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Developing and Using Grading Guides, Checklists, and Rubrics

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Developing and Using Grading Guides, Checklists, and Rubrics

Criteria	Meets	Rubrics/Sample Papers and Analysis
<p>Selection of technique Teach students to use the grading tool to improve.</p> <p>Following the example in the module, work with your students to use either a checklist or rubric to improve either current or future assignments.</p> <p>Use group analysis of sample papers to improve student understanding of expectations.</p> <p>Use the example in the module to walk your students through the process of using the rubric associated with an assignment to analyze sample papers.</p>	<p>Technique is from the module and new to you</p> <p>I typically give my students an example paper to review before submitting an assignment.</p> <p>However, I do not usually make copies of the assignment and have the students in groups understand what makes a successful submission.</p> <p>Additionally, I have a rubric for the assignment, but I haven't taken class time to go over the rubric and compare it to the sample assignment.</p>	<p>In my <i>Intro to the Theatre</i> course a major assignment is to write a Theatre review after seeing a live play written by a playwright.</p> <p>I provide my students an excellent, "A" submission from a former student to review when they are writing their critique.</p> <p>However, in hindsight, I love the idea of using class time to go over this assignment in great detail by having my students work together in small groups.</p> <p>My intention is to print 30-40 copies for my 150 students, placing them in groups of 4-5 members. With the rubric projected on the class media screen, each group will read the review and go through the</p>

		strengths of the review based on the grading criteria.
<p>Support for the choice I am always interested in creating a proactive approach in teaching and learning. Even though I provided an example to guide, taking additional steps to provide clarity is exciting to me.</p>	<p>Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals I am always excited to cover/teach/structure an assignment better. Giving my students an opportunity to do work in a class and create an interactive moment is always a win-win for all.</p>	
<p>Successes and/or challenges encountered At times in large lecture classes, some group members are quiet. My goal is assigned roles to each group-reader, note taker, discussion leader and then switch roles as they go etc.</p>	<p>Describes and provides an explanation for either successes or challenges encountered With providing roles, each group member will feel important and clear on their part of the work. Going through the rubric, may a be a bit time consuming, yet necessary to guide the group moment.</p>	
<p>Impact of your use of the technique on student learning and/or engagement It can be a nice change of pace to go over an assignment in another way besides lecture. This approach is interactive, providing an opportunity for understanding, analysis etc.</p>	<p>Describes observed evidence of student learning and/or engagement In the beginning of the group work, students tend to be shy and/or demonstrative. Assigning roles, gives structure and allows each student to feel they are contributing to the work.</p>	
<p>Plans for refinement In the future, I would like my students to create their own rubric.</p>	<p>Specifies how you will use and/or adjust this technique or other techniques from the module After creating a rubric, the students will grade in class assignments to further understanding the importance of rubrics.</p>	