

Recognizing the Impact of Dominant Culture Privilege

Teaching-and-Learning Activities Involving Research and Writing

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Assessment

Teacher's Evaluation Rubric (excerpt)

Self-Assessment: Focus The Skeletal Paragraph

	Well done	Acceptable	Needs Improvement
Focus	Specific context provided	General context provided	- No context provided - Articles not introduced in intro paragraph.
	- Thesis limits and focuses topic - Thesis explains why and that explanation is validated in rest of paper	- Thesis limits and focuses topic, but no "why" - Thesis explains why but explanation is not fully validated in rest of paper	- No addition to thesis beyond what was given in the assignment - Thesis general or obvious - Descriptive thesis--no "why" offered - Thesis does not address assigned topic
	Focused topic sentences explain thesis, including a "why: or "how" for the topic addressed in paragraph	- Topic sentences focused, with no "why" to address. - Topic sentences focused but thesis is so general that topic sentences have nothing to address - Topic sentence focused but don't explain "why" of thesis	- No topic sentences - Descriptive topic sentences - Topic sentences don't support thesis