

# Rethinking Rubrics *in* *Writing Assessment*

MAJA WILSON

FOREWORD BY ALFIE KOHN

# Rethinking Rubrics In Writing Assessment

**Richard Beach, Allen Webb, Amanda  
Haertling Thein**



## **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 **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 **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 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 *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 reconceptualize accountability and to seek equity and opportunity in social and education reform 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 **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

**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      *Two Years in the Lives of Two English Teachers* Bob Fecho,Dawan Coombs,Trevor Thomas Stewart,Rachel Knecht,Emelio DiSabato,2024-02-26 This book invites readers to explore the complexity of becoming a teacher through the stories of two novice ELA teachers Emelio and Rachel over the course of their first two years The authors detailed empathetic and ethnographic approach allows space for the teachers to reveal little seen and often overlooked wobble moments These moments illuminate the complexity and nuances that confront confound and compel teachers to remain in dialogue with practice Documenting the journeys of two teachers with compassion and intellectual rigor this book provides insights into and challenges preconceived notions of what it means to be a teacher It is essential reading for preservice teachers scholars and researchers in English education as well as individuals considering teaching as a profession      *Real Writing* Mitchell Nobis,Daniel Laird,Carrie Nobis,Dawn Reed,Dirk Schulze,2016-09-23 High school writing prompts often ask students to provide overly simplified responses to complicated issues but a person s stance in the real world can rarely if ever be reduced to agree or disagree Arguments are complex with more than two points of view and a range of evidence to consider however writing classes don t always embrace that complexity Real Writing Modernizing the Old School Essay contends that engaging fully with complex texts and difficult nuanced arguments helps students become better thinkers and writers more fully prepared for life both in and after high school By offering students current texts to read and issues to discuss teachers introduce their students to more complex arguments Real Writing Modernizing the Old School Essay recognizes the value of various types of texts but the need for contemporary readings in our literature and composition classes is important for relevancy related to student engagement the Common Core State Standards and participation in our democratic society This book shares curricular moves to engage students in reading and writing authentic arguments      **Teaching Adolescent Writers** Kelly Gallagher,2023-10-10 In an increasingly demanding world of literacy it has become critical that students know how to write effectively From the requirements of standardized tests to those of the wired workplace the ability to write well once a luxury has become a necessity Many students are leaving school without the necessary writing practice and skills needed to compete in a complex and fast moving Information Age Unless we teach them how to run with it they are in danger of being run over by a stampede a literacy stampede InTeaching Adolescent Writers Kelly Gallagher shows how students can be taught to write effectively Gallagher shares a number of classroom tested strategies that enable teachers to Understand the importance of teaching writing and how to motivate young writers Show how modeling from both the teacher and real world texts builds young writers Provide choice of what to write which helps elevate adolescent writing and how to fit it into a rigorous curriculum Help students recognize the importance of purpose and audience Assess essays in ways that drive better writing performance



Infused with humor and illuminating anecdotes Gallagher draws on his classroom experiences and work as co director of a regional writing project to offer teachers both practical ways to incorporate writing instruction into their day and compelling reasons to do so      **Upsetting Composition Commonplaces** Ian Barnard,2014-07-15 In Upsetting Composition

Commonplaces Ian Barnard argues that composition still retains the bulk of instructional practices that were used in the decades before poststructuralist theory discredited them While acknowledging that some of the foundational insights of poststructuralist theory can be difficult to translate to the classroom Barnard upends several especially intransigent tenets that continue to influence the teaching of writing and how students are encouraged to understand writing Using six major principles of writing classrooms and textbooks clarity intent voice ethnography audience and objectivity Barnard looks at the implications of poststructuralist theory for pedagogy While suggesting some evocative poststructuralist pedagogical practices the author focuses on diagnosing the fault lines of composition s refusal of poststructuralism rather than on providing solutions in the form of teaching templates Upsetting Composition Commonplaces addresses the need to more effectively engage in poststructuralist concepts in composition in an accessible and engaging voice that will advance the conversation about relations between the theory and teaching of writing      **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      *Doing History*

Linda S. Levstik,Keith C. Barton,2022-09-06 Now in its sixth edition Doing History offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The book is grounded in the view that children can engage in valid forms of historical inquiry asking questions collecting and analyzing evidence examining the varied perspectives and experiences of people in the past and creating evidence based historical accounts and interpretations Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature art writing and discussion The authors explain how these classrooms reflect contemporary principles of teaching and learning and thus the descriptions not only provide specific examples of successful activities but also place them in a context that allows teachers to adapt and apply them in a wide range of settings Doing History emphasizes diversity in two ways Readers encounter students from a variety of backgrounds and see how their

diverse experiences can form the foundation for learning and they also see examples of how teachers can engage students with diverse experiences and perspectives in the past including those that led to conflict and oppression The book also discusses principles for working with English learners and newcomers and it provides guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning Updates to this edition include updated historical and instructional examples to ensure currency new suggestions for children s literature to support good teaching expanded attention to teaching about oppressed groups in history and greater attention to when historical perspective taking is and is not appropriate

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