

Recognizing the Impact of Dominant Culture Privilege

Teaching-and-Learning Activities Involving Research and Writing

Robin Jeffers, rjeffers@bcc.ctc.edu
Bellevue Community College

Assessment

Teacher's Evaluation Rubric (excerpt) Self-Assessment: Evidence Sequence

	Well done	Acceptable	Needs Improvement
Evidence Sequences	Intro to evidence contains specific claims, "why" or "how" explained	Intro to evidence contains specific claims, but no "why"	<ul style="list-style-type: none">Intro to evidence claims do not support thesis/tsIntro to evidence contains general claims
	Evidence specific and appropriate to claim	Evidence lacks sufficient detail	<ul style="list-style-type: none">Evidence general or inappropriate to claimEvidence not always provided for claims
	Relationship of evidence to claim fully explained	Relationship of evidence to claim ineffectively or generally explained	<ul style="list-style-type: none">Relationship of evidence to claim not explainedExplanation based on insufficient evidenceContradictions
	Mastery of evidence sequence	<ul style="list-style-type: none">Occasional element of evidence sequence missing, but no pattern of missed element(s)Mechanical mastery of evidence sequence: all elements in place, but content isn't appropriate	<ul style="list-style-type: none">One or more elements of evidence sequence consistently missingDescription or categorizing substituted for analysis
	Efficient reasoning	Some repetition	<ul style="list-style-type: none">One idea, repeated instead of developedDifferent points, all descriptive instead of analytical