

## **DEBATING GRADING IN PAPERS**

### **FOCUS:**

*How do we measure a paper's quality?*

*What makes an argument/critique a "great" one?*

*What makes an argument/critique a "weak" one?*

### **LANGUAGE:**

*Students should be engaged in discussion with each other, exercising oral abilities. Students will be flexing own writing abilities pulled from their own vocabularies as they grade a paper and write forth their own standards and ideas concerning such in the form of a rubric.*

### **OBJECTIVES:**

- *Engage in discussions one-on-one*
- *Grade a highlighted segment*
- *Create a rubric*

### **EVALUATION:**

*FORMATIVE: Students will demonstrate lesson objectives verbally through classroom and one-on-one discussion on the topics of papers, grading, and standards.*

*SUMMATIVE: Students will draw on what they know and what they've learned from each other and the overall discussion to create their own rubric, a summation of the day's topic.*

**INTRO:** *Students will be asked a personal question and followup: have they ever received a bad grade for what they thought was a good paper (or, the opposite)? Why did they feel the grade was unfair or unexpected? Students will have some time to write down their thoughts, then share with their neighbor before then beginning classroom discussion.*

**PROCEDURE:** *Students will discuss as a class and one-on-one various topics on paper quality stemming from the motivating question. Questions such as asking of the quality of a paper--what makes one good and one bad?*

*Following a suitable amount of discussion, a paper will be passed around with small "excerpts" of different "essays" displaying different arguments and critiques. Alternating as a class and peer-to-peer, we'll hit each excerpt and discuss what should be changed, what shouldn't be changed, what we like about it, etc.*

*The class will end with a culminating activity of each student writing their own simple rubric for how they would grade an argumentative paper.*

### **QUESTIONS:**

- *Why did you feel the grade you received was unfair or unexpected?*
- *What makes an argument "great" and an argument "weak"?*
- *In what ways could this paper be improved?*
- *In what ways does this paper succeed?*
- *In what ways can an argument hold more merit?*

**SAFETY:** *The only tools at play should be pencil and paper so, barring a lead stabbing, the classroom should be safe from physical altercations. Consider seating groups of students in different corners of the room.*

**ADAPTATIONS:** *Concepts should be explained as many times as necessary to ensure students understand what is being asked. Given the low stakes of the lesson...*