**Integrating Subjects: Collaborative Teaching and Rubrics Construction**

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As I started to assign papers in my math classes I have found students can show me the mathematical knowledge that they really were writing papers well. I think it is important that a student be able to communicate mathematics in an appropriate way. So I decided to change my rubric.

I examined my own writing process first. When I was writing my dissertation, I would have three different people read and edit my chapters before I would submit it to my chairperson. My readers all looked at my paper from a different perspective so they each had something different to offer in editing my paper. I decided my students needed to have a peer editor for their papers. I created a peer editor documents. This is not just a check sheet but there is also a space available for the editor to give feedback regarding the student’s paper. In addition to peer editing each student needed to score their own paper using the rubric as the scoring guide. The self grading document can be a check list type paper.

Next I worked on the rubric. Part of my rubric addresses specifically the math content and knowledge that I am assessing. The other part of the rubric addresses the language arts and page set up of the paper. I was confident in the math content part of the rubric. The language arts section is what I felt I needed help with. I conferred with English teachers and Social Studies teachers to see what they thought was important to include in a rubric for paper. So I added criteria regarding grammar, typos, punctuation, and references to the introduction and conclusion being clear and concise.

When I shared this process with other writers and educators they were really excited to see a rubric that had not only content area criteria but also language arts criteria. We all discussed what would be great is if teachers could collaborates, not only on constructing rubrics, but designing assignments that are authentic in language arts in addition to the content area.