

# Developing Detailed Rubrics for Assessing Critique Writing: Impact on EFL University Students' Performance and Attitudes

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The purpose of this study was to develop specific rubrics for assessing critiques in English 202, an English as a foreign language course at the Lebanese American University to explore the effectiveness of these rubrics on students' writing and to investigate students' attitudes and reactions to the use of these rubrics. After development of the rubrics, students wrote an in-class critique of an article, using the rubrics as a guide. Based on teachers' comments and grades on the rubrics, students revised and wrote the second draft. Students were then administered an anonymous online survey asking them for feedback on the use of rubrics. A *t*-test comparing students' grades on the first and second drafts revealed a significant difference, suggesting that use of the rubrics helped students effectively revise their drafts. The survey results support this hypothesis because students revealed positive attitudes and reactions. Based on the findings, we recommend that consistent use of well-developed rubrics can enhance outcomes for English learners enrolled in writing courses.

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**Assessing** writing is one of the most demanding tasks language teachers face. Over the years there have been endless

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debates on the relative effectiveness and fairness of different evaluation methods for assessing and grading writing. Validity and reliability of writing assessment; scoring procedures such as holistic, analytic, and trait-based scoring; and alternative methods such as portfolio assessment are some of the major issues discussed. The interested reader may refer to Hamp-Lyons (2003), Hyland (2003), and Weigle (2002) for a thorough review of these issues, which is beyond the scope of this article. This section will provide a brief overview of the use of rubrics in assessment in general and writing assessment in particular.

Rubrics are scoring tools that outline specific expectations for an assignment by dividing a task into its component parts (Stevens & Levi, 2005), and they may be used to assess various types of writing assignments. Lazear (1998) argues that “the key to profound instruction and authentic assessment is rubrics—rubrics that genuinely help students further their learning as opposed to those that judge, label, and point out failure” (p. v). In addition, according to Taggart, Phifer, Nixon, and Wood (1998), rubrics provide a needed link between instruction and assessment, and they can help teachers as well as students see the connection between expected and achieved success.

Some of the major advantages of using rubrics for writing assessment include conveying useful feedback to students and saving grading time (Stevens & Levi, 2005), making learning more focused and self-directed (Spandel, 2006), and helping to reduce subjectivity in grading (Flynn & Flynn, 2004; Moskal & Leydens, 2000). Importantly, clear rubrics for writing tasks can also promote learning by helping students improve their writing skills (Saddler & Andrade, 2004; Jonsson & Svingby, 2007). Moreover, sharing rubrics with students can help them become more responsible and reflective about their learning; indeed, involving students in the process of rubric development can empower them to become independent learners engaged in the learning, teaching, and assessment processes (Harman, 1998; Stevens & Levi, 2005; Taggart et al., 1998).

Recently, the use of rubrics in assessing second and foreign language writing has been increasing. For instance, Serrano and Howard (2007) developed an analytic rubric aimed at assessing the

writing development of two second language learners in an immersion program in the United States. In a foreign language context, East (2009) analyzed the rating of two sets of timed tests written by learners of German by two raters using a newly developed detailed scoring rubric with several categories. Regarding the use of rubrics to assess writing in an English as a foreign language (EFL) context, Arikan (2006) proposes a rubric designed to assess students' writing in a writing skills course at a Turkish University, and Iida (2008) offers an analytical rubric for assessing haiku writing in an EFL Japanese context. The few studies that have offered analytical rubrics for assessing EFL writing have not, however, focused on examining the effectiveness of the use of these rubrics, nor have they explored EFL students' attitudes and reactions to using them.

## CONTEXT OF THE STUDY

We teach a required EFL course, English 202: Sophomore Rhetoric, the last English writing course students have to take in order to graduate at the Lebanese American University (LAU), a private English-medium university in Lebanon, recently accredited with the North Eastern Association of Schools and Colleges. LAU offers AA, BA, MA, and MD degrees in various fields, and EFL courses at LAU consist of a series of three intensive courses: English 009, a remedial English course; English 101 and English 102, designed to develop effective critical reading and writing skills associated with academic tasks; and English 202, a course emphasizing critical analysis, synthesis, and the methods of formal argumentation. One of the major assignments in English 202 is a written critique of an argumentative text.

Originally, English 202 teachers were not given any rubrics for teaching critiques; the rubrics available were broad, covering essay writing in general and therefore too vague and inadequate for this specific task. Moreover, the guidelines for writing a critique found in the students' textbook (Behrens & Rosen, 2008) are useful but do not make explicit the way students are assessed and the weight given to each section of the critique. For instance, organization and language are not mentioned, so students think that these aspects of their writing are not important and therefore not considered in

grading. Therefore, we felt a need to develop more specific rubrics catered to the task of writing a critique. Thus, the purpose of this study was to develop exactly that kind of rubric for English 202, to explore the effectiveness of using these rubrics on students' writing performance and to investigate students' attitudes toward the use of these rubrics.

## **METHOD**

This section describes the participants; outlines the procedure of the study, namely the development of the rubrics, using the rubrics as a teaching and assessment tool and administering the student questionnaire; and explains how the data were analyzed.

### **Participants**

Seventy-eight undergraduate students enrolled in three sections of English 202 in Spring 2009 participated in this study, representing a mix of major fields and years of study. Thirty-five students completed the online survey. They were in different years of study (11 seniors, 11 juniors, and 13 sophomores), and the majority were majoring in business, reflecting the general undergraduate student body at LAU.

### **Procedure**

#### *Developing Detailed Rubrics for Assessing Critique Writing*

According to Stevens and Levi (2005), the first step in rubric development is task description; therefore, we first referred to guidelines for writing a critique provided in the course textbook, *Writing and Reading Across the Curriculum* (Behrens & Rosen, 2008). Taking these guidelines into consideration, we identified three main dimensions that the rubrics would include: content, organization, and language. The content dimension would contain specific descriptions and performance standards for each section of the critique. In developing these analytical rubrics, we also considered detailed, multilayered rubrics, but when shared with students, they were found to be "too complicated" and not "user-friendly." Thus, a set of specific analytical rubrics for writing a critique was developed (see Appendix A).

In line with Taggart et al. (1998), Stevens and Levi (2005), and Harman (1998), who strongly recommend involving students in the process of rubric development, we next shared the draft in class, asking students for feedback and involving them in commenting on the grade distribution. During this process, many students reported being pleasantly surprised that a teacher was asking their opinion about grading and involving them in the grading criteria and assessment process. When students were shown samples of different rubric types and asked about their preferences, they unanimously chose the analytical rubrics that describe each part of the critique rather than the general rubrics. But as mentioned earlier, they did not like multilayered rubrics because they were “too complicated.”

We then presented the draft to the course coordinator, who later shared the rubrics, along with the more general rubrics, with all course instructors during a meeting. After discussion, the majority agreed that they preferred the analytical rubrics, with slight modifications, to the general ones. They agreed to use the rubrics but without the detailed grade breakdown for content.

### *Using the Rubrics as a Teaching and Assessment Tool*

Rubrics are commonly used for assessment, but they can also be a useful teaching tool (De La Paz, 2009; Taggart et al., 1998). They can be used for explanation, feedback, and self-reflection. Therefore, in addition to using rubrics for evaluating and grading critiques, we attempted in this study to use them during the process of teaching the critique. After distributing and discussing the final draft of the rubrics in class, we spent several class sessions discussing articles related to the theme of legacy admissions, chosen for the purpose of critique writing in the three sections; looking at sample model critiques; and writing practice critiques in class. As additional practice, students were asked to write a complete take-home critique, using the rubrics. They then conducted a peer-editing activity in class on these homework critiques, using the rubrics to evaluate each other's papers. We also provided feedback for each student. The purpose of these activities was to use the rubrics as a teaching tool to acquaint students with the requirements of the critique assignment and to give them practice in critique writing before the in-class graded critique.

Finally, students were asked to write an in-class critique of a text on the same theme, using the rubrics as a guide. The draft was graded, highlighting areas for improvement. Later, students revised and wrote a second draft in class, using the comments provided on the rubrics. We graded the second drafts, and students who scored D or below were asked to rewrite final drafts, giving them a chance to improve their drafts further using comments on the rubrics.

In an attempt to test for interrater reliability of grading using the rubrics, a random sample of six papers (final drafts) was chosen. Findings indicated a good level of interrater agreement between the two of us researchers, as shown in Table 1, supporting the hypothesis that well-designed rubrics may decrease teacher subjectivity in grading (Flynn & Flynn, 2004; Moskal & Leydens, 2000).

*Administering the Student Survey*

We devised a survey aimed at exploring students’ attitudes toward the use of rubrics in assessing critique writing. The survey consists of 36 items: 7 background items (asking about major, age, etc.), 24 closed-ended items, and 5 open-ended items (see Appendix B). After the second draft of the critique was graded and returned to students, an email was sent to all participants inviting them to complete the anonymous online survey. A reminder email was sent 2 weeks later in an effort to elicit as many responses as possible. The emails were not sent from either of our email addresses, but from a third party, the campus information technology department.

**Data Analysis**

First, in order to explore the effectiveness of using the rubrics on students’ writing performance, students’ grades on the first and second drafts of the critique were compared by a *t*-test, using SPSS.

TABLE 1. Interrater Reliability of Grading Using the Rubrics

	Student					
	1	2	3	4	5	6
Researcher 1 grade	73.0 (C+)	87.5 (A-)	65.5 (D+)	84.0 (B+)	83.0 (B+)	73.0 (C+)
Researcher 2 grade	73.5 (C+)	81.0 (B)	68.0 (C-)	83.0 (B+)	85.0 (B+)	76.0 (C+)

Second, survey data were analyzed as follows: Students’ responses to the closed-ended items on the survey were summarized and tabulated, and their responses to the open-ended items were categorized.

**RESULTS AND DISCUSSION**

The results are presented and discussed in two major sections: (1) students’ performance on the first and second drafts of the critique and (2) students’ attitudes toward the use of the rubrics, as revealed in their responses to the online survey.

**Students’ Performance on First and Second Drafts of the Critique**

To explore the effectiveness of the use of rubrics on students’ writing performance, a *t*-test was conducted, revealing a statistically significant difference between students’ grades on the first and second drafts ( $p = .000$ ), as shown in Table 2. The distribution of grades on the two drafts is shown in Figure 1. Obviously, the use of rubrics cannot be claimed to have caused the significantly better grades on the second drafts; nevertheless, this finding does suggest that they may have helped students effectively revise their drafts. Indeed, as is revealed in the next section, the survey results support this hypothesis because students revealed positive attitudes and reactions to the use of rubrics, including 95% who agreed that the rubrics helped them improve the first draft.

TABLE 2. Results of the *t*-test on Effectiveness of Rubrics on Students’ Writing

	Paired Differences							
	<i>M</i>	<i>SD</i>	<i>Standard error mean</i>	95% Confidence interval of the difference		<i>t</i>	<i>df</i>	Sig. (2-tailed)
				Lower	Upper			
1st draft to 2nd draft	8.25256	10.46361	1.18477	5.89338	10.61174	6.966	77	.000

## Distribution of Grades

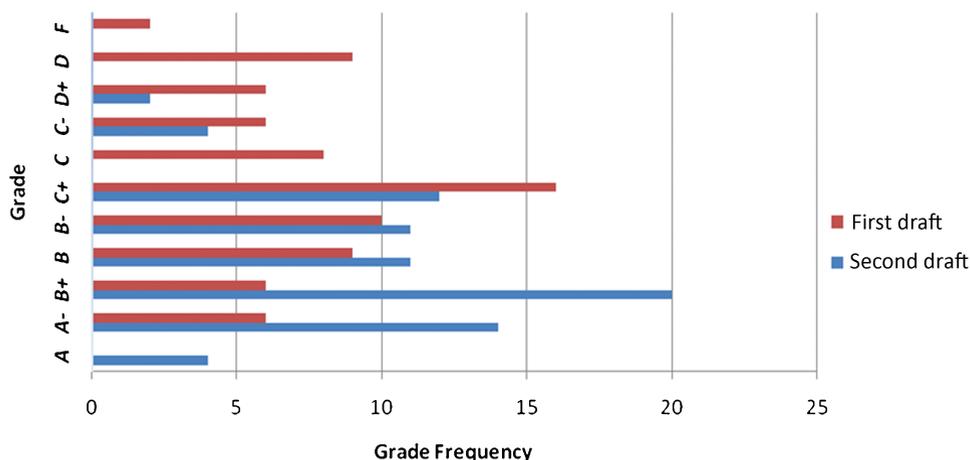


Figure 1. Student performance on first and second drafts of the critique

It is also important to mention that, as class instructors, we were able to make several observations regarding students' writing performance when using the rubrics. Because students were involved in the process of rubric development, they were more empowered and motivated to learn. Many of them seemed to become more responsible for their learning when using the rubrics. They treated the rubrics as a guideline, having a copy with them and referring to it constantly when they were writing the graded critique. When they completed the draft, they also used the rubrics as checklists for self-assessment. They knew what the assignment expectations were regarding each paragraph of the critique, and they were able to organize their time effectively because they knew how each section of the critique was graded. Similarly, because "language" was clearly stated as a criterion worth 30% of the grade, many students seemed to take more time to edit their language. Thus, our observations are clearly in line with the literature arguing that the use of rubrics may help students become more responsible, independent, and reflective about their learning (Harman, 1998; Spandel, 2006; Taggart et al., 1998).

### Students' Attitudes Toward Use of the Rubrics

The students generally revealed quite positive attitudes and reactions to the use of the rubrics in teaching and assessing the critique assignment.

### *Students' Earlier Exposure to Rubrics*

Interestingly, 80% of students stated that this was the first time they had been exposed to rubrics or provided with rubrics for writing an essay. According to the remaining 20%, the courses that had provided them with rubrics were English I, English II, Moral Reasoning, and Philosophy. To these students, the earlier rubrics were less detailed than the ones developed in this study; for instance, one student commented that “the sophomore rubrics [used in this study] were really clear and comprehensible.” It is somewhat surprising that the majority had not had experience with rubrics, but as a result of this course, students had been exposed to different types of rubrics, were involved in the development of a specific set of rubrics, and used the rubrics in writing a first and second draft of a critique essay.

### *Students' Attitudes Toward Effectiveness of the Rubrics*

As revealed in Table 3, the overwhelming majority of students (97%) agreed that the rubrics were useful in helping them understand the requirements of the critique assignment and how

TABLE 3. Students' Attitudes Toward Effectiveness of the Rubrics (in %)

Question	Very useful	Useful	Somewhat useful	Not useful
How useful were the critique rubrics in helping you understand the requirements of the critique assignment?	86	11	3	0
How useful were the critique rubrics in helping you understand how your teacher will grade the critique assignment?	71	26	3	0
How useful were the critique rubrics in helping you improve the first draft of the critique?	66	29	6	0
How useful were the critique rubrics in helping you identify weaknesses and strengths in your writing?	51	31	17	0

*Note.* Percentages have been rounded, so they may not add up to 100.

their teachers would grade it. The majority also reported that the rubrics helped them identify weaknesses and strengths in their writing (82%) and helped them improve the first draft of the critique (95%). Seventeen percent of students reported that the rubrics were “somewhat useful” in helping them identify strengths and weaknesses in their writing, and only 6% stated that the rubrics were “somewhat useful” in helping them revise the first draft. Importantly, none of the students rated the rubrics as “not useful” in helping them do all of the above.

These results support the claim that clear rubrics for writing tasks can help students improve their writing (Jonsson & Svingby, 2007; Saddler & Andrade, 2004). Because being aware of the requirements of an assignment and receiving clear feedback on performance are both essential to performance, it is not surprising that students reported benefiting from the use of the rubrics.

***Students’ Attitudes Toward Fairness in Grading Using the Rubrics***

Because students were involved in the process of rubric development and had a say in the grading distribution, it is not surprising that 91% agreed that the grading distribution in the critique rubrics was fair (see Table 4). Moreover, LAU students generally tend to be highly grade-oriented and often claim that teachers are not “fair” in grading, so it was encouraging that 86% agreed that grading using the rubrics was fair, supporting the argument that teaching with rubrics may help reduce subjectivity in grading and ensure teacher and student accountability (Flynn & Flynn, 2004).

TABLE 4. Students’ Attitudes Toward Fairness in Grading Using the Rubrics (in %)

Question	Yes	No	Somewhat
Was grading the critique using the rubrics fair?	86	3	11
Did you find the grading distribution in the critique rubrics fair?	91	9	0

*Note.* Percentages have been rounded, so they may not add up to 100.

### *Students' Evaluation of the Teaching Process Using the Rubrics*

Students were also generally satisfied with the process of teaching the critique using the rubrics. For instance, as shown in Table 5, 100% were satisfied with the time spent introducing the critique rubrics, and 89% found the time allocated to writing the critique during the semester appropriate. Moreover, 91% liked the theme discussed in class in relation to the critique, namely, legacy admissions; students stated that it was “interesting,” “controversial,” and “related to everyday life.” Similarly, 91% liked the article chosen for the graded critique, “Preserve Universities’ Right to Shape Students’ Communities” (Behrens & Rosen, 2008, pp. 232–233). Finally, the majority (77%) stated that writing the critique was not difficult. Given that quite a bit of effort was made to have students practice writing the critique using the rubrics before they had to write the graded critique, this result is encouraging. Moreover, because several other texts on the same theme had been thoroughly discussed in class, by the time students had to write the critique, they had already been exposed to several points of view on the topic, which undoubtedly made it somewhat easier to write the essay.

In addition, in response to the items addressing students’ opinions regarding use of the rubrics in peer editing, 72% thought that peer editing of the homework critiques done in class was useful, whereas 11% stated that it was not useful at all. More encouragingly, regarding the specific use of the rubrics as a form to use in the peer-editing process, 82% stated that it was useful, and

TABLE 5. Students’ Evaluation of the Teaching Process Using the Rubrics (in %)

Question	Yes	No
Was the time spent introducing the critique rubrics during the semester appropriate?	100	0
Was the time spent writing the critique during the semester appropriate?	89	11
Did you find writing the critique difficult?	23	77
Did you like the article chosen for the critique?	91	9
Did you like the theme discussed in class in relation to the critique?	91	9

*Note.* Percentages have been rounded, so they may not add up to 100.

none thought that it was not useful at all. It is important to mention that these students are not especially used to the peer-editing process, and many believe that their peers cannot provide them with useful feedback, which may explain the relative dissatisfaction with peer editing.

*Students’ Evaluation of the Quality and Type of Rubrics*

Students were generally quite satisfied with the quality and type of rubrics. As shown in Table 6, 97% agreed that the rubrics were written in a language style that they could understand, 91% agreed that the rubrics were concise and clear, and 83% agreed that the fonts of the critique rubrics were easy to read. Moreover, only 11% said that they would have preferred a more general type of rubric. These findings are not surprising, because students were involved in the choice of rubrics and had a chance to comment on the original draft.

*Summary of Students’ Responses to the Open-Ended Items*

Students’ responses to the open-ended items fell into one of three categories: difficulties encountered in writing the critique, difficulties encountered in using the critique rubrics, and usefulness of the critique rubrics. Students mentioned knowledge of the subject (although several texts on the same theme had been discussed in class), identifying logical fallacies, and time constraints as major difficulties in writing the critique. As for difficulties with using the rubrics, the only comment was that there were “too many sections,” a comment that contrasts with other student comments regarding the last category: usefulness of the rubrics. The following excerpts

TABLE 6. Students’ Evaluation of the Quality and Type of Rubrics (in %)

Question	Yes	No	Somewhat
Are the critique rubrics written in a language style that you can understand?	97	0	3
Would you have preferred a more general type of rubric (such as the ABCs rubrics mentioned in class)?	11	89	0
Are the critique rubrics concise and clear?	91	0	9
Are the fonts of the critique rubrics easy to read?	83	17	0

*Note.* Percentages have been rounded, so they may not add up to 100.

characterize students' responses to the rubrics: "guideline," "clear," "easy to follow," helpful in organization because it had descriptions of all the sections, helpful in "knowing how [they] are graded," explained "what [they] should write and how to write it," and "made writing the critique easier." All of this supports students' responses to the closed-ended items on the survey, the improvement in their grades on the second drafts, and our observations regarding students' performance and attitudes.

## LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

Three major limitations to this study should be mentioned. First, the sample of students was obviously a convenience one, because it consisted of students registered in the three sections taught by us, the researchers. Nevertheless, there is no reason to believe that the students in these three sections differ in any important way from students in any of the other sections of the course. Second, subjectivity of grading can be troublesome, because we were the researchers as well as the instructors of the classes. Interrater reliability of grading was tested, however, as mentioned earlier. Finally, similar to all survey research, the willingness and ability of the students to respond accurately and conscientiously to the survey items is important to mention. Nevertheless, the fact that the survey was an anonymous online one and that students knew we would not be able to identify who completed helped to ensure students' honest responses.

To control for teacher effects, future research may investigate students' performance in sections taught by the same teacher or students' performance in several sections using the same rubrics for evaluation but taught by different teachers. Moreover, future studies may compare analytical assessment by rubrics to holistic scoring without the use of rubrics in different sections of the same course, for example, by using *t*-tests to compare grades on first and second drafts. Finally, the rubrics used in this study were chosen because they were the most appropriate for the purposes of us as researchers, the students, and the particular context; however, future studies can investigate the use of different types of rubrics (for example, multilayered rubrics) and their effectiveness on students' revision and writing performance.

## IMPLICATIONS AND CONCLUSION

The findings of this study are encouraging regarding the use of rubrics in assessing EFL student writing, helping EFL students take more responsibility for their writing, and guiding them to develop their writing skills and revise more effectively. Specifically regarding critique writing in English 202 at LAU, it is recommended that instructors consider an analytical method of assessment, such as the rubrics used in this study, for evaluating and grading critiques. Finally, we also recommend adopting the same assessment tool across different sections of the course, which may help in achieving more uniformity in assessment.

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## APPENDIX A: RUBRICS FOR WRITING A CRITIQUE

Dimensions	Description of highest level of performance	Comments/grades	Total points
Content introduction	- Introduces both the text under study and the author, stating the author's main argument and the student's position on it (thesis)		<b>5 pts</b>
Summary	- Produces a well-structured, objective summary that identifies the author's purpose and main points (nothing copied from text)		<b>5 pts</b>
Assessment of the presentation	- Evaluates the validity of the author's presentation and examines his or her credibility - Comments on how well or badly the author's purpose is communicated by reviewing the following criteria: <ul style="list-style-type: none"> <li>• Is the information accurate/significant?</li> <li>• Has the author defined terms clearly?</li> <li>• Has the author used and interpreted information fairly?</li> <li>• Has the author argued logically? (Any logical fallacies?)</li> <li>• Has the author provided a counterargument and refuted it?</li> <li>• As for the connotation of words, is there any language bias in the article?</li> <li>• What is the author's tone?</li> </ul>		<b>20 pts</b>
Response	- Responds to the presentation through a strong, well-defended position (reasons for agreement/disagreement)		<b>15 pts</b>
Conclusion	- Concludes the critique, stating the overall purpose of the text - Restates and/or recommends - Mentions strengths/weaknesses		<b>5 pts</b>

Continued

Dimensions	Description of highest level of performance	Comments/grades	Total points
Organization	<ul style="list-style-type: none"><li>- Each body paragraph opens with a topic sentence that employs transitional words or phrases</li><li>- Elaborates on his or her ideas through the use of concrete text/historical references, statistical evidence, expert opinions, personal examples, logical comparisons, etc.</li><li>- All text references are fully explained and cited; writer shows how they relate to the topic</li></ul>		<b>20pts</b>
Language	<ul style="list-style-type: none"><li>- Keeps text coherent and unified</li><li>- Spelling, punctuation, and grammar errors almost invisible</li><li>- Good sentence structure with few grave sentence problems</li><li>- Shows variety in both length and type of sentence</li></ul>		<b>30pts</b>
<b>TOTAL GRADE</b>			<b>100 pts</b>

Adapted from Behrens and Rosen (2008, p. 66); Stevens and Levi (2005).

## APPENDIX B: STUDENT QUESTIONNAIRE

### How Useful are the Critique Rubrics?

#### Part I

Please respond to the following questions:

1. Who is your teacher?
2. What section are you in?
3. How much did you score on your English Entrance Exam (or TOEFL)?
4. What year are you?
5. What is your major?
6. When did you take English II?
7. What was your grade in English II?

## Part II

Please choose the best answer for each of the following questions:

1. How useful were the critique rubrics in helping you understand the requirements of the critique assignment?
  - very useful
  - useful
  - somewhat useful
  - not useful
  
2. How useful were the critique rubrics in helping you understand how your teacher would grade the critique assignment?
  - very useful
  - useful
  - somewhat useful
  - not useful
  
3. How useful were the critique rubrics in helping you improve the first draft of the critique?
  - very useful
  - useful
  - somewhat useful
  - not useful
  
4. How useful were the critique rubrics in helping you identify weaknesses and strengths in your writing?
  - very useful
  - useful
  - somewhat useful
  - not useful
  
5. Did the critique rubrics help you to become a better thinker?
  - yes
  - no
  - somewhatWhy or why not?
  
6. Was grading the critique using the rubrics fair?
  - yes
  - no
  - somewhatWhy or why not?
  
7. Were you taught how to do each part of the critique rubrics?

- yes
  - no
  - somewhat
8. Are the critique rubrics written in a language style that you can understand?
- yes
  - no
  - somewhat
9. Are the critique rubrics concise and clear?
- yes
  - no
  - somewhat
10. Are the critique rubrics just one page?
- yes
  - no
11. Are the fonts of the critique rubrics easy to read?
- yes
  - no
  - somewhat
12. How useful was the peer-editing process in class?
- very useful
  - useful
  - somewhat useful
  - not useful
13. How useful were the critique rubrics as a form to use in the peer-editing process?
- very useful
  - useful
  - somewhat useful
  - not useful
14. How useful was the sample critique essay “We Are Not Created Equal in Every Way” in your textbook?
- very useful
  - useful
  - somewhat useful
  - not useful
15. To what extent did the sample critique essay “We Are Not Created Equal in Every Way” in your textbook follow the rubrics?
- to a large extent

- somewhat
  - not at all
16. Which was easier to follow, the sample critique in the textbook or the critique rubrics?
- sample critique in textbook
  - rubrics

### Part III

Please choose the best answer for each of the following questions:

1. Did you find writing the critique difficult?
  - yes
  - no
2. Was the time spent introducing the critique rubrics during the semester appropriate?
  - yes
  - no
3. Was the time spent writing the critique during the semester appropriate?
  - yes
  - no
4. Did you find the grading distribution in the critique rubrics fair?
  - yes
  - no
5. Have you been given rubrics before?
  - yes
  - no

If you answered yes, in which course(s)?

How did the former rubrics compare to this one (more/less detailed, etc.)?
6. Would you have preferred a more general type of rubric (such as the ABCs rubric mentioned in class)?
  - yes
  - no
7. Did you like the article chosen for the critique?
  - yes
  - no

Why or why not?

8. Did you like the themes discussed in class in relation to the critique?

- yes
- no

Why or why not?

## **Part IV**

Please answer the following questions as fully as possible:

1. What was difficult about writing the critique?
2. What was difficult about using the critique rubrics?
3. What was useful about using the critique rubrics?
4. How can we improve the critique rubrics?
5. How can we improve teaching how to write a critique?