

READER'S GUIDE

This guide is designed to enrich your reading of the article in this issue. You may choose to read it on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the article with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers' groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

The Single-Point Rubric to Simplify Student Feedback and Assessment (Pages 2–7)

Pre-Reading

1. What do you already know about rubrics and how they're used in classrooms?
2. Have you ever received feedback using a rubric? What was helpful or confusing about it?
3. Why might giving effective feedback be especially challenging in large classes?
4. What do you think makes feedback "useful" to students?

Post-Reading

1. What is your reaction to the article?
Are you interested in using the single-point rubric with your students?
2. At your school, what do you think the interest level of using a single-point rubric would be for teachers and students? How could you generate interest or motivate students to participate?
3. Which of the five tips do you think would be most helpful in your own classroom or learning experience? Why?

4. Reread Tip #5. How does the conversational tone of feedback support a growth mindset? How could you use this tip beyond written feedback and rubrics?
5. How might single-point rubrics change the way students view grades and learning?
6. Tip #3 discusses involving students in the process of creating rubrics. Are there other ways you could involve students in the grading and feedback process in your classroom or school?

Answers to *THE LIGHTER SIDE*

GRAMMAR CRIMES AND MISDEMEANORS

They're seen, not heard.

Bonus Challenge!

Knife: K
Honest: H
Castle: t
Debt: b
Ghost: h
Write: W
Listen: t
Salmon: l
Hour: H
Ballet: t

Word Play: The Silent Letter Sleuth