**Community rubric building**

Community rubric building, sometimes called collective rubric building, is a process where students help create the assessment criteria for a writing assignment. It starts by asking: How are the expectations of writing (e.g., assignment instructions, assignment processes, and rubrics) created and revised? Do students have a say in their creation or revisions? What does the artifact that embodies expectations in writing look like? What do students do with it? What does the teacher do with it?

**Helpful Examples**:

* Amanda Athon illustrates ways to use [community rubrics](https://wac.colostate.edu/docs/jbw/v38n1/athon.pdf) to assess students whose first language is not Standard American English.
* Brian Hendrickson and Genevieve Garcia de Mueller [explain](https://wac.colostate.edu/docs/journal/vol27/hendrickson.pdf) how they used community rubrics to facilitate discussions about academic writing.

**Sources**:

* Amanda Athon, [Designing Rubrics to Foster Students’ Diverse Language Backgrounds](https://wac.colostate.edu/docs/jbw/v38n1/athon.pdf)
* Brian Hendrickson and Genevieve Garcia de Mueller, [Inviting Students to Determine for Themselves What It Means to Write Across the Disciplines.](https://wac.colostate.edu/docs/journal/vol27/hendrickson.pdf)
* Diane Kelly-Riley, [Validity inquiry of race and shared evaluation practices in a large-scale, university-wide writing portfolio assessment](http://journalofwritingassessment.org/article.php?article=53)

**Labor contracts**

Description: Labor contract grading is a strategy of assessment embedded in the notion that all student work/labor in a course is valuable. This system accounts for all labor students do while in a writing course paying particular attention to work done while learning, rather than favoring only assessing the outcome or production. Students read, take notes, outline, draft and so forth during a writing course and yet sometimes the only thing graded by an instructor is the final product. Labor contracts clearly detail all the work done during the course. Students and faculty negotiate the contract and assess student progress throughout the term.

**Helpful Examples:**

* Kate Navickas, at SUNY Cortland, has a great [handout](https://www2.cortland.edu/offices/ict/files-to-share/2020%2003-03%20Grading%20Contracts%20Handout%20Examples.pdf) she uses to explain grading contracts to in an FYC course.
* Here is a a sample [contract](https://wac.colostate.edu/docs/books/labor/appendixa.pdf) for first year writing from the book Labor-Based Grading Contracts.
* Here you can find a sample [Charter for Compassion](https://wac.colostate.edu/docs/books/labor/appendixb.pdf) from the book Labor-Based Grading Contracts.

**Sources**

* Diane Kelly-Riley, *Getting Off the Boat and onto the Bank: Exploring the Validity of Shared Evaluation Methods for Students of Color in College Writing Assessment* in [Race and Assessment.](https://www.peterlang.com/view/title/22062?format=HC)
* Inoue, Asao B. [*Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom*.](https://wac.colostate.edu/books/perspectives/labor/)

**Collective class research**

Collective class research is an inclusive and interactive strategy that centers on collective learning. In most undergraduate and graduate courses, students are often told to do research individually and are given examples of research topics or how to find their library databases. However, most are not encouraged to do research in class together. Collective class research is a strategy that aims to guide students through the research process while also encouraging students to work together, which is valuable as learning spaces can often be competitive and individualistic. The goal for collective class research is to help students understand the research process better and see the various possibilities their research searches can have. For instance, in Genevieve Garcia de Mueller’s CCR 760 Spring 2019 course, she centered collective class research when discussing policy and legislation research. She had everyone in the class go to the same website that she projected over a shared screen and asked everyone to search for their own legal case. She discussed keywords that students can use to specify their research and gave them time to read their findings. While students discuss their research findings and present them in class, those moments provide them with opportunities to receive feedback from their peers. Additionally, letting students share decreases some of the intimidation that comes with being in a shared academic space.

**Helpful examples**

# In Shannon McKechnie et al’s, “[The Class as Research Collective](https://ethnographylab.ca/the-class-as-research-collective/),” they provide several examples about how to do collective research, partnership research, and more.

# Joel Sprunger’s “[The Benefits of Engaging in Collaborative Research Relationships](https://www.psychologicalscience.org/observer/the-benefits-of-engaging-in-collaborative-research-relationships)” describes helpful tips about how collective class research benefits future collaborative research relationships.

1. Jessica Pardee et al’s “T[he collective method: collaborative social science research and scholarly accountability](https://www.researchgate.net/publication/322033665_The_collective_method_collaborative_social_science_research_and_scholarly_accountability)” highlights collective research practices and how they embraced this approach to do their research.

**Sources**

* Shannon McKechnie et al’s, “[The Class as Research Collective](https://ethnographylab.ca/the-class-as-research-collective/),
* Joel Sprunger’s “[The Benefits of Engaging in Collaborative Research Relationships](https://www.psychologicalscience.org/observer/the-benefits-of-engaging-in-collaborative-research-relationships)”
* Jessica Pardee et al’s “T[he collective method: collaborative social science research and scholarly accountability](https://www.researchgate.net/publication/322033665_The_collective_method_collaborative_social_science_research_and_scholarly_accountability)”

## Nguyen, Van Thu (2019). "[Overcoming Barriers to Mobilizing Collective Intelligence in Research: Qualitative Study of Researchers With Experience of Collective Intelligence](https://www.jmir.org/2019/7/e13792/)".

# Jenny Cave and L Johnston’s “[Community-university collaborations: creating hybrid research and collective identities](https://www-tandfonline-com.libezproxy2.syr.edu/doi/full/10.1080/1177083X.2012.672433)”

# Michel Grangeat & Peter Gray’s “[Teaching as a collective work: analysis, current research and implications for teacher education](https://www.tandfonline.com/doi/abs/10.1080/02607470802212306)”

**Self-reflections**

 Self-reflection is a key strategy that focuses on students’ thought processes and their comprehension of topics that have been discussed. This strategy is an informal writing practice where students are given questions to answer about the course, given topics and/or their progress and they can write down their responses and/or sketch their responses as well. Usually, students are allotted a certain amount of time in class to write their reflections anywhere from ten to fifteen minutes suffices depending on how many questions they are supposed to respond to. More importantly, it is necessary to stress that students can write however they choose to as long as they address the reflection questions provided and/or reflect on the topic that is shared. Emphasizing openness to writing styles highlights that there are various ways to write and share their thoughts, which deconstructs the pre-existing writing hierarchies and/or dominance of English levels and the English language. Self-reflection is an opportunity to let students decompress and unpack the content of the course in a freewriting type of way. This is a great daily and/or weekly writing activity that gets students used to writing more frequently. It is also a helpful check-in approach that allows students to be honest about how they feel about the course content and/or other aspects of the course. It is essential to respond to free writes directly and/or to the class to address any concerns they might have. For instance, if a student describes that they are struggling in the course, then it is vital that you respond to their self-reflection and also ask to check-in through a meeting to ask how to best support them.

**Helpful examples**

1. In Brooke B. Eisenbach’s [“Student Reflection: A Tool for Growth and Development,”](https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/586/Student-Reflection-A-Tool-for-Growth-and-Development.aspx) she gives her students ten to fifteen minutes to discuss the following questions:
	1. What did you learn this week?
	2. What activities helped you to learn?
	3. What activities did you find engaging?
	4. What questions or comments do you have for me?
2. Terry Heick’s “[8 Reflective Questions To Help Any Student Think About Their Learning](https://www.teachthought.com/learning/use-twitter-exit-slip-teaching/)**”** provides helpful “Twitter template” questions that “students can write the answers as if they were tweets”:
	1. What surprised you today, and why?
	2. What’s the most important thing you learned today? Why do you think so?
	3. What do you want to learn more about, and why?
	4. When were you the most creative, and why do you think that is?
	5. What made you curious today? How does learning feel different when you’re curious?
	6. When were you at your best today, and why?
	7. (Assuming we were studying the same thing and you could decide and have access to anything), where would you start tomorrow? Why?
	8. What can/should you do with what you know?
3. Diane Sloan’s “[Reflection strategies for classroom activities](http://www.umsl.edu/services/ctl/faculty/instructionalsupport/reflection-strat.html)” shares various self-reflection strategies like the one below that has been adapted from Prof. Gwen Stewart's song speech, Miami Dade College:
	1. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what [they feel] about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it to play at the end of the reflection session. Even if they do not have the song, ask them to "say" the lyric that describes their feelings. This usually proves to be "fun" in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey's kisses, or something similar to keep the festive spirit going.

**Sources**

# Amy Curletto’s “[Self-Reflection Strategies & Questions To Improve Your Teaching](https://stanfield.com/self-reflection-strategies/)”

# Arthur L. Costa and Bena Kallick’s “[Learning Through Reflection](http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.aspx)”

* Brooke B. Eisenbach’s [“Student Reflection: A Tool for Growth and Development”](https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/586/Student-Reflection-A-Tool-for-Growth-and-Development.aspx)
* Gerard Dawson’s “[Teaching self-reflection: A necessary part of the learning process](https://freshgrade.com/blog/teaching-self-reflection-a-necessary-part-of-the-learning-process/)”
* Lucie Renard’s “[How to become a reflective teacher - The complete guide for reflection in teaching](https://www.bookwidgets.com/blog/2019/02/how-to-become-a-reflective-teacher-the-complete-guide-for-reflection-in-teaching)”

**Peer review**

Peer review strategy is one that encourages students to engage with each other’s work and ideas and also gives them agency over the feedback that they choose to implement into their revisions. This approach demonstrates the many steps that writing processes have and the conversations that are essential for the revision process. Peer review work can be done with classwork and larger projects. In most cases, peer review is assigned a week or so before their major project deadline, and students are given most of the class time to do the review. Students can either have the option of choosing what peer(s) to work with or they can be randomly assigned. Students can be given guided review questions to answer while they review their peer’s work and/or can provide comments on the margins of their peers’ work. If questions are given, it is important to give about five or six detailed questions that refer to parts of the prompt that should be addressed. It is important to incorporate questions that allow students to provide constructive criticism instead of solely focusing on what parts students can improve on. An important part of this strategy is to give students time to explain their feedback to each other and to discuss any questions they might have with their peers. While this activity occurs, you can check in on your students and ask if they have any questions about the review process.

**Helpful examples**

1. Metropolitan State University of Denver’s Writing Center’s “[Peer Review Strategies](https://www.msudenver.edu/writectr/facultyresources/effectivepeerreviewstrategies/)” describes an ideal way of conducting peer review:
	1. Allow one full class session (50-75 minutes) for the activity.
	2. You might consider structuring the time during the session (e.g., 15 minutes of reading quietly, 15 minutes of critique, 10 minutes of response, and so on).
	3. Place students into groups of 3 – 5.
	4. Have students offer both written and verbal feedback to each other, in turn. After the students have read papers, allow time for readers to give impressions and for writers to respond.
	5. Monitor groups and gently offer any guidance necessary to promote a productive session.
	6. Take notes on group (and group member) activities.
2. Taryn Graham’s “[3 Peer Review Strategies to Foster Student Engagement](https://www.chalk.com/resources/3-ways-peer-review-can-build-student-engagement/)” shares ways to “encourage students’ voices:”
	1. Consider working with your students to create the peer assessment checklist or evaluation form. Whether they suggest areas for evaluation or vote on questions to answer as evaluators, students will feel more engaged in the process if they’ve helped to shape it. Some of the questions or subjects suggested might prove challenging to other classmates. While this dissent can take time to work through, it can also lead to discussions on viewing history (or English, or Biology) through a different lens than one’s own – vital to a generation that is growing up with [filter bubbles](https://www.techopedia.com/definition/28556/filter-bubble).
3. Colorado State University Writing Center’s “[Handout for Effective Peer Review](https://writing.colostate.edu/guides/teaching/fys/prhandout.cfm)” provides important guidelines that can be adapted:
	1. Ask the writer what you can be looking for as you read their essay.
	2. Read the writer's essay carefully.
	3. Respond as a reader, pointing out where things don't make sense, read smoothly, etc.
	4. Be positive. Point out strengths as well as weaknesses, and be sensitive in how you phrase your criticism ("Could you clarify this section?" rather than "Your organization is a mess.")
	5. Be honest. Don't say something works when it doesn't. You're not helping the writer if you avoid mentioning a problem.
	6. Be specific. Rather than simply saying a paragraph is "confusing," for example, try to point to a specific phrase that confuses you and, if possible, explain why that phrase is problematic.
	7. Focus on one or two major areas for revision.

**Sources**

# Kimberly M Baker’s “[Peer review as a strategy for improving students’ writing process](https://journals.sagepub.com/doi/abs/10.1177/1469787416654794)”

* C Bauer et al’s “[The student view on online peer review](https://scholar.google.com/scholar_lookup?hl=en&volume=41&publication_year=2009&pages=26-30&issue=3&author=C+Bauer&author=K+Figl&author=M+Derntl&title=The+student+view+on+online+peer+review)”
* JM Crossma and SL Kite’s “[Facilitating improved writing among students through directed peer review](https://scholar.google.com/scholar_lookup?hl=en&volume=13&publication_year=2012&pages=219-29&issue=3&author=JM+Crossman&author=SL+Kite&title=Facilitating+improved+writing+among+students+through+directed+peer+review)”
* Purdue Online Writing Lab’s “[Remote Peer Review Strategies](https://owl.purdue.edu/owl/teacher_and_tutor_resources/teaching_resources/remote_teaching_resources/remote_peer_review_strategies.html)”

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