

## Grading Instructions for Minute for Your Thoughts Assignment

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**My Approach:** This is the application-level assignment for my online students' learning experience, which is structured on a week-by-week basis. The students digest the learning materials (readings, learning videos, etc.) and complete foundational-level assignments, such as concept quizzes, before attempting this assignment. I treat this assignment as a hands-on, feedback-heavy tool to help them apply concepts but also learn a new (or new way of using) technology.

I refrain from being "too strict" in my grading, as many of my students are apprehensive about this type of assignment. I approach this assignment as a tool to provide rich feedback and encourage improvement week-to-week rather than as a metric for detailed content mastery.

**Grading Information (Given to Students):** This assignment is mostly a "complete" (full credit) or "incomplete" (no credit) assignment. But, you will lose points for issues such as (but not limited to) the following:

- Video is less than 60 seconds long.
- Audio or picture quality on the video is poor enough to detract from message.
- Message is read from a paper in front of you. This becomes very obvious and distracts listeners from what you really want to say. Use these assignments to practice what we call [extemporaneous speaking](#). It's okay to use a note card with a few bullets on it; just not full sentences that you read.

**Additional Thoughts on Grading:** Though I have traditionally stuck with the "Complete/Incomplete" grading approach and only deducted points for the above infractions, a structured rubric for this 10-point assignment may look like this (or a variation of this):

Category	Points
Summary of video's overall message and purpose	3
Student's reflection on video, including critiques, additional thoughts, and praises.	3
Quality of video, including audio and picture	2
Quality of delivery (not read from paper) & professionalism	2