

ABSTRACT

This study documents the development of a new writing process synthesizing teacher feedback on student writing, student-generated criteria in the form of a rubric, one-on-one teacher-student conferences, and individualized assessment. The study was completed in a small suburban high school in eastern Pennsylvania with 20 eleventh grade honors British Literature students. Methods of gathering data included conventional and teacher research, questionnaires, interviews, student work including essays and student-generated criteria, observations and field notes, class discussions, and journal entries. Students wrote 5 papers throughout the course of the study, 3 of which were graded in a conventional way and 2 of which were graded using the new process. In the new process, the students reviewed teacher feedback from their rough drafts and generated criteria based on specific needs. In one-on-one teacher-student conferences, the feedback and rubrics were discussed. Each of the students was then graded through the individualized self-selected criteria. At the conclusion of the study, increases were found in the following areas: student understanding of grammar, mechanics, and content; student achievement; levels of motivation and effort; and student ownership and accountability.