

Rubric Sample

Criteria	Excellent	Satisfactory	Needs Attention
Audience	- Addresses author suitably for the assignment (appropriate level of respect and distance) - Acknowledges author's work or background explicitly - Uses appropriate examples from text to support thesis - Generates excellent reader interest	- Addresses author suitably - Acknowledges author's work or background, though perhaps with less detail - May choose examples from the text that are not as well connected to thesis - Generates some reader interest	- May demonstrate too casual forms of address - May not refer to author's work or background - May not have examples from the text or not tie them to the thesis at all - Fails to interest the reader
Purpose	- Explains clearly the reason for writing - Demonstrates well the connection between life experiences	- Explains reason for writing to author, though may not be completely apparent - Shows some connections between life experiences	- Writes without clearly showing purpose - Shows no apparent connections between life experiences
Content	- Shows superior understanding of topic through development - States thesis very clearly and creatively - Provides excellent details and examples	- Shows adequate understanding of topic - States thesis adequately, though with less clarity than possible - Gives sufficient examples and details to support thesis	- Shows little or minimal understanding of topic and assignment - States thesis somewhat clumsily or without clarity - Gives inadequate details or inappropriate examples
Organization	- Organizes well for the audience and purpose - Excellent coherence and cohesion - Develops ¶s well without putting unrelated ideas together - Title excellent - Concludes strongly	- Organizes clearly for the audience and purpose - Adequate coherence and cohesion - May have less development in each ¶ than needed to convey concept - Title suitable for thesis - Concludes without simply restating the thesis or introduction	- Provides formulaic organization - Confuses reader through lack of coherence and cohesion - May have overlong ¶s or ones with too many unrelated ideas/¶ - Title unrelated to essay or generic for assignment - Concludes without clear sense of ending

Tips from a Panel of Experienced TAs

Time Management

1. Schedule meeting with your IOR to have a clear idea of your responsibilities.
2. Consider all responsibilities and create a schedule for planned tasks.
 - a. Lectures
 - i. Are they mandatory?
 - ii. Is an outline available?
 - iii. Is it permissible to work on student papers during lecture?
 - b. Office Hours/Correspondence with students
 - i. Block hours for students, and leave time for emails.
 - c. Sections
 - i. Consider making assignments specific to each section.
 - d. Grading (majority of your time)
 - i. Set aside blocks of time to allow for consistent grading (see below).
 - e. Contingency planning
 - i. Allow some time for unexpected problems (e.g. HR requirements).

Communicating with your Instructor of Record (IOR)

1. Be respectful.
2. Support each other.
3. Be consistent with IOR (rules, grading policy, etc.).
4. Practice effective communication methods (regular TA meeting, emails, phone calls, etc.).
5. Keep documentation (e.g. TA meeting notes).

Grading

1. Is a rubric available from the instructor?
 - a. Create a rubric.
 - b. As you grade, make a list of topics that will be used for scoring.
 - c. Use your best students' tests as a standard.
 - d. Consider the flow of the writing.