



PROJECT MUSE®

What We Really Value

Bob Broad

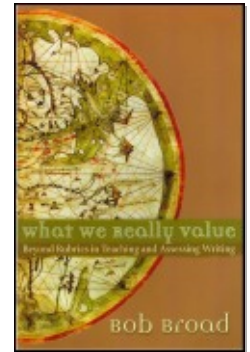
Published by Utah State University Press

Broad, Bob.

What We Really Value: Beyond Rubrics in Teaching and Assessing Writing.

Utah State University Press, 2003.

Project MUSE.muse.jhu.edu/book/9267.



➔ For additional information about this book

<https://muse.jhu.edu/book/9267>

Appendix D

SAMPLE INTERVIEW QUESTIONS

1. As you look back on last quarter's Portfolio Program, what stands out in your mind?
2. If your experiences in the Portfolio Program changed your way of thinking about or handling things, describe how.
3. If norming and trio discussions affected your teaching, whether inside or outside of class, describe how.
4. Approximately what percentage of the time did you give your students the grades agreed upon for them by your trio?
5. [follow up on any key terms that arise, asking for clarification: *Reliability, Validity, Negotiation, Objectivity, Autonomy, Community, Fairness*, etc.]
6. As you look back on norming and trio sessions, are there any moments that stand out for you? Describe them. What was going on? What was your role? How successfully do you feel the people involved handled the situation?
7. As you reflect on norming and trio sessions, do you recall moments in which you changed your mind about something: an evaluation, a criterion, a standard, etc.? Describe the process of changing your mind.
8. Did you try to change others' minds? What about? How did you do that? How successful do you think you were? How do you know?
9. [Ask about specific moments of evident conflict and/or transformation that I observed in norming and/or trio sessions. Allow interviewee to look at relevant passages in the transcripts.]
10. If you could change anything about the way the program was run—or the way it will be run next time—what would you change? What would you do differently?