (2001).

Elbow, Peter. "Grading student writing: Making it simpler, fairer, clearer." *New directions for teaching and learning* 1997.69 (1997): 127-140.

"Giving Feedback on Student Writing", *Teaching Academic Writing*, Caroline Coffin p. 104