Mega-Evaluation Rubric

Bruce Spear, WS 2017-18

Process

Writing Process

1. _Portfolio extensively developed, sophisticated document organization and use, including integration of note-taking, bibliography and link collections, and integrated use_
2. _Drafts reflect commitment to topic over weeks, multiple changes and levels of understanding_
3. _Revision in light of new materials, methods, or perspectives_
4. _Thrown together, featuring gaps_

Initiative and Motivation

1. _Sparks are flying. Consistently finds multiple and significant ideas and questions, and writes them up thoughtfully_
2. _The toast is warm. Identifies something interesting every week_
3. _Answers the doorbell. Does the homework_
4. _Nobody's home. Incomplete uninspired notes few and far in between_

Time Management

1. _More than responsible. Assignments done on time and well, reflecting sufficient time to the task and then some, including thoughtful reflection on time management, questions for the following week, self-conscious attention to staying on the case_
2. _Kept up in good faith. All homework and all parts submitted on time; clear improvement_
3. _Worked to rule. Clearly pressed for time and commitment, probably ambivalent. Pro forma references to GTD_
4. _Nobody's home. Many missed assignments, not all parts completed; little evidence of self-conscious improvement, commentary weak_

Team Work (Katzenbach[i])

1. _Evidence of real conversations leading to changes in question, argument, and perspective; autonomy within a larger collective_
2. _Reference to open-ended discussion, mutual assistance, trust, and discovery_
3. _Limited discussions with others (one-way), scope and depth_
4. _Little or no reference to others_

Design

From recitation to writer

1. *Writer. Critical synthesis of literatures. Insightful, persuasive*
2. *Reader. Gets the point and points, adds and subtracts what has been given, and is looking beyond*
3. *Collector. Careful flower arrangement, not yet exploring alternatives*
4. *Reciter. Recites others. Throws things into a sack and says, merely, "look what I've got, give me a good grade"*

Writing Design (Coppens[ii])

1. *Well-structured, sections unique and logically sequenced; fluid, engaging discursive style Strong keywords, subordination of detail, fascinating discussion*
2. *Effective use of graphics and images,*
3. *Discussion well-supported, evidence carefully weighed and balanced*
4. *Confusion, mistakes in spelling, grammar*

Research

Research Questions (Craft[iii])

- *Practical Application, "So that readers can better .."*
- *Conceptual Significance, "In order to help my reader understand better…"*
- *Practical Question, "Because I want to find out …"*
- *Topic, "I am working on the topic of …"*

Critical Thinking / Thesis Defense (Wolcott/Lynch[iv])

1. *Seeks Next Steps. Critical reflection on limits to proposed solutions, Anticipation of changing conditions*
2. *Explores Alternatives. Offers generous responses to critics, recognizes ambiguity and uncertainty of evidence and argument, explores alternatives*
3. *Conducts Analysis. Competent analysis of evidence, arguments, assumptions, and material organization; thoughtful presentation of solutions*
4. *Makes Lists. Initial listing of issues, experts, sources, solutions, and competing arguments.*

Eight Strategies for Using Sources (Yale[v])

1. *Leapfrogging, going beyond what others have said to pose possibly new questions relevant to theory or application*
2. *Picking a fight, and drawing battle lines, challenging established positions and likely based on Matchmaking, placing sources against each other in new ways*
3. *Defining key terms from multiple sources, beyond Leo*
4. *Piggybacking, content to show others have found the same thing (who cares?)*

Warrants (UMN[vi])

– *Engages relevant current disciplinary debates, including issues, concepts, terms, and forms of argument reflecting extensive reading in the field*

– *Features 3-4 sided counter-arguments, dwelling on complexity and contradiction among professionals*

– *Accounts for situational/organizational context in a dynamic business environment*

– *Sequences arguments, easy reading design*

Literacy Checklists

Outlining

– *Elaborated structure: Turning the problem inside-out, lots of questions and false starts, strong sub-heads*

– *Reporting and Discussion: Accurate paraphrases and thoughtful responses, elaborate use of reporting verbs and structures*

– *Attention to citations and detail: prioritizing, subordination, citation form and style*

– *Annotated Imagery: well-chosen, built collections, consistently resized, placed with white space, and used effectively*

– *Style: consistent, legible, headers and footers, TOC*

PC

– *Passwords and password manager, Encryption*

– *Filenames, organization, keyword search*

– *Backups, routine for daily, off-site*

– *Shortcuts for application startup, screen manager, Outline View in MS Word*

– *Sync and use of bookmarks, calendar, todo lists, notebook, photos*

– *Google Scan, MindMapper*

i Katzenbach, J. R., & Smith, D. K. (1993). The Discipline of Teams. Harvard Business Review. Retrieved from

http://dirkjanswagerman.nl/static/files/MBI/Module 15/The Discipline of Teams.pdf

ii Coppens, M. (2012). Thesis assessment rubric. Retrieved from https://www.wur.nl/upload_mm/8/a/c/5d02dc1a-6534-46b2-81a4-4f45764f945d_ThesisassessmentrubricBVG.pdf

iii Booth, W., Colomb, G., & Williams, J. (2008). The Craft of Research, Third Edition. Chicago Guides to Writing, Editing, and Publishing. https://doi.org/10.1016/j.laa.2006.10.019

iv Wolcott, S. K. (2006). College Faculty Handbook: Steps for Better Thinking. Retrieved from http://www.wolcottlynch.com/SiteAssets/educator-resources/Handbook_060211.pdf

v Ryan Webler. (n.d.). Eight Strategies for Using Sources. Yale University Writing Centre. Retrieved from www.yale.edu/writing

vi Littlefield, H., & Upton, K. (2015). Writing Goals. Retrieved from http://archive.undergrad.umn.edu/cwb/pdf/CSOM_WP2_Final.pdf