SLS 1515

Critical Thinking Rubric Feedback

Comments from the Rubric Standardization session, Saturday, March 3, 2012

1. **Please comment on how you believe the Critical Thinking Rubric worked for you in scoring essays today.**

   It was helpful; however I had some difficulty between levels, especially between 3 and 4. I also had some difficulty separating what I know about developmental students from the rating scale.

   It gave guidelines.

   For the most part it was helpful because it forced continuity in scoring. I did find myself waiting to select a score <u>between</u> score levels for some essays.

   Worked pretty well. One challenging one was relevancy. The levels of performance may need to be reworded.

   It was helpful, but I was confused by some of the wording. Looking at the prompts sometimes made it difficult to apply the rubric.

   I experienced some frustration when applying the rubric.

   Too many horizontal and vertical columns. We need broader categories.

   There is no quantity listed in terms of error. "Nearly Flawless" "Few Errors" How many is a "few"?

   It worked fine.

   Before discussing with my partner, I felt the rubric worked well; after our discussion, I realized the line between 2 and 3 for Relevance, Significance and Mechanics need to be clarified, quantified and refined.

2. **Looking at the levels on the Rubric, are any too similar? E.g., is 4 too similar to 3? Explain.**

   Yes, I think more revision is needed.

   Based on experiences today, I think "organization structure" should move from Format, Mechanics, and Grammar to Clarity and Logic. I also felt the levels for Accuracy 2 and 3 were too similar and significance 3 and 4 were so close that I wanted to select a "between" score.

Relevance -level 2- use of word "appropriate" sometimes is unclear. Maybe add "appropriate or fully-developed".

I did not have a problem with the levels.

Yes, 4 is too similar to 3.

It is difficult for a student to incorporate all 5 levels in a 100 word essay.

First, criteria should include the organizational structure—that seems to be a large part of clarity.

3. **Examine the five criteria listed. Is there any overlap; do you believe you may be scoring students more than once for the same criterion?**

I do not think there is overlap; however there may be a need to include "meets minimum word count".

A part of Clarity and Logic, I am looking at how the journal entry is organized. (Format is part of final category for set up, typing, etc.)

We see overlap with "relevance", accuracy, and significance.

I see overlap between Relevance, Accuracy and Significance. If the entry isn't relevant, can it be accurate or significant?

Yes, I do know that each is distinctive, but sometimes relevancy and significance are blurred.

Yes, we could agree on the defining differences of Accuracy, Relevance and Significance.

No!

Five criteria make sense—do not change.

4. **In what ways would you change the Rubric for ease of use? Use the attached form to be specific.**

Changing the word appropriate or adding well-developed to number 2 in relevance. Include organizational structure in the clarity part of the rubric.

Add a "middle" grade level—perhaps advanced to show the student is progressing during the semester.

Are 10 entries too many? Reword relevancy, but also think about changing prompts to encourage students to focus on topics and use real-life examples. Change prompts so that all prompts include language about writing a paragraph. Think about how much students should en encouraged to use vocabulary. Do we always want a paragraph? Is the word count useful?

The wording needs to be redesigned. Ambiguous language.

I think we should consider using three standards: Accomplished, Developing and Beginning.

Too few categories.

Add "Met the minimum word requirement" to the format section.
Add one more grading level: 5-Exemplary 4-Accomplished 3-Advanced 2-Developing 1-Beginning

5. **Thinking about translating the Rubric into a grade, what weighing should be assigned to each individual criterion? Please provide specific examples of what you would do.**

I believe significance should hold more importance than Grammar/ Mechanics.

I'd weigh them all equal.

25 points total, clarify each categories wording. I break the grid into equal points for each "square" and then total points.

20% for each. 25 points and 5 points fo0r completion.

I am currently assigning 25 points to each entry. The student gets 5 points for an attempt. The categories can then be given up to 4 points apiece.

3 Grades- A, C, D

Clarity	20%
Accuracy	20%
Relevance	20%
Significance	20%
Format	20%

6. **Do you have any other comments or suggestions about the Critical Thinking Rubric as a tool for scoring journal entries?**

Relevance was hard to grade between 3 and 2. If we require a word count, should there be mention of that in the rubric?

Overall, some tweaking of current rubric is needed so each instructor is interpreting it in the same way.

Show students the rubric before they write the first entry. Give formative feedback along the way based on the rubric. Maybe have an electronic rubric in canvas that students could receive a score for each one.

Be specific and/or consistent about the call for paragraphs or format.

I believe that I would delete the current minimum word count and change each to one page. Students who appear to write more can be evaluated in most of the areas.

It is close but needs work.

I do think it is a valuable tool for consistency.