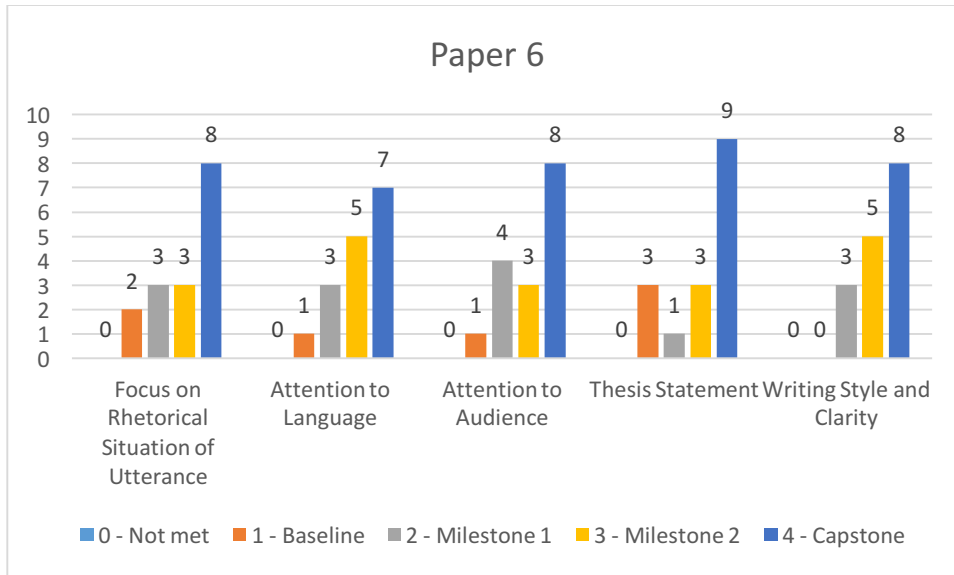
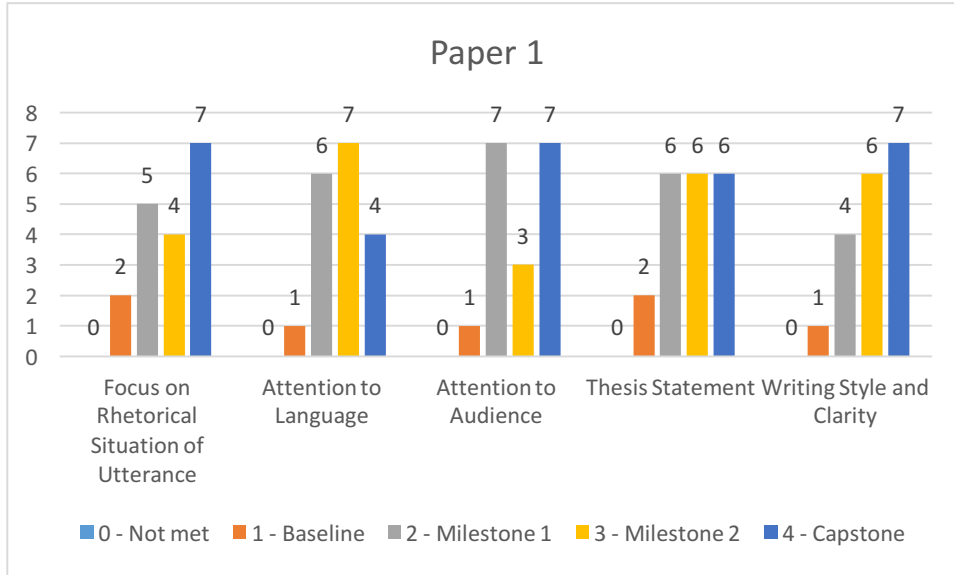


Year 3 Rubric Data

When grading the first and last Rhetorical Analysis papers, I tallied the various dimensions on the Rhetorical Analysis Rubric. The charts below show the data.



What's remarkable to me about this (admittedly very small) dataset is not the number of students who achieve Capstone level—though that's impressive. Rather, it's the number of students who, over the course of the semester, move from the Milestone 1 level to the higher two levels. This shift corresponds to what I found about this particular group of students: although many of them entered the course ill-prepared to write critically and clearly about Shakespeare, they made significant improvements in the course of the semester. I intend to make these tallies for every paper from now on, ultimately gathering information about where, when, and how students make significant improvements (or fail to).