

## Evaluation Rubric for Tessellation Project

Your work will be evaluated from the following rubric. Make sure that you create your own tessellation and that it is an original piece of work.

| Criteria   | Below Basic 0-5  | Basic 6-14  | Proficient 15-19  | Advanced 20-25  | Score |
|--|--|---|---|---|-------|
| <i>Hand create a work of art in the form of a tessellation using a traced template.</i>                | <ul style="list-style-type: none"> <li>· Drawing has many gaps (not a tessellation)</li> <li>· Poor creativity</li> <li>· No template</li> </ul> | <ul style="list-style-type: none"> <li>· Drawing has some gaps and/or spaces (not a tessellation)</li> <li>· Minimal creativity</li> <li>· No template</li> </ul> | <ul style="list-style-type: none"> <li>· Drawing has no gaps</li> <li>· Some creativity and detail</li> </ul> | <ul style="list-style-type: none"> <li>· Drawing has no gaps</li> <li>· Very obvious creativity and detail</li> </ul> |       |
| <i>Student used at least 11 X 14 sheet of white paper or two pieces of plain white taped together.</i> | Tessellation artwork does not meet minimum size requirements.  | Tessellation artwork is of the correct size but was done on colored paper or 8.5X11 paper.  | Tessellation art work is on 11X14 sheet of paper but incomplete.  | Tessellation artwork is completed on 11 X 14 sheet of white poster paper.   |       |
| <i>Tessellation is fully colored.</i>  | No use of color  | Minimal use of color  | Some use of color   | Elaborate use of color  |       |
| <i>Use of time</i>   | Student was rarely engaged in project during school time.  | Student was sometimes engaged in project during school time.  | Student was often engaged in project during school time.  | Student was engaged in project during all   |       |

# College Grading Rubric For Papers

**Linda B. Nilson**



# College Grading Rubric For Papers

**Rubric Assessment Goes to College** Mary J. Goggins Selke, 2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community college and upper level secondary school faculty members It contains one stop rubric shopping for key considerations common problems specific design steps implementation samples standards alignment and grade focused applications Effective college level rubrics that are the right tools for objective comprehensive assessment can be constructed almost as easily as an ice cream sundae Welcome aboard as Rubric Assessment Goes to College *Teaching at Its Best* Linda B. Nilson, 2010-04-20 *Teaching at Its Best* This third edition of the best selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques formats classroom activities and exercises all of which can be implemented immediately This thoroughly revised edition includes the newest portrait of the Millennial student current research from cognitive psychology a focus on outcomes maps the latest legal options on copyright issues and how to best use new technology including wikis blogs podcasts vodcasts and clickers Entirely new chapters include subjects such as matching teaching methods with learning outcomes inquiry guided learning and using visuals to teach and new sections address Felder and Silverman s Index of Learning Styles SCALE UP classrooms multiple true false test items and much more Praise for the Third Edition of *Teaching at Its Best* Everyone veterans as well as novices will profit from reading *Teaching at Its Best* for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size ability and motivation Wilbert McKeachie Department of Psychology University of Michigan and coauthor McKeachie s *Teaching Tips* This new edition of Dr Nilson s book with its completely updated material and several new topics is an even more powerful collection of ideas and tools than the last What a great resource especially for beginning teachers but also for us veterans L Dee Fink author *Creating Significant Learning Experiences* This third edition of *Teaching at Its Best* is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic New information on how we learn how students develop and innovations in instructional strategies complement the solid foundation established in the first two editions Marilla D Svinicki Department of Psychology The University of Texas Austin and coauthor McKeachie s *Teaching Tips* **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart, 2013 Whether you re already familiar with rubrics or not this book is a complete resource for writing rubrics that assist with learning as well as assess it Plus you ll learn how to wisely select from among the many rubrics available for classroom use **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

[Introduction to Rubrics](#) Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review

*Introduction to International and Global Studies, Third Edition* Shawn C. Smallman, Kimberley Brown, 2020-07-06 Shawn C Smallman and Kimberley Brown s popular introductory textbook for undergraduates in international and global studies is now released in a substantially revised and updated third edition Encompassing the latest scholarship in what has become a markedly interdisciplinary endeavor and an increasingly chosen undergraduate major the book introduces key concepts themes and issues and then examines each in lively chapters on essential topics including the history of globalization economic political and cultural globalization security energy and development health agriculture and food and the environment Within these topics the authors explore such diverse and pressing subjects as commodity chains labor including present day slavery pandemics human rights and multinational corporations and the connections among them This textbook used successfully in both traditional and online courses provides the newest and most crucial information needed for understanding our rapidly changing world New to this edition Close to 50% new material New illustrations maps and tables New and expanded emphases on political and economic globalization and populism health climate change and development Extensively revised exercises and activities New resume writing

exercise in careers chapter Thoroughly revised online teacher s manual      **Students Helping Students** Fred B. Newton, Steven C. Ender, 2010-05-27 This second edition offers a practical training guide for college students who serve as leaders tutors counselors or advisors for their peers This thoroughly revised and updated volume contains a fundamental discussion on student growth and development and provides learning objectives and self discovery exercises to help student leaders with tasks such as tutoring student orientation residence hall advising crisis intervention coaching and more Students Helping Students includes Updates on the most current research and the latest advances in technology A revised model that contains service learning and student retention programs The results of two intervention strategies the Health Behaviors Assessment and the College Learning Effectiveness Inventory which focus on the topics of wellness and academic success Descriptive overviews of peer programs addressing sexuality safety violence reduction residence life online peer connections and more Praise for the Second Edition of Students Helping Students This new work remains the definitive standard in the field It should be on the bookshelf of every student affairs professional and is an important tool for preparing peer educators for providing service Ernest Pascarella professor and Mary Louise Petersen Chair in Higher Education University of Iowa The second edition of Students Helping Students teems with useful material that can be thoughtfully applied by peer helpers The what so what and now what framework reflectively guides the reader to self discovery and thoughtful practical applications Being a peer helper is a high impact learning experience made intentional through the pages of this fine book Susan R Komives professor of college student personnel University of Maryland and president Council for the Advancement of Standards in Higher Education      *Grading Strategies for the College Classroom* Maryellen Weimer Ph. D., 2013 Grading Strategies for the College Classroom provides insights into managing the supremely complicated task of assigning a simple letter to a semester s work It s a must read for any faculty member seeking to understand how to use assessment not just to measure performance but also to enhance it and it delivers some of the most current innovative ideas for meeting that challenge It presents new Thinking about what grades should measure Ideas for developing robust assessment tools Strategies for encouraging students to pursue knowledge instead of grades Ways to ensure that assessments gauge performance and inspire effort A collection of more than 30 articles written by a score of highly accomplished college classroom veterans Grading Strategies for the College Classroom was edited by Maryellen Weimer Ph D author editor of The Teaching Professor newsletter and award winning professor emerita of teaching and learning at Penn State Berks The book s articles first published in The Teaching Professor address four critical aspects of the assessment process grading exams assessing papers gauging participation and engaging students in meaningful conversations about grades Grading Exams The authors present creative solutions for the challenges of grading exams Articles cover Alternatives to final exams including reflective exercises and concept mapping projects Research showing why cumulative exams may be a better teaching tool than unit exams How tos for designing administering and managing security concerns for online exams

Policies that reduce test anxiety and mitigate morale problems Grading Papers This material is equally innovative when it comes to the challenges of assigning and assessing papers Articles present a wealth of high impact ideas including A unique carrot and stick method to encourage students to create drafts of papers Ten practical tips for successfully managing the paper grading burden A manageable process driven approach to grading that can be a lifesaver particularly for new faculty A critical reexamination of the value of rubrics in grading papers Best and worst practices in grading papers Classroom Participation Chapter three focuses on a perennial ambiguous grading area classroom participation providing insight into how student perceptions of participation can differ from those of faculty and how to reconcile the two The authors share strategies for Creating a participation rubric Helping students appreciate the difference between mere attendance and participation Assessing and grading online participation Reconciling rubrics with student self assessments Talking with Students about Grades The book s final section addresses the difficult subject of managing expectations and conversations about students grades This process begins on the first day of class and continues past the final exam Topics include how to Answer the question What will we be graded on Handle the I deserve a better grade on this conversation Involve students in determining assignment weights and how this impacts performance Deal with students growing sense of entitlement The learning story that takes place over the course of a semester is rich complex and unique to each student The details of how an individual progresses or does not over the term what skills are developed and what knowledge is retained could fill a book And yet in the end professors are asked to tell the story not in a book on a page over a paragraph or even in a sentence but in a single letter Small wonder grading is such a persistent challenge for both new and veteran faculty The foreword is by Barbara E Walvoord Ph D professor emerita of the University of Notre Dame and author of several classic books on higher ed assessment and grading including Effective Grading A Tool for Learning and Assessment

**Creating & Recognizing Quality Rubrics** Judith A. Arter, Jan Chappuis, 2007 Teachers learn to choose or develop sound instructional rubrics and to use rubrics effectively with students to maximize learning An accompanying CD ROM contains more than 25 sample rubrics

**Antiracist Writing Assessment Ecologies** Asao B. Inoue, 2015-11-08 In Antiracist Writing Assessment Ecologies Asao B Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements To explain how and why antiracist work in the writing classroom is vital to literacy learning Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts

Assessing Student Learning Linda Suskie, 2010-07-30 The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions The second edition of this landmark book offers the same practical guidance and is designed to meet ever increasing demands for improvement and accountability This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture characteristics of good assessment audiences for assessment organizing and coordinating assessment

assessing attitudes and values setting benchmarks and standards and using results to inform and improve teaching learning planning and decision making

**The Essential Guide to Writing History Essays** Katherine Pickering Antonova, 2020-01-09 The Essential Guide to Writing History Essays is a step by step guide to the typical assignments of any undergraduate or master s level history program in North America Effective writing is a process of discovery achieved through the continual act of making choices what to include or exclude how to order elements and which style to choose each according to the author s goals and the intended audience The book integrates reading and specialized vocabulary with writing and revision and addresses the evolving nature of digital media while teaching the terms and logic of traditional sources and the reasons for citation as well as the styles This approach to writing not only helps students produce an effective final product and build from writing simple short essays to completing a full research thesis it also teaches students why and how an essay is effective empowering them to approach new writing challenges with the freedom to find their own voice

**Formative Assessment & Standards-Based Grading** Robert J. Marzano, 2011-10-27 Learn everything you need to know to implement an integrated system of assessment and grading The author details the specific benefits of formative assessment and explains how to design and interpret three different types of formative assessments how to track student progress and how to assign meaningful grades Detailed examples bring each concept to life and chapter exercises reinforce the content

**Specifications Grading** Linda B. Nilson, 2023-07-03 In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards motivate students tie their achievement of learning outcomes to their course grades save faculty time and stress and provide the reliable gauge of student learning that the public and employers are looking for She argues that the grading system most commonly in use now is unwieldy imprecise and unnecessarily complex involving too many rating levels for too many individual assignments and tests and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time empower students to choose the level of attainment they want to achieve reduce antagonism between the evaluator and the evaluated and increase student receptivity to meaningful feedback thus facilitating the learning process all while upholding rigor In addition specs grading increases students motivation to do well by making expectations clear lowering their stress and giving them agency in determining their course goals Among the unique characteristics of the schema all of which simplify faculty decision making are the elimination of partial credit the reliance on a one level grading rubric and the bundling of assignments and tests around learning outcomes Successfully completing more challenging bundles or modules earns a student a higher course grade Specs grading works equally well in small and large class settings and encourages authentic assessment Used consistently over time it can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve This book features

many examples of courses that faculty have adapted to spec grading and lays out the surprisingly simple transition process It is intended for all members of higher education who teach whatever the discipline and regardless of rank as well as those who oversee train and advise those who teach Specification grading promotes the following values and outcomes It 1 Upholds High Academic Standards2 Reflects Student Attainment of Skills and Knowledge 3 Motivates Students to Learn and to Excel4 Fosters Higher Order Cognitive Development and Creativity5 Discourages Cheating6 Reduces Student Stress7 Makes Students Feel Responsible for Their Grades8 Minimizes Conflict Between Faculty and Students9 Saves Faculty Time and Is Simple to Administer10 Makes Expectations Clear and Simplifies Feedback for Improvement11 Assesses

Authentically12 Achieves High Inter Rater Agreement **Introduction to Rubrics** Dannelle D. Stevens, Antonia Levi, 2005

This wonderfully compact introduction to rubrics will serve higher education teachers well and when departments or groups of faculty use rubrics as described in this book they will indeed achieve the academic currency sought today in higher education Amy Driscoll director of Teaching Learning and Assessment CSU Monterey Bay You need rubrics if You find yourself repeating the same comments on most student papers You worry that you re grading the latest papers differently from the first You re concerned about communicating the complexity of a semester long assignment You question the consistency of your and your colleagues grading scales Grading is taking up far too much of your valuable time Research shows that rubrics save professors time while conveying meaningful and timely feedback for students and promoting self regulated and independent learning The reason rubrics are little used in higher education is that few faculty members have been exposed to their use At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives and provides a detailed description of what constitutes acceptable and unacceptable levels of performance for each part Rubrics can be used to grade any assignment or task research papers book reviews participation in discussions laboratory work portfolios oral presentations group work and more This book defines what rubrics are and how to construct and use them It provides a complete introduction for anyone starting out to integrate rubrics in their teaching The authors go on to describe a variety of processes to construct rubrics including some which involve student participation They demonstrate how interactive rubrics a process involving assessors and the assessed in defining the criteria for an assignment or objective can be effective not only in involving students more actively in their learning but in establishing consistent standards of assessment at the program department and campus level A valuable resource for the new user in a content discipline and belongs in every faculty developer s library Edward Nuhfer Director Center for Teaching and Learning Idaho State University **Welcome to Wherever We Are** Deborah J. Cohan, 2020-02-14 In this extraordinary memoir Deborah Cohan shares her story of caring for her elderly father a man who was often generous and loving but who also subjected her to a lifetime of cruelty rage and controlling behavior Trained as a sociologist and family violence counselor Cohan reflects on how she healed from decades of emotional abuse **Grading for Equity** Joe Feldman, 2018-09-25 Joe Feldman shows us



how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed This must have book will help teachers learn to implement improved equity focused grading for impact Zaretta Hammond Author of Culturally Responsive Teaching The Brain Crack open the grading conversation Here at last and none too soon is a resource that delivers the research base tools and courage to tackle one of the most challenging and emotionally charged conversations in today s schools our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students With Grading for Equity Joe Feldman cuts to the core of the conversation revealing how grading practices that are accurate bias resistant and motivational will improve learning minimize grade inflation reduce failure rates and become a lever for creating stronger teacher student relationships and more caring classrooms Essential reading for schoolwide and individual book study or for student advocates Grading for Equity provides A critical historical backdrop describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity control students and endorse a fixed mindset about students academic potential practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning establishing a rock solid foundation and a true north orientation toward equitable grading practices Specific grading practices that are more equitable along with teacher examples strategies to solve common hiccups and concerns and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes Grading practices are a mirror not just for students but for us as their teachers Each one of us should start by asking What do my grading practices say about who I am and what I believe Then let s make the choice to do things differently with Grading for Equity as a dog eared reference

**Effective Grading** Barbara E. Walvoord, Virginia Johnson Anderson, 1998-02-25 The grading process can yield rich information about student learning Effective Grading enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair time efficient and conducive to learning Classroom assessment of student learning can then contribute to departmental and general education assessment in ways that meet the needs of institutions and accrediting agencies Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation Effective Grading balances assessment theory and hands on advice It offers an in depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards developing assignments to grade managing time spent on grading and providing feedback for students

**Teaching Naked** José Antonio Bowen, 2012-07-03 You ve heard about flipping your classroom now find out how to do it Introducing a new way to think about higher education learning and technology that prioritizes the benefits of the human dimension Jos Bowen recognizes that technology is profoundly changing education and that if students are going to continue to pay enormous sums for campus classes colleges will need to provide more than what can be found online and maximize naked face to face contact

with faculty Here he illustrates how technology is most powerfully used outside the classroom and when used effectively how it can ensure that students arrive to class more prepared for meaningful interaction with faculty Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments **Scoring Rubrics in the Classroom** Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book o

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