

CONTENTS

Preface	3
Best Practices Grading Checklist	7
Formative vs. Summative Assessment	7
Getting Started	8
Student Characteristics	9
Classroom Communication	10
How Active Learning Impacts Grading	11
Experiential Learning	11
Cooperative Learning	14
Partnering	14
Student Feedback	14
Classroom Assessment	15
Grading Tips: “Designing and Using Rubrics”	17
Sample Analytic Rubric	20
Rubrics for Writing Assignments	21
Why the Rubric is Your Best Friend	22
Student Behaviors	22
Strategies	23
Grading Tips: “I’m Late, I’m Late...Grading”	24
You Talkin’ to Me?!? Attitude Matters	27
Maslow and Assessment	27
Beyond the Lecture-to-Exam Cycle	28
Question/Answer	29
Discussion Strategies	30
Student Panel	32
Learning Cell/Buzz Groups	33
Out-of-Class Activities	33
Quick Do’s and Don’ts	34
Just in Time Teaching (JiTt)	34
Projects	35
Case Studies	35
Fieldtrips	36
Grading Tips: “Tough Grader Syndrome”	37
Talk Less. Smile More.	42
Less is More	42
One and Done	42

Learn to Cut Your Grading Time in Half

Bank Comments	42	
Global vs. Local Comments	43	
K.I.S.S.	43	
Conscious Comments	43	
Make Grading More Efficient	43	
Integrating Technology		44
IOS Apps to Speed up Grading	44	
Android Apps to Speed up Grading	46	
Planning Makes Perfect		48
Assessment Outline	49	
Assessment and Grading Plan	49	
Developing Grading Criteria	50	
Better Tests = More Efficient Grading		50
Essay Tests/Questions	50	
Open Book Tests	51	
Multiple Choice Tests/Questions	52	
Recall and Comprehensive Tests	52	
True/False Tests/Questions	53	
A Little Satire: “Grade-Grubbing”		54
Strategies to Combat Grade-Grubbing		56
48/96 and 24/7	58	
Use Math	58	
Avoid Grade-Grubbing Conflicts	58	
Conclusion		59
References		61
Index		64

Douglas B. Reeves, author and educator, said, “Technology sometimes encourages people to confuse busyness with effectiveness” (Reeves, 2010). Instructors sometimes equate certain grading practices such as an authoritative tone, strong criticism, or copious comments with being effective. In fact, the more conscious and deliberate an instructor is when delivering feedback, the better that feedback tends to be. Instructors often feel as though they must sacrifice effectiveness for efficiency, or efficiency for effectiveness. By honoring these guiding principles, instructors will realize that they do not need to make a choice between the two (Smith and Palenque, 2015).