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E608

1. **[Learning Objective]**After reading the short piece from "busyteacher.org" about why and how to write a rubric, write down the specific teaching objective that you wish students to fulfill by completing your writing assignment.

Rubrics are a necessary component because they’re quire us to standardize sections of an essay. It is necessary for grading purposes so that everyone gets a fair grade. Additionally, across multiple graders, this, again, standardizes things so everyone can ensure there are grades. Lastly, it holds students accountable.

Here is an example of a teaching objective:

**Learning Objective:** To teach students the differences between the rhetorical work of a summary and an argument. Ensure they learn to write in both forms.

**(B)  [WRITING ASSIGNMENT]**Write a short assignment for the students in your own subject area. Your writing assignment–-the shorter the better––should be at most a few sentences long. Your writing assignment should ask your students to perform a written task directly tied to your learning objective

1. Write an article review on a scientific article related to psychology. Please note pros and cons of the article. Pleas indicate if their conclusions were appropriate given the methodology and results mentioned in the paper.
2. **[RUBRIC]** Attach a rubric to your writing assignment that emphasizes the objective(s) you identified beforehand. Each category typically describes the characteristics of three or four possible grades, described in columns as the readings below demonstrate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | F |
| Content/Ideas | Student met all objectives of assignment and provided important insight | Student met the competencies of project. Provided further analyses. | Student was unclear on the assignment. | Did not meet assignment | Unclear |
| Writing proficiency | Students writing was elegant. Direct and followed a scientific writing style | Coherent. Provided important notes on the article. | No problems in writing proficiency bit not up to scientific standards | Appropriate grammatical knowledge not displayed for current language level | Completely full of grammatical errors |
| Grammar | Free of most grammatical errors | Some grammatical mistakes but generally shows successful grammar usage | Frequent grammatical errors | Very frequent grammatical errors | Completely unclear due to grammatical errors |
| Organization/Logic | Compelling, logical and easy to follow | Presents evidence in a logical manner | Organization and logic is simplistic | No true thesis or hypotheses. Simplistic summary of ideas | Unclear, unorganized. |