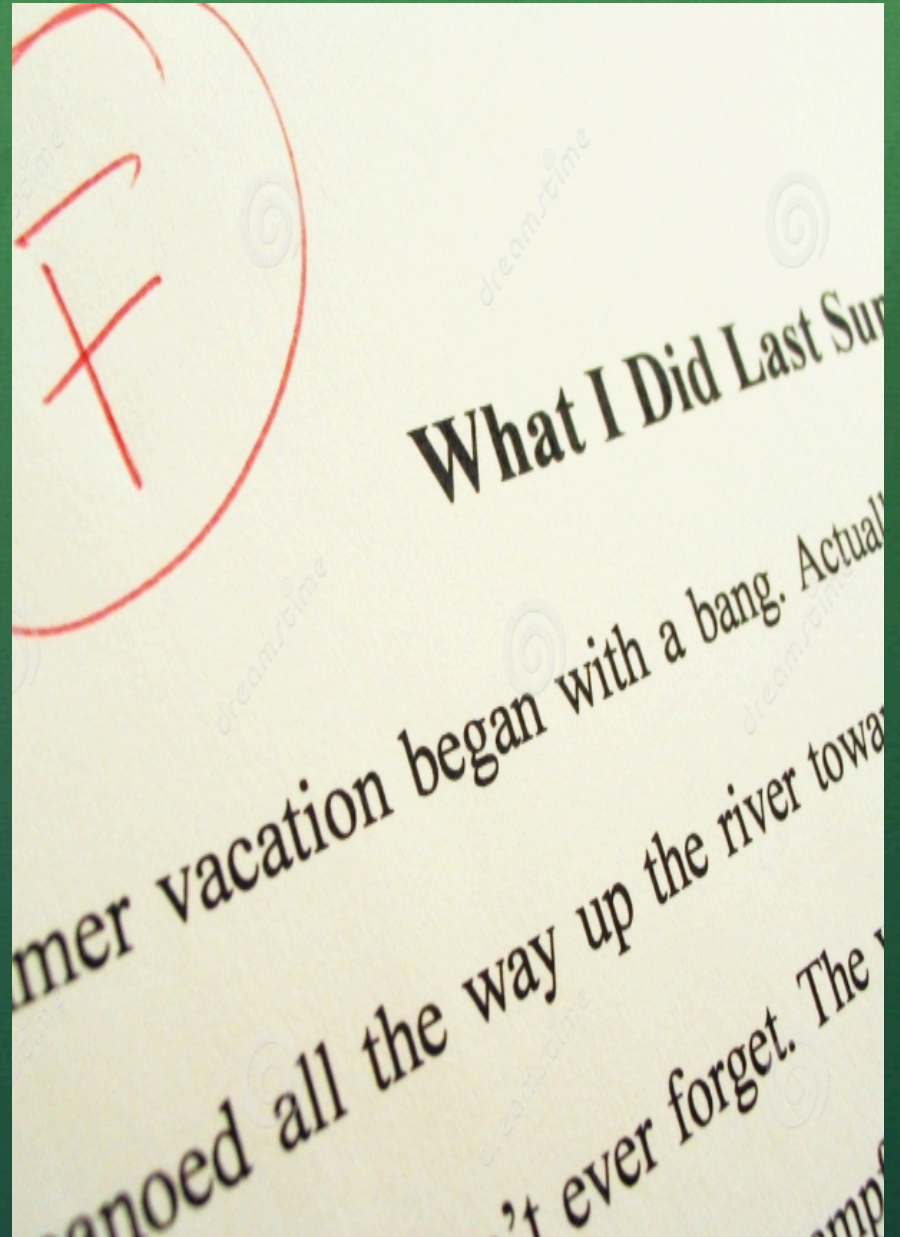


Teaching Arts Luncheon

February 22, 2019



Your questions:

Balancing feedback and evaluation?

more on feedback with grades and feedback w/o grades

Issue of when to withhold letter grade (for ex on drafts) so students will pay attention to comments...would like to know more about research on both sides of this issues of whether or not (or when) assigning a grade is helpful for the students' learning process

Does grading provide feedback to help students learn?

[This] work affirms an observation that many classroom teachers have made about their students: if a paper is returned with both a grade and a comment, many students will pay attention to the grade and ignore the comment.

—Brookhart (2008, p. 8)

Does grading motivate students to learn?

Our results suggest...that the information routinely given in schools—that is, grades—may encourage an emphasis on quantitative aspects of learning, depress creativity, foster fear of failure, and undermine interest.

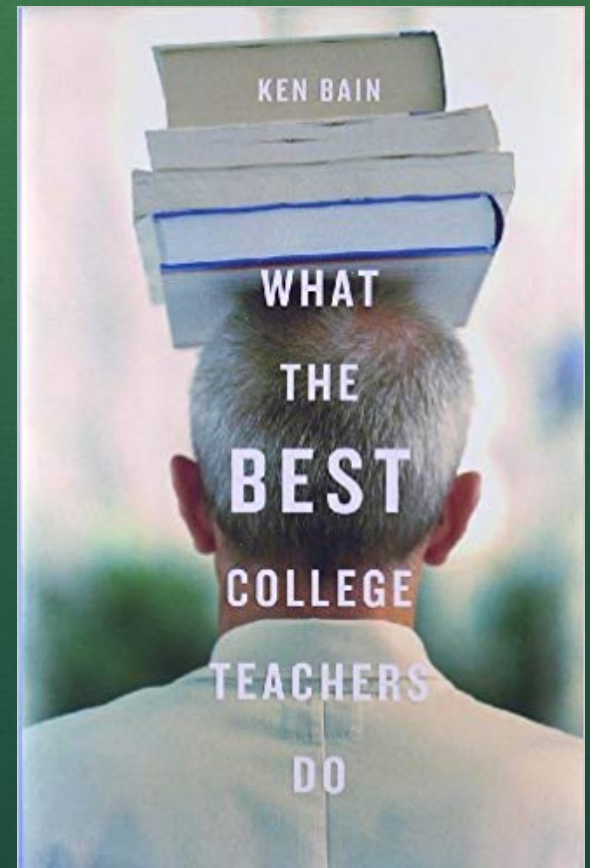
—Butler and Nisan (1986)

At best . . . At worst . . .

to, in many ways, have quite the opposite effect. Perhaps at best, grading motivates high-achieving students to continue getting high grades—regardless of whether that goal also happens to overlap with learning. At worst, grading lowers interest in learning and enhances anxiety and extrinsic motivation, especially among those students who are struggling.

Grade to support learning

“grade students on the knowledge and abilities they have developed by the end of the class rather than on an average of accomplishments displayed throughout the term. . . . [That] means making each examination comprehensive, giving students multiple chances to demonstrate their comprehension. It also means constructing examinations with the greatest care to test the appropriate abilities comprehensively” (Bain 36).



Rubric for Assessing Essay 1

	needs work		fair		good		excellent
they say / I say structure					✓		
ambition of thesis					✓		
sheds new light on our work together			✓				
demonstrates some close analysis of form			✓				
MLA format		✓					
parenthetical citation		✓					
writing			✓				

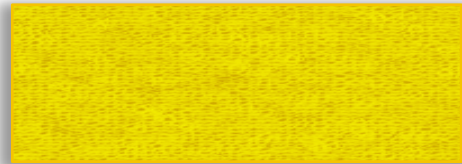
comments:

this essay doesn't go far enough beyond Mani's critique. Use
 her essay to launch yourself into a more revelatory argument. Also
 clarify the stakes of your piece. Are you saying that the novel and film
 should be more representative of a broader South Asian American
 experience, or are you celebrating its specific portrayal of a 1960s
 immigrant family? Also remember to shed new light onto the text.

To improve the writing, work first on preferring the active voice. This
 change alone will get you to a higher level.

Try again in essay 2. Take this as a learning experience.

To: Professor Cheung



Subject: Progress from essay 1 to essay 2

Thank you for your helpful feedback on essay 1. Your links in regards to proper MLA format and use of active voice were very helpful. I also consulted the *MLA Handbook* and revisited the descriptions of “they say / I say” structure for additional help.

In essay 2, I attempted to put the lessons I learned from these sources to practical use and better my writing skills.

Rubric for Assessing Essay

	needs work		fair		good		excellent
they say / I say structure						✓	
ambition of thesis					✓		
sheds new light on our work together						✓	
demonstrates some close analysis of form							✓
MLA format					✓		
parenthetical citation							✓
writing					✓		

comments:

this essay offers the best close reading of Cummings's poem in ENG199. You really understand how to comment on form echoing content. I also appreciate your use of Barnstone as a springboard for this essay. It's not a revelatory kind of intervention, but it enables a revelatory reading of the poem. It struck me throughout that you could teach the evolution of the sonnet to other students. Did you know all of this before?

Your writing has improved, but of course I've made comments to help you reach the next level, which you will in essay 3!

Rubric for Assessing Essay

	needs work		fair		good		excellent
they say / I say structure						✓	
ambition of thesis						✓	
sheds new light on our work together						✓	
demonstrates some close analysis of form							✓
MLA format							✓
parenthetical citation							✓
writing						✓	

comments:

this clean and efficient essay makes the case that Whedon effectively brings out the darker aspects of Shakespeare's play, which some modern viewers misread as a simple comedy. Indeed, one of the reasons why I love this play is its generic ambiguity. Thanks for explaining that further with more research and a close reading of Whedon's adaptation.

A-

Your questions about grading standards:

What is your average grade distribution?

How do we have a broader conversation about expectations? In the context of an average 1st-year GPA at 3.45 (that's a couple years ago), is everyone really saving an A for excellence? What does it mean if we're not vaguely consistent across the college?

Departmental Standards?

An A paper has the strengths of an A- paper and is likely in addition to make me see something new about the topic and its relation to the work analyzed. I think of any essay receiving an A as a possible submission for one of the English Department's spring essay-prizes.

An A- essay makes a cogent and illuminating argument about its topic, supporting it with the sensitive analysis of particular passages of text. Its writing and organization are clear, and often fun to read as well. It will often read more deeply than a B+ paper, and create a richer context for its argument.

A B+ in the major is necessary to honor in the senior year at Smith; **a B+ essay is thus Honors work.** It makes a cogent, sensitive argument, supporting it with accurate commentary on particular passages in the text. It's likely to deal with its material less searchingly than an A- essay, but will nonetheless make a convincing and thoughtful argument. Organization and writing are clear.

A B essay makes a clear, sensible argument about its topic, supporting it with accurate commentary on particular passages. While not considering its topic as deeply as a stronger essay, it reads with care and attention to language. Writing and organization are clear, though there may be places where they could be better.

A B- essay makes a coherent argument about its topic, supporting its assertions with particulars in the text. It's alert to what the text means, though it often needs to discuss the language of passages more fully than it does, and it may sometimes miss their tone or their implications. Organization and writing are usually easy to follow, though there may be some wordiness or confusing patches.

A C+ essay may have a perceptive argument incompletely developed by the body of the paper, or its argument may be somewhat vague. Its account of particular passages is generally on target but often tends to be only approximate. Typically it needs to examine the language more fully and makes occasional mistakes in interpreting reference, diction, syntax, etc. Organization is sometimes unclear, and individual paragraphs may lose focus. The writing may be comparatively easy to follow but it tends to lack energy and precision.

A C essay has an argument but it remains vague and undeveloped, not fully related to the particulars cited in the text. There's often a good deal of inaccuracy in the understanding of individual passages and there's often more plot summary than necessary. Organization is often unclear and writing often demonstrates several problems, esp. vagueness, unclear transitions, and unfocussed paragraphs.

Tatum's wise feedback

- Better than sandwich feedback for Black students according to study by Steele and Cohen
- Communicate high standards
- Express confidence in your student
- Give your student clear instructions and support

Collaborative Work?

How to assess idea improvement of individuals within the context of project-based team work

COLLABORATIVE LEARNING TECHNIQUES

A Handbook for College Faculty

Elizabeth F.
Barkley

Claire Howell
Major

K. Patricia
Cross

Model 1: Assign Individual Grades

Model 2: Assign Group Grades

Model 3: Assign Combination Individual and Group Grades

formance. In this model, the combination of individual and group grades is weighted as appropriate for the assignment (e.g., 75% individual grade, 25% group grade for high-stakes assignments, percentages reversed for low-stakes assignments).

EXHIBIT 7.3

Sample Self-Evaluation Form

Name_____

Group Number or ID_____

Project Title_____

Rate yourself on your performance on the project using the following scale:

5 = Always 4 = Frequently 3 = Sometimes 2 = Rarely 1 = Never

I was prepared to contribute to the group.

I stayed on task.

I listened to others.

I participated in discussion.

I encouraged others to participate.

Overall I felt my performance in the group should be rated _____.

EXHIBIT 7.4

Sample Peer Evaluation Form

	Needs Improvement = 1	Adequate = 2	Outstanding = 3
The team member ...			
<i>Prepares</i>			
<i>Listens</i>			
<i>Contributes</i>			
<i>Respects others</i>			
Demonstrates the following skills ...			
Critical thinking			
Problem-solving			
Communication			
Decision making			
Subtotals			
Total			

EXHIBIT 7.2**Collaborative Digital Project Rubric (*Continued*)**

Total Points = __/50	5 Beginning	6 Developing	7–8 Accomplished	9–10 Exemplary
Collaboration	One or more group members contribute minimally to the development of the project. Little collaboration apparent. Little sense of analysis and evaluation happening.	One or more group members contribute a moderate amount to the project. Ideas from all are used, but the project is managed by only a portion of the group. Students evaluate and analyze only when prompted to do so.	Group members are all active in the development of the wiki. Contributions are noticeable on the project. There is a sense of teamwork and collaboration. Students attempt to evaluate and analyze work.	Group members bring their strengths to the development of the project and are engaged in its development. Contributions are important to the wiki. There is a strong sense of teamwork and collaboration in class on a regular basis (e.g., three times weekly). Students are evaluating, analyzing their information collaboratively.

EXHIBIT 7.5

Sample Group Evaluation Form

1. Overall, how effectively did your group work together on this assignment?

Poorly

Adequately

Well

Extremely Well

2. Out of the five group members, how many participated actively most of the time?

None

One

Two

Three

Four

Five

3. Out of the five group members, how many were fully prepared for the activity?

None

One

Two

Three

Four

Five

4. Give one specific example of something you learned from the group that you probably wouldn't have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.

6. Suggest one change the group could make to improve its performance.

Walvoord and Anderson on grading

- *Appreciate the complexity of grading and accept that any grading system will have flaws and constraints, so focus instead on grading as a tool for learning.*
- *Be a teacher first, a gatekeeper last.*



Slides held in reserve
follow

A little history

ever, the first official record of a grading system surfaces in 1785 at Yale, where seniors were graded into four categories: *Optimi*, second *Optimi*, *Inferiores*, and *Perjores* (Stiles, 1901, to distant third parties. A record from 1883 indicates a student at Harvard received a “B,” and in 1884, Mount Holyoke was grading on a system including “A,” “B,” “C,” “D,” and “E.” Each letter corresponded to a range of percentage scores, with lower than 75% equating to an “E” and indicating failure.

Grade A-C Beef

