Ryan Arciero

**Rubric Text Box** **Comment**: Project requirements are fulfilled.

**My feedback**: While it’s perfectly acceptable in final drafts to be brief when you write in rubric text boxes, this student (Bradley Maier) didn’t com close to the word count. That’s one of the basic requirements of the paper. You address how he’s using scant detail in several places, but your grading needs to reflect when components of the assignment are missed. Not meeting the word count should be an automatic reduction in focus basics.

**End Note**: Some good improvements here, Brad. You look like you have a decent understanding of your topic, integrate evidence throughout your summary and analysis paragraphs.  
  
Citations via MLA style could use some spacing/indentation work, but the crux of the information was there. Please remember to refer to the Purdue OWL in the future.  
  
Moving forward, please keep in mind that detail is needed in your paragraphs. From your introduction to your summaries and analyses, I was able to understand the bare basics of what you were talking about, but spending a little more time explaining your research will prove very helpful. Your writing has good things to say, but it’s important that it is given the time and energy to fully express it. Some rhetorical analyses especially only included a few sentences on the author’s background without any insight into rhetorical techniques or strategies.  
  
Due to these improvements overall, you have earned a “C+" on this assignment, Brad. This is a noticeable improvement to a passing grade from your previous grade. I think many of your sources should prove helpful to you as we move on for Project 2, the historiography essay. Well done on taking into consideration the feedback given to you.

**My Feedback**: You’ve done some wonderful things in your overall comments. You point to what the student has done well, and when you point to issues, you do a good job emphasizing which issues are of greater concern. It’s also good that you’re looking forward to project 2 since that’s the primary purpose of our feedback on project 1.

**End Note**: Alex, this is a decent start to your annotated bibliography. Unfortunately, it does not fulfill all project requirements. The directions noted that each project was to include a total of six sources, not four. Also, there was supposed to be a separate summary and rhetorical analysis paragraph for each source. Finally, no introduction whatsoever is present, which was a major part of the assignment.  
  
You included some very good information, but much of it is meshed together without clear organization. Follow directions closely and be sure to ascribe to MLA formats in the future (I also provide sample handouts and guides on Canvas.) Please keep this mind moving forward.  
  
I do want to give you points for the work that you submitted. Based on the rubric, I will award you a "D" for this assignment, Alex. I do think that some of these sources would be valuable for Project 2, but keep guidelines in mind next time. Thank you for submitting this, Alex. I am glad you got it in.

**Feedback**: It can be really tough to give feedback on bad writing, but you’ve done a good job. You point out where the student doesn’t meet the requirements, and you’ve noted this places using sticky notes as well. Once again, it’s good that you point the student toward project 2, especially since nothing more can be done for this project.

**Sticky Note**: Strong summary here. It is succinct and informative; I feel as a reader like I now have a good background on this particular source.

**Feedback**: It’s great that you’re affirming what the student does well throughout the paper.

**End Note**: You certainly deserved your "A+" on this assignment. I think many of your sources should prove helpful to you as we move on for Project 2, the historiography essay. Well done.

**Feedback**: This is only part of the end note you used, but it’s similar to the last paragraphs of many end notes you use. I think it’s great that you affirm the student and point them to project 2. I wonder what you think the advantage is to referencing their grade in the end note when they have it in the scoring as well? Is it more beneficial for you to comment on the grade itself in addition to the work? This is not a critique. I’m simply curious.

**Rubric Text Box**: All of your sources and evidence are well-cited and from scholarly resources. Well done on this front. However, a greater use of quotes might better strengthen your points. Furthermore, in-text citations are needed for your quotes, and greater emphasis on analysis would further prove your sources' credibility.

**Feedback**: You do a good job pointing out the author’s strengths and then suggesting what she could do to improve for the next draft. You also explain why these improvements are helpful, which is great.

**Rubric Text Box**: Justin, you complete some of the requirements for this assignment. You did include an introduction and summary paragraphs for your six sources, but failed to include any analysis paragraphs. Your focus was relatively clear throughout your piece, but only on a basic level.

**Feedback**: This was your comment on Focus for the intermediate draft of Justin Dirda. You’ve done well to briefly point out what the student did right and then point to what he didn’t do. However, you gave him a 3 in basics and a 1 in critical thinking. You spend most of your feedback talking about what he did to earn the three and are a little vague in discussing why he earned the 1. Make sure that your feedback focuses on what the student most needs to improve.

Ryan,

You do an excellent job providing positive reinforcement for your students. Sometimes I think you get a little too involved in making sure you’re saying good things that you don’t get to spend as much time on the constructive criticism. On the final drafts, it’s sometimes better to be more positive as you point them toward the next project, but on intermediate drafts it’s important to be extremely thorough with your constructive criticism. Some praise is good, but you risk giving the student the impression that his or her work is actually not as weak as it is if you say too many nice things. There’s a balance that has to be achieved, but I think you can develop that as you move forward as a teacher. On the subject of intermediate grades, it’s helpful to be as harsh as possible when taking off points. Unfortunately, many of our students are motivated solely by grades and will not feel necessary to revise significantly if they think they’re doing even ok. I know you’re not afraid to take points off (I noticed in one end note you took a grade off for lateness, which is good). If you find yourself wavering between a higher and lower score for a category on the intermediate, it’s usually best to opt for the lower one and let them earn those points in the final revision. Overall, your feedback is solid. Your tone is a great strength. I’m sure your students respond well to the nurturing environment you’ve obviously created. Well done!

~ Mike