

Student Rubric Training Activity

Objectives: Students Will Be Able To: <ul style="list-style-type: none">• Analyze a rubric to identify the aspects of a rubric in Peerceptiv• Use a rubric to evaluate the quality of work of a submission	Time: 15-20 minutes (total)
<p>Materials:</p> <p>Email support@peerceptiv.com and we can directly add the assignment with all materials on p. 3-6 into your Peerceptiv course. You can use it as-is or adjust to fit your course.</p> <p>If you choose to create and upload the assignment on your own, you will need:</p> <ul style="list-style-type: none">• A PDF of a rubric, uploaded to Peerceptiv<ul style="list-style-type: none">○ This can be the sample rubric on p. 5-6 or a rubric for an upcoming assignment in your class.• A Peerceptiv assignment created or copied into your class that requires students to analyze the rubric. Use the Reviewing Form on p. 3-4 or create your own based on it. <p>Preparation:</p> <p>Email support@peerceptiv.com and we can directly add the assignment with all materials on p. 3-6 into your Peerceptiv course. You can use it as-is or adjust to fit your course.</p> <p>If you choose to create and upload the assignment on your own, you will need to:</p> <ol style="list-style-type: none">a. Consult the Peerceptiv Knowledge Base to set up a course (if you have not already created a course for this class) and create a new assignment.b. Either copy the sample assignment into your course (email support@peerceptiv.com to have it automatically added) or go through the assignment wizard to create your own training assignment based on a rubric used in that class. Set the <i>Number of Reviewers</i> as 1.c. You will need to upload training documents. You should upload the rubric (either the Peerceptiv example, included on p. 5-6, or your own rubric) twice - once as the strong document and once as the weak document.d. Add dimensions (the questions you are asking that requires students to analyze the rubric that you are using). You can base yours on the Reviewing Form on p. 3-4.e. Check that the assignment is published, has the correct assignment settings, and has the correct date(s).	

Introduction	Lesson Directions: 1. Introduce the concepts of peer review and what a rubric is. This video discusses the benefits of peer review and this guide walks students through each step of a Peerceptiv individual assignment.	3-5 minutes
Training Assignment	2. Ask students to click on the link to this assignment (if using an LMS like Canvas or Blackboard) or log in to Peerceptiv and go to this assignment. 3. Students should click <i>Review Training Documents</i> and then <i>Ask for Document to Review</i> . Since the same document has been uploaded twice, all students will see the same rubric. 4. Students should click <i>Write Review</i> and move through the reviewing process, analyzing the rubric in order to answer the reviewing prompts. Reviewing Notes: <ul style="list-style-type: none"> Students must enter a comment to be able to move on to the next screen. These comments can later be changed. Students must select a rating to be able to move on to the next screen. These ratings can later be changed. Students should press <i>Submit</i> when they are done. 	5-10 minutes
Wrap-up (optional)	5. Have students discuss these questions: <ol style="list-style-type: none"> How can knowing the rubric as you work on your assignment help you improve its overall quality? What should you do in situations where the rubric or rating descriptors are vague or subjective? <p>You may want to direct students to Be a Helpful Reviewer before they complete another Peerceptiv assignment.</p>	0-5 minutes

Follow-up:

- Analyze your students' reviews:** See how your students completed the activity by going to *Students* and clicking on *Details* by a name and then *Read All Reviews*. You can see everyone's results by going to one student who reviewed the "strong" document and one who reviewed the "weak" document.

Some of the prompts have clear correct answers, but there are some questions about "gray areas" of interpreting rubrics. If a student's responses are wildly different than the rest of the students', consider working with that student to reinforce how to review documents.
- Confirm your students' grades:** Click on *Data*, then *Grades*, then *View by Draft Grades*. If students' grades are different than anticipated, look more closely to see if it was a low reviewing grade or if the student did not complete the task.
- Check the reliability of information:** Click on *Data*, then *Stats*, and *View reliability info*. The top graph shows the reliability of the mean for each dimension. If any of these are NOT green (indicating high reliability), look over the rubric and prompts to make sure everything is stated as clearly and objectively as possible.

For general questions about Peerceptiv, please go to the [Peerceptiv Knowledge Base](#).

If you have any questions about the assignment, please email support@peerceptiv.com.

Reviewing Form (Dimensions)

Dimension 1 Short Name: Rubric Analysis

Comment: Look at the sample short essay rubric on the left. The comments and ratings are based on the rubric. Then, answer the questions below.

1. Look at Reviewer Rating Prompt 1: Thesis Statement on the rubric. What is the difference in quality between a rating of 5 and a rating of 3?
2. In your own words, describe some of the benefits of giving and getting feedback from your classmates?

Rating Prompt 1

Short Name: Dimensions

Description: What is this rubric assessing?

Rating 7	content & organization, clarity & formatting
Rating 5	content & organization & clarity
Rating 3	content & organization
Rating 1	content

Rating Prompt 2

Short Name: Dimension 1 Ratings

Description: How many rating prompts are there in the Content and Organization dimension?

Rating 7	7
Rating 6	6
Rating 5	5
Rating 4	4
Rating 3	3
Rating 2	2
Rating 1	1

Rating Prompt 3

Short Name: Dimension 1 Ratings

Description: Imagine that you are using this rubric to rate an essay. What rating would you give it for the "Development of Ideas"?

Example: It seems to cover many topics, some in depth and some briefly and without support.
Additionally, some of the ideas do not seem to focus on the main idea of the essay.

Rating 7	7 - All the ideas are well-developed and relevant.
Rating 5	5 - Most of the ideas are well-developed and relevant.
Rating 3	3 - The ideas are developed but not completely or may not be fully relevant.
Rating 1	1 - The ideas are not developed or not relevant.

Rating Prompt 4**Short Name:** Dimension 2 Ratings**Description:** Imagine that you are using this rubric to rate an essay. What rating would you give it for "Grammar and Clarity"?

Example: You can easily understand what the author is saying. However, there have been a few spelling mistakes, one missing period, and an extra "the" in one sentence.

Rating 7	7 - The essay is clear and easy to read; only a few minor grammatical errors, if any.
Rating 5	5 - The essay is generally clear; there may be a few patterns of grammar errors.
Rating 3	3 - There are multiple sentences which are not clear; grammar errors and misspellings occur with frequency.
Rating 1	1 - The writing affects the clarity of ideas in multiple paragraphs; frequent major grammar errors cloud meaning.

Rating Prompt 5**Short Name:** Comments**Description:** Imagine that you receive the following comment. How would you rate its helpfulness?

Example: This essay was usually clear, but I did not see support for the ideas in the second paragraph. You said that there was a connection between smoking and heart attacks, but you did not include any citations for that connection. Adding citations would show that your support is valid. There were also a number of grammar mistakes in the last paragraph. It seemed like you started to rush at the end and didn't have the time to revise.

Rating 7	5 - Much more helpful than average
Rating 5	4 - Slightly more helpful than average
Rating 4	3 - Average helpfulness
Rating 3	2 - A little less helpful than average
Rating 1	1 - Very unhelpful

Short Essay Rubric, p. 1

Dimension Name

Content and Organization

Reviewer Comment Prompt

Comment on the content of the essay. Did the author present the ideas clearly? What did the author do well? What could the author improve?

Reviewer Rating Prompt 1

THESIS STATEMENT: There should be a statement of the central claim of the essay.

7	There is a thesis statement that the essay develops.
5	There is a thesis statement, but it does not state the central claim of the essay.
3	There is a thesis statement, but it is not fully developed in the essay.
1	There is no thesis statement.

Reviewer Rating Prompt 2

DEVELOPMENT OF IDEAS: The ideas in the essay are relevant and fully developed.

7	All the ideas are well-developed and relevant.
5	Most of the ideas are well-developed and relevant.
3	The ideas are developed but not completely or may not be fully relevant.
1	The ideas are not developed or not relevant.

Reviewer Rating Prompt 3

SOURCES USED: Multiple relevant sources are integrated into the author's argument.

7	Multiple relevant sources are integrated into the author's argument in a clear way.
5	Multiple relevant sources are used but not always integrated into the author's argument.
3	Multiple sources are used but are not relevant or integrated into the author's argument.
1	Only one source is used or there are no sources present.

Reviewer Rating Prompt 4

ORGANIZATION OF IDEAS: Ideas are organized and connected in a way that supports the author's argument.

7	All the ideas are organized and connected to provide clear and coherent support.
5	Most of the ideas are organized and connected to provide clear and coherent support.
3	There is some organization and connections, but these are not always clear.
1	The essay lacks organization or connections between ideas.

Short Essay Rubric, p. 2

Dimension Name

Clarity and Formatting

Reviewer Comment Prompt

What was one aspect of the formatting or grammar that the author did well? What was one aspect that needs improvement? Identify no more than three errors and provide suggestions to correct them.

Reviewer Rating Prompt 1

FORMATTING: Paper follows the formatting guidelines stated in the syllabus.

7	Formatting guidelines followed exactly; there may be a few minor errors found.
5	Most formatting guidelines followed exactly; no major errors found.
3	Some formatting guidelines followed exactly; a few major errors found.
1	Few style and formatting guidelines followed; more than 3 major errors found.

Reviewer Rating Prompt 2

CITATIONS: All sources should be cited and cited correctly according to the style manual.

7	All sources are cited and cited correctly according to the manual.
5	Most sources are cited and generally cited correctly according to the manual.
3	Some sources are cited but there are multiple errors in the citation formatting.
1	Few sources are cited, or the citations are not according to the manual.

Reviewer Rating Prompt 3

GRAMMAR AND CLARITY: The sentences in the essay are clear and follow standard English grammar rules.

7	The essay is clear and easy to read; only a few minor grammatical errors, if any.
5	The essay is generally clear; there may be a few patterns of grammar errors.
3	There are multiple sentences which are not clear; grammar errors and misspellings occur with frequency.
1	The writing affects the clarity of ideas in multiple paragraphs; frequent major grammar errors cloud meaning.