

**Title:** Reading, Writing and Rubrics: Assessing Student Writing

**Presenters:**

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**Educational goals and objectives:**

By the end of this workshop participants will be able to:

- 1) Delineate the diversity of writing assignments utilized in PA education.
- 2) Describe the value and purpose of the grading rubric for both faculty and students.
- 3) Compare a selection of different rubrics developed by PA faculty.
- 4) Develop a tentative model rubric applicable to student writing within PA education.

**Brief description of session:**

The session will explore the variety of writing assignments in PA education and how these are evaluated. The use, benefits, challenges and development of a variety of grading rubrics will be discussed. Workshop participants will collaborate on developing a core rubric that can be adapted to multiple assignments and/or projects.

**Abstract:**

As PA programs move to the Masters degree there is an increased emphasis on student writing. This may come in the form of a 'capstone' project: a thesis based on a research project, a literature or clinical review paper or a portfolio project. Regardless of the format, rubrics are an important tool in guiding and evaluating student work.

Ideally, students are given the grading rubric prior to beginning the project. The expectations are explicitly stated by the instructor and students are aware of the methodology used to evaluate their project. Students may utilize the rubric as a supportive tool for self-assessment over the course of developing and revising their project. Ultimately, students may find that his/her work is markedly improved through critical analysis via a grading rubric. Rubrics are beneficial as an instrument that specifies both performance expectations as well as grading criteria. Consistent and objective evaluation of student writing is a challenge in PA education, and grading rubrics can simplify this process.

This workshop will look at educational research on the components, development and application of a high-quality rubric. Participants will be asked to bring syllabi and/or samples of assignments related to student writing and will create possible model rubrics applicable to their student writing projects.

**References:**

1. Jackson C. and Larkin M. (2002). Teaching Students to Use Grading Rubrics. *TEACHING Exceptional Children*, 35(1), 40-45.
2. Simkins M. (1999). Designing Great Rubrics. *Technology and Learning*, 20(1), 23-30.
3. Goodrich, H. (1997a). Understanding Rubrics. *Educational Leadership*, 54(4), 14-17.
4. Performance Links in Science. Available at: <http://pals.sri.com/guide/scoringdetail.html>. Accessed 5/23/06.