# MODULE 5: DOWNLOADABLE PACKET

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# MODULE 5: EFFECTIVE FEEDBACK AND ASSESSMENT IN ACADEMIC WRITING

## Module 5: Getting Started

### OVERVIEW AND TO-DO LIST

**Overview**

**Let's work on Module 5: Effective Feedback and Assessment in Academic Writing!**

**Objective**

This module targets **Course Objective 5: Develop an understanding of the best practices for assessing writing and providing feedback.**

By the end of the module, you will be able to accomplish the following **Module Objectives**:

- **5.1.** Describe the purposes of summative and formative assessment
- **5.2.** Develop strategies for giving written feedback on global and local aspects of writing
- **5.3.** Apply key concepts, models, and tools to create a rubric for assessment and feedback
- **5.4.** Compile the AWC Materials Packet

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**To-Do List**

Below are the tasks you need to complete in Module 5 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

***Module 5: Getting Started***

- *Read this Module 5: Overview and To-Do List page (10 mins)*
    - *Watch the Module 5: Introduction video (10 minutes)*

***Module 5 Formative Feedback***

- *Watch the Module 5: Overview of Assessment and Feedback video (20 minutes)*
- *Read the content pages under Module 5: Formative Feedback*
    - *Module 5: Strategies for Formative Feedback (15 minutes)*
    - *Module 5: Peer Review (15 minutes)*
    - *Module 5: Writing Conferences (15minutes)*
- *Respond to the discussion forum Module 5: OPTIONAL Discussion: Giving Formative Feedback (30 minutes)*




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***Module 5: Summative Assessment***

- *Read the content pages under Module 5: Summative Assessment and Rubrics*
  - *Module 5: Assessing Writing Summatively (15 minutes)*
  - *Module 5: Rubrics for Summative Writing Assessment (15 minutes)*

***Review***

- *Take the assessment on Module 5 Quiz (30 minutes)*
- *Respond to the optional task Module 5: OPTIONAL Teaching Journal: Analytic Rubric (45 minutes)*
- *Respond to the optional task Module 5: OPTIONAL Compile AWC Materials Packet (30 minutes)*
- *Watch the Module 5: Summary video (10 minutes)*
- *Watch the Module 5: Farewell and Best Wishes video (5 minutes)*
- *Respond to the optional task OPTIONAL Discussion: Say Goodbye to Each Other (10 minutes)*

"Module Overview", "Module Objectives", "To Do List", and "Download" by Iowa State University are licensed under CC BY 4.0.

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## MODULE 5: INTRODUCTION



**Video: Module 5 Introduction**

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Module 5 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

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**Transcript: Module 5 Introduction**

Welcome to Module 5 Effective Assessment and Feedback in Academic Writing!

In Module 5, we will:

- introduce you to summative and formative assessment;
- cover the principles for giving effective feedback on writing;
- explain how to create a rubric for a writing assignment.

You will learn from short video lectures and readings about:

- strategies for formative assessment and feedback;
- peer feedback;
- writing conferences;
- guidance for summative assessment;
- evaluation rubrics.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a sample of student writing;
- a sample of rubrics.

You will also have opportunities to interact with each other and engage in:

- a discussion about giving formative feedback.

To learn 'by doing' and apply your new knowledge, you will work on an OPTIONAL Teaching Journal entry. Specifically, you will create an analytic rubric for a writing prompt from earlier in the course. Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 5 Quiz.

Let's begin working on Module 5!

---

# Module 5: Formative Feedback

## MODULE 5: OVERVIEW OF ASSESSMENT AND FEEDBACK

 **Video: Overview of Assessment and Feedback**

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this lecture introducing assessment in the writing classroom.

>>>> Please note that this video is available for online viewing. See the slides and transcript below. <<<<

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**Presentation Slides: Overview of Assessment and Feedback**

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# Module 5: Assessment and Feedback in Academic Writing

## OVERVIEW OF ASSESSMENT AND FEEDBACK

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## Assessment: Key ideas

1. How assessment and feedback are defined in the classroom



2. How writing is assessed in the classroom
3. Qualities of good writing assessment

"Person writing on white paper" by Nguyen Dang Hoang Nhu via Unsplash is licensed under the Unsplash license

## What is assessment?

- Assessment is the process of getting information about an individual student's writing ability and quality of writing (Paltridge et al., 2009)



| | |
|---|---|
| For teachers | to help students learn |
| For Students | to receive feedback on strengths and areas of improvement |

Assessment - process
Assessments - activities or instruments

"Students taking quiz" by Yustinus Tjiuwanda via Unsplash is licensed under the Unsplash license

## Feedback

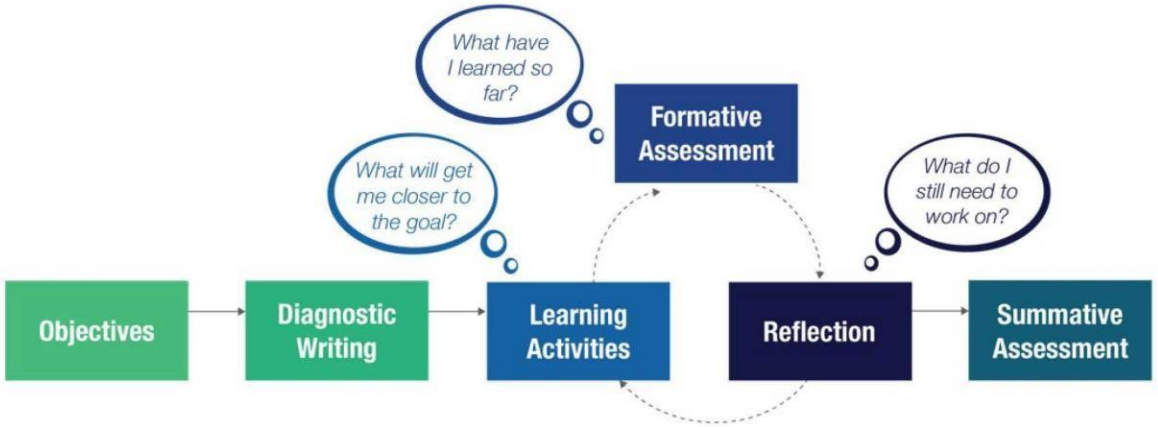


Feedback is important for many reasons.

- Provides information about a student's learning and performance
- Encourages students to improve their writing practice
- Fosters critical thinking and self-reflection

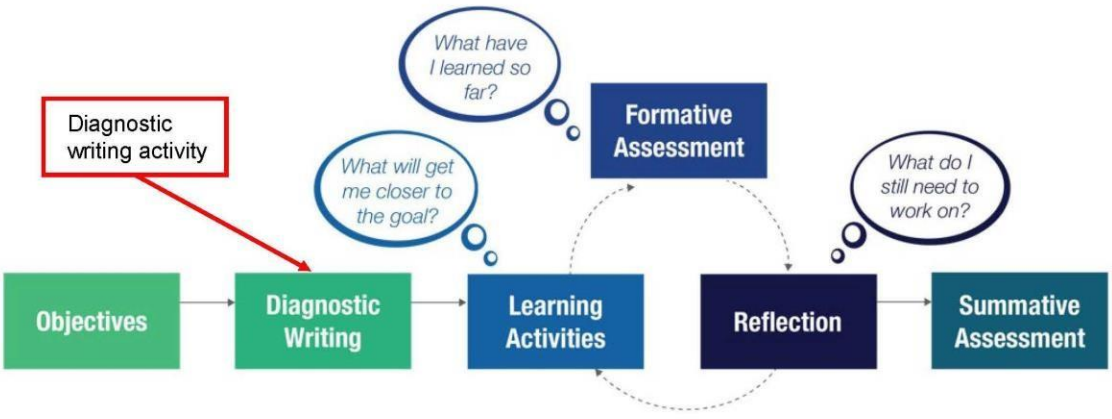
"Two women and one man on computer screen" by Mimi Thian via Unsplash is licensed under the Unsplash license

## Cycle of assessment



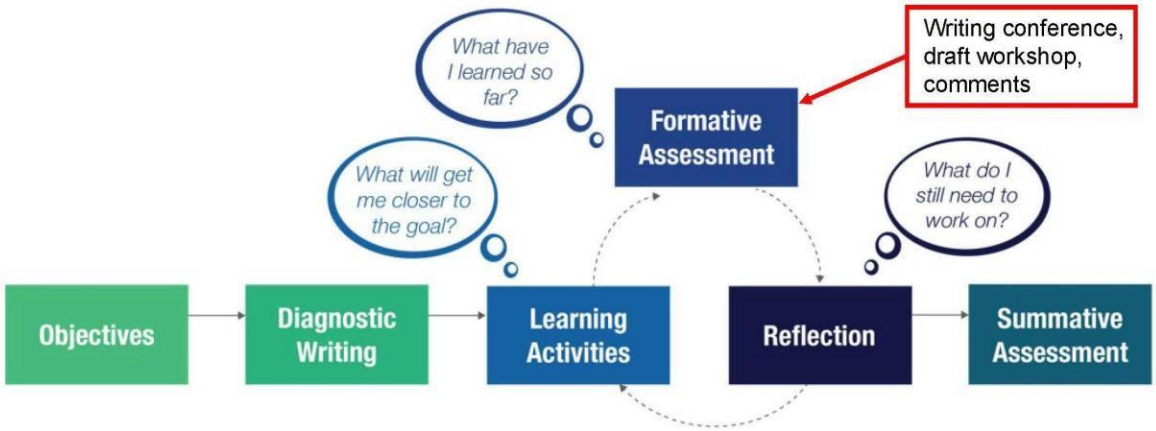

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## Cycle of assessment



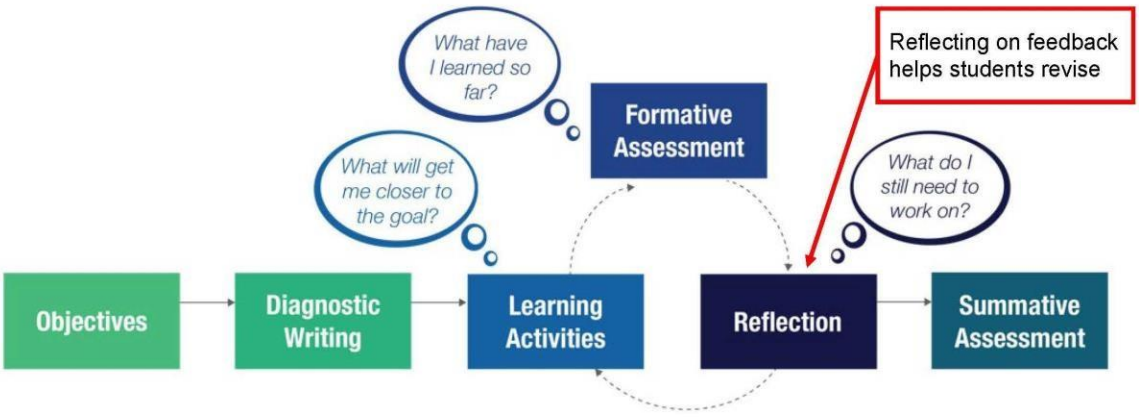

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## Cycle of assessment



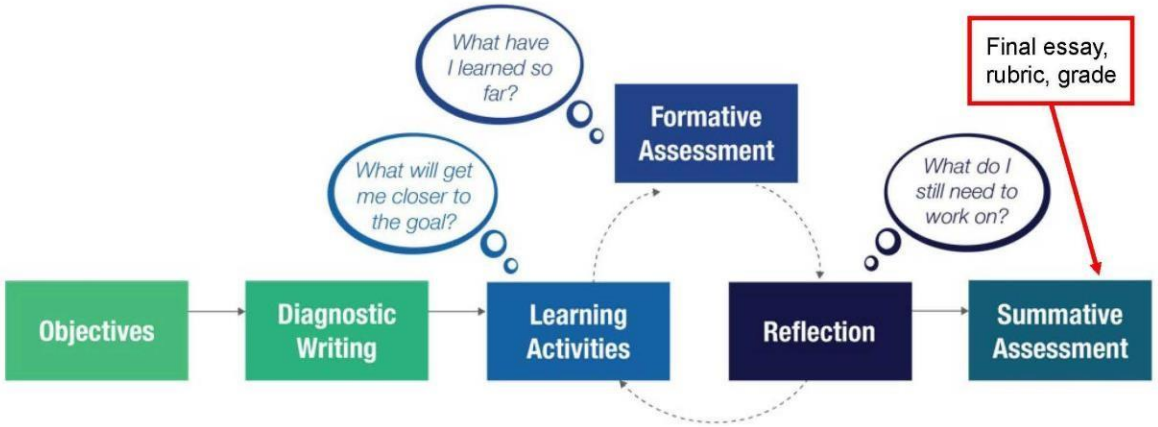

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## Cycle of assessment




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## Cycle of assessment

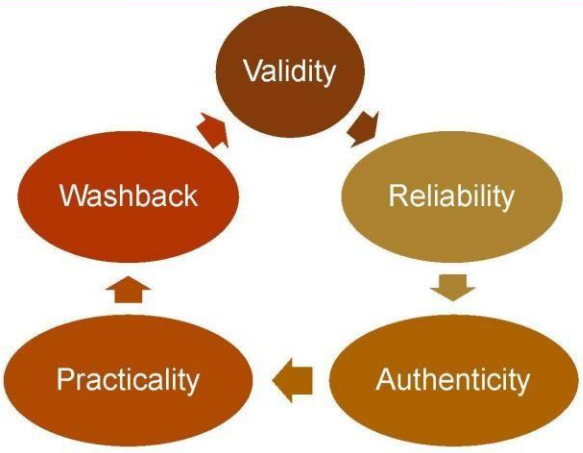



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## Qualities of good writing assessments



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(Bachman & Palmer, 1996)

## Wrap-up

Assessment and feedback provide helpful information

Teachers should plan for both formative and summative assessment



Teachers should align assessments, evaluate consistently, and provide useful feedback

Writing assessments should be good and practical

"Man wearing blue crew-neck shirt" by Johan Godinez via Unsplash is licensed under the Unsplash license

## References

### References:

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Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.

Paltridge, B., Harbon, L., Hirsh, D., Phakiti, A., Shen, H., & Woodrow, L.(2009). *Teaching academic writing: An introduction for teachers of second language writers*, (pp. 61-75). The University of Michigan Press, United States.

**Transcript: Overview of Assessment and Feedback**

**SLIDE 1: TITLE**
Welcome to Module 5, Overview of Assessment and Feedback!

**SLIDE 2: ASSESSMENT: KEY IDEAS**
In this lecture, you will learn:

- how assessment and feedback are defined in the writing classroom;
- how writing is assessed in the classroom;
- and qualities of good writing assessments.

**SLIDE 3: WHAT IS ASSESSMENT?**
When you hear the word "assessment," you will probably think of a test, like an exam at the end of a course. A test is one example of an assessment. In writing courses, assessment also plays a key role in your students' learning in the classroom.

For writing, assessment is the process that teachers use when they get samples of students' writing, evaluate writing quality, and use their evaluations to help students learn. Information from the assessment helps teachers plan for instruction. Assessment is also a way for instructors to provide feedback on students' work. Feedback encourages writers to correct their work and to improve their writing practice.

Note that the word "assessment" is used in two ways. When we say assessment, we are referring to the process. When we use the plural form – assessments – we are talking about the activities or instruments used to evaluate students.

**SLIDE 4: FEEDBACK**
I mentioned feedback a little earlier. Feedback is information about a student's learning and performance. Feedback is used to encourage students to improve their writing practice and correct their work. Both students and instructors can give feedback in the writing classroom. Usually, this is in the form of comments or corrections on a text, or in a rubric, which we will discuss further later this module.

**SLIDE 5: CYCLE OF ASSESSMENT**
Assessment in writing courses happens throughout the teaching and learning cycle, not only at the end of the course. Teachers use information from assessments to plan learning, to see how their teaching is going, to check student progress, and test their achievement. For students, assessments provide an opportunity to understand what they can do, receive feedback on their writing, and find strategies for improving. Overall, assessments give valuable information to learners and teachers to help meet course objectives. This model shows how assessment can support teaching and learning.

**SLIDE 6: CYCLE OF ASSESSMENT**
To start, instructors use the course objectives and gather evidence about students' strengths and needs. Often, students complete a diagnostic writing activity. Diagnostic activities allow teachers to determine their students' level of writing skills at the beginning of the course.

**SLIDE 7: CYCLE OF ASSESSMENT**
Teachers also plan for formative assessment and feedback to help students revise their writing before they submit an assignment for a grade. Students receive formative feedback on their drafts and in writing conferences during office hours with their teacher. They can also give one another feedback (peer feedback) in a draft workshop in class.

**SLIDE 8: CYCLE OF ASSESSMENT**
Formative assessments can also help teachers reflect on how to adapt their lessons. They help teachers get a sense of their students' progress during a lesson or unit. So, formative assessments give useful information about how the teaching and learning is going.

**SLIDE9: CYCLE OF ASSESSMENT**
Finally, summative assessment is used at the end of a unit or at the end of the course to test learning. Teachers usually give a grade based on a rubric. They may also use summative assessment for a portfolio, or a collection of texts written by a student.

**SLIDE 10: QUALITIES OF GOOD WRITING ASSESSMENTS**
Good assessments should match (or align) with your course outcomes and class activities. Here are a few more important things to consider when thinking about assessment quality:

- **Validity -** Does the assessment align with what was taught in class and specified in the course objectives?
- **Reliability -** Is the assessment given and marked consistently for all students?
- **Authenticity -** How much does the assessment match real-life tasks?
- **Practicality -** Is the assessment practical enough for the teacher with available resources, such as time and money?
- **Washback -** Is the feedback that the student gets from the assessment clear and helpful for learning?

It is often challenging to balance these factors when designing an assessment. Writing teachers often note that reading and evaluating student essays takes a lot more time than scoring a multiple-choice test. So, practicality can be an issue. On the other hand, a multiple-choice test may not measure writing skills. In that case, validity and authenticity can be problematic.

**SLIDE 11: WRAP-UP**
To sum up, here are a few take-aways for you to remember:

- Assessment and feedback provide helpful information to teachers and students.
- Teachers should plan for both formative and summative assessment.
- Teachers should align assessment to what they have taught, evaluate students writing consistently, and provide useful feedback to students.
- Teachers and students need good writing assessments that are also practical.

**SLIDE 12: REFERENCES**
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Bachman, L. F., & Palmer, A. S. (1996). Language testing in practice: Designing and developing useful language tests (Vol. 1). Oxford University Press.

Paltridge, B., Harbon, L., Hirsh, D., Phakiti, A., Shen, H., & Woodrow, L. (2009). Teaching academic writing: An introduction for teachers of second language writers, (pp. 61-75). The University of Michigan Press, United States.

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**Optional: Additional engagement**

In Module 5, we discuss the concept of *assessment*. This concept is very important in any teaching and learning context, so you may want to ask yourself:

- What does assessment mean for you? What are some examples?
- How can assessment help teachers and students?

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Paltridge, B., Harbon, L., Hirsh, D., Phakiti, A., Shen, H., & Woodrow, L. (2009). *Teaching academic writing: An introduction for teachers of second language writers*, (pp. 61-75). The University of Michigan Press, United States.

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## MODULE 5: FORMATIVE FEEDBACK



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**Let's begin learning about formative assessment!**
In this part of Module 5, you will learn from the following short readings:

1. Strategies for Formative Assessment and Feedback
2. Peer Review and Writing Conferences

---

**Optional: Additional engagement**

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Take a few minutes to think and write down your ideas about these questions.

- How can you check what students can and cannot do in writing before they submit a final writing assignment?
- When you want feedback on your writing, who can help you?

Keep your notes and compare them with the material presented in the following content pages.

---

## MODULE 5: STRATEGIES FOR FORMATIVE FEEDBACK

Please note: **Words in bold** can be found in the Course Glossary.

**Formative assessment** is known as assessment for learning. It includes different ways in which teachers evaluate students' progress in the process of learning. In academic writing courses, teachers can use different strategies when they evaluate their students' texts:




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- **Commenting on pieces of a future draft:** Have students turn in a small piece of their writing, such as a thesis statement or topic sentence, to check the development of their ideas.
- **Commenting on drafts:** After students have a complete draft, give them written or oral comments so they can better revise their work.
- **Conducting writing conferences:** Meet with students individually to discuss their questions and give feedback on their writing.
- **Offering exit tickets:** Ask students to respond to a short question about the material before the end of the lesson.

Commenting on students' work at different stages of their writing process means giving formative feedback. The feedback is formative because it allows students to apply it and improve their writing. When teachers give formative feedback, they should take time to carefully consider what they will comment on and how. This depends on what stage of the writing process students are in (Bitchener & Ferris, 2012).

As we mentioned in Module 2: Revising versus Editing, students should pay attention to **global issues**. Therefore, teachers' feedback should first address global issues, like organization and main ideas. When these have been addressed, students can turn their attention to editing sentence-level issues, like grammar and word choice. However, this also depends on the course objectives. If particular grammar points are the focus of your course, then the feedback should match that.

Ferris and Hedgcock (2013, p. 242) provide helpful guidelines for giving student feedback. Specifically, the teacher should:

1. provide formative feedback beginning with issues that affect understanding the most;
2. give oral or visual feedback, not only written feedback;
3. let students know where something is not clear and provide direction for how to improve the writing, not correct issues for the student;
4. encourage students to get feedback from others, not only from the teacher.

Most importantly, formative feedback should contain **constructive criticism**. This means that the feedback should highlight problem areas in writing in a way that will help students understand what and how to improve. Teachers should give constructive criticism with a positive attitude, and they should include a mix of praise and encouragement about what the student did well.

It is helpful to think of formative feedback as part of a dialogue between the teacher and the student. In a student-centered classroom, the role of the teacher is to provide the perspective of the reader. This means to provide **reader-based comments**. By taking a reader-based approach to formative feedback, teachers can promote more effective revision and help students learn to think about the expectations of their audience (Bean, 2011). Below are examples of how feedback comments can be changed from writer-based to reader-based:



**Example: Changing feedback comments**

**Writer-based to reader-based formative feedback comments**

| *Writer-based comments* | *Reader-based comments* |
|---|---|
| You need to add a thesis statement. | *I'm not sure I understand the focus of this paper. Can you try to make it clear here?* |
| Your conclusion is weak. | *It's not quite clear to me how the conclusion relates to the rest of the paper.* |
| Your transitions need work. | *I'm having a hard time seeing how _____connects to the next paragraph about _____.* |
| You need more description. | *As a reader, I'm having trouble picturing what this looked like. Can you add more description?* |

**Optional: Additional engagement**

Consider the following question and then compare your ideas with what you have read on this content page:

- How can teachers give feedback before a final writing assignment is due?
- What should teachers comment on when evaluating student writing?

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Bean, J. C. (2011). *Engaging ideas: The Professor's guide to integrating writing*. Jossey-Bass.

Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. New York: Routledge.

Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

**Additional Resources:**

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Formative Assessment - This AE teacher article gives more information on types of formative assessment, such as checklists or exit tickets.

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Minimal Marking Workshop Handout - This handout gives examples and principles for effective feedback.

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# MODULE 5: PEER REVIEW

Please note: **Words in bold** can be found in the Course Glossary.



"Man in brown sport shirt shaking hands of a man" by fauxels via Pexels is licensed under the Pexels license

**Peer review** is how students respond to and provide feedback on each other's writing. It is very useful because it offers a good opportunity to hear what other audiences (peers) have to say. Peer review also helps students develop revision skills and see another approach to writing an assignment (Mott-Smith et al., 2020, p. 47).

Usually, peer review is provided during a so-called writer's workshop, which is organized as follows:

- Before class - Students prepare a draft of their text. They either bring a copy to share on paper or share an electronic version on the computer.
- In class - The teacher divides the students into small groups where students share their drafts and give feedback to each other. This helps each student get a variety of perspectives.
- After class - Students review the feedback they received from peers and plan how to revise their writing based on that.

If it is the first time doing the peer review, you can make sure it goes well by:

- Explaining that the purpose of peer review is to respond as a reader, not as a teacher, and to help them revise their writing.
- Sharing examples of comments that are helpful and unhelpful to writers (e.g., “Needs work” is too vague and does not tell the writer what or how an issue could be addressed).
- Giving example questions, a checklist, or a rubric to help students come up with constructive comments.
- Making sure that students read and show their understanding of peer feedback (e.g., they can write a short reflection explaining what comments they found helpful and why).
- Planning some class time for follow-up peer feedback discussions (Ferris & Hedgcock, 2013, p. 261).

To see how you can formulate the peer review task:

- Click to download the Example Peer Review Instructions and Prompts Handout
- Click to expand the Example Peer Review Instructions and Prompts Handout

---

**Optional: Additional engagement**

Formative feedback from peers is an important part of students’ writing development. How could students may benefit from reading and commenting on each other's work?

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Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

Mott-Smith, J. A., Tomas, Z., & Kostka, I. (2020). *Teaching writing* (revised edition). TESOL Press.

**Additional Resources:**
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- Written Peer Response in L2 Writing - This AE article explains the principles and benefits of peer review.
- Peer Review - This site has guidelines, example questions, and worksheets for peer review.

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## MODULE 5: WRITING CONFERENCES

Please note: **Words in bold** can be found in the Course Glossary.

Writing conferences are “private conversations between teacher and student about the student’s writing or writing processes” (Sperling, 1991, p. 132). In a writing conference, a teacher meets one-on-one or in a small group of students to discuss their writing and give feedback. This can be an important opportunity to give the individual attention that students cannot regularly get in a classroom setting. Writing conferences have become popular because they can save teachers time writing comments, and they allow for a real-time discussion of student work (Ferris & Hedgcock, 2013, p. 252).



"People on a video call" by Anna Shvets via Pexels is licensed under the Pexels license

It is important that teachers not take over the conference time with too many comments. We encourage an **indirect approach** to writing conferences. This means that students lead the conference by sharing their progress, challenges, and questions before the teacher offers feedback (Murray, 1985). Following is an example agenda for how you can organize a writing conference of about 10 minutes.

**Example: Summary structure**

1. **Prepare (1-2 minutes)**
    - Welcome the student to the writing conference.
    - Explain the objective of the writing conference.
    - Give the student a minute to think of questions while you read through their draft or review any notes.
2. **Reflect and connect (1 minute)**
    - Ask the student what is working and what is not working with the assignment (or with the course).
    - If appropriate, review feedback from the last assignment and make sure that the student can access it.
3. **Focus on writing (6 minutes)**
    - Start with student questions about the draft.
    - Highlight the strengths of the draft.
    - Offer specific suggestions for how to improve.
    - Prompt the student to think of ideas for revision.
4. **Wrap-up (1 minute)**
    - Ask the student to summarize the key takeaways from the conference.
    - Thank the student for their time.

Writing conferences are meant to help students develop into better writers. They should also help students improve their habits toward revising their writing. To accomplish that, teachers should keep in mind a number of DOs and DON'Ts:

**Useful Tips for Writing Conferences**

| DO | DON'T |
|---|---|
| Read the draft carefully. | Don't meet with students if you are not prepared. This may lead to taking more time than scheduled.<br>Don't keep students too long. Don't let there be a line waiting at the door. |
| Offer encouragement. | Don't start with a negative attitude even if you know you'll need to talk about serious issues.<br>Don't give only negative feedback. |
| Ask questions to get the student actively involved. Stay focused. | Don't try to cover too much in a short period of time. |
| Make specific suggestions. | Don't allow the conference to be taken over by general concerns (like absence issues or a grade on a past written assignment). |
| Listen to the student's concerns. | Don't take all the time to do teacher talk without giving the student the opportunity to express themselves. |

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**Optional: Additional engagement**

Students usually greatly value individualized feedback from the teacher in writing conferences. What practical issues do you think teachers should consider before meeting one-on-one with students?

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**References:**

(This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.)

Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

Murray, D. M. (1985). *A writer teaches writing* (2nd ed.). Houghton Mifflin.

Sperling, M. (1991). Dialogues of deliberation: Conversation in the teacher-student writing conference. *Written Communication, 8*, 131-162.

**Additional Resources:**
(This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.)

- Conferencing with students: These guides for teachers cover how to structure and improve the quality of writing conferences.
- Teaching one-to-one: The writing conference: This text provides a rationale, activities, and strategies for writing conferences.

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## MODULE 5: OPTIONAL DISCUSSION: GIVING FORMATIVE FEEDBACK

You Decide This task is OPTIONAL

**Discussion**

**Let's practice giving formative feedback on student writing. Write a response to the student who wrote the draft in the Sample of Student Writing Handout. The student author was asked to write an essay explaining their identity.**



"Two women in white hijab veils" by mentatdgt via Pexels using a Pexels License

**As you practice writing feedback on this draft, be sure to do the following:**

- **comment on what you find to be most important in the essay,**
- **reference at least one element that is a strength and one element to improve,**
- **make your comments reader-based.**

To help you formulate your feedback, below we are providing an example of how a writing teacher commented on their student's draft. The draft is in development, so the teacher's feedback is short. But you can see how it is still specific. Try to also write your practice feedback on the Sample of Student Writing Handout as specifically as you can. And try to be as positive and constructive as possible.

Your discussion post should be between 300 and 500 words. You should mentions specific areas for improvement. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

**Example Feedback from a Writing Teacher**

*Dear Student,*

*Thank you for sharing your work with me! One strength of your paper is how you clearly organized your ideas into introductory, body, and concluding paragraphs. I also appreciated hearing about how strongly your family relationships influence your ideas about the world. I really liked the line, "I recognized my identity by acknowledging the history of my family." Now, I would like to hear more! What is one story they told you that stuck with you? Specific examples of stories from your family would show readers the kinds of lessons you can learn from your ancestors.*

*I look forward to your next draft!*
*Lily*

---

**Self-Assessment Checklist**

- ☐ My response is between 300 and 500 words.
- ☐ I considered the strategies for giving helpful formative feedback.
- ☐ I identified the strengths of the draft.
- ☐ I identified the weaknesses of the draft.
- ☐ I shaped my comments as reader-based, not writer-based.

---

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Example", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

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# Module 5: Summative Assessment

## MODULE 5: SUMMATIVE ASSESSMENT AND RUBRICS

**Let's learn about summative assessment and rubrics!**
In this part of Module 5, you will learn from an expert sharing knowledge in two short videos and from two short readings:

1. Assessing Writing Summatively
2. Rubrics for Summative Writing Assessment



"Kids doing homework exercise at home" by Jessica Lewis Creative via Pexels is licensed under the Pexels license

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**Optional: Additional engagement**
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As a warm-up, write down your ideas about the following questions:

- How do you test writing?
- How do you know your assessment is a good one?

Keep your notes to compare with those presented in the following content pages.

---

## MODULE 5: ASSESSING WRITING SUMMATIVELY

**Video: Assessing Writing Summatively (Part 1 and Part 2)**
"Video" by Iowa State University is licensed under CC BY 4.0.

Watch two short videos featuring our invited speaker, Dr. Carol Chapelle.
Dr. Chapelle is a Distinguished Professor of Applied Linguistics and a well-known scholar in the field of assessment. In these videos, she discusses how to assess writing effectively in writing courses.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

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**Transcript: Assessing Writing Summatively - Guest Speaker, Part 1**

Hello! My name is Carol Chapelle. I am a professor in Applied Linguistics in the English Department at Iowa State University. I teach courses and do research on English language assessment.

I'm happy to share my knowledge about assessment of writing in two short videos.

The first question people usually ask is “What are the characteristics of a good summative assessment for writing?”

Well, summative assessment is given at the end of a unit, after several units, or at the end of the whole writing course. It is really part of the course. So, summative assessment must align with what was taught in the course.

The purpose of summative assessment is to show students and teachers how well the students learned the writing practices taught in the course. That’s why this alignment between the course activities and the assessment is very important.

A good summative assessment should help students to focus their attention on the important concepts and processes in the course. And it should provide results that inform students about their success in learning how to write.

A good summative assessment also needs to be given and evaluated the same way for all students. Summative assessments are often used to assign course grades, so teachers must take care to follow consistent procedures when they evaluate responses.

And maybe it should go without saying, but a good summative assessment has to be practical. In other words, teachers should be able to create it, give it to students, and then evaluate their responses.
The second question that comes up a lot is: “What is the biggest challenge in creating rubrics for student writing?”

I think the biggest challenge teachers have when they create a rubric is to make the rubric fit the users and their uses for the rubric. The users of the rubric are the teacher and the students, so we have to think about how they will use the rubric.
For example, a teacher can use a rubric for marking the final writing assignment in the course to give grades. In this case, the teacher needs a rubric that can be used efficiently and that provides a standard method for assigning grades. The students may not see the rubric, but they should expect that the same clear rubric was used to mark all of the students’ papers. And if a student returns after the class to ask about a grade, the teacher will have a good reason for assigning the grade—the rubric!

A teacher might also use a rubric to give formative feedback to students on their writing as one part of the process writing approach. In a process writing course, students write, receive feedback, and revise their writing. A rubric is one kind of feedback that the teacher can give students to help guide their revision of the assignment, or to help them improve on the following writing assignment.

In this case, the rubric should include information to show students the strengths and weaknesses in their writing. Even though a teacher spends more time using such a rubric, the details are important for the students.

So, the alignment of the summative assessment to the course objectives is essential. Knowing how the rubric will be used is important for creating a good assessment rubric. Rubric feedback is an important step for revising in the writing process.

**Transcript: Assessing Writing Summatively - Guest Speaker, Part 1**

In this video, we'll continue to consider commonly asked questions. This time we will focus on how to use rubrics and how to provide feedback. Speaking of rubrics, teachers often ask: "How can we use rubrics to grade efficiently and effectively?"

I'd say – start by asking yourself two questions: Who is going to use the rubric? What are they going to do with the results? Then look at some examples. Ask yourself if the examples contain some ideas about how to describe the levels of writing and the components of writing that would be useful for your purpose. Then create your own rubric with the descriptions of levels and components of language that will help you and your students.

Most teachers find it is useful to work with one or more teachers to try out the rubric before using it to mark their students' assignments.

Try selecting about five examples of students' responses from one writing assignment. Each teacher should use the rubric to evaluate each of the five papers. Then the teachers should meet and discuss each paper and their evaluations of the paper:

- Did all teachers give the paper the same evaluation?
- If so, why was it so clear? What were the key features that all teachers saw?
- If not, discuss each teacher's reasons for giving the scores that they did.

After practice and discussion, you will feel confident in using the rubric on your students' papers. You will also be good at explaining the evaluations you give their papers.

One last question that I would like to address is: "What advice for providing feedback would you have for writing teachers?"

It is important to remember that formative feedback should help students to improve. To improve their writing, students need to know what they have done well and what they need to work on. Your feedback should communicate a clear message to students about their successes and what they can do to improve.

You can often see how good your feedback is by looking at how well students revise their papers after they receive your feedback. If students are not revising well, you have an opportunity to change your feedback approach to see if you can get better results.

Feedback and revision are very important for learning to write. Your feedback should encourage them with praise and communicate where and how to revise. You may need to experiment and see how to get the most effective revisions from students.

So, trying out your rubrics on writing examples, especially with peer teachers, is a great way to understand how to apply the rubric to give useful feedback. And, teaching academic writing with the stages of the writing process allows you to see if the feedback you give is effective for helping students to revise their writing.

Thank you for watching. I hope you find my brief discussion of summative assessment and rubrics helpful!

**Optional: Additional engagement**

Summative assessment is a way to measure learning and give feedback to writers. Consider the following questions after you watch the videos:

- How should a teacher decide what a writing assessment should look like?
- How should a teacher create and use a rubric?

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## MODULE 5: RUBRICS FOR SUMMATIVE WRITING ASSESSMENT

Please note: **Words in bold** can be found in the Course Glossary.

**What is a rubric?**

A **rubric** is a list of **criteria** used to evaluate something. Rubrics may be used during any part of the writing process. However, they are often used as a part of a summative assessment at the end of a unit or course.



"Man in gray suit jacket sitting beside books" by cottonbro via Pexels is licensed under the Pexels license

Rubrics can be either **holistic** or **analytic**. Analytic rubrics are used to identify and assess specific aspects of student writing. They may have readers evaluate different features of texts separately and may include features such as organization, content, style, vocabulary, and grammar. Holistic rubrics are used when teachers want to assess student writing as a whole, focusing on the overall quality of the text. Therefore, a downside to holistic rubrics is that they don’t give writers specific feedback about aspects of writing (Ferris & Hedgcock, 2013).

To see two examples of analytic rubrics and an example of a holistic rubric:

- Click to download the Sample of Rubrics Handout
- Click to expand the Sample of Rubrics Handout

Rubrics may also be used for other purposes. Teachers usually use analytic rubrics to guide peer review by having their students give each other feedback based on the aspects of writing described in the rubric. They may also ask students to use the rubric as they reflect on the feedback they received. Or, students can use rubrics to evaluate their own writing as a part of the revision process.

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**How to create a rubric**

Teachers should be very thoughtful when creating rubrics. It is important to consider who is using the rubric and why. See Dr. Ockey's expert opinion below. He highlights the main challenges in creating rubrics for student writing.

**Expert opinion**

**Dr. Gary Ockey, Professor of Applied Linguistics, Iowa State University**
*I think there are two big challenges to creating rubrics for writing assessments. The first is to effectively identify the important features that make a type of writing effective. It is often difficult to get a group of teachers to agree on what is important in writing. The other big challenge in creating a writing rubric is in selecting appropriate words to describe writing ability at the various levels of a rubric. For instance, some rubrics use quite general terms like, "Excellent" or "Developing". It is a challenge to interpret what "Excellent" or "Developing" means without training and experience with the group of students.*

*Creating a writing rubric for a classroom assessment can be done using two approaches. The first is to have a group of writing teachers create a list of characteristics that are important for writing. Characteristics on the list can then be prioritized and used to create the rubric. The other approach is to have a group of teachers look at writing samples from students that they judge to be at various levels of ability. The teachers can then create descriptions of the characteristics of the samples to create the various levels of the rubric.* (January 29, 2022)

Dr. Ockey recommends how teachers should start when creating a rubric. Here are the steps of how to create a rubric:

- Match the rubric with course objectives, your class activities, and your assignment. Make sure the rubric reflects what you taught and what you want students to learn;
- Determine the type of rubric appropriate for your students (holistic or analytic);
- Determine the criteria for assessing your students' writing;
- Create a description of the criteria that makes sense for both instructors and students;
- If using an analytic rubric, decide how many points each aspect of writing included in the rubric should have. The number of points should be based on how much effort and time was spent when preparing the assignment.

**Optional: Additional engagement**

Using rubrics to assess writing assignments can be very useful, both for the teacher and the students. Below are some reasons why. Read these reasons and think about why else you might want to use rubrics?

Rubrics are helpful for teachers because they:

- help to reduce misunderstanding about the expectations for the assignment;
- help make grading more consistent;
- save time in grading;
- allow more time for formative comments.

Rubrics are helpful for students because they:

- help students understand all of the components of the assignment;
- give students a goal to work towards in producing the assignment;
- helps students understand why they got a certain grade.

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**References:**
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Ferris, D. R., & Hedgcock, J. (2013). *Teaching L2 composition: Purpose, process, and practice*. New Your: Routledge.

**Additional Resource:**
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Designing Grading Rubrics - This resource gives more detailed steps on creating rubrics.

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# Module 5: Review

## MODULE 5: QUIZ

**Assess your knowledge of Module 5!**

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Take the Quiz for Module 5. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

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## MODULE 5: OPTIONAL TEACHING JOURNAL: ANALYTIC RUBRIC

You Decide This task is OPTIONAL

This is the last module where you are wrapping up your teaching journal. So far, each journal entry has helped you apply what you have learned. In this last entry, we continue to help you develop useful instructional materials to teach academic writing and share more broadly with other professionals. **Here is the journal prompt for this week:**

**Let's create a rubric!**



"Person writing on brown wooden table near white ceramic mug" by Green Chameleon via Unsplash is licensed under the Unsplash license

In this journal entry, we refer you back to the assignment prompt you created in Module 2: OPTIONAL Teaching Journal: Process-Based Assignment Prompt. We would like you to create an **analytic rubric** for writing an essay in response to this prompt.

**As you create your analytic rubric, make sure that:**

- **your rubric matches the task you assigned for students in your Process-Based Assignment Prompt,**
- **your rubric matches the evaluation criteria in your Process-Based Assignment Prompt,**
- **your rubric's description of each category is clear enough for students to understand**.

Also, carefully think about how many points each category gets. Will they all be the same or not? Are some more important than others? See how the rubric template below has different points for the quality of the draft (10 points to 6 points). You can start with this template, but you will need to specify your own criteria, description, and points.

If you need additional guidance as you design your rubric, you may find the Sample of Rubrics Handout helpful.

**Rubric template**

| Criterion | Description | Excellent (10 points) | Good (8 points) | Fair (7 points) | Needs work (6 points) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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**Optional: Additional engagement**

We have referred you to the Sample of Rubrics Handout here and also earlier in this module. Let's examine the key elements in Example A in this handout.

The first thing to notice is that this is an analytic rubric. This means that it is divided into specific aspects of the text for the teacher to evaluate. In this rubric, the aspects to be evaluated separately are context, content, organization, language, and style.

The next component of this rubric is the description. This rubric describes what a text at the highest level would look like. For example, for the content of this essay, the teacher would be looking for supporting points that are relevant to explaining each main idea and development that includes description, details, explanations, and specific examples.

Next are the bands. This rubric is divided into excellent, good, fair, and needs work bands. You'll notice that each band has a point value. And for this rubric, each of the aspects has the same point value. You may decide to weight categories more based on what you emphasize in class.

You should choose criteria, point values, and bands that match your students and the writing assignment. A good rubric will give students information about what to do and will make grading easier for the teacher.

---

**Self-Assessment Checklist**

- ☐ I consolidated my knowledge of rubrics for summative writing assessment.
- ☐ I made sure to develop my rubric based on my Process-Based Assignment Prompt.
- ☐ I made sure to develop the evaluation criteria of my rubric based on my Process-Based Assignment Prompt.
- ☐ I included evaluation criteria for content, context, organization, language, style, and/or other relevant aspects of my Process-Based Assignment Prompt.
- ☐ I made sure to clearly describe each evaluation criterion in my rubric.

---

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", "Video", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

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## MODULE 5: OPTIONAL COMPILE AWC MATERIALS PACKET




**Let's Create an Academic Writing Course (AWC) Materials Packet!**

The materials and tasks in this course build on each other to gradually help you prepare an Academic Writing Course (AWC) Materials Packet. In this last optional task, you will apply content and ideas from different course modules, bringing together different relevant pieces.



"Woman Holding Clay" by Valeria Ushakova via Pexels is licensed under the Pexels license

Specifically, in each module, you completed optional Teaching Journal tasks and created different types of materials for your future teaching of academic writing. It is time for all your work to come together in one final product!

**We ask you to combine all the materials you created in Modules 1-5 into a packet containing your syllabus and materials for teaching an academic writing course.**

As you work on this task, consider what you have learned in the course and what you would like to share with others.

To get started, you might find it useful to revisit the following course modules tasks and decide which you'd like to include in your AWC Materials Packet:

- Module 1: OPTIONAL Teaching Journal: Course Objectives
- Module 2: OPTIONAL Teaching Journal: Process-Based Assignment Prompt
- Module 3: OPTIONAL Teaching Journal: Argument Map Model
- Module 4: OPTIONAL Teaching Journal: Summary and Response Essay Prompt
- Module 5: OPTIONAL Teaching Journal: Analytic Rubric

To cascade more knowledge from this course with your colleagues and with the larger professional community, you may also include the following handouts we provided in each of our five modules:

- Module 1:
  - Sample of Academic Writing Course Syllabi Handout
  - Examples of Learning Objectives Handout
- Module 2:
  - Editing & Formatting: Error Awareness Chart Handout
  - Process-Based Prompts by Other Teachers Handout
  - Writing Prompt Sample Handout
- Module 3:
  - Structure of a Personal Narrative Essay Examples Handout
  - Guide to Argument Mapping Handout
  - Sample Argument Map Model Handout
- Module 4:
  - Paraphrase Examples Handout
  - Sample of Writing Prompt for Summary and Response Essay Handout
- Module 5:
  - Example Peer Review Instructions and Prompts Handout
  - Sample of Student Writing Handout
  - Sample of Rubrics Handout

Once you have compiled your AWC Materials Packet, you may want to self-assess using the following checklist.

---

**Self-Assessment Checklist**

- ☐ I consolidated my knowledge of rubrics for summative writing assessment.
- ☐ I made sure to develop my rubric based on my Process-Based Assignment Prompt.
- ☐ I made sure to develop the evaluation criteria of my rubric based on my Process-Based Assignment Prompt.
- ☐ I included evaluation criteria for content, context, organization, language, style, and/or other relevant aspects of my Process-Based Assignment Prompt.
- ☐ I made sure to clearly describe each evaluation criterion in my rubric.

---

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", "Video", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

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## MODULE 5: SUMMARY

**Video: Module 5 Summary**

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Watch the Module 3 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

---

**Transcript: Module 5 Summary**

Congratulations, you have completed Module 5: Effective Assessment and Feedback in Academic Writing!

In this module, you learned about:

- summative and formative assessment;
- formative feedback;
- peer response;
- writing conferences;
- rubrics.

Let's review the key ideas!
Teachers assess student's texts to evaluate the quality of writing.
They use information from assessments to help students develop their writing skills.
This information also informs their own teaching practices.

Assessment happens throughout the teaching and learning cycle:

- Teachers match assessments with course objectives;
- Assessments provide evidence about students' writing strengths and needs;
- Teachers give formative feedback to help students revise their writing;
- Students can also give one another peer feedback;
- Summative assessment is used to test learning and grade written texts.

Good writing assessments have the following qualities:

- Validity – match with what was taught in class;
- Reliability – consistency in giving assessments;
- Authenticity – match with real-life tasks;
- Practicality – resources available for assessments;
- Washback – positive impact of assessment on teaching and learning.

Formative assessment is important for positive impact on teaching and learning. It can take different forms:

- teacher comments;
- peer feedback;
- writing conferences;
- rubrics;
- exit tickets.

When providing feedback on student writing:

- do not overwhelm students with too many comments;
- comment on the most important issues;
- make reader-based comments.

We are glad that you addressed these ideas in your:

- Optional Discussion: Giving Formative Feedback;
- Optional Teaching Journal: Analytic Rubric.

We hope that you will be able to effectively assess your students' writing. We are happy that you have successfully completed all the content modules of our course.

Congratulations!

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## MODULE 5: FAREWELL AND BEST WISHES

**Video: Farewell and Best Wishes**

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**Thank you for taking our course!**
We want to thank you for your participation and engagement. Watch us in this video saying our goodbyes, hoping that you will apply the knowledge about teaching academic writing soon, and wishing you all the best!

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

---

**Transcript: Farewell and Best Wishes**

**Amy:** Congratulations on completing the course! We are delighted to have spent five weeks with you, helping you grow your teaching practice.

**Sarah:** We enjoyed sharing our expertise with you. This course has been a great opportunity for us to teach you many essential concepts and to provide you with tools and strategies for developing and teaching academic writing courses.

**Amy:** We followed our syllabus and learning objectives, modeled our approach, shared multiple examples, and guided you step-by-step to make your own syllabi and materials. By completing each of the tasks in the modules, you not only gained the knowledge and practiced the skills, but you also applied them when preparing entries for your optional Teaching Journal.

**Sarah:** We covered many topics over five modules. You now know how to use backward design to construct your course - from the objectives to the activities - and to make it learner-centered. You have designed different types of materials. These materials will guide your students through the stages of the writing process.

**Amy:** Among the many things you did in this course, you also explored ways to teach students how to find and use sources effectively, to create and support an argument, and to respond to the writing of others. Additionally, you applied your knowledge of the features of academic writing to create assessment rubrics and to practice giving feedback on student writing.

**Sarah:** Throughout the course, you shared your own experiences and learned from one another in discussions forums. We encourage you to continue to cascade your new knowledge with others.

**Amy:** Cascading knowledge is a great way to expand your impact as a teacher. It provides unique opportunities to gain ideas and perspectives from others. We look forward to hearing about where you go from here.

**Sarah:** Let's say "Farewell" for now, and let's meet in the OPEN Community of Practice after the course!

---

## OPTIONAL DISCUSSION: SAY GOODBYE TO EACH OTHER

**Let's say goodbye!**

Dear Participants,

Congratulations on having completed all the tasks and on your great achievements in this course!
Please use this final discussion forum as one last chance to:

- reflect on what you learned from interacting with each other;
- give one last piece of advice or encouragement to each other;
- say goodbye expressing good wishes.

Read other participants' goodbyes and respond to at least one of their posts. If you have time, reply to the responses on your own post.




"Gray goodbye friends board" by Jan inneberg via Unsplash is licensed under the Unsplash license

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## POST-COURSE QUIZ

**Take a Post-Course Quiz!**
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At the beginning of this massive online course on Developing and Teaching Academic Writing Courses, you took a Pre-Course Diagnostic Quiz to help us identify your strengths and needs.

Now that you have finished this course's last module, take this Post-Course Quiz to see how much you have learned.

You can only complete this quiz one time. You will **not** receive a grade for completing this quiz.

>>>> Please note that this quiz can only be completed in Canvas. <<<<<

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## FINAL COURSE CHECK

**Module 5: Final Course Check**

*Please answer one question to verify that you have completed all activities in Module 5. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.*

>>>> Please note that this module check can only be completed in Canvas. <<<<

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