

Materials needed:

- 15 stapled copies of** [PDF 2. Activity Rubric Analysis](#)
- 15 stapled copies of** [PDF Pen and Paper Workbook \(Print Only!\)](#) - as a backup for those w/out computers or in case the Digital Workbook falls through!
- This facilitation guide**
- A handful of pens**
- This [LINK TO SLIDE DECK](#)** - either emailed to Carrie or on personal computer.

Agenda

(2 minutes) Introduction: *Slide 2*

- Introduce self
- What are the goals of the session?
 - Define reasons for using rubrics (specifically in ELL classrooms)
 - Review research and identify a few best practices
 - Try applying some of those best practices ourselves!
- What is the agenda?
 - We're going to start with a quick activity where we analyze some ELL rubrics I have here.
 - Then, I'll go through some slides on why rubrics can help and best practices,
 - Then, we'll complete the first part of a workbook on rubric design together.

(20 minutes) Activity: Rubric Analysis: *Slide 3*

12:40-12:55 (10 minutes in the group - if you have extra time, feel free to explore other examples

- Pass out copies of [PDF 2. Activity Rubric Analysis](#)
 - *Keep one for yourself!*
- Break into groups of 2-3
- Assign one assignment from the packet per group (there are 5 assignments)
- *Prompt groups to focus on the rubric in their analysis. The assignment text is just for context.*
- Provide 10 minutes for reading and discussion
- After the time, invite each group to share their findings. (*Careful not to open each one up to the full group – time will pass!!*)

- Reference the [Activity: Rubric Analysis - “ANSWERS”](#) below to supplement the conversation.

(~15 minutes) Lecture: Reasoning and Best Practices: *Slides 9-16*

1:00 - 1:15

- Part 1: Why use rubrics?
 - Ask the group
 - The research tells us that rubrics create transparency. Transparency creates:
 - 1) Self-efficacy - student belief that they can accomplish a task does positively impact their academic performance
 - 2) Self-regulation - rubrics help address the pain point students encounter around prioritization and time management
 - 3) Equity - A lot of research indicates that historically underserved populations, particularly first-generation students, see greater academic outcomes where rubrics are used. Our ELL students match those characteristics. Rubrics reduce operational privilege.
- Part 2: Best practices
 - Framing -
 - Teach the tool - how we present these tools matters. We have to teach through the tool and incorporate it at every stage of discussion around the assignment.
 - Visual presentation - overwhelm is real. Intl students report low levels of adoption when complex, hard-to-read rubrics are presented
 - Provide supportive tools - These can be created quickly with AI!
 - Equity
 - Ask yourself the reflective prompt: What am I grading, and what am I not grading?
 - Focus on exactly the skills you have taught in **your** classroom from the start of this semester to today.
 - This will eliminate bias around fluency skills that higher-level students have simply earned over time.

(Remaining time) Digital Workbook Introduction

1:15-1:20

- Introduce the workbook - DO NOT DEDICATE TIME TO COMPLETING IT
 - Ask participants to take out their computers and open their preferred browsers.
 - Type in “tinyurl.com/rubric-workbook”
 - Download the file directly. Do not “Open with Google Docs”
 - Open the file from the slide deck by clicking the red box with the link on Slide 17
 - This file is an interactive PDF. Throughout the doc, it will autofill your initial answers to things like learning goals. You will not have to retype them. In the

end, it will have asked you enough questions to populate a rubric. That rubric will autofill on the last page for you.

- Give everyone time to open the PDF.
 - If trouble, pass out  Pen and Paper Workbook (Print Only!)
- We will not have time to complete the full workbook today, but my hope is that you'll spend some time with and email ctse@suffolk.edu to discuss the work you complete after the session.
- Part 1: Developing the criteria
 - This workbook asks you to define the left-hand criterion column on your rubric entirely based on the learning goals of your assignment. To begin, we'll select an assignment (real or imagined, established or in progress) and jot down the learning goals.
 - Try to zero in on **specific** and **observable** goals as much as possible. This will help you later. You can use Bloom's Taxonomy, linked in the Workbook, to select your action verbs.
 - Let's take about 6-7 minutes to work silently or with a partner on our goals.
 - Please feel free to ask questions during this time.
 - **If appropriate, invite folks to share goals for feedback.**

Spend the remaining time answering questions, refining language in Part 2, or developing the Anti-rubric in Part 3.

(Remaining time) Discussion:

1:20-1:30

What questions do you have?

Why might someone not want to use a rubric?

What action steps are you taking away?

How do you currently use rubrics?

- Invite participants to schedule a consultation

NOTES FROM 2/13/25 Session - Julianna

-Add more positive rubrics to the activity to start with a more positive tone

-Add more entry level english examples

Activity: Rubric Analysis - “ANSWERS”

Assignment 1: Pitch Your Idea: A Persuasive Speech Exercise

What it does well:

- Learning goals align with the tasks and rubric criteria.
- Provides an opportunity for self-evaluation.

What it does not do well:

- The rubric uses potentially inaccessible language like “clarity of argument,” “logical structure,” and “Identification and Application of Evidence”
- The language level does not match the assignment level.
- No glossary is provided.
- **Five criteria, each worth equal points, may overwhelm students and make it harder to prioritize key skills.**
- **The difference between Good and Satisfactory is often hard to discern. This may slow down the grading process.**

Assignment 2: Exploring Current Events: A News Summary Presentation

What it does well:

- The rubric uses clear scale headings

What it does not do well:

- The rubric uses vague language and idioms (“fairly interesting,” “okay,” “a little fuzzy,” “mostly flat,” “all over the place”)
- The rubric uses subjective terms (“exciting,” “engaging”) without clear benchmarks for what they mean.
- Criteria like “effort” are vague and may penalize students unfairly.
- There is not a strong difference between Good and Fair. This will slow down the grading process and contribute to student frustration.

Assignment 3: Debating the Issue: A Pro/Con Essay Assignment

What it does well:

- Very simple assignment instructions that suit beginner English learners.
- The rubric is minimalistic, focusing only on core requirements (e.g., both sides, opinion, facts).
- The scoring system (did it/did not do it) is clear and easy to understand.

What it does not do well:

- The rubric does not differentiate between varying levels of performance beyond completion (ie, doing it or not doing it). This eliminates the possibility of more detailed feedback.
- No feedback on quality, depth of argument, or use of sources, which could leave students without guidance for improvement.
- Without a middle column for “satisfactory” work, the grading process may be forced into an overly ‘black and white’ outlook that discourages students.

Assignment 4: Crafting a Review: Writing About a Book, Movie, or Event

What it does well:

- Detailed rubric provides levels of performance for each criterion, helping students understand expectations.
- Leaves room for comments and in doing so, more personalized feedback.

What it does not do well:

- Criteria in the rubric overlap (e.g., “clarity and style” vs. “grammar and effort”).
- Subjective language like “flows beautifully” and “shows depth” may confuse students.
- Heavy focus on grammar and effort in the rubric might over-prioritize mechanics over content. This does not seem match how the assignment is introduced

Assignment 5: Writing a Dialogue: Practicing Everyday Conversations

What it does well:

- The rubric aligns directly with the assignment tasks and avoids overlap or confusion.
- Language in the rubric is accessible and uses terms from the assignment itself.
- Distribution of points and clear ranges for each criteria helps students prioritize the focus of the assignment.
- The design of the rubric is simple and clearly labeled with identifiable signals (color). It is unlikely to overwhelm students.

What it does not do well:

- Could include examples of what a successful dialogue looks like for additional clarity.
- Additional space for comments will help students understand why a specific point value has been assigned.