

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Designing Grading Rubrics for the BA Freshman English 1 course

A paper submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

Gohar Goroyan

Dr. Catherine Buon, Advisor

Mellissa Brown, Reader

Yerevan, Armenia

May, 2013

We hereby approve that this paper

By

Gohar Goroyan

Entitled

Designing Grading Rubrics for the BA English Freshman 1 course

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

Committee on the MA Paper

Dr. Catherine Buon, Advisor

.....

Melissa Brown, Reader

.....

MA TEFL Program Chair

Dr. Irshat Madyarov

Yerevan, Armenia

May 2013

ACKNOWLEDGEMENTS

I would like to express my gratitude to people who helped me to complete my MA paper. I wish to thank my advisor, Associate dean of College of Humanities and Social Sciences Dr. Catherine Buon, for her invaluable help, support and thoughtful guidance, which made this work successful.

I would also like to thank Ms. Melissa Brown, my MA paper reader, for her insightful feedback and comments, which guided me to the right direction and helped me to fulfill the present paper.

My gratitude is also great to MA TEFL program chair Dr. Irshat Madyarov, as well as all the TEFL program instructors for theoretical and practical knowledge they gave me throughout these two years of study at AUA.

Table of Content	
ABSTRACT.....	v
CHAPTER ONE: Scope and Background.....	1
1.1 The purpose of the study.....	3
CHAPTER TWO: Literature Review.....	4
2.1 What is assessment?.....	4
2.2 Types of Assessment.....	4
2.3 Assessment in writing.....	5
2.4 Background and definitions of Rubrics.....	6
2.5 The effectiveness of using Grading Rubrics.....	7
2.6 Types of Grading Rubrics.....	8
2.7 Stages for developing a Grading Rubric.....	10
2.8 Summary of the literature review.....	12
CHAPTER THREE: PROCEDURE.....	14
3.1 Process.....	14
3.2 Steps.....	18
3.3 Stakeholders.....	20
3.4 Time.....	20
CHAPTER FOUR: DELIVERABLES.....	21
CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS.....	22
REFERENCES.....	30
APPENDICES.....	34
Appendix I. Activity log.....	34
Appendix II. Interview questions.....	35
Appendix III. Interview Transcript.....	36
Appendix IV. Grading Rubric for Paragraph Writing, Draft 1.....	41
Appendix V. Grading Rubric for Paragraph Writing, Draft 2.....	42
Appendix VI. Grading Rubric for Paragraph Writing, Final.....	43
Appendix VII. Grading Rubric for Letter Writing, Draft 1.....	44
Appendix VIII. Grading Rubric for Letter Writing, Draft 2.....	45
Appendix IX. Grading Rubric for Letter Writing, Draft 3.....	46
Appendix X. Grading Rubric for Letter writing, Final.....	48
Appendix XI. Grading Rubric for Narrative Essay Draft 1.....	50
Appendix XII. Grading Rubric for Narrative Essay Final.....	51

ABSTRACT

The present MA paper aims to design grading rubrics for three writing assignments for the Freshman English 1 course that AUA undergraduate students will take during their first semester of study at AUA. The three writing assignments for which grading rubrics are designed are as follows: paragraph writing, letter and narrative essay. The grading rubrics are designed according to the tasks' specific requirements and also Freshman English 1 course goals and objectives. These rubrics have been piloted and the necessary improvements have been made. The present paper also provides recommendations for the future teachers of the Freshman English 1 course, as to how to use the rubrics in class to assess the students' written products effectively. The recommendations are based on the related literature, the interview with the pilot team and the researchers' own experience while designing the rubrics.

The present paper first introduces the scope and background of the project, presents some points of related literature, describes the procedure of designing the rubrics, presents the deliverables, gives recommendations and shows the deliverables in the appendix.

CHAPTER ONE: SCOPE AND BACKGROUND

American University of Armenia was established in 1991. It is accredited by WASC: Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities. Since its establishment, it is developing itself by providing more and more qualified programs and opportunities for those students who want to learn and become professionals in the fields of their expertise(retrieved November 20, 2012 from: <http://aua.am/the-aua-mission/>).

Through the spring of 2013, AUA has been providing graduate education in Business and Management, Information and Communication Technologies, Political Science, Industrial Engineering, Health Sciences, Law, Comparative Legal studies, and Teaching English as a Foreign Language. These programs that AUA offers aim at giving its students sufficient practical and theoretical knowledge, so that they can have their contribution in the social and economic development of Armenia (retrieved November 20, 2012 from: <http://aua.am/history-of-the-university/>).

In 2013, the Bachelor degree program will be offered at AUA. The program offered to undergraduate students includes three majors: BA in Business (tracks: Accounting, Marketing, Economics, General), BS in Computational Sciences (tracks: Mathematical Modeling, Computer Science, General) and BA in English & Communications (tracks: Public Relations, Writing and Translation, General). The aim of these programs is to provide “high-quality undergraduate education to well- qualified applicants on a non-discriminatory basis, regardless of their ability to pay” (retrieved November 20, 2012 from <http://aua.am/undergraduate/>).

The BA programs include the Freshman English 1 course in their curricula. The aim of this course is to introduce to undergraduate students AUA’s core values—academic excellence, free inquiry, integrity, scholarship, leadership, and service—while building students’

communication skills. Also, the program goals are to develop conscientious leaders and problem solvers who are committed to contributing to their fields and society and to provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning. This course will be taught by multiple instructors and will be part of the general education foundation courses that all AUA undergraduate students will take throughout the undergraduate program.

The syllabus for the Freshman English 1 is being developed. One of the course objectives is to improve the students' written communication skills. Along with other assignments, the syllabus of the Freshman English 1 course includes three writing tasks: paragraph writing, letter and narrative essay. These tasks will help the students to produce well-structured written paragraphs, letters, and short narrative essays (1-3 pages) and get acquainted with the different stages of the writing process: outlining, drafting, proofreading, revising and editing.

One of the important steps in the process of developing the syllabus is to design grading rubrics for the three writing assignments according to their requirements and tasks. Grading rubrics play a great role in assessment both for teachers and for students. First, they save time, as they contain detailed information about the criteria the students are going to be assessed on. Next, they provide information about the students' performance. Also, they help the students to understand what it is expected from them, recognize their strengths and weaknesses and help them to improve their abilities (Brown, 2004; Weigle, 2002; Coombe & Evans, 2005; Tierney & Simon 2004; Stevens & Levi, 2005).

1.1 The purpose of the study

The aim of the present paper is to adopt, adapt and design grading rubrics for Freshman English 1 course three writing assignments: paragraph, letter and narrative writing. This paper provides detailed documentation about the process of designing the rubrics. Also, this master's paper aims at finding and providing recommendations as to how to improve and use the rubrics in class effectively.

CHAPTER TWO: LITERATURE REVIEW

In this chapter relevant literature on assessment and types of assessment are explored. It presents viewpoints of different scholars about the use of grading rubrics as writing assessment tool and describes two major classifications of rubrics: holistic and analytic. The literature review highlights the effectiveness of using analytical grading rubrics as writing assessment tool when assessing students' writing skills. It also introduces the basic steps that should be taken when designing a grading rubric.

2.1 What is assessment?

There is a widely spread assumption that assessment is giving grades to students. However, as described by McAlpine (2002), grades are only the summary of students' work. Assessment is a "collection of conscious and systematic activities used by teachers and students for gathering information, analyzing and interpreting it, drawing inferences, making wise decisions". Assessment helps the teachers improve their teaching methods and motivate students to be actively involved in their own learning (McAlpine, 2002).

2.2 Types of Assessment

Two major classifications of assessment are formative and summative assessment. According to McAlpine (2002) Formative assessment is conducted continuously during the course or the program and provides the students with detailed feedback that help them improve their performance. Summative assessment, on the other hand, is for external purposes, given at the end of the course judging the students' overall performance. Formative assessment is most appropriate where the results are to be used internally by learners and others involved in the learning process, whereas summative assessment is more appropriate to communicate students' abilities to external interested parties. Besides these two major types of assessment, student

assessment can have the form of formal or informal, final or continuous, process or product assessment. Most of formal assessment is summative in nature and usually is associated with increased stress for the learners. Examples of formal assessment are tests, exams, etc. In contrast, informal assessment may reduce stress and aims to provide feedback to students. As per final and continuous assessment, final assessment is used for summative purposes and takes place in the end, while continuous assessment occurs throughout the course and gives opportunity for both the teachers and the students to obtain continuous feedback across the course. The last two types of assessment are product assessment and process assessment. Product assessment is used for summative purposes and assesses the outcome and/or results of the process, whereas process assessment focuses on the steps undertaken for completing the processes and is used more for formative assessment (McAlpine, 2002).

The above mentioned types of assessment can be implemented in class. However, when making the decision as to what type of assessment to apply in a specific course, it is important to consider the course goals and objectives, its requirements and expectations. The institutions and instructors should consider whether they want to provide the students with a continuous, process oriented assessment, which is done for internal purposes or give a final grade, oriented toward the students' product and external purposes (McAlpine, 2002).

2.3 Assessment in writing

According to Coombe & Evans (2005), student writing assessment has a great importance in measuring language performance. Institutions and teachers make their own decision as to how to assess their students' writing skills, determine their strengths and weaknesses and support learning. This decision should be made upon the goals and objectives of the course and the tasks as well. However, as mentioned by Tierney and Simon (2004),

assessment should be done for learning purposes, providing enough feedback to identify the students' weaknesses and strengths. Assessment should also provide the students with the opportunity for improving their skills. Assessment should be done through clearly defined assessment criteria that are understandable to teachers and students.

According to Brown (2004); Weigle, (2002) & Coombe & Evans(2005), grading rubrics are effective tools for assessing students' performance and providing the students with enough feedback for future improvements. Tierney and Simon (2004) state that scoring rubrics are useful in assessment for learning purposes because they are process oriented and contain qualitative description of performance criteria that work well within the process of formative evaluation.

Grading rubrics provide the students with effective feedback. This helps the students improve their skills more efficiently. Effective feedback, which is described as concrete and descriptive information about the learners' weaknesses and strengths, is one of the essential features of assessment. This is another advantage that grading rubrics have (Brown, 2004; Weigle, 2002; Coombe & Evans; 2005; Tierney and Simon 2004).

2.4 Background and Definitions of Rubrics

In the past thirty years, along with traditional forms of language assessment, a wide range of novel assessment forms have become popular. Many scholars claim that one of the effective assessment tools is grading rubrics (Brown, 2004; Weigle, 2002; Coombe & Evans, 2005; Tierney & Simon 2004).

Scholars give different definitions to rubrics. According to Stevens & Levi (2005), rubrics are scoring tools that present students performance expectations for a certain assignment or task. They provide both summative (a grade) and formative assessment (detailed feedback to improve future performance). Grading rubrics orient the teachers toward their goals and

expectations (Jackson & Larkin, 2006). Rubrics divide the assigned task into component parts and provide an explicit description of various levels of performance for each of those component parts. Rubrics are popular as they can be created and adapted to specific needs and used for a wide array of assignments: papers, projects, group work, oral presentation, etc and (Stevens & Levi, 2005; Moskal, 2000).

2.5 The Effectiveness of Using Grading Rubrics

A question may arise, why do we need to use grading rubrics? Many authors, such as Andrade (2005); Jackson & Larkin (2006); Jonsson & Svingby (2007) and many others, state various advantages for using grading rubrics. Grading rubrics help the teachers and the students to have a clear understanding on the exact criteria of students' performance that are going to be assessed (Andrade, 2005). They function as guidelines in assessment and give an answer regarding the criteria by which a student's work should be assessed. According to Jackson & Larkin (2006), when students are aware of the grading criteria and understand them, they perform better. Andrade (2005) claims that grading rubrics enhance the learning process, as they provide a clear understanding of the goals of the writing assignment and the scoring criteria to both the students and the instructors. Also, they make teachers expectations very clear, providing students with more informative feedback about their strengths and areas which need to be improved. Rubrics are assumed to enhance the consistency of scoring across students, assignments, as well as between different raters. Rubrics provide the students with the guidance as to how to write effectively, they support the development of students' skills and support the development of their understanding (Lovorn & Rezai, 2010, Andrade, 2005 & Jonsson & Svingby 2007).

2.6 Types of Grading Rubrics

The types of grading rubrics should be discussed and analyzed to identify which type better fits to a specific course requirements, goals and objectives. Two major classifications of grading rubrics are holistic rubrics and analytic rubrics (Rezaei & Lovorn, 2010; Moskal, 2000; Brown, 2000; Weigle, 2002; Coombe & Evans, 2005). Analytic rubrics list several categories according to which the students are going to be assessed, whereas the holistic rubrics give one single score for the whole performance. Both of them have advantages and disadvantages (Moskal, 2000, Brown, 2004, Weigle, 2002; Coombe & Evans, 2005).

Supporters of analytic rubrics claim that they reflect the students' abilities more precisely, as they consist of multiple, separate scales, each of which enables students and teachers to identify the student's strengths and weaknesses related to each criterion. Analytic rubrics enable the students to improve their skills throughout the course, they are more process oriented rather than product oriented (Lovorn & Rezai, 2010). This way of assessment may more likely reveal the areas for improvement both to the teachers and to the students. According to Coombe & Evans (2005), this type of writing assessment is very reliable if done by inexperienced teachers or who have time constraints. Also, training raters is easier with analytic rubrics as the scales are often more explicit and detailed. (Moskal, 2000; Coombe & Evans, 2005; Andrade, 2005).

However, according to Moskal (2000) and Andrade (2005), analytic rubrics are time consuming, as they necessitate teachers to rate various aspects of a students' product. It also requires a set of criteria to be written and for markers to be trained and attend frequent moderation sessions (Moskal, 2000; Coombe & Evans, 2005; Andrade, 2005).

Holistic rubrics, on the other hand, provide one score for the whole product. Holistic rubrics combine all the qualities and the factors for which the students are going to be assessed under a single grade. Holistic rubrics make it easier for the raters to come into agreement rather than when using an analytic rubric. The separate categories in analytic rubrics may be interpreted in different ways and this sometimes results in misunderstanding and misinterpretation. The general definitions of the scores in holistic rubrics make them easier to be interpreted in the same way. According to Coombe & Evans (2005), this type of marking is reliable when done under no time constraints and if teachers receive adequate training. It is much quicker than other types of writing assessment and enables a large number of student performances to be assessed in a short period of time. Finally, students do not get a lower grade because of one lesser ability (for example, poor organization bringing down a score) (Moskal, 2000; Coombe & Evans 2005; Andrade, 2005).

Several disadvantages for holistic rubrics have also been mentioned by different authors. Holistic rubrics do not provide as detailed information about the students' strengths and weaknesses as do analytic rubrics. Holistic rubrics are more product-oriented rather than process-oriented and are mainly concerned about the total performance and the product rather than the process that the students undertake to arrive to that product. Coombe & Evans (2005) claim, that reducing a score to one figure reduces the reliability of the overall mark. Thus, testers very often find it difficult to justify the rationale for the score and, also, holistic rubrics do not provide a profile of the student's writing ability.

The choice between these two types of grading rubrics is not easy to make. This choice may depend on the time, the context, availability of resources, the course and the task's goals and objectives. However, according to Brown (2004), classroom evaluation, especially writing

assessment, is best served through analytic scoring. Reliability can be increased by using multiple marking and the fact that analytic rubrics are more process oriented, rather than product oriented, makes the choice of using analytic rubrics to score student written productions more effective. Also, analytic rubrics help the process of learning; they guide the students and provide enough feedback into the writer's further stages of learning (Brown, 2004; Weigle, 2002; Coombe & Evans, 2005).

2.7 Stages for Developing a Grading Rubric

Once it is determined what kind of grading rubric is to be used, the next step is to design a rubric. Rubric development requires special skills to be applied and certain stages to be considered. The rubric must be clear and explicit, usable and interpretable by raters and any kind of stakeholders. Some recommendations and steps for rubrics development is provided in literature (Weigle, 2002; Rudner & Shufer, 2002; Newell, Dahm & Newell, 2002).

According to Rudner & Shufer, 2002 and Newell, Dahm & Newell, 2002, the first step in designing a grading rubric is to identify the task for which the students are going to be assessed. Newell, Dahm & Newell (2002) suggest the teachers perform the task themselves or try to imagine performing it before designing a rubric for that task. Then the objectives should be identified and "indicators should be developed. Indicators are measurable examples of an outcome through phrases that could be answered with "yes" or "no" (Rudner & Shufer, 2002 and Newell, Dahm & Newell, 2002). The next step is to identify the levels of students' achievements. There is no specific scale for the grades; each institution or the teacher who designs the rubric makes that decision by her/himself.

Then the rubric designers should list the aspects and the categories of the performance of the product (Newell, Dahm & Newell, 2002). According to Newell, J., Dahm, K., & Newell, H.

(2002), the criteria for each category shouldn't be overloading and they should be structured so as to make the measurement of students' performance observable. After having finalized the categories, the teachers should check and consult the rubric with other teachers and stakeholders (Newell, Dahm & Newell, 2002 and Rudner & Shufer, 2002).

The final step in developing an effective rubric is to establish the rubric's reliability and validity (Stellmack, Konheim-Kalkstein, Manor, Massey & Schmitz, 2009; Andrade, 2005; Newell, Dahm & Newell, 2002). Rubrics are recognized as tools which may increase reliability and validity in assessment (Rezaei & Lovorn, 2010; Jonsson & Svingby2007). According to Andrade (2005), reliability and validity focus on the consistency and accuracy of the "judgments we make about the students and their work".

Validity is viewed as a unified concept which focuses on how the tests are used and whether it measures what it intends to measure or not (Rudner& Schufer, 2002; Newell, Dahm & Newell, 2002). Validity aims at identifying the knowledge, the skills and other attributes which can be seen through the assessment. If the test is invalid it will fail to "reveal a student's true abilities within the construct which the test was indicated as having been measured" (Rudner& Schufer, 2002).

Reliability, on the other hand, is understood as an accurate measurement by consensus among more than one graders of the same written product. Reliability is defined as the "accuracy of measurement as measured by consensus among several raters on assessment of the same essay" reliability (Rudner& Schufer, 2002). The standard error of measurement, which is used to evaluate the accuracy of measurement, is considered as a stronger index of reliability. This index of reliability used for assessing the accuracy of the product, is expected to be more powerful because so many raters evaluate the same essay using the same rubric (Rudner& Schufer, 2002).

Two types of reliability can be identified: inter-rater and intra-rater (Stellmack, Konheim-Kalkstein, Manor, Massey & Schmitz, 2009).

Traditionally, inter-rater reliability has been measured by the correlation between two sets of grades given to students by two different raters (Rezaei & Lovorn, 2010; Stellmack, Konheim-Kalkstein, Manor, Massey & Schmitz, 2009). Intra-rater reliability is explained as the consistency of grading of the same written product by the same rater twice. Intra-rater reliability is reported to be higher (Cronbach's alpha about .70) than inter-rater reliability (Rezaei & Lovorn, 2010, Stellmack, Konheim-Kalkstein, Manor, Massey & Schmitz, 2009). The disadvantage mentioned in the article by Rezaei & Lovorn (2010) for inter-rater reliability is that the z-score (the distance between the mean and each individual score), on which the reliability score is measured, depends on the rater, meaning that one rater may be harsh in his/her decisions when grading and the other may not be very strict towards assessing the students' writing. This may affect the result made about the reliability of a rubric. However, if incorporating these two types of reliability measurements, it is possible to draw more valuable conclusions (Rezaei & Lovorn, 2010).

2.8 Summary of the Literature Review

The literature review discussed the nature and the types of assessment. It highlighted the effectiveness of formative assessment especially the use of grading rubrics to assess the students' writing performance. The characteristics of two major categories of grading rubrics were discussed as well. However, the advantages of analytic rubrics serve the goals for process oriented learning more effectively. This assessment process fits more to the needs and objectives of Freshman English 1 course: this will ensure the learning process, guide the students and provide with enough feedback for future improvement. This way the students will know their

proficiency on separate categories, such as: task achievement, organization, coherence, clarity, mechanics, etc. This will help to obtain enough knowledge to be able to reflect upon one's own contribution and identify steps for improvement, provide constructive feedback on written work and class participation, which are part of the FE1 objectives. Another reason for using analytic rubrics is that the rubrics used at the American University of Armenia tend to be analytic in nature, so it was decided to use analytic rubrics for the Freshman English 1 course as well.

The steps needed for designing grading rubrics also were explored in the literature review. These steps will be taken into account when designing rubrics for AUA Freshman English 1 course.

CHAPTER THREE: PROCEDURE

The present project aimed to design grading rubrics for three writing assignments for Freshman English 1 course. The writing assignments are as follows: paragraph writing, letter and narrative essay. Freshman English 1 course will be provided to all AUA undergraduate students during the first semester of their study at AUA.

3.1. Process

As mentioned in the literature review, the first step when designing a rubric is to identify the task and its objectives. In written assignments, the tasks may differ greatly in their objectives, goals and expectations. The FE1 course developing team decided to include three writing assignments in the FE1 syllabus: paragraph writing, letter and narrative essay. Each of these assignments has its uniqueness and requires different skills to be applied when completing the tasks. First the differences between these assignments should be understood so as to be able to understand the differences they have regarding their requirements.

Assignment one

The first writing assignment that FE1 students will have is *paragraph writing*. During the discussion with pilot instructor, the basic principles of paragraph writing were outlined and the stages for designing the rubric were decided. However, it was important to relate to literature as well. The book used for designing the rubric for paragraph writing was “Great Paragraphs”, by Folse, Muchmore-Vokoun & Vestri Solomon, (2004). According to Folse, Muchmore-Vokoun and Vestri Solomon, (2004) a *paragraph* should consist of four distinct features. First, a good written paragraph should have a topic sentence that states the main idea. Usually it is in the beginning of the paragraph, acts as the foundation of the paragraph and provides the reader with the understanding of what the paragraph is about. Second, the sentences in the paragraph should

be connected to the topic sentences. It shouldn't include any extra sentence carrying an idea different from the controlling idea. Third, the first line in the paragraph should be indented. Fourth, the last sentence of the paragraph should conclude and summarize the main idea of the paragraph. It should bring the paragraph to a logical conclusion; also, it can offer a prediction or suggestion (Folse, Muchmore-Vokoun & Vestri Solomon, 2004).

As suggested in the literature review, the first step when designing a rubric is to identify the task for which the students are going to be assessed. The task for the paragraph writing is the following: *“Write 1 paragraph (5-7 sentences) answering one of the following questions:*

- *What is the purpose of your education?*
- *What is the purpose of this class?*

Upload the original paragraph to Moodle. Using the paragraph rubric, revise the paragraph and upload to Moodle. Write a short reflection explaining how the revised paragraph is a better paragraph”.

A similar rubric was found and was adapted according to the needs and requirement that are special for this assignment. Newell, Dahm & Newell (2002) suggest that it is effective when the teachers perform the task themselves or try to imagine performing it before designing a rubric for that task. This approach is effective, as even if the task is clear, the interpretation of it may be different when it is completed. Before designing the rubric the task was performed by the researcher and this writing produced by the researcher was the basis for designing the rubric. Then, as suggested by Rudner & Shufer (2002) and Newell, Dahm & Newell (2002), the objectives and the goals of the assignment were taken into account and “indicators” were developed. The levels of students' achievements were decided by the pilot team. Finally the

aspects and the categories of the performance of the product were listed and the rubric was finalized.

Assignment two

After having finalized the first rubric, the work on the second rubric started. The second written assignment that the FE1 students will have is writing a *letter*.

Before designing the rubric for the letter assignment, the researcher discussed the task for letter with pilot team instructor and the general outline of the rubric was decided. When designing this special rubric the researcher used electronic websites and already existing rubrics. The goal of the *letter writing* is to make an enquiry, complain, and request something and so on. This type of academic essay requires the students to use a number of conventions, use formal language, write as simply and clearly as possible and avoid making the essay longer than necessary. When writing a letter, the students should be attentive to include the features that are specific and important for letter writing. A formal letter should have a header (address and date), salutation, opening (introductory paragraph), body paragraphs, closing paragraph, formal closing and signature (retrieved from: <http://www.usingenglish.com/resources/letter-writing.php#rules> and http://www.nvtc.ee/e-oppe/Varkki/layout/rules_for_writing_formal_letters.html).

The task for the letter assignments is the following:

Choose an author you have read in class. Write a letter to the selected author explaining what value is most important to or for young people in Armenia. Draw on opinions and arguments made by a range of speakers and authors to support your choice of value.

The process of designing the rubric for letter essay was similar to the steps taken when designing the rubric for paragraph writing. However, finalizing the rubric for the letter assignment was more difficult: the pilot team members had different attitudes toward the rubric

categories and content. It was difficult to come into agreement as to what to include and what not as the four pilot team members were not in agreement on this question. This might also have been because of the task itself and partly because of the lack of time to revise the rubric.

Assignment three

Finally, the work on designing narrative writing rubric started. The book used for designing Narrative essay rubric was *Great Paragraph* by Folse, Muchmore-Vokoun & Vestri Solomon (2004). According to Folse, Muchmore-Vokoun & Vestri Solomon (2004), a *narrative essay* is a written product which aims at telling a story. Telling stories has always played an important role in human history. Narrative essay should contain a hook, supporting sentences and/or paragraphs and a conclusion. The hook is the opening of any essay which should be interesting, catch the readers' attention and make them want to read it. The supporting sentences should relate to the topic sentence and be included in the body part of an essay (Folse, Muchmore-Vokoun & Vestri Solomon, 2004).

The discussion with the pilot instructor made it clearer to understand what the students are expected to perform when completing this task. As suggested by Folse, Muchmore-Vokoun & Vestri Solomon (2004), when writing a narrative essay, the students should concentrate on several important elements that a story should consist of. The first feature is the setting, which gives information as to where the actions in the story take place. Second, a narrative essay should have a theme, which is the main idea of the story and usually includes a topic which is common in life, for example, love, happiness, envy etc. The third feature of a narrative essay is the mood, which transfers the feelings and the atmosphere that the writes has created for the story. Next it should have characters which are the acting figures in the story and they react to the events in the

story in a mood of the narrative. Finally, the narrative essay should have a plot, which provides the sequence of events (Folse, Muchmore-Vokoun & Vestri Solomon, 2004).

The task for the narrative essay is the following: *Identify a value that has influenced your life either as a learner or as an emerging leader. Use examples from your own life to illustrate how that value has impacted you and your choices.*

The task, the objectives of the task and features specific to narrative essays were taken into consideration when designing the rubric. The draft for narrative essay was sent, however the components of the narrative rubric wasn't discussed by the pilot team at that time and it wasn't clear what it should contain. Due to lack of time, the pilot instructor revised the rubric with the researcher, so as to use during the pilot course.

3.2. Steps

The first step in the process of designing the rubrics was to identify grading rubrics. After finding related and similar rubrics, they were adapted according to the course requirements, the criteria special for the writing assignment and the goals and objective of the Freshman English1 course. The pilot team was involved during the process of designing the grading rubrics as it was important to come to an overall agreement. The pilot team consisted of four members. After the first draft of a rubric was sent, the pilot team discussed it during their meetings and gave feedback on what was good and what needed improvements. Then the necessary changes and improvements were made and the second draft was sent. The pilot team discussed the second draft as well in the same way, gave feedback and the rubric was finalized. The rubric for letter assignment was more difficult to finalize: this may be the result of differences in understanding, interpretation and requirements that pilot team members had. The rubric was drafted three times before being finalized. The rubric for narrative essay was finalized with only one draft. After

sending the first draft, the pilot team didn't have time to revise and give enough feedback for making sufficient improvements and the pilot instructor finalized it, so as to use during the FE 1 pilot classes.

The next step was to pilot the rubrics. Initially, the plan was to pilot the rubrics twice: once during the Freshman English 1 pilot in spring and at the EEC high intermediate or advanced proficiency level students for the second time. However, because of the Freshman English 1 course's unique requirements and the differences between these two settings, the second pilot didn't take place as it wouldn't have been effective and helpful for the program. So, the rubrics were piloted only once during the Freshman English 1 pilot in spring. Also, the establishment of inter-rater and intra-rater reliability and validity which was planned to be established wasn't implemented. This couldn't happen as only one teacher was conducting the pilot course and this made it unrealistic to establish inter-rater and intra-rater reliability and validity of the rubrics.

The whole process of developing the rubrics was documented in a log and is provided in the appendix (see appendix I). This includes the detailed information about the meetings and discussions. The drafts of the rubrics are also attached (see Appendices IV, V, VI, VII, VIII, IX, X and XI).

Rubrics were developed, improved and finalized and are the deliverables of the present paper. Then the four members of the pilot team were interviewed (see Appendices II and III) and based on this interview, the related literature and the researcher's own experience recommendations are given, as to what worked well with rubric design during the FE1 pilot, what needs improvement and what the future teachers need to take into consideration when using these rubrics to assess Freshman English 1 students' written assignments effectively.

3.3. Stakeholders: The stakeholders of the present study are a group of students on which the whole Freshman English1 syllabus was piloted, the teacher who piloted the Freshman English1 syllabus and the pilot team.

3.4. Time: The development of the grading rubrics lasted 15 weeks, along with the Freshman English1 pilot.

CHAPTER FOUR: DELIVERABLES

The product of the present study is grading rubrics: paragraph writing rubric (Appendices III- V), letter writing rubric (Appendices VI-IX), narrative writing rubric (Appendices X and XI). The rubrics are adapted to suit the specific tasks and requirements of each of the writing assignments, as well as the course's goals and objectives. They are designed for three writing tasks of the Freshman English 1 course which AUA undergraduate students will take during their first year of study at AUA.

The present paper also presents recommendations as to how to use the rubrics effectively and provides information about the weaknesses and limitations.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

According to the literature review and the interview conducted by the rubric developer some conclusions may be drawn and recommendations may be given. All four pilot team members and the literature discussed in the present paper considered rubrics as very effective assessment tools. According to Stevens & Levi (2005), grading rubrics make the learning goals more explicit which help both the students and the teacher understand the criteria on which the students are going to be assessed. They make assessment more fair and transparent. As stated by Stevens & Levi (2005) students very often care more about getting speedy feedback rather than care about the quality of feedback, so rubrics help the instructors to provide quick feedback. The mistakes made by the students very often overlap, and when teachers are using a well designed grading rubric they only circle the appropriate level of achievement which represents the students' abilities (Stevens & Levi, 2005 & Appendix III). One interviewee mentioned that rubrics can be considered as useful tools for program assessment and improvement. Faculty can consider students' work together and identify how well something has been taught and areas of instruction to improve. This feedback can be considered as valuable judgment about the program and might be helpful to improve the program (see Appendix III).

Some interviewees mentioned that grading rubrics help the teachers evaluate students work in the same way: they remove subjectivity, ensure that the grade is based on the clearly set criteria and standardize grading. Rubrics also outline the students' "developmental trajectory for developing new skills" (Stevens & Levi, 2005 & see Appendix III).

All four pilot team members stated that rubrics should be shared and discussed with students. As cited by one of the interviewees, rubrics are designed for students, so they should and must be shared with students. This helps the students understand what it is expected from

them and gives a clear picture of the criteria based on which the students are going to be assessed. According to two of the interviewees, it is more effective to share the rubrics with the students as early as possible, and refer back to it when the assignment's due date is approaching. Two of the interviewees mentioned the effectiveness of creating rubrics with the students. This can be a good experience for students to be involved in the process of developing the rubrics. This will help to make the rubric more user-friendly and clear for to the students. Participation might help the students think about their own work in a different way. Stevens & Levi (2005) share the same idea. According to them, there are three good reasons for integrating rubric construction into classroom teaching: (1) the students won't have any misunderstanding and misinterpretations of the criteria in the rubric which might affect their grade, (2) the students will feel as part of the educational process which will result in greater students' involvement and increase the students' creativity and finally, (3) this may cut down the teachers' workload (Stevens & Levi, 2005).

The FE 1 pilot instructor used the Grading Rubrics in the following way: she first gave a general outline of the rubric, highlighted the elements of each assignments, then, during the peer feedback stage, she put the criteria included in the grading rubric in question forms, for example: "What is the main idea...?" "Is it clear...?", and discussed with students. She also distributed worksheets, containing the same information as the rubrics, worded in simpler way. According to the FE1 pilot instructor this worked well. I would recommend future FE1 teachers apply this approach as well when sharing the rubrics with the students. This will also ensure that the students clearly understand everything that the rubric contains (see Appendix III). Also, as mentioned by one of the interviewees, the instructor can give the students an example of a writing product with the grade on it. This will help the students have a clearer understanding as

to how they should perform the task themselves and how they are going to be graded (see Appendix III).

The interviewees shared the notion of using the rubrics for self assessment and peer assessment. These types of assessment are effective, as they provide the students with the opportunity to use the rubrics for assessment purposes (Allen, 2010, & see Appendix III). Also, according to one interviewee, having used the rubric for peer assessment may help to identify own weaknesses as well (see Appendix III).

According to the pilot instructor, the rubrics used during the Freshman English 1 pilot course were effective, however, some of the assignments and tasks should be reconsidered. Other three pilot team members stated that it is not yet clear whether the rubrics were used effectively or not. The final conclusion for this question may be drawn only after having the feedback from the pilot students. However, as mentioned by one interviewee, rubrics were intended to be both a guide for students and for faculty. Also, the interviewees were not sure whether the time for improving the rubrics was enough. Some of them mentioned that rubrics are in constant change and development process. As writing changes over time, the expectations and requirements change with them too. So, rubrics need to be revised all the time. It is important to make sure that the rubrics are user friendly and helpful for students.

The interview also showed that the grading rubrics and the FE1 syllabus had their flaws as well. The rubrics for the FE1 were designed at the same time as the pilot of the syllabus for the FE1 took place. The pilot showed that some of the rubrics and assignments in the syllabus need improvements (see Appendix III). According to Arter & McTighe (2001), rubrics should be structured and worded so as to be interpreted in the same way by the students the teacher and

other people (Arter & McTighe, 2001). The Freshman English 1 pilot showed that some of the rubrics, especially rubric for the letter assignment contained too much information and consequently did not serve its function very effectively. According to pilot instructor it seemed to act more as a guideline for the teachers rather than a helpful tool for students. One reason for this was that four pilot team members had different understanding and interpretation of the task's requirements, objective and goals and it was very difficult to come into agreement. This resulted in including more information than needed. Another reason for this might have been the assignment itself (see appendix III). The flaws in the rubrics might be also due to the tasks and assignments themselves. The feedback given by the pilot instructor and the students will be helpful to think about the necessary changes.

As mentioned in the scope and background the FE1 course will be taught by several instructors. It is important to make sure that all the instructors understand and interpret the content in the rubrics in the same way. According to the interview a plan for training and/or orienting future FE 1 instructors as to how to use the rubrics hasn't been developed yet. However there is an intention for organizing teacher trainings. Some of the pilot team members suggested organizing orientation workshops for FE1 instructors. This orientation and workshop sessions will help the FE1 instructors to have a clear understanding on the course objectives and goals. During these sessions the rubrics may be discussed and this may ensure that the instructors understand and interpret the information in the rubrics the same way. As most of the instructors are going to be experienced teachers they will bring their own understanding and experience of using rubrics and share it with others. According to one interviewee, courses that include multiple instructors, usually organize meetings and discussions before assignments are graded so as to calibrate. These meetings usually take place when an assignment is approaching.

Therefore, regular meetings should be organized for all FE1 instructors to give them an opportunity to get together and discuss what worked well and what failed to address the goals and didn't serve its functions. The FE 1 instructors should work closely with each other and with the pilot instructor. FE1 teachers should meet periodically in order to look at samples of students' work using the rubrics to see what and how they are grading and make the assessment more consistent and reliable. Thus, calibration sessions should be organized regularly. However, according to the interview, the pilot team members are not sure how they are going to organize these sessions. According to Pamela (2011), calibration sessions help to standardize assessment of student work across multiple graders and they usually include the following steps:

1. Identify several student submissions that will be graded by the group. It will be effective to include papers that will generate marks across a range of scores as defined by the rubric. The instructor may base this decision on previous grades for homework or in-class participation.
2. Make copies of the submissions for each grader without including student identifiers to minimize grader bias and preserve anonymity.
3. Discuss the grading rubrics and explain the scoring criteria.
4. Graders individually read submissions and score the work based on the rubric.
5. Each person shares the score s/he assigned to the first component of the work. If there is variation in assigned scores, then each grader explains how s/he arrived at the score assigned. The group then reaches consensus on a score based on a common interpretation of the rubric (or its modification).

Graders should make notes on the rubric during these discussions to refer back to them when scoring students' work on their own. Once calibration is accomplished, the remaining student submissions are divided among the group for grading.

Another suggestion is to assign student submissions to graders unfamiliar with the students to reduce bias based on previous interactions. This may be useful for large classes with small group sections (Bennett, Cherlin & Reese, 2011).

As graders review students' work, they should discuss the student submissions which were difficult to score with the whole group. This may result from uniqueness of a student's response or difficulties in interpreting the rubric. Graders should communicate with the group about how to address the issue before final grades are submitted, as this may affect other grades scores as well. To check grader calibration, the lead grader can randomly check scores assigned by different graders. Another option is to compare the mean and standard deviations of the scores assigned by each grader. Some variation will naturally occur, but if extreme outliers are identified, those graders' scores can be reviewed (Bennett, Cherlin & Reese, 2011).

The following recommendations are based on the literature, the interviews conducted by the researcher and the researcher's own experience.

1. Some of the assignments in the FE 1 syllabus might be reconsidered, changed or adapted
2. The rubrics might be simplified and made more user-friendly
3. Additional place for comments can be included in the rubric page: either within each section or at the end of the rubric and if the rubric doesn't reflect some of the students' work very effectively the instructors can write additional comments on it

4. The rubrics might be shared in class in the beginning of the course and referred back before each assignment
5. The rubrics might be adapted with/by the students so as to be made more user friendly
6. The instructors can bring samples of graded work with the rubric attached and discuss the product in class with students
7. The criteria from the rubric can be put in question forms and discussed during the class.
8. The rubrics can be given to students for self-assessments
9. The instructors might require from the students to hand in the rubric they used for self-assessment with their final submission
10. The students can exchange paper drafts and give peer feedback using the rubric. Then the students can be given a few days before submitting the final draft
11. The student writings might be formatted so that the student's name doesn't appear on the paper: this way the grading will be more objective
12. Orientations and workshops for the future Freshman English 1 course instructors might be organized
13. Periodic meetings with the team of instructors can be organized, which might help to use the rubrics in a more standardized way
14. The instructors might document everything discussed during the meetings, so as to refer back to them when necessary
15. The instructors can consult with the pilot teacher frequently

16. If the instructors have a written product which was more difficult to score they might consult it with the whole team of instructors
17. Calibration sessions might be organized
18. Instructors might grade each other students' writing and compare grades.
19. Organize peer observations. Instructors may observe each other's classes when they are discussing the rubrics

These recommendations might be taken into consideration before and during the FE1 course. They might help the course developers and Freshman English 1 instructors to have clearer understanding of the rubrics, use the rubrics more effectively, standardize grading and ensure the reliability of scoring.

REFERENCES

- Allen, M. (2010, April). *The use of rubrics for assessment, grading, and encouraging student learning*. Atlantic assessment conference. Retrieved April 28, 2013 from <http://www.meredith.edu/rpa2009/aac/presentations/AllenRubrics1.pdf>
- Andrade, G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13-18. Retrieved October 12, 2012 from <http://www.ascd.org/publications/educational-leadership/feb00/vol57/num05/Using-Rubrics-to-Promote-Thinking-and-Learning.aspx>
- Andrade, G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53(1), 27-32. Retrieved October 12, 2012 from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ708702&ERICExtSearch_SearchType_0=no&accno=EJ708702
- Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving students performance*. California: Corwin Press. Inc.
- Bennett, P., Cherlin, A., & Reese, M. (2011, March). *Calibrating multiple graders*. Retrieved from http://www.cer.jhu.edu/ii/InnovInstruct-BP_CalibratingGraders.pdf
- Brookhart, S. M. (1999). The art and science of classroom assessment. the missing part of pedagogy. *ASHE-ERIC Higher Education Report*, 27(1), Retrieved November 10, 2012 from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED432937&ERICExtSearch_SearchType_0=no&ccno=ED432937

- Brown, D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education, Inc.
- Coombe, C., & Evans, J. (2005). Writing assessment scales: Making the right choice. In D. Lloyd, P. Davidson & C. Coombe (Eds.), *Fundamentals of language assessment: A practical guide for teachers in the Gulf*. Dubai: TESOL Arabia.
- Folse, K., Muchmore-Vokoun, A., & Vestri Solomon, E. (2004). *Great essays*. Boston New York: Houghton Mifflin Company.
- Folse, K., Muchmore-Vokoun, A., & Muchmore-Vokoun, A. (2004). *Great paragraphs*. Boston New York: Houghton Mifflin Company.
- Jonsson, A., & Svingby, G. (2007). School of teacher education, malmo university. *The use of scoring rubrics: Reliability, validity and educational consequences*, 2, 130-134. Retrieved October 18, 2012 from <https://facultycommons.macewan.ca/wp-content/uploads/Rubrics-Jonasson-and-Svingby-20071.pdf>
- Larkin, M., & Jackson, C. (2006). Teaching students to use grading rubrics. *Teaching Exceptional children*, 35(1), 40-45. Retrieved October 18, 2012 from <http://www.casenex.com/casenex/cecReadings/rubricTeaching.pdf>
- McAlpine, M. (2002). Principles of assessment. University of Glasgow, *Robert Clark Center for Technological Education*. Retrieved April 27, 2013 from <http://yyang.110mb.com/readings/Bluepaper1.pdf>
- Moskal, B. (2000). Scoring rubrics: What, when and how?. *Practical Assessment, Research & Evaluation*, 7(3), Retrieved October 20, 2012 from <http://ericae.net/pare/75~getvn.html>

- Newell, J., Dahm, K., & Newell, H. (2002). Rubric development and inter-rater reliability issues in assessing learning outcomes. *American Society for Engineering Education*, Retrieved from: [http://users.rowan.edu/~newell/Publications/16 Rubric Development.pdf](http://users.rowan.edu/~newell/Publications/16%20Rubric%20Development.pdf)
- Rezaei, A., & Lovorn, M. (2010). Reliability and validity of rubrics for assessment through writing. *Assessing Writing*, 15, 18-39. Retrieved November 10, 2012 from <https://facultycommons.macewan.ca/wp-content/uploads/Rubrics-Jonasson-and-Svingby-20071.pdf>
- Rudner, L., & Schafer, W. (2002). *What teachers need to know about assessment*. Washington DC: National Education Association of the United States. Retrieved from: November 12, 2012 from <http://math.nie.edu.sg/pgde/downloads/teachers.pdf>
- Stellmack, M., Konheim-Kalkstein, Y., Manor, J., Massey, A., & Schmitz, J. A. (2009). An assessment of reliability and validity of a rubric for grading apa-style introductions. *Teaching of psychology*, 36, 2006. doi: 10.1080/00986280902739776
- Stevens, D., & Levi, A. (2005). *Introduction to rubrics*. Sterling, Verginia: Stylus Publishing, LLC
- Tierney, R., & Simon, M. (2004). What's still wrong with rubrics: Focusing on the consistency of performance criteria across scale levels. *Practical Assessment, Research Evaluation*, 9(2), [Electronic Document]. Retrieved April 30, 2013 from <http://pareonline.net/getvn.asp?v=9&n=2>
- Unknown. (2012). *AUA Mission*. Retrieved November 20, 2012 from: American University of Armenia: <http://aua.am/the-aua-mission/>

Unknown. (2012). *History of the university*. Retrieved from: American University of Armenia:
<http://aua.am/history-of-the-university/>

Unknown, (2012). *AUA undergraduate program*. Retrieved November 20, 2012 from:
<http://aua.am/undergraduate/>

Unknown, (2012). *Formal Letter Writing*. Retrieved November 20, 2012 from:
<http://www.usingenglish.com/resources/letter-writing.php#rules>

Unknown, (2012). *Rules for Writing Formal Letters*. Retrieved November, 20, 2012 from:
http://www.nvtc.ee/e-oppe/Varkki/layout/rules_for_writing_formal_letters.html

Weigle, S. (2002). *Assessing writing*. United Kingdom: Cambridge University Press.

APPENDICES

Appendix I

Activity log

Date	Description
Jan 30	Discussion on the Freshman English1 pilot process with Instructor 1 and making decision on the timeline to design the rubrics
Feb 4	The first draft of Paragraph Rubric was discussed with Instructor 1
Feb 4	The reviewed version of the Paragraph Rubric was sent
Fem10	Paragraph Writing Rubric was finalized
March 7	The draft for Letter Rubric was sent
March 11	Feedback on the Letter Rubric draft was received from Instructor 1
March 12	The second draft for Letter Rubric was sent
March 13	The revised version was received, the necessary changes were made and the Rubric for Letter was finalized
April 8	The Narrative Essay Rubric draft was sent
April 29	The rubric for Narrative Essay was finalized

Appendix II. Interview questions

1. Do you consider rubrics as effective tools for assessment? Why?
2. What are the effective ways of using rubrics? (For example, sharing with students in the beginning of the course; Giving the rubrics to the students to use themselves and assess their peers, other ways...)
3. Do you think the rubrics used during the Freshman English 1 Pilot were effective? Explain your answer.
4. In which ways did you apply the rubrics during the Freshman English 1 pilot course? (Did you discuss with students? Did you ask them to use the rubrics themselves to assess their peers? Other ways). Were these ways effective?
5. Do you think that the time for Freshman English 1 pilot was enough to make the necessary improvements in the rubrics?
6. Are there plans to improve the rubrics? If so, what are they?
7. How do you plan to apply the rubrics next year?
8. Is there a plan to train the Freshman English1 course teachers how to use the rubrics? If yes, how?

Appendix III. Interview Transcript

<p>1. Do you consider rubrics as an effective tool for assessment? Why?</p>	<p>Interviewee 1: I do, it helps to standardize grading, and it is a tool to make sure that the teacher uses the rubric in the same way. It helps remove some of the subjectivity; it's more objective, more standard and fairer.</p> <p>Interviewee 2: They are Effective tools for assessment. Rubrics make sure that the assessment isn't impressionistic; it is not preconceived but really based on criteria you are looking for.</p> <p>Interviewee 3: Yes, because they clearly outline for students a developmental trajectory for developing new skills and describe what is good or excellent quality work. Rubrics also make explicit learning goals for students and faculty and create a common language that guides learners and teachers.</p> <p>Interviewee 4: Rubrics are one of the effective tools for assessment, because they provide students and the faculty with a good guideline for what is expected and what represents the kind of work that can be done.</p>
<p>2. What are the effective ways of using rubrics? (For example, sharing with students in the beginning of the course; Giving the rubrics to the students to use themselves and assess their peers, other ways...)</p>	<p>Interviewee 1: It's important to share the rubrics with the students, so that they know how they are going to be graded. You can share the rubrics with students both in the beginning of the course and before a certain assignment. The students should give feedback rather than give a grade. The teachers can give the rubrics to students to peer edit, peer assess, etc.</p> <p>Interviewee 2: Rubrics are very effective for formative, ongoing assessment. They make assessment fair and transparent, they are fair and good tool for teaching. Ideally you should share the rubrics in the beginning of the course, sometimes though you may want to create the rubrics with the students, it can be a good experience for students to be involved in the process of developing the rubrics. Use the rubrics in different ways. For example, you can give the</p>

	<p>students to use, or adapt the rubrics, assess their peers work, etc.</p> <p>Interviewee 3: Rubrics guide self-evaluation and peer evaluation. They make the students understand expectations. Also, they help program assessment and improvement (faculty consider students’ work together and identify how well something has been taught and what are areas of instruction to improve)</p> <p>Interviewee 4: A very impressive colleague said “rubrics are for students”. They should be shared as early as possible, and then referred back to it as you are giving an assignment. Rubrics describe the components that make up an assignment. It also helps when you involve the students in creating the rubrics, participation helps the students think about their own work in different ways. Sharing in the beginning is effective too, also, comparing it with different kind of work. You can give the students an exemplary work as well; this way the students will not only think what exemplary work is but also understand what it looks like. Also it is effective to use the rubric to provide feedback. Self assessment and peer assessment are effective ways of using the rubrics. If we have guideline on what to provide a feedback on my peer’s work we can think about our own work as well. It’s a good way of identifying the weaknesses in your work.</p>
<p>3. Do you think the rubrics used during the Freshman English 1 Pilot were effective? Explain your answer.</p>	<p>Interviewee 1: you should ask the pilot instructor.</p> <p>Interviewee 2: Yes, but some assignments need to be reconsidered</p> <p>Interviewee 3: I cannot say at this moment</p> <p>Interviewee 4: I can’t answer; we should see what students think about them. They were intended to be effective. We’ll get to it after we have the feedback from students.</p>

<p>4. In which ways did you apply the rubrics during the Freshman English1 course? (Did you discuss with students? Did you ask them to use the rubrics themselves to assess their peers? Other ways). Were these ways effective?</p>	<p>Interviewee 1: You should ask pilot instructor.</p> <p>Interviewee 2: You can ask the students to assess themselves or adapt the rubrics with students to provide scaffolding and not make it overwhelming. Because of the timing, during the pilot course I first gave general outline of the rubric, discussed the elements of each assignment. In the peer feedback stage, I put the criteria in the rubric in question form, for example, what is the main idea...? Is it clear...?, also, distributed worksheets, containing the same information as the rubrics had, worded in simpler way.</p> <p>Next stage, in between the second and the final draft, I would give them to self-assess.</p> <p>Interviewee 3: You should ask the pilot instructor</p> <p>Interviewee 4: We intended it to be both a guide for students, for peer assessment and faculty, we had high expectations.</p> <p>We have to see whether it was too much information, enough information, were they providing good guidance for students or not.</p>
<p>5. Do you think that the time for the Freshman English 1 pilot was enough to make the necessary improvements in the rubrics?</p>	<p>Interviewee 1: Maybe not, some of the rubrics, especially one was very difficult to design. It has to do not only with the rubric but also with the assignment. Yes, 15 weeks is enough however maybe the assignments, were not the best assignments.</p> <p>Interviewee 2: Yes, the time was enough, but we still have work to do and to rethink some of the assignments, we have quite detailed rubrics, we have to make sure whether they are user friendly, some of the information might be better more as a guide for teacher.</p> <p>Interviewee 3: You should ask pilot instructor.</p> <p>Interviewee 4: Like writing itself, rubrics are in process, as writing changes during the time, rubrics are in constant change as well. The feedback that we get from FE1 students will make us thing about the changes in the rubrics. I can't answer now but the feedback will help us think about it.</p>

<p>6. Are there plans to improve the rubrics? If so, what are they?</p>	<p>Interviewee 1: Brainstorming, discussions, feedback from pilot students. Pilot instructor will have very valuable suggestions.</p> <p>Interviewee 2: To streamline them, to make sure that they are user friendly, do some minor revisions, rethink the assignments themselves which will necessitate for the course.</p> <p>Interviewee 3: I think of course. Rubrics are always in constant development.</p> <p>Interviewee 4: The feedback from the students and the instructor will help us have a clearer understanding. The FE program will have 15-16 sections, the faculty will be engaged in reviewing those sections with current instructor, this will help to think about the rubrics as well. The changes that will be made will be part of the assessment, there is a lot of data we have to look at, this will work with this instructor and will help us think about the rubrics as well.</p>
<p>7. How do you plan to apply the rubrics next year?</p>	<p>Interviewee 1: We haven't discussed it yet.</p> <p>Interviewee 2: In my classes the same way, introducing as early as possible, doing peer feedback based on the rubrics and actually using the rubrics to provide self and peer assessment of the students work</p> <p>Interviewee 3: This needs to be discussed after the pilot.</p> <p>Interviewee 4: With reflection on what we think and learnt, what worked well</p>
<p>8. Is there a plan to train the Freshman English I course teachers how to use the rubrics? If yes, how?</p>	<p>Interviewee 1: During the course, one at a time, we haven't discussed it that far, relying on my experience using rubrics and being in a writing program, usually we discussed the rubrics when the assignment was approached, doing collaboration and calibration.</p> <p>Interviewee 2: It should be called more orientation, rather than training, all the teacher will come from AUA. We should do orientations and workshops were the instructors will share ideas. Rubrics are part of the syllabus, in FE1 some of the assignments may be changed depending on the instructor but some assignments we want to make sure are</p>

	<p>used in the same way, we can work on the rubrics and revise them as necessary.</p> <p>Calibration sessions are really important question to think about. How we are going to do that? I am not sure. To calibrate and grade each others' students may not work, but discussion on different tasks and written products maybe. I recommend doing that but I am not sure how and whether we will do that.</p> <p>Interviewee 3: I think that calibration sessions should be part of the training. I also think that FE teachers will have to meet periodically in order to look at samples of students' work using the rubrics ensure that they are grading the students writings consistently and reliably. I also think that discussing rubrics is a great way of clarifying what our goals are and how we should teach to address those goals.</p> <p>Interviewee 4: The group of instructors will work very close to each other, they will discuss what works well what doesn't work well, and they will also share their experience using the rubrics in other settings. The instructors will bring a lot to the table and share that.</p> <p>As per calibration session, I can't answer yes or no, some of the assignments are very specific and the instructors should think about it later.</p>
--	--

Appendix IV. Grading Rubric for Paragraph Writing, Draft 1

Grading Rubric for Paragraph Writing

	4	3	2	1
Topic Sentence/ Main Idea	The topic sentence/main idea is clear and strong, it avoids vague, abstract, and loaded language, responds to the writing prompt or assignment and is restated in the closing sentence	The topic idea sentence/main idea is either unclear or incorrectly placed. It avoids abstract and loaded language, responds to the writing prompt or assignment and is restated in the closing sentence.	The topic sentence/main idea is unclear and incorrectly placed, includes vague, abstract and loaded language. It somewhat responds to the topic sentence and is partially restated in the closing sentence.	The topic sentence/main idea is unclear and incorrectly placed. It is vague, abstract and contains loaded language, which makes it difficult to understand. It doesn't respond to the topic sentence and is not restated in the closing sentence.
Logic and coherence	Ideas flow relate to each other in a logical and effective way. Information is organized within the paragraph for maximum effectiveness.	Ideas flow relate to each other. Information is organized but is not very elaborate and lacks effectiveness.	Ideas flow somewhat relate to each other but are not well developed. Information is somewhat organized and lacks effectiveness	Ideas flow do not relate to each other. Information is unorganized and is not effective.
Development	Paragraph has three or more supporting elaborated sentences, each of which give new information to support the topic sentence	Paragraph has two supporting elaborated sentences which provide with new information and support to the topic sentence	Paragraph has one supporting sentence that relates back to the topic sentence, however is not elaborated.	Paragraph has no supporting sentence that relates back to the topic sentence.
Unity	All the information relates to the main topic	All the information relates to the main topic but has some derivations.	All the information somehow relates to the main topic.	All the information doesn't relate to the main topic.
Clarity	The paragraph has no or minor grammatical errors	The paragraph has some grammatical errors	The paragraph has many grammatical errors, however they don't interfere with the meaning	Grammatical errors in the paragraph are abundant which interfere with the meaning
Mechanics	The paragraph has few or no errors in punctuation, capitalization and spelling	The paragraph has one or two punctuation, capitalization, and spelling errors	The paragraph has three to five punctuation, capitalization, and spelling errors	The paragraph has more than six or more punctuation, capitalization, and spelling errors.
Concluding sentence	It comes in the end of the paragraph and restates the topic sentence in an original way to draw closure to the topic	It comes at the end of the paragraph and restates the topic	It comes at the end of the topic, however contains repetitions and is not complete.	The paragraph doesn't have a concluding sentence
Score				

Appendix V: Grading Rubric for Paragraph Writing, Draft 2.

	4	3	2	1
Topic Sentence/ Main Idea	The topic sentence/main idea is clear and strong. It responds to the writing assignment.	The topic idea sentence/main idea is clear but lacks effectiveness. It mostly responds to the writing prompt or assignment.	The topic sentence/main idea is mostly clear and not effective. It somewhat responds to the topic sentence.	The topic sentence/main idea is unclear and it doesn't respond to the topic sentence.
Logic and Coherence	Information is organized within the paragraph for maximum effectiveness. Ideas connect to each other in a logical and effective way.	Information is organized but lacks effectiveness. Ideas connect to each other.	Information is somewhat organized and effective. Ideas are not well connected to each other.	Information is not organized effectively. Ideas are not connected to each other.
Development and Unity	The paragraph has three or more supporting sentences, each of which give information to develop the topic sentence. The information relates to the main topic	The paragraph has supporting sentences which provide some information and support to the topic sentence. The information mostly relates to the main topic.	The paragraph has one supporting sentence that relates back to the topic sentence. The information somehow relates to the main topic.	The paragraph has no supporting sentence that relates back to the topic sentence. The information doesn't relate to the main topic.
Clarity and Mechanics	The paragraph may have only few grammatical errors. It has no errors in format, punctuation, capitalization and spelling.	The paragraph has some grammatical errors, which don't interfere with the meaning. It may have some errors in format, punctuation, capitalization, and spelling.	The paragraph has many grammatical errors, which sometimes interfere with the meaning. It has noticeable number of errors in format, punctuation, capitalization, and spelling.	The paragraph has many grammatical errors, which interfere with the meaning. It has many distracting errors in format, punctuation, capitalization, and spelling errors.
Concluding sentence	The concluding sentence comes in the end of the paragraph and restates the topic sentence effectively.	The concluding sentence comes at the end of the paragraph and mostly restates the topic sentence	The concluding sentence comes at the end of the paragraph and somewhat restates the topic sentence.	The paragraph doesn't have a concluding sentence.
<i>Score</i>				

Appendix VII: Grading Rubric for Letter, Draft 1

AUA Freshman English 1

Letter Grading Rubric

	Advanced (10 points)	Proficient (8-9 points)	Developing (6-7 points)	Not Yet Competent (below 6 points)
Structure and organization	The letter has correct form and structure of paragraphs. Salutation and closing have no errors in placement.	Paragraphing and structuring of the letter are mostly correct. Salutation and closing have few errors and are placed appropriately.	Organization and paragraphing is emerging; the reader can follow the text. Salutation and closing are not placed correctly and contain errors.	No clear organization and paragraphing. Salutation and/or closing is missing.
Logic and Coherence/ideas/content	Information is organized within the letter for maximum effectiveness. Ideas connect to each other clearly and logically.	Information is organized effectively. Ideas mainly connect to each other clearly and logically.	Information is somewhat organized. The connections between ideas may be unclear.	Information is not organized effectively. Ideas are not connected to each other.
Development and Unity	The letter is clear and coherent with a definite beginning, middle, and ending. Sentences are complete, well-written, varied sentence structure and vocabulary.	The letter has mostly sufficient structure of beginning, middle, and ending; some awkward transitions; development between and among ideas. All sentences are complete and well written with no fragments that interfere with the meaning.	The letter is somewhat sufficiently structured between beginning, middle, and ending; lacks unity; weak development between and among ideas. Most sentences are complete and well written. However there are some fragments that interfere with the meaning.	The letter is lacking clear structure; development between and among ideas, it is incoherent. The letter contains many sentence fragments that interfere with the meaning.
Clarity and Mechanics	The language is rich and precise, though there may be minor grammatical errors. There are no errors in format, punctuation, capitalization and spelling.	The language is mostly rich and precise. The paragraph has some grammatical errors, but they rarely interfere with comprehension. It may contain minor errors in format, punctuation, capitalization, and spelling.	The letter contains errors which sometimes interfere with the meaning and/or noticeable errors in format, punctuation, capitalization, and spelling.	The letter contains many distracting errors in grammar and/or format, punctuation, capitalization, and spelling.
Audience	Information is clearly appropriate for audience.	Understands target audience however drifts away at times.	Is aware of target audience but doesn't address them.	No awareness of audience
Total points: _____/50 Final grade for paragraph _____/5				

Appendix VIII: Grading Rubric Letter, draft 2

AUA Freshman English 1

Letter Grading Rubric

	Advanced	Proficient	Developing	Not Yet Competent
<i>Content & development</i>	The letter responds fully to the assignment. The audience is appropriately addressed and purpose clearly defined. Ideas are well developed and supported using relevant sources. The letter is 1 ½- 2 pages in length (single-spaced). (18-20 points)	The letter mostly responds to the assignment. The audience is mostly addressed properly and the purpose is defined. Ideas are developed and supported using relevant sources. The letter is 1-1 ½-pages in length (single-spaced). (14-18 points)	The letter somewhat responds to the assignment. The audience is addressed, however not very appropriately and the purpose is somewhat defined. Ideas are developed and supported using relevant sources. The letter is ½-1 pages in length (single-spaced). (10-14 points)	The letter doesn't respond to the assignment. The audience is not addressed appropriately, and the purpose is not defined. Ideas are underdeveloped and are not supported using relevant sources. The letter is less than ½ pages in length (single-spaced). (below 10 points)
Structure and organization	The overall structure is typical of a formal letter, and includes: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are focused and coherent; ideas are connected clearly & logically (10 points)	The overall structure is mostly typical of a formal letter, and includes most of the following: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are mostly focused and coherent; ideas are connected clearly & logically (8-9 points)	The overall structure is somewhat typical of a formal letter, and includes two of the following: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are somewhat focused and coherent; ideas are not connected very effectively (6-7points)	The overall structure is not typical of a formal letter, and doesn't include any of the following: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are not focused and coherent; ideas are not connected with each other. (below 6 points)
Clarity and Mechanics	The language is rich and precise, with a wide range of sentence structures and vocabulary, though there may be minor grammatical errors. There are no errors in format, punctuation, capitalization and spelling. (10 points)	The language is mostly rich and precise. The paragraph has some grammatical errors, but they rarely interfere with comprehension. The letter may contain minor errors in format, punctuation, capitalization, and spelling. (8-9 points)	The letter contains errors which sometimes interfere with the meaning; noticeable errors in format, punctuation, capitalization, and spelling. (6-7 points)	The letter contains many distracting errors in grammar and/or format, punctuation, capitalization, and spelling. (below 6 points)
Process	The following steps have been fully and effectively completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (10 points)	Most of the following steps have been effectively completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (8-9 points)	Only one of the following steps have been effectively completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (7-6 points)	None of the following steps have been effectively completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (below 6 points)

Total points: _____/50

Final grade for letter _____/5

45

Appendix IX: Grading Rubric for Letter, Draft 3

AUA Freshman English 1

Letter Grading Rubric

	Advanced	Proficient	Developing	Not Yet Competent
<i>Content & development</i>	<p>The letter responds fully to the assignment. The audience is appropriately addressed and purpose clearly defined. Ideas are well developed and supported using relevant sources. The letter is 1 ½- 2 pages in length (single-spaced).</p> <p>(20 points)</p>	<p>The letter responds to the assignment. The audience is addressed the purpose is defined. Ideas are generally supported using relevant sources, though there may be some lack of development or effectiveness.</p> <p>(16-18 points)</p>	<p>The letter attempts to respond to the assignment in part. . The audience and purpose may not be entirely clear. There is an attempt to support and develop the ideas using relevant sources.</p> <p>(12-14 points)</p>	<p>The letter does not respond to the assignment. Ideas are insufficiently developed.</p> <p>(below 12 points)</p>
Structure and organization	<p>The overall structure is typical of a formal letter, and includes: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are focused and coherent; ideas are connected clearly & logically</p> <p>(10 points)</p>	<p>The overall structure is mostly typical of a formal letter, and includes most of the following: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are mostly focused and coherent; ideas are mostly connected clearly & logically.</p> <p>(8-9 points)</p>	<p>The overall structure is somewhat typical of a formal letter, and includes two of the following: -salutation -opening/introductory paragraph -body paragraphs -conclusion/closing paragraph -formal closing. Paragraphs are somewhat focused and coherent; ideas are not connected very effectively</p> <p>(6-7points)</p>	<p>The overall structure is not typical of a formal letter. Paragraphs are not focused and coherent; ideas are not connected with each other.</p> <p>(below 6 points)</p>
Clarity and Mechanics	<p>The language is rich and precise, with a wide range of sentence structures and vocabulary, though there may be minor grammatical errors. There are no errors in format, punctuation, capitalization and spelling.</p> <p>(10 points)</p>	<p>The language is mostly rich and precise. The paragraph has some grammatical errors, but they rarely interfere with comprehension. The letter may contain minor errors in format, punctuation, capitalization, and spelling.</p> <p>(8-9 points)</p>	<p>The letter contains errors which sometimes interfere with the meaning. There may be noticeable errors in format, punctuation, capitalization, and spelling.</p> <p>(6-7 points)</p>	<p>The letter contains many distracting errors in grammar and/or format, punctuation, capitalization, and spelling.</p> <p>(below 6 points)</p>

Process	The following steps have been fully and effectively completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (10 points)	The following steps have been completed. -Draft submitted for peer-feedback -Writing center consultation -Final draft (8-9 points)	Not all of the steps have been completed. completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (7-6 points)	The following steps have not been effectively completed: -Draft submitted for peer-feedback -Writing center consultation -Final draft (below 6 points)
Total points: _____/50		Final grade for paragraph _____/5		

Appendix X: Grading Rubric for Letter, Final

Letter Assignment (Total Points 15)	Advanced	Proficient	Developing	Does not Meet Minimum Requirements
	3	2	1	0
Process: Completes Stages of Writing	<p>Student submits excellent, carefully developed products on time for each of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student submits complete products on time for each of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student submits products which are <i>sometimes</i> incomplete or late, or submits products for <i>some</i> of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student submits products which are consistently incomplete or late, <i>or</i> submits products for <i>almost none</i> of the stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing
Use of University Resources	1		.5	0
	Student schedules and attends individual visits at Library (week 7), and Writing Lab (between weeks 7-9).		Student schedules individual visit at the Library or Writing Lab, but not both.	Student does not schedule individual visits at the Library or Writing Lab.
Search & Integration of Additional Sources	2		1	0
	Letter includes two additional sources relevant to topic, one of which is written by or about a woman who contributed to the topic.		Letter contains one additional source relevant to topic, or two additional sources neither of which is by or about a woman.	Letter does not contain any additional sources, or additional sources are not relevant.
Structure, Organization	2.5	2	1	0
	<p>Typical of a formal letter, the letter includes the following components:</p> <ul style="list-style-type: none"> • Header (address and date) • Salutation • Opening (introductory paragraph) • Body paragraphs • Closing Paragraph • Formal Closing • Signature <p>Ideas are organized in effective paragraphs which are logically ordered and linked with clear transitions.</p>	<p>Typical of a formal letter, the letter includes the following components:</p> <ul style="list-style-type: none"> • Header (address and date) • Salutation • Opening (introductory paragraph) • Body paragraphs • Closing Paragraph • Formal Closing • Signature <p>Ideas are organized in effective paragraphs which are logically ordered though sometimes missing clear transitions which at times make it difficult to follow.</p>	<p>Typical of a formal letter, the letter includes <i>most</i> of the following components:</p> <ul style="list-style-type: none"> • Header (address and date) • Salutation • Opening (introductory paragraph) • Body paragraphs • Closing Paragraph • Formal Closing • Signature <p>Paragraphs do not adequately develop an idea or are not logically ordered, making ideas difficult to follow.</p>	<p>Letter <i>does not include most</i> the following components:</p> <ul style="list-style-type: none"> • Header (address and date) • Salutation • Opening (introductory paragraph) • Body paragraphs • Closing Paragraph • Formal Closing • Signature

Audience	2	1.5	1	0
	Letter is addressed to a speaker or author of class materials (unless another recipient has been previously approved by instructor). Letter appropriately and creatively addresses the audience by: <ul style="list-style-type: none"> Identifying perspective of recipient, using relevant content, <i>and</i> Using style appropriate to recipient. 	Letter is addressed to a speaker or author of class materials (unless another recipient has been previously approved by instructor). Letter appropriately addresses the audience by: <ul style="list-style-type: none"> Identifying perspective of recipient, using relevant content, <i>and</i> Using style appropriate to recipient. 	Letter is addressed to a speaker or author of class materials (unless another recipient has been previously approved by instructor). Letter sometimes inaccurately or inappropriately addresses the audience by: <ul style="list-style-type: none"> misidentifying perspective of recipient or using irrelevant content, <i>or</i> Using style inappropriate to recipient. 	Letter is addressed to someone other than a speaker or author of class materials.
Purpose: Argument & Evidence	2	1.5	1	0
	Argument is compelling and well-supported by: <ul style="list-style-type: none"> Explicitly identifying one value as the most important value to or for young people in Armenians, Skillfully using evidence to demonstrate why the value is the most important one, <i>and</i> Effectively integrating the opinions and arguments from several speakers and authors from course materials. 	Argument is well-supported by: <ul style="list-style-type: none"> Identifying one value as the most important value to or for young people in Armenians, Using evidence to demonstrate why the value is the most important one, <i>and</i> Integrating the opinions and arguments from several speakers and authors from course materials. 	Letter identifies one value as the most important value to or for young people in Armenia, but argument lacks sufficient support either by: <ul style="list-style-type: none"> Not using adequate evidence to demonstrate why the value is the most important one, <i>or</i> Not integrating the opinions and arguments from several speakers and authors from course materials. 	Argument does not identify one value as the most important value to or for young people in Armenians.
Clarity & Mechanics	2	1.5	1	0
	Language is fluent and accurate as demonstrated through use of: <ul style="list-style-type: none"> Appropriate, precise vocabulary Correct punctuation, capitalization and spelling. Accurate use of grammar 	Language is accurate as demonstrated through use of: <ul style="list-style-type: none"> Appropriate vocabulary Correct punctuation, capitalization and spelling. Accurate use of grammar (though might have some minor grammatical errors, which do not interfere with comprehension) 	Language contains noticeable errors in vocabulary, punctuation, capitalization, spelling or grammar, which occasionally can interfere with comprehension.	Language contains noticeable errors in vocabulary, punctuation, capitalization, and spelling or grammar, which consistently interfere with comprehension.
Citations	.5		.25	0
	Student paraphrases and/or uses quotations appropriately, and provides proper citations.		Student generally paraphrases and/or uses quotations appropriately, but does not include all citations <i>or</i> citations are sometimes inaccurate.	Student does not provide any citations.

Appendix XI: Grading Rubric for Narrative Essay, Draft 1

Narrative Essay (Total Points 15)	Advanced	Proficient	Developing	Does not Meet Minimum Requirements
Process: Completes Stages of Writing	3	2	1	0
	<p>Student submits excellent, carefully developed products on time for each of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student submits complete products on time for each of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student submits products which are <i>sometimes</i> incomplete or late, or submits products for <i>some</i> of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student submits products which are consistently incomplete or late, <i>or</i> submits products for <i>almost none</i> of the stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing
Structure, Organization	2.5	2	1	0
	<p>The overall structure is typical of a narrative essay, and includes:</p> <ul style="list-style-type: none"> -introduction with the Narrative Hook and the Thesis -body part with supporting information, connections, examples and details. -conclusion/closing paragraph with the moral for the story and some prediction and revelation about future actions. - Paragraphs are focused and coherent; ideas are connected clearly & logically 	<p>The overall structure is mostly typical of a narrative essay, and includes most of the following:</p> <ul style="list-style-type: none"> -introduction with the Narrative Hook and the Thesis -body part with supporting information, connections, examples and details. -conclusion/closing paragraph <p>Paragraphs are mostly focused and coherent; ideas are mostly connected clearly & logically.</p>	<p>The overall structure is somewhat typical of a narrative essay, and includes two of the following:</p> <ul style="list-style-type: none"> introduction with the Narrative Hook and the Thesis -body part with supporting information, connections, examples and details. -conclusion/closing paragraph <p>Paragraphs are somewhat focused and coherent; ideas are not connected very effectively</p>	<p>The overall structure is not typical of a narrative essay. Paragraphs are not focused and coherent; ideas are not connected with each other.</p>

Appendix XII: Grading Rubric for Narrative, Final

Narrative Essay (Total Points 15)	Advanced	Proficient	Developing	Does not Meet Minimum Requirements
Process: Completes Stages of Writing	3 Student submits excellent, carefully developed products on time for each of the writing stages: <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing 	2.5 Student submits complete products on time for each of the writing stages: <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing 	2 Student submits products which are <i>sometimes</i> incomplete or late, or submits products for <i>some</i> of the writing stages: <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing 	1-0 Student submits products which are consistently incomplete or late, <i>or</i> submits products for <i>almost none</i> of the stages: <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing
Content	6 <ul style="list-style-type: none"> Events, setting, and characters are described vividly and effectively. The significance of each event is discussed thoroughly and effectively, i.e. -How/why was this a turning point? -What lessons were learned? -How does this relate to the values/themes we've addressed in class? The discussion is effectively supported with 2 or more sources from class readings and/or additional library research. 	4-5 <ul style="list-style-type: none"> Events, setting, and characters are described clearly and in detail. The significance of each event is discussed, i.e. -How/why was this a turning point? -What lessons were learned? -How does this relate to the values/themes we've addressed in class? The discussion is supported with 2 or more sources from class readings and/or additional library research. 	2-3 <ul style="list-style-type: none"> Events, setting, and characters are described somewhat clearly and in limited detail. There is some analysis of the significance of the events. There is an attempt to support the discussion with sources from class readings and/or additional library research. 	0-1 <ul style="list-style-type: none"> Events, setting, and characters are not clearly described. The significance of each event is not discussed. The discussion is not supported with sources from class readings and/or additional library research.
Organization	4 <ul style="list-style-type: none"> The overall structure is effective, with clearly defined introduction, body and conclusion. Paragraphs are focused and coherent Ideas are connected clearly & logically 	3 <ul style="list-style-type: none"> The overall structure is mostly effective, with introduction, body and conclusion. Paragraphs are mostly focused and coherent Ideas are mostly connected clearly logically 	2 <ul style="list-style-type: none"> There is an attempt to provide an overall structure, though it may lack effectiveness. Paragraphs are lack focus and coherence. The connections between ideas are often unclear. 	0-1 <ul style="list-style-type: none"> There appears to be no attempt to provide an overall structure. Paragraphs are not focused or coherent. The connections between ideas are not clear.
Language & Mechanics	2	1.5	1	.5

	<p>Language is fluent and accurate as demonstrated through use of:</p> <ul style="list-style-type: none"> • Appropriate, precise vocabulary • Correct punctuation, capitalization and spelling. • Accurate use of grammar 	<p>Language is accurate as demonstrated through use of:</p> <ul style="list-style-type: none"> • Appropriate vocabulary • Correct punctuation, capitalization and spelling. • Accurate use of grammar (though might have some minor grammatical errors, which do not interfere with comprehension) 	<p>Language contains noticeable errors in vocabulary, punctuation, capitalization, spelling or grammar, which occasionally can interfere with comprehension.</p>	<p>Language contains noticeable errors in vocabulary, punctuation, capitalization, and spelling or grammar, which consistently interfere with comprehension.</p>
--	--	---	--	--