

Rethinking Rubrics in Writing Assessment

What's New
in Rubrics?



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What's New in Rubrics? is a collection of essays that explore the latest research and practice in rubric design and use. The book is edited by Linda Ward Beech, a leading expert in the field.



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Rethinking Rubrics In Writing Assessment

Christina Ortmeier-Hooper



Rethinking Rubrics In Writing Assessment:

Rethinking Rubrics in Writing Assessment Maja Wilson, 2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it's better to be unconventional In *Rethinking Rubrics in Writing Assessment* Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives *Rethinking Rubrics in Writing Assessment* gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open *Rethinking Rubrics in Writing Assessment* and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment

Reimagining Writing Assessment Maja Wilson, 2017 This book is for teachers who want to honor their students experiences as writers and readers and their own Maja Wilson In *Reimagining Writing Assessment* Maja Wilson shows us that by replacing the scales embedded in rubrics with new tools an array of interpretive lenses designed to observe and describe growth we can create healthier readers and writers who are more proficient in the long run and more motivated to read and write She reminds us that assess in its Latin derivation means sit beside In this book she models new ways of sitting beside listening to student stories of the writing respecting the writer's intentions and telling stories of our reading Taking the form of conversations Maja's new definition of writing assessment is not an outcome or final evaluation it is an ongoing process in which writers and readers make meaning from texts and attempts from intentions and effects In this process teachers come to understand how to teach and talk with each student about writing differently And students learn to understand and take control of their own development as decision makers

L2 Writing Assessment Anthony Green, 2022-12-07 This book tackles three choices that face developers of L2 writing assessments defining L2 writing abilities collecting evidence of those abilities usually by getting L2 writers to write something and judging their performance usually by assigning a score or grade to it It takes a historical view of how assessment developers have made those choices how contemporary practices emerged and of alternative techniques that have risen and fallen over time The three sections each tackle one of these choices The first considers the social functions that define L2 writing and assessment the second relates how assessment tasks have adapted to changing conceptions of languages writing and assessment and the third explores how scoring systems have evolved Each section brings the reader up to date with current issues confronting writing assessment both in large scale testing and in language classrooms before considering the new opportunities and challenges of the digital

age This book will be of interest to students scholars and practitioners in language assessment language education and applied linguistics

Rubric Nation Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

Teaching to Exceed the English Language Arts Common Core State Standards Richard Beach, Allen Webb, Amanda Haertling Thein, 2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book s wiki site <http://englishccss.pbworks.com> for further resources

Renew! Shawna Coppola, 2023-10-10 When was the last time you shook up your writing instruction In *Renew* Become a Better and More Authentic Writing Teacher

author Shawna Coppola builds on the premise that our students are ever changing and so is our collective knowledge base. Instructional strategies that have worked in the past may need to evolve accordingly. Coppola guides K-8 writing teachers with a three-part framework for Rethinking, Revising, and Renewing their approaches and finding new energy along the way. Using the framework, *Renew* examines the most pervasive educational practices in writing instruction and poses questions that guide teachers to revise those practices to ensure they are effective for all students. Coppola believes the work is challenging yet critical, referencing R. Buckminster Fuller's Knowledge Doubling Curve. According to Fuller's paradigm, the amount of time it takes for us to increase our collective knowledge base by 100 percent will continue to shrink the older we get. If this is true or even close to being true, how can we as educators ever feel satisfied with teaching our students the same concepts using the same methodologies and practices that we have in the past? The book offers a road map for renewing key aspects of our practice, including how we teach the writing process. Over time and frequent usage, some of our favorite teaching strategies can become rigid. Coppola gives a candid account of how her enthusiasm for the writing process as an undergraduate led her to teach writing for years as a set of pre-determined steps. Now she teaches that there are many variations of the writing process and many twists and turns along the path. One foundational strategy used is opening up her own process as a writer and her writer's notebooks to students and encouraging them to think and talk about their process with classmates. What we mean by Writing, Coppola argues, that drawing isn't an accompaniment to writing; it is writing. It is another form of composition through which students can tell stories, convey ideas, and engage readers. The book is full of visual compositions by students as well as Shawna's wonderfully simple and evocative sketches from her writer's notebook. The tools we use to teach writing: The most ubiquitous tools used to teach writing, from anchor charts to graphic organizers to sentence starters etc., tend to be teacher-centric rather than student-centric. *Renew* invites students into the process of constructing tools that are meaningful and helpful to them. The book includes a range of examples of tools built collaboratively with students. How we assess and evaluate student writing: Coppola draws a distinction between assessments which should be an interactive conversation with students and evaluation which is about judging and categorizing what students know and can do. *Renew* offers a range of examples and resources that illustrate effective feedback for student writers, including online videos of teacher-student and peer-to-peer conferences. *Renew* also offers ideas for how teachers can nurture their own writing lives and thus reinvigorate their instructional practice. Through rethinking, revising, and renewing their practice, teachers can not only strengthen students' skills as writers but also nurture students to become critical thinkers, problem solvers, and risk takers in the classroom and in our rapidly changing world.

ASSESSMENT FOR LEARNING

MANGAL, S. K., MANGAL, SHUBHRA, 2019-05-01. The book is a rich source of information relevant to the field of assessment and learning. It describes various techniques and methods for evaluating the potential ability, interest, and attitude of learners for understanding the ways to further build up the pyramid of their learning. It covers exhaustive information inclusive of that

required for the compulsory paper Assessment for Learning introduced in the curriculum of B Ed course of various Indian universities in accordance with the guidelines of National Council for Teacher Education NCTE It discusses Revised Bloom s Taxonomy of Instructional Objectives the Construction and Standardisation of Achievement and Diagnostic Tests Policy Perspective on Examination and Assessment latest Assessment Tools and Devices such as Portfolio Assessment Besides it describes the development and use of Rubrics Emerging Trends and Assessment Practices such as Computer based online examination Examination on demand Open book examination and Choice based credit system and Statistical means and ways of analysing and interpreting students performances

KEY FEATURES Full coverage of syllabi of all the Indian universities Diligently arranged chapters for the sequential learning Comprehensive explanation with illustrative examples Explicit figures tables and diagrams for easy interpretation Chapter end summary for quick recapitulation

Assessment Literacy Thomas DeVere Wolsey,Susan Lenski,Dana L. Grisham,2020-01-21 This clear no nonsense book guides current and future teachers through the concepts tools methods and goals of classroom literacy assessment The expert authors examine the roles of formative summative and benchmark assessments demystify state and national tests and standards and show how assessment can seamlessly inform instruction Strategies for evaluating choosing and interpreting assessments are discussed as are ways to communicate data to parents and administrators User friendly resources include boxed vignettes from teachers and researchers practical assessment tips and traps to avoid and 12 reproducible planning forms and handouts Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size

Assessing EFL Writing in the 21st Century Arab World Abdelhamid Ahmed,Hassan Abouabdelkader,2018-02-02 This book empirically explores assessment of EFL English as a Foreign Language writing in different Arab world contexts at the university level which often presents a challenge for teachers and students alike Analysing a number of different practices throughout the chapters including peer assessment self assessment e rubrics and writing coherence the authors highlight different issues and challenges that affect the assessment of EFL writing in the Arab world and provide valuable insights into how it can be improved This book is sure to become an important practical resource for practitioners researchers professors and graduate students working on EFL writing in this region

Current Issues in Teacher Education Cynthia A. Lassonde,2008 In this edited volume by experts in the field of teacher education Current Issues in Teacher Education combines forces from the United States and Canada to present and discuss positions on current topics and concerns in the field of teacher education It provides an overview and multiple perspectives of issues rather than one author s position or viewpoint This will allow the reader to reflect on multiple perspectives and to form his or her opinion and route for further action or discussion Written in a reader friendly style with accessible language the book avoids the use of highly techni

21st Century Literacy Renita Schmidt,Paul Lee Thomas,2008-11-09 Renita Schmidt and P L Thomas The guiding mission of the teacher education program in the university where we teach is to create teachers who are scholars

and leaders While the intent of that mission is basically sound in theory we instill the idea that teachers at all levels are professionals always learning and growing in knowledge that theory that philosophical underpinning does not insure that the students who complete our program are confident about the act or performance of teaching In our unique program students work closely with one teacher and classroom for the entire senior year and then are supervised and mentored during their first semester of teaching the program is heavily field based and it depends on the effectiveness of mentoring throughout the methods coursework and the first semester of full time teaching Students tell us this guidance and support is invaluable and yet we feel the disjuncture between university and school just as many of you in more traditional student teaching settings Students hear best practice information from us in methods classes and they receive ample exposure to the research supporting our field but have a hard time implementing research based practices in their cla room settings and an even harder time finding it in the classrooms around them

Early Holistic Scoring of Writing Richard Haswell,Norbert Elliot,2019-11-01 What is the most fair and efficient way to assess the writing performance of students Although the question gained importance during the US educational accountability movement of the 1980s and 1990s the issue had preoccupied international language experts and evaluators long before One answer to the question the assessment method known as holistic scoring is central to understanding writing in academic settings Early Holistic Scoring of Writing addresses the history of holistic essay assessment in the United Kingdom and the United States from the mid 1930s to the mid 1980s and newly conceptualizes holistic scoring by philosophically and reflectively reinterpreting the genre s origin development and significance The book chronicles holistic scoring from its initial origin in the United Kingdom to the beginning of its heyday in the United States Chapters cover little known history from the holistic scoring of school certificate examination essays written by Blitz evacuee children in Devon during WWII to teacher adaptations of holistic scoring in California schools during the 1970s Chapters detail the complications challenges and successes of holistic scoring from British high stakes admissions examinations to foundational pedagogical research by Bay Area Writing Project scholars The book concludes with lessons learned providing a guide for continued efforts to assess student writing through evidence models Exploring the possibility of actionable history Early Holistic Scoring of Writing reconceptualizes writing assessment Here is a new history that retells the origins of our present body of knowledge in writing studies

The ELL Writer Christina Ortmeier-Hooper,2015-04-24 By respecting the intelligence of multilingual writers this book helps teachers capitalize on the resources those students bring into the classroom District secondary curriculum coordinators should make sure every teacher in every discipline has this book and every university course about secondary teaching should require it Randy Bomer University of Texas at Austin This resource for secondary school ELA and ELL teachers brings together compelling insights into student experiences current research and strategies for building an inclusive writing curriculum The ELL Writer expands the current conversation on the literacy needs of adolescent English learners by focusing on their writing approaches their texts and their needs as student

writers Vivid portraits look at tangible moments within these students lives that depict not only the difficulties but also the possibilities that they bring with them into the classroom The case studies are complemented by findings from current research studies by second language writing specialists that will inform today s classroom teachers Book Features Activities writing prompts and teaching tips to support ELL learning in mainstream classes Personal stories and voices of ELL writers along with examples of student writing A focus on teacher responses revision strategies and assignment design Clear connections between current research student experiences and the classroom Christina Ortmeier Hooper is an assistant professor of English at the University of New Hampshire

Genocide Literature in Middle and Secondary Classrooms Sarah Donovan, 2016-08-12 At the heart of this inquiry into the ethical implications of education reform on reading practices in middle and secondary classrooms the central question is what is lost hidden or marginalized in the name of progress Drawing on her own experiences as an English teacher during the No Child Left Behind era the author examines school cultures focused on meeting standards and measurable outcomes She shows how genocide literature illuminates the ethics of reading and helps teachers and students rethink how literature should be taught in this modern globalized era and the purposes of education more broadly

Social Context Reform Paul Thomas, Brad J. Porfilio, Julie Gorlewski, Paul R. Carr, 2014-06-20 Currently both the status quo of public education and the No Excuses Reform policies are identical The reform offers a popular and compelling narrative based on the meritocracy and rugged individualism myths that are supposed to define American idealism This volume will refute this ideology by proposing Social Context Reform a term coined by Paul Thomas which argues for educational change within a larger plan to reform social inequity such as access to health care food higher employment better wages and job security Since the accountability era in the early 1980s policy public discourse media coverage and scholarly works have focused primarily on reforming schools themselves Here the evidence that school only reform does not work is combined with a bold argument to expand the discourse and policy surrounding education reform to include how social school and classroom reform must work in unison to achieve goals of democracy equity and opportunity both in and through public education This volume will include a wide variety of essays from leading critical scholars addressing the complex elements of social context reform all of which address the need to re conceptualize accountability and to seek equity and opportunity in social and education reform

Early Career English Teachers in Action Robert Rozema, Lindsay Ellis, 2014-08-13 The first few years of teaching are critical to the professional development of effective English teachers In these crucial years new teachers establish their identities learn the ins and outs of the curriculum acclimate to unfamiliar communities and cope with student behaviors that they never expected All of this can be daunting for novice teachers This book can help The stories within are written by English teachers in the early stages of their careers In their carefully crafted narratives teachers offer practical strategies professional insights and a wealth of tips for surviving the first years in the classroom The narratives are grouped into thematic chapters with brief introductions of key terms helpful

learning activities and provocative discussion questions all intended to foster critical conversation about beginning a career teaching English In a time when many teachers leave the profession too soon Early Career English Teachers in Action gives voice to those who have decided to stay More importantly this book validates teacher narratives as a powerful way of understanding what happens inside of the classroom a way that provides more authentic evidence of learning than standardized test scores will ever supply *Imagined Worlds and Classroom Realities* Steve Shann,2015-02-03 Stories matter Stories speak about complex aspects of our lives that intuitively we know are important but for which the language of rational discourse is often inadequate Stories draw on archetypal structures and evocative language in ways that create affect they penetrate provoke and disturb This is a book of nine stories about teachers and students A young woman sits in her first teacher education lecture and wonders what kind of a tribe she is joining A preservice teacher clashes with his mentor teacher on a practicum A teacher and students inhabit an online space with unpredictable consequences Sally discovers the Universarium Joseph writes a story that undoes his therapist Sylvia struggles to free herself from an oppressive discourse about the nature of teaching Two siblings support and console each other through their complex inductions into classroom lifeworlds A secondary student goes missing and police the media and his teachers wonder why A teacher education academic wrestles with elusive ideas in order to prepare a lecture that he hopes will make a more than passing impact There is no other book like *Imagined Worlds and Classroom Realities* It not only tells nine gripping stories but also positions these stories as part of a growing scholarship about story telling It includes as well practical ways of using the stories in teacher education and professional development Steve Shann is a teacher and writer with over forty years experience in primary secondary and tertiary classrooms *English Language Arts as an Emancipatory Subject* Andrew Goodwyn,Cal Durrant,Marshall George,Jacqueline Manuel,Wayne Sawyer,Melanie Shoffner,2024-12-24 *English Language Arts as an Emancipatory Subject* explores the changing nature and history of the English Language as an emancipatory subject as well as how its current activities and projects address and challenge inequalities Various forms of critical literacy have established English teaching as a radical force for social justice and subversion However the expert contributors to this book question whether English is a force for good in its capacity to develop literate citizens or are there larger contemporary complications surrounding it This book will re examine the history of English its present quality as a classroom subject and its future potential to re establish itself as an agent of social equality and change Edited by internationally leading scholars from the UK USA and Australia with contributions from New Zealand and Canada this work will also inspire English teachers to view their subject as one through which positive differences are imagined and complex real life issues are debated and challenged in the classroom The volume is an excellent overview of research and the latest thinking about the nature of English as an emancipatory subject its distinguished history and its potential for the future It will be a key resource for the research and teacher education community English teachers student teachers and anyone who views English teaching as a

catalyst of social change **Beyond the Frontier, Volume II** Jill Dahlman, Tammy Winner, 2018-11-08 This collection of essays is a compilation of the latest research in first year composition including pedagogy praxis debate and assessment Originally begun as a collection of panel presentations from the Rocky Mountain Modern Language Association annual conference it has since evolved to include innovative pedagogy regardless of presentation status The book is divided into presentation panels in order to present the reader with innovative pedagogy and thought provoking conversations concerning the first year classroom assessment and pedagogy It will benefit anyone who studies or engages with first year composition including graduate students instructors and administration Teaching Writing as Journey, Not Destination P. L. Thomas, 2019-01-01 American author Kurt Vonnegut has famously declared that writing is unteachable yet formal education persists in that task Teaching Writing as Journey Not Destination is the culmination of P L Thomas s experiences as both a writer and a teacher of writing reaching into the fourth decade of struggling with both This volume collects essays that examine the enduring and contemporary questions facing writing teachers including grammar instruction authentic practices in high stakes environments student choice citation and plagiarism the five paragraph essay grading and the intersections of being a writer and teaching writing Thomas offers concrete classroom experiences drawn from teaching high school ELA first year composition and a wide range of undergraduate and graduate courses Ultimately however the essays are a reflection of Thomas s journey and a concession to both writing and teaching writing as journeys without ultimate destinations

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