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| *Pros* | *Cons* |
| * Set criteria to make an even ground for grading. * Having specific criteria categories allowed avenues for future lessons. Because of what I was looking for with the rubric, I could notice issues that weren’t big issues but could easily be addressed in mini-lessons. | * According to the rubric given, a “3” means the students have achieved state standards. This is where students should be. A “4” is advanced work beyond expectations, not all students will achieve this. But if a student gets all “3”s on their paper, they will end up with a 75% (C). This is average work, when in actuality, many of the papers given Cs or lower definitely deserve a better grade. Even the B papers should have maybe received As. Using strictly the rubric, I gave out only four Bs and one A out of twenty-eight students. I think that every student should have the chance for an A. Even students who achieve advanced criteria have room for improvement, but that shouldn’t refuse students who achieve the standards a chance to earn an A. * Additional point to this: If a student’s best work is meeting the goals of the standards correctly, there will always be room for improvement, so why penalize their grade because they aren’t doing “advanced” work. * Yes, we should push our students to achieve “advanced” criteria work, but we also shouldn’t penalize them for doing proper work. * The criteria given in our rubric is vague and open for more interpretation. I would add more criteria points to reassure myself and students exactly what I look for when I grade their papers. I had to go back multiple times to different papers to see why I would give one student a 2 on a category versus a one. I know at the beginning, I counted the mechanical and conventional errors individually, but after I left and came back once, I changed my grading from all errors made to collective errors made. So if a student didn’t write out any of their numbers, at first I would say: “They have seven instances where they didn’t write out their numbers. That’s seven errors.” Later, I changed that to “Numbers are a problem overall, but that’s their only conventional error, so I will only penalize them once for the issue collectively.” |