



## GRADED EXAMPLES

### Personality, Social, and Cultural Psychology

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## Types of Graded Student Work

My content based courses – such as Personality Psychology, Social Psychology, and Cultural Psychology – typically involve two basic types of written material to be graded: essay questions (both short and longer) and activity worksheets (both individual and collaborative). This document provides graded examples of each type of graded work.

For an extensive explanation of my grading guidelines:

<http://www4.uwsp.edu/psych/cw/teaching/Wendorf-GradingRubricExplanation.pdf>

## Samples of Graded Essay Questions

### A 4-Point Short Essay Question with a Sample Student Answer

1. In your opinion, what is the most prominent concept in the study of social interaction (conflict, aggression, prejudice, and prosocial behavior)? Describe the important terms and principles of a theory that incorporates this concept.

I believe that helping theory is the most important concept. I would like to believe that humanity is naturally good but this theory shows that the presence of possible benefits and of other people actually determine how we react. It is this theory of helping where people go through stages on the way to help others. First people need to see the emergency. Then you finally interpret the event as an emergency. Next you take responsibility for helping and then you decide on how to help. Finally you provide help. I never thought people could be so callous, but with cases like the Kitty Genowever case it shows that the knowledge of these steps may improve the chances to help.

Category	Unacceptable	Problematic	Satisfactory	Good
Theories & Concepts (0-3 Points)	<input type="checkbox"/> Incomplete <input type="checkbox"/> Inaccurate <input type="checkbox"/> Incomplete	<input type="checkbox"/> Incomplete <input type="checkbox"/> Inaccurate <input type="checkbox"/> Lacking	<input type="checkbox"/> Relevancy Implied <input checked="" type="checkbox"/> Minor Inaccuracies <input checked="" type="checkbox"/> Too Broad	<input type="checkbox"/> Relevancy Described No Inaccuracies Thorough
Writing Style & Integration (0-1 Points)	<input type="checkbox"/> Improper Format <input type="checkbox"/> Several Errors <input type="checkbox"/> Unclear	<input type="checkbox"/> Improper Format <input type="checkbox"/> Several Errors <input type="checkbox"/> Unclear	<input checked="" type="checkbox"/> Proper Format for Question Few Grammatical/Spelling Errors Focused and Integrated Organization	

- The answer does indeed describe an important theoretical perspective on helping, but it is not as detailed as it could be. Whose theory is being described? Why is this theory chosen as the most important?
- The answer is reasonably focused (it was about one-half of an 8.5" x 11" sheet of paper). While the writing is a bit informal and there are a few errors, it (barely) meets expectations.

### Another 4-Point Short Essay Question with a Sample Student Answer

2. What is the role of cognitive/affective units in explaining personality? In answering the question: identify one relevant cognitive/affective unit, describe one study that pertains to this unit, and provide one everyday example of how this unit is applied to your life.

One of the cognitive units that I find very interesting is the cognitive schema. A schema is an organized pattern of thought or behavior that organizes categories of information and the relationships among them. Somebody can carry these schemas across different situations and apply them to people and places.

A very interesting study on the cognitive schema was one that was taken by Brewer and Treyns (1981). They took participants and asked them to wait in what was described as an academic room. Afterwards they were asked to describe the room and a number of participants had described seeing books in the room when none were present. This is the perfect example of how schema affects perception of the world around you.

This can be applied to my everyday life because I definitely have a certain set of perceptions that I carry over to different situations. It may be between work and school, or home and friends. I don't see every situation or setting in its own unique way, rather I see it as compared to another situation and I tend to categorize them the same.

Category	Unacceptable	Problematic	Satisfactory	Good
Theories & Concepts (0-3 Points)	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Incomplete <input type="checkbox"/> Inaccurate	<input type="checkbox"/> Relevancy Vague <input type="checkbox"/> Relevancy Unclear	<input checked="" type="checkbox"/> Relevancy Implied <input type="checkbox"/> Minor Inaccuracies <input checked="" type="checkbox"/> Details Too Broad	<input type="checkbox"/> Relevancy Described <input type="checkbox"/> No Inaccuracies <input type="checkbox"/> Thorough Details
Writing Style & Integration (0-1 Points)	<input type="checkbox"/> Improper Format for Question <input checked="" type="checkbox"/> Severely Disorganized <input checked="" type="checkbox"/> Unclear Handwriting		<input type="checkbox"/> Proper Format for Question Few Grammatical/Spelling Errors Focused and Integrated Organization	

- The student uses relevant terms from the literature and they are defined (but in a very general sense). But the examples are vague, with little explanation of how they are relevant to the question.
- The answer is too terse and informal (with multiple spelling errors and contractions). Though the organization separates the terms and examples, it does not tie all of the ideas together.

## Samples of Graded Activities

### A 4-Point Group Activity with a Sample Student Answer

Your Group Task: In the space below, identify factors that you believe influence bystander intervention. For each type, please provide: 1) a clear name or label for that factor, 2) the important principle or logic behind that factor, and 3) at least one example that fits that factor.

Factor Influencing Helping	Explanation and an Everyday Example
Label for This Factor:  Observation of a helpful model	Brief Explanation of the Main Principle Behind this Factor:  When someone helps another person, we should be doing the same thing. Assume responsibility.
	Brief Example Where This Factor Influences Helping:  At the grocery store, helping an elderly person load their care. Or holding the door open for someone.
Label for This Factor:  Not in a hurry	Brief Explanation of the Main Principle Behind this Factor:  When people are not in a rush, they're more willing to intentionally intervene to help.
	Brief Example Where This Factor Influences Helping:  Loading groceries, helping someone (neighbor) rake their yard, get their mail.
Label for This Factor:  Few other bystanders	Brief Explanation of the Main Principle Behind this Factor:  The person may not feel judged if they choose to help someone that others may be intimidated by.
	Brief Example Where This Factor Influences Helping:  Helping someone who is handicapped complete a task they may not be able to do on their own. Giving up a seat on a bus.

Activity Grade:	Problematic	Satisfactory	Good
Evidence (0-3 Points)	<input type="checkbox"/> Relevancy Vague <input type="checkbox"/> Major Inaccuracies <input type="checkbox"/> Lacking Details	<input checked="" type="checkbox"/> Relevancy Implied <input type="checkbox"/> Minor Inaccuracies <input checked="" type="checkbox"/> Details Too Broad	<input type="checkbox"/> Relevancy Described <input type="checkbox"/> No Inaccuracies <input type="checkbox"/> Thorough Details
Writing & Integration (0-1 Points)	<input type="checkbox"/> Poor Format for Question <input type="checkbox"/> Several Grammatical/Spelling Errors <input checked="" type="checkbox"/> Unclear or Haphazard Organization	<input type="checkbox"/> Proper Format for Question <input type="checkbox"/> Few Grammatical/Spelling Errors <input type="checkbox"/> Focused and Integrated Organization	

- The labels for the factors are a bit vague, but the brief explanations do help to clarify what the student is thinking. However, the examples are not always clearly and explicitly an application of the factor that has been described.
- Note that writing style includes several sentence fragments that deprive the example from being clear.

## A 4-Point Individual Activity with a Sample Student Answer

An Individual Task: Consider what empirical studies have shown about how Latane and Darley's model of bystander intervention help us to integrate the various findings about helping. How has research supported the model by looking at helping in general (and bystander intervention in particular)?

Summary of a Relevant Empirical Study
<p>Brief Descriptive "Title" of the Study: Bystander Experiment</p> <p>Author(s) and Year of the Study: Latane and Darley, 1970</p>
Basic Details of the Study
<p>What were the Goals of the Study and How Where They Tested?</p> <p>The goal of this study was to see how bystanders affect intervention in emergency situations. To do this, they conducted four dozen experiments that compared help given by bystanders who perceived themselves to be either alone or with others.</p>
<p>What are the Specific Findings of this Study?</p> <p>In about 90 percent of the comparisons, lone bystanders were more likely to help. If people believe that they are alone, they are more likely to help. It is less likely that a victim will get help when many people are around. As the number of bystanders increase, any given bystander is less likely to notice the incident, less likely to interpret the incident as a problem or emergency, and less likely to assume responsibility for taking action.</p>
<p>How does this Study Answer the Question for this Activity?</p> <p>Latane and Darley's experiments definitely helped support their model. They helped develop the definition of the bystander effect. In a way the bystander effect is like social loafing in a sense that when other people are around, responsibility is split between who is there.</p>

Category	Unacceptable	Problematic	Satisfactory	Good
Research Evidence (0-3 Points)	<input type="checkbox"/> Incomplete	<input type="checkbox"/> Vague <input type="checkbox"/> Inaccuracies <input type="checkbox"/> Lacking Details	<input checked="" type="checkbox"/> Relevancy Implied <input type="checkbox"/> Minor Inaccuracies <input checked="" type="checkbox"/> Details Too Broad	<input type="checkbox"/> Relevancy Described <input type="checkbox"/> No Inaccuracies <input type="checkbox"/> Thorough Details
Writing Style & Integration (0-1 Points)	<input type="checkbox"/> Imprecise <input type="checkbox"/> Severe Errors <input type="checkbox"/> Unclear or Haphazard Organization	<input type="checkbox"/> Minor Errors	<input checked="" type="checkbox"/> Proper Format for Question <input checked="" type="checkbox"/> Few Grammatical/Spelling Errors <input checked="" type="checkbox"/> Focused and Integrated Organization	

- Most of the material here is good. However, the student could have provided more detail about how the studies were actually conducted. Similarly, the link between the studies' results should be made more direct.
- The writing is in complete sentences, with reasonable focus and format.