Evaluating Writing in History and Classics Courses:
Designing rubrics that work
Roger Graves
Director, Writing Across the Curriculum
Who am I?

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Director, Writing Across the Curriculum
Professor, EFS

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I'm new to the University of Alberta, having come from the University of Western Ontario where I was Director of the Program in Writing, Rhetoric, and Professional Communication in the Faculty of Arts and Humanities. In my new position here I'll be working with faculty and students across the university as part of the Writing Across the Curriculum initiative. I will also be working with students and faculty in the Department of English and Film Studies.

I am the author, co-author, or editor of five books and 20 articles, including Writing Instruction in Canadian Universities. My current research interests include the development of doctoral student writing, writing assignments across disciplinary fields, and rhetorical approaches to text encoding. Currently I serve as co-Vice-President of the Canadian Association for the Study of Discourse and Writing (C ASDW) and a member of the Executive Board of the Canadian Association for the Study of Language and Literacy (CASLL/inkahod).

Recent presentations
This page contains links to pdfs of slides displayed at presentations I've given.

Books
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited.

Blog: Thinking About Writing
A new blog on writing-related issues at the U of A and beyond.

http://www.ualberta.ca/~graves1/index.html
WRS 500 Academic Writing
(Winter, 2010)

This class will focus on teaching graduate students about academic writing with the goal of helping them to improve their ability to construct clear, concise, and well-supported arguments in the documents that they write as part of or associated with their degree programs.
Writing Across the Curriculum

Would you like to improve the writing of your students? Improve their learning of your lecture material? Are you looking for new ways to engage your students in your course materials? If this interests you, contact Roger Graves: 492.2159.

What can we do for individual instructors:
- meet to talk about ways to incorporate informal (short, impromptu) writing assignments into any class, small or large
- review via email any assignment you give students that has a writing component to help make it clearer for students and to help develop grading rubrics to improve the speed and accuracy of grading
- visit your class to help students get started on their writing assignments

What can we do for departments:
- hold workshops on creating good writing assignments
- host discussions of how to improve the writing of students in your programs
- conduct reviews of writing assignments in your departments courses to identify exactly what your students are being asked to write—and to ensure that they have access to resources on how to write (online and on-campus)

Upcoming Presentations and Workshops:

http://www.humanities.ualberta.ca/WAC/
Welcome to the Centre for Writers

We offer free one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study.

Our writing coaches are available to assist clients with higher order concerns in their writing, such as thesis formation, organization and idea development, as well as more specific details, like grammar and documentation style. Clients can bring in any writing project at any stage of development: essays, lab reports, creative pieces, scholarly articles, thesis drafts, application letters - and more. Our coaches will also help students read instructor comments on already-graded papers. ESL and EAL students are welcome!

Request a class room visit by a tutor.

Welcome back for the Fall 2009 term! Tutoring hours will begin on Monday, September 14. The online appointment-booking schedule will be available to clients as soon as possible prior to this date. We look forward to working with you!

http://www.c4w.arts.ualberta.ca/
C4W

Over 1300 students last year

Work with graduate students as well as undergraduates

Free to students
GRAM WOW!
Strategies for Improving Student Writing

- **WAC**: Short, brief writing in class (unmarked or minimally graded)

- **Centre for Writers**: Facilitate Peer Response in writing groups and one-to-one tutoring at C4W

- **Rubrics**: Clear statements of evaluation criteria
Key = Assignment Sheets

- Assignment sheet, peer response sheets, and grading rubrics all communicate the evaluation criteria.
- They all must be consistent with each other.
- They should change with the genre being evaluated.
- They can be tailored to fit the topic.
Peer Response:
Generic response criteria

- Introduction
- Thesis
- Organization
- Sources
- Standard Edited English
Rhetorical issues criteria

- Audience
- Purpose
- Argument
- Style
- Tone
Argument structure

Claim

Stated reason

Grounds/evidence

Unstated assumptions

Evidence supporting unstated assumption

Rebuttal

Qualifiers

- evidence you found that perhaps qualifies or suggests the alternative readings are of limited value or useful in only certain circumstances
Criteria specific assignment

- Include phrases and criteria that were stated in your assignment
- Phrase them as questions
- Ask them the kinds of questions you ask yourself when reading student assignments:
  Where is the reference to that quote?
  Where is the other part of the comparison?
Criteria for editing

- Connections between sentences
- Wordiness
- Active verbs vrs. “to be” verbs
- Attitude: adjectives and adverbs
- Specific language
- Inclusive language
Rubrics describe your criteria for evaluating student performances

As promised! Feedback from your session.

Do you VALUE having access to learning opportunities such as this?
This workshop assisted in two ways:
- it make me think about my written communication in more focused way AND
- it made me aware of more of the resources available to assist me with my writing.
Very much!
Very pretty focused and manageable within other time constraints- thank you!
I would like to see more workshops focusing on writing skills.

What additional topics would you be interested in?
1 More specific writing topics - grant proposals, letters, etiquette reminders...
2 Converting technical writing/jargon into layman's language would be helpful.
3 Grammar
KINDS OF RUBRICS

Holistic
  Descriptions of overall achievement and effect
  Faster to use

Analytic
  Separate scores for each criterion
  Precise

  or

General description
  - General criteria applicable to all assignments

Primary trait scoring
  - Criteria specific to an assignment
### Writing Program General Grading Rubric

#### Grade Ranges

<table>
<thead>
<tr>
<th>Below 50</th>
<th>50-60</th>
<th>60-70</th>
</tr>
</thead>
</table>
| Grades in this range identify assignments with problems sufficiently severe and/or pervasive that they significantly compromise the document's ability to communicate. | Grades in this range identify assignments that, while generally acceptable, have AT LEAST ONE of the following characteristics:  
- a significant global deficiency (mistaken audience, inconsistency in purpose)  
- several major problems (see list below)  
- numerous minor problems | Grades in this range tend to be fairly common in writing courses.  
These grades identify a generally good performance on the criteria listed below with minor problems of various kinds throughout the assignment or in more than one category. |
| Grades in this range generally indicate ONE or more of the following characteristics:  
1. Plagiarism.  
2. Failure to follow the assigned topic.  
3. Severe systematic problems |                                                                      |                                                                       |

Please note that these descriptions are guidelines only, and do not cover all situations.
“A” DEMONSTRATES HIGH PROFICIENCY

Excellent command of the language:
Addressed the topic; appropriate to the writing prompt (also in format, e.g. a letter requires greeting and conclusion); all expected elements are included; text flows; comprehensible; writing is appropriate to current level; length is appropriate

Word choice is appropriate and varied; sentence structure shows variety if possible on this level of writing (e.g. sub- and coordinating sentences, not only S-V-O structure; use of transitions);

Some errors which do not interfere with comprehension (i.e. word order is correct most of the time; subject-verb agreement is accurate most of the time, minor slips; spelling and punctuation are mostly accurate); learner demonstrated control of the forms focused on in this exam with very few mistakes
### Oral Presentation Grading Sheet

<table>
<thead>
<tr>
<th>Visuals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Durability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informative titles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear view of visuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborate on visuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No errors offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling of questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE RUBRICS

- See handout
- The original is holistic
- The revised one is analytic

<table>
<thead>
<tr>
<th>A</th>
<th>DEMONSTRATES HIGH PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent command of the language:</td>
</tr>
<tr>
<td></td>
<td>- Addressed the topic; appropriate to the writing prompt (greeting and conclusion); all expected elements are included; writing is appropriate to current level; length is appropriate</td>
</tr>
<tr>
<td></td>
<td>- Word choice is appropriate and varied; sentence structure is consistent with level of writing (e.g., sub- and coordinating sentences, transitions)</td>
</tr>
<tr>
<td></td>
<td>- Some errors which do not interfere with comprehension (spelling, grammar, punctuation)</td>
</tr>
<tr>
<td></td>
<td>CLEARLY DEMONSTRATES PROFICIENCY</td>
</tr>
<tr>
<td></td>
<td>Good command of the language:</td>
</tr>
<tr>
<td></td>
<td>- Generally addressed the topic; generally appropriate</td>
</tr>
</tbody>
</table>

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**Analytic Rubric for 111/112**

1. Answered the question/addressed the topic
   
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear</td>
<td>mostly</td>
<td></td>
</tr>
</tbody>
</table>

2. Format appropriate and correct
   
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate</td>
<td>few errors in format</td>
<td></td>
</tr>
</tbody>
</table>
WEIGHTING THE RUBRIC

Which categories are more important to the overall grade?

This is another way of asking what are the most important factors for you when you evaluate a student’s assignment.

Not all categories have to be or should be evenly weighted.

Rubrics should be different from first year to fourth year as expectations change.