

Reducing Grading Time While Increasing Effectiveness

- Introductions and overview
- Some ideas about assignment development
 - Planning the assignment
 - Teaching the assignment to minimize your grading time
 - Grading quickly and effectively with rubrics
- Workshopping your assignment
 - Individual work
 - Small group discussion and feedback
- Session discussion and summary

Planning the Assignment (adapted from Quinlan, 2003)

1. Focus on clear outcomes.
2. Decide on the type of rubric.
3. Describe the expected qualities.
4. Do a dry run if possible.
5. Revise over quarters.

Planning the Assignment: Focus on Outcomes

- Cognitive objectives
 - What should students know and be able to do with that knowledge?
 - Verbs: define, distinguish, solves, categorize
- Skill objectives
 - What should students able to do?
 - Verbs: interpret, summarize, successfully execute

Planning the Assignment: Focus on Outcomes

- Attitudinal objectives
 - How, if at all, do you want students to feel about a particular issue?
 - Verbs: appreciate, enjoy, increased skepticism about...

Planning the Assignment: Focus on Outcomes

- After completing the persuasive speech, students should be able to :
 - Identify a target audience and the areas where the target audience might be persuaded.
 - Develop effective strategies designed to increase an oppositional audience's support for their position.
 - Use and summarize complex evidence effectively.
 - Arrange a complex case in a clear and persuasive manner.
 - Make language and evidence choices that appeal to an oppositional audience.
 - Extemporize a speech in a manner that adds to the speaker's ethos and engages the audience.

Planning the Assignment: Focus on Outcomes

- After writing your responses, students should be able to:
 - Write a well-argued and polished analytical/interpretative essay.
 - Identify and summarize key the themes of primary and secondary texts.
 - Insightfully extend, apply, and/or critique the concepts discussed in primary and secondary texts.
 - Advance and support analytical claims with appropriate evidence.

Planning the Assignment: Decide on the type of rubric

- Presence/absence: checklists
- Holistic: descriptions of entire assignments
- Categories: descriptions of each category for the assignment

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<p>The essay demonstrates a deep understanding of the assigned text.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The essay demonstrates a grasp of the assigned text.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The essay does not demonstrate a grasp of the assigned text.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The essay engages the assigned text (referencing the appropriate ideas and portions of the text) in a manner that clarifies it and the writer's interpretation.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The essay addresses the assigned reading for that day, referencing some of the key ideas and citing some of the key passages.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The essay does not respond to the assigned readings. A close reading of the text was not necessary in order to write this response.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The essay is well written. The author's main idea is clearly developed over multiple paragraphs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The essay is competently written. The author's main idea is clearly developed over multiple paragraphs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The essay is unclear. The author's main idea is not evident. The paragraphs are disjointed.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The essay is free of major typos, having undergone a proof read.</p> <p style="text-align: center;"><input type="checkbox"/></p>		<p>The essay appears hurriedly put together, including typos and grammar errors.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The essay is between 300-600 words.</p> <p style="text-align: center;"><input type="checkbox"/></p>		<p>The essay is too long or too short.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Planning the Assignment: Describe the expected qualities

- Write clear and detailed descriptions of the categories
 - What is the standard?
 - What is above the standard?
 - What is below the standard?

Are the principles discussed concisely and accurately?

7	6	5	4	3	2	1	0
The standards are described in a way that shows a deep understanding of each concept.			The standards are described accurately if a bit too superficially.			The standards are described inaccurately.	

Are the examples discussed in a way that clarify and enrich the concepts?

7	6	5	4	3	2	1	0
The essay imaginatively ties example and standard together in a way that expands both ideas.			The example is discussed primarily as an example of the standard in practice.			The example seems unrelated to the principle it is meant to explain.	

Planning the Assignment:

Describe the expected qualities

- Write clear and detailed descriptions of the categories
 - What is the standard?
 - What is above the standard?
 - What is below the standard?
- Try writing a rough draft or outline of the paper you would love to receive
- Allocate the points in a way that matches with how you will grade

Excellent

Good

Average

Poor/Absent

10	9	8	7	6 5 4 3 2 1 0
<p>The paper clearly and concisely identifies and describes the case study. In so doing, the paper quickly brings the reader up to speed on the relevant actors and most pressing elements of the case study.</p>	<p>The paper describes the case study in a clear manner. Upon finishing this section, the reader is familiar with the key issues in the debate.</p>	<p>The paper describes the case study. Upon finishing this section, the reader understands the topic of the debate, but remains unsure of the larger context that gave rise to this particular exchange.</p>	<p>The paper fails to provide a solid description of the case study or the context of the debate.</p>	
10	9	8	7	6 5 4 3 2 1 0
<p>The paper chooses the most appropriate analytical tools for examining specific aspects of the debate. In addition, the paper uses these tools to reveal something interesting about the debate.</p>	<p>The paper chooses the most appropriate analytical tools for examining specific aspects of the debate. The paper uses the tools appropriately but does not reveal much about the debate.</p>	<p>The paper uses analytical tools. While the tool can work for the aspects of the debate examined, it is not the best fit. The paper uses the tools moderately well but does not reveal much about the debate.</p>	<p>The paper selects inappropriate analytical tools for analyzing the debate and then uses the tools inappropriately.</p>	<p>Matt McGarrity, 2011</p>

Teaching with the Assignment

- Talk about how your lessons work towards some aspect of the assignment/rubric
- Have them use the rubric to grade sample assignments

Teaching with the Assignment

- Set aside some time for “grade norming”
 - Get a sample paper in draft form
 - Have the entire class use the rubric to grade the paper
 - Have them discuss and their grades in small groups and settle on a score
 - Discuss the group grade as a class (and explain how you would score the paper and why)

Grading the Assignment

- Stick to the rubric!
- Make minimal comments in the margins
- Direct questions to office hours
- Ask to hold onto one excellent student paper as an example to show grade complaints

Workshopping your Assignment

- Individual work: Take 15-20 minutes and work on your assignment.
 - I would encourage you to develop/refine your assignment objectives and the descriptions of your rubric categories.
 - Meet back at 2:55

Workshopping your Assignment

- Group work:
 - In pairs, swap, read, and discuss your assignments for 10-15 minutes
 - Now, 2 pairs should join together and discuss their assignments for 10-15 minutes
- Large Discussion
 - What are the things that are working well?
 - What are some of the challenges?

Some additional reading

- Quinlan, A. M. (2006). *A complete guide to rubrics: Assessment made easy for teachers, k-college*. Lanham, MD: Rowman & Littlefield Education
- Michael, J.A & Modell, H. I. (2003). *Active learning in secondary and college science classrooms: A working model for helping the learner to learn*. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.