

*This assignment preview uses the sample Writing Prompt and Rubric for the CPRtest2 pilot sample project. The Rubric is incorporated into the Calibration and Answer Keys. The Assignment Goals and Source Materials have been left undeveloped in this sample to highlight the relation of Prompt, Calibration writing samples, and Rubric categories.*

## Assignment Preview

**Title: CPRtest2**

**NOTE: This preview only displays saved data.**

**Assignment Goals**

**Source Material**

**Student Instructions**

**Guiding Questions**

**Writing Prompt**

**Calibrations, Average Word Count, and Answer Keys**

### Assignment Goals

Goal is to run a sample CPR exercise to demonstrate the full process and documentation of the CPR program.

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### Source Material

The sample source material is an abstract of a conference submission about the CPR project at Pacific. The abstract is the basis for three altered versions of greater and lesser degrees of detail, to represent better and worse variations of the assignment. The best (most complete) version will serve as the model and the basis for the prompt's directions.

In an actual assignment, source material would consist of instructor-provided material that students would read and respond to according to the instructions of the assignment's prompt (such as to produce an abstract of a single piece, produce a coherent summary of several pieces, compare and contrast two different pieces, and so on). Source material might be online, or it may be a reference to one of the course's texts.

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**Source Material Resources:** none

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### Student Instructions

Instructions for completing the assignment go here, including information about need to complete all steps, time frame for the phases of the assignment, and so on.

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## Guiding Questions

If the assignment has questions to guide the assignment, they would go here. These might emphasize course themes or central research questions.

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## Writing Prompt

Writing an Abstract - Assignment Prompt

Abstracts are condensed yet detailed summaries of scholarly articles and papers. They are intended to provide the reader with a quick overview of the material contained in the essays. Main points and significant findings should be highlighted, and the language of the abstract should be as direct and specific as possible. Examples of abstracts can be found on the first pages of the journal articles assigned for this course.

The purpose of this assignment is to test your ability to summarize a reading in the concise and information-rich form demanded by scholarly abstracts. While the largest proportion of the grade will be based on completeness and accuracy of the informational content, mechanics and style are essential for readability; the assignment requires a baseline of minimum standards in mechanics and style to count.

Requirements:

- The abstract should be 150-170 words including title. Concise summation is a primary goal of the exercise.
- Main points need clear statement and adequate explanation within the word limit.
- Refer to the assignment rubric for the overview of expectations.
  - oCategories: Mechanics; Clarity; Title; Scope; Development

Minimum standards:

The Mechanics and Style sections must satisfy the "Meets Expectations" standard in order for the assignment to count. If either section does not, the assignment must be re-written in a remediation process.

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## Calibrations and Answer Keys

**Average Calibration Word Count = 122**

## High Quality Calibration

Integrating Writing into Large Lecture Classes through Student Peer Review with the Calibrated Peer Review Program

The challenge of writing within an academic discipline is becoming acculturated into the styles, genres, and mental frameworks that constitute the discipline as a discourse community. Best-practices include adequate practice with feedback, models of good writing, and a sense of how peers handle assignments. The workload of responding to writing in traditional ways usually means students only develop their writing in small classes. Calibrated Peer Review (CPR) offers a significant free online tool to aid the process of incorporating student writing and peer review into large classes across different disciplines and institutions. In this poster session facilitators will: (a) model the startup considerations for implementing CPR; (b) recommend modest forms of institutional support to maximize faculty use, including strategies for using CPR in different types of courses and disciplines; and (c) elaborate best practices for making CPR part of an institution-wide commitment to developing critical thinking through writing.

**1. Scope: (A) Exceeds expectations - the abstract articulates all of the significant points developed in the proposal in concise fashion. (B) Meets expectations - the abstract mentions all of the significant points developed in the proposal but is wordy or less than clear about some of them. (C) Does not meet expectations - the abstract either leaves out significant points from the original proposal, misrepresents their order of presentation, or describes them in ways that leave them unclear.**

- A  
 B  
 C

**Answer:** A

**Feedback :** Covers all significant points

**2. Development: (A) Exceeds expectations - the abstract explains the significant points clearly and concisely, using descriptive language appropriate to the subject matter. (B) Meets expectations - the abstract explains the significant points it identifies unevenly, some clear but others not, sometimes using overly general language. (C) Does not meet expectations - the abstract does not explain the significant points adequately, either through absence of further explanation after first stating them or through vague references.**

- A  
 B  
 C

**Answer:** A

**Feedback :** Develops explanations concisely

**3. Clarity - Vocabulary, Pronouns & Contractions, Style Conventions: (A)**

**Exceeds expectations - vocabulary throughout is used properly and is appropriately descriptive without vague generalities. No first or second person pronouns are used; no contractions are used. Relative pronouns have clear referents. The paper consistently observes good style conventions that make for smooth readability, such as appropriate voice (active or passive), accurately descriptive nouns, and active verbs. (B) Meets expectations - vocabulary is not precise but is used properly. No first or second person pronouns are used; no contractions are used. One or two relative pronouns may be ambiguous in their referents. The paper mostly observes good style conventions that make for smooth readability, with a minor lapse or two that impede readability, such as lack of parallel structure. Passive voice is kept to a minimum and is used correctly when employed. (C) Does not meet expectations - vocabulary is not adequate and/or is used improperly. First or second person pronouns are used; contractions are used. Relative pronouns do not have clear referents. The paper lacks good style conventions that make for smooth readability. Passive voice is overused to the point where it impedes readability and obscures understanding.**

- A
- B
- C

**Answer: A**

**Feedback :** none

**4. Mechanics - Grammar, Spelling, and Punctuation: (A) Exceeds expectations - the paper is free from grammatical errors and contains no spelling errors. (B) Meets expectations - the paper contains two small errors at most: spelling and/or one minor grammatical error in any combination. (C) Does not meet expectations - the paper contains more than two errors in grammar, spelling, or punctuation, or one major grammatical error (sentence fragments, verb-subject agreement problem).**

- A
- B
- C

**Answer: A**

**Feedback :** none

**5. Title: (A) Exceeds expectations - the abstract title accurately and succinctly summarizes the key elements of the proposal. (B) Meets expectations - the abstract title summarizes the proposal accurately but incompletely. (C) Does not meet expectations - the abstract title does not accurately describe the proposal through being too generic or misrepresenting its subject.**

- A
- B

C

**Answer:** A

**Feedback :** none

**6. How would you rate this text?**

10 Highest

9

8

7

6

5

4

3

2

1 Lowest

**Rating:** 10

**Feedback :** none

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## Mid Quality Calibration

Peer Review in Large Lecture Classes

The challenge of writing in disciplines are becoming part of a community that writes in a particular way. Best practices include adequate practice with feedback and models of good writing. Responding in traditional ways usually means students only develop their writing in small classes. Calibrated Peer Review (CPR) offers a significant free online tool to aid the process of incorporating student writing into some large classes. In this poster session I will: (a) the startup considerations for implementing CPR, (b) recommend modest forms of institutional support to maximize faculty use, including strategies for using CPR in different types of courses and disciplines, and (c) elaborate best practices for making CPR part of an institution-wide commitment to developing critical thinking through writing.

**1. Scope: (A) Exceeds expectations - the abstract articulates all of the significant points developed in the proposal in concise fashion. (B) Meets expectations - the abstract mentions all of the significant points developed in the proposal but is wordy or less than clear about some of them. (C) Does not meet expectations - the abstract either leaves out significant points**

**from the original proposal, misrepresents their order of presentation, or describes them in ways that leave them unclear.**

- A
- B
- C

**Answer:** B

**Feedback :** Only 2 of 3 best practices named

**2. Development: (A) Exceeds expectations - the abstract explains the significant points clearly and concisely, using descriptive language appropriate to the subject matter. (B) Meets expectations - the abstract explains the significant points it identifies unevenly, some clear but others not, sometimes using overly general language. (C) Does not meet expectations - the abstract does not explain the significant points adequately, either through absence of further explanation after first stating them or through vague references.**

- A
- B
- C

**Answer:** B

**Feedback :** Left out peer review incorporation; left out range of disciplines and institutions

**3. Clarity - Vocabulary, Pronouns & Contractions, Style Conventions: (A) Exceeds expectations - vocabulary throughout is used properly and is appropriately descriptive without vague generalities. No first or second person pronouns are used; no contractions are used. Relative pronouns have clear referents. The paper consistently observes good style conventions that make for smooth readability, such as appropriate voice (active or passive), accurately descriptive nouns, and active verbs. (B) Meets expectations - vocabulary is not precise but is used properly. No first or second person pronouns are used; no contractions are used. One or two relative pronouns may be ambiguous in their referents. The paper mostly observes good style conventions that make for smooth readability, with a minor lapse or two that impede readability, such as lack of parallel structure. Passive voice is kept to a minimum and is used correctly when employed. (C) Does not meet expectations - vocabulary is not adequate and/or is used improperly. First or second person pronouns are used; contractions are used. Relative pronouns do not have clear referents. The paper lacks good style conventions that make for smooth readability. Passive voice is overused to the point where it impedes readability and obscures understanding.**

- A
- B
- C

**Answer:** B

**Feedback :** First-person pronoun used

**4. Mechanics - Grammar, Spelling, and Punctuation: (A) Exceeds expectations - the paper is free from grammatical errors and contains no spelling errors. (B) Meets expectations - the paper contains two small errors at most: spelling and/or one minor grammatical error in any combination. (C) Does not meet expectations - the paper contains more than two errors in grammar, spelling, or punctuation, or one major grammatical error (sentence fragments, verb-subject agreement problem).**

- A
- B
- C

**Answer:** B

**Feedback :** subject-verb agreement, line 1; verb missing in (a); uses commas incorrectly following colon, instead of semi-colons.

**5. Title: (A) Exceeds expectations - the abstract title accurately and succinctly summarizes the key elements of the proposal. (B) Meets expectations - the abstract title summarizes the proposal accurately but incompletely. (C) Does not meet expectations - the abstract title does not accurately describe the proposal through being too generic or misrepresenting its subject.**

- A
- B
- C

**Answer:** B

**Feedback :** Title does not identify CPR as peer review method

**6. How would you rate this text?**

- 10 Highest
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1 Lowest

**Rating:** 7

**Feedback :** none

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## Low Quality Calibration

Writing in Large Classes

Writing in large classes can be challenging. Good writing work is usually only done in small classes. An inexpensive solution is offered by CPR. In this poster session I will: (a) talk about the startup costs of implementing CPR, (b) recommend modest forms of institutional support to maximize faculty use, including strategies for using CPR in different types of courses and disciplines, and (c) best practices for making CPR part of institution-wide writing.

**1. Scope: (A) Exceeds expectations - the abstract articulates all of the significant points developed in the proposal in concise fashion. (B) Meets expectations - the abstract mentions all of the significant points developed in the proposal but is wordy or less than clear about some of them. (C) Does not meet expectations - the abstract either leaves out significant points from the original proposal, misrepresents their order of presentation, or describes them in ways that leave them unclear.**

- A
- B
- C

**Answer:** C

**Feedback :** Left out connection of critical thinking with writing and specification of acculturation, discipline as discourse community. Overall word count unacceptably short

**2. Development: (A) Exceeds expectations - the abstract explains the significant points clearly and concisely, using descriptive language appropriate to the subject matter. (B) Meets expectations - the abstract explains the significant points it identifies unevenly, some clear but others not, sometimes using overly general language. (C) Does not meet expectations - the abstract does not explain the significant points adequately, either through absence of further explanation after first stating them or through vague references.**

- A
- B
- C

**Answer:** C

**Feedback :** Left out: best practices; specification of "online tool" ... for what? and range of disciplines and institutions.

**3. Clarity - Vocabulary, Pronouns & Contractions, Style Conventions: (A) Exceeds expectations - vocabulary throughout is used properly and is appropriately descriptive without vague generalities. No first or second person pronouns are used; no contractions are used. Relative pronouns have clear referents. The paper consistently observes good style conventions that make for smooth readability, such as appropriate voice (active or passive), accurately descriptive nouns, and active verbs. (B) Meets expectations - vocabulary is not precise but is used properly. No first or second person pronouns are used; no contractions are used. One or two relative pronouns may be ambiguous in their referents. The paper mostly observes good style conventions that make for smooth readability, with a minor lapse or two that impede readability, such as lack of parallel structure. Passive voice is kept to a minimum and is used correctly when employed. (C) Does not meet expectations - vocabulary is not adequate and/or is used improperly. First or second person pronouns are used; contractions are used. Relative pronouns do not have clear referents. The paper lacks good style conventions that make for smooth readability. Passive voice is overused to the point where it impedes readability and obscures understanding.**

- A
- B
- C

**Answer:** C

**Feedback :** First and second person pronouns; unclear verb usage in (a).

**4. Mechanics - Grammar, Spelling, and Punctuation: (A) Exceeds expectations - the paper is free from grammatical errors and contains no spelling errors. (B) Meets expectations - the paper contains two small errors at most: spelling and/or one minor grammatical error in any combination. (C) Does not meet expectations - the paper contains more than two errors in grammar, spelling, or punctuation, or one major grammatical error (sentence fragments, verb-subject agreement problem).**

- A
- B
- C

**Answer:** C

**Feedback :** subject-verb agreement, line 1; uses commas incorrectly following colon, instead of semi-colons; verb missing in (c).

**5. Title: (A) Exceeds expectations - the abstract title accurately and succinctly summarizes the key elements of the proposal. (B) Meets expectations - the abstract title summarizes the proposal accurately but incompletely. (C) Does not meet expectations - the abstract title does not accurately describe the proposal through being too generic or misrepresenting its subject.**

- A
- B
- C

**Answer:** C

**Feedback :** Title is completely generic.

**6. How would you rate this text?**

- 10 Highest
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1 Lowest

**Rating:** 5

**Feedback :** none

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