

Title:

Grading Rubrics: What's in it for Faculty?

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Session Title:

Faculty Development and Evaluation Mechanisms

Slot:

2C: Friday, April 4, 2014: 11:45 AM-12:30 PM

Scheduled Time:

11:45 AM

Keywords:

Faculty Perceptions , Standardized Analytic Grading Rubrics and Teaching-Learning Practices

References:

Baker, D. L. (2011). Designing and orchestrating online discussions. *Journal of Online Learning and Teaching*, 7 (3), 401-411. Bresciani, M.J., Zelna, C.L., & Anderson, J.A. (2004). Assessing student learning and development: A handbook for practitioners. National Association of Student Personnel Administrators. Howell, R. J. (2011). Exploring the impact of grading rubrics on academic performance: Findings from a quasi-experi-mental, pre-post evaluation. *Journal on Excellence in College Teaching*, 22 (2), 31-49. Oakleaf, M. (2009). Using rubrics to assess information literacy: An examination of methodology and interrater reliability. *Journal of the American Society for Information Science and Technology*, 60(5), 969–983. Reddy, Y. M. & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*. 35 (4), 435-448. Solan, A. M. & Linardopoulos, N.(2011). Development, implementation, and evaluation of grading rubric for online discussions. *Journal of Online Learning and Teaching*, 7(4), 452-464. Truemper, C. M. (2004). Using scoring rubrics to facilitate assessment and evaluation of graduate-level nursing students. *Journal of Nursing Education*, 43 (12)562-564.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOT TED	FACULTY/SP EAKER	TEACHING/LE ARNING METHOD	EVALUATION/FE EDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" <ul style="list-style-type: none">• Course of study• Arrang ements	Examp l e 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	of instructional materials <ul style="list-style-type: none"> • The subject matter that is taught • Cultural "training" • Planned engagement of learners 				
Explore the use of objective formative assessment to guide student performance.	Background/Literature Review Research Problem/Questions Significance of the Study	20 mins	Rachel Choudhury, MSN, RN, CNE Candice Phillips, PhD, APRN, CNM, RN, CNE	PowerPoint Presentation Participant Feedback using Answer Response System	Survey Feedback: Do you use standardized analytic grading rubrics in your nursing courses? How do you use these rubrics?
Examine faculty perceptions regarding the use of standardized analytic rubrics for student assessment on required nursing	Study Results	20 minutes	Rachel Choudhury, MSN, RN, CNE Candice Phillips, PhD, APRN, CNM, RN, CNE	PowerPoint Presentation; Participant Feedback using Answer Response System	Survey Feedback: What do you like best about [using] the standardized grading rubrics? What challenges, if any, did you have using standardized grading rubrics? Do you believe training in using standardized grading rubrics would improve the

assignments					effective use of them?
Investigate how teaching and learning practices are promoted through the use of standardized analytic rubrics.	Analysis and Discussion of Study Results	20 minutes	Rachel Choudhury, MSN, RN, CNE Candice Phillips, PhD, APRN, CNM, RN, CNE	PowerPoint Presentation; Discussion; Audience Response System	Survey Feedback: Using a Likert scale - How do you perceive use of standardized grading rubric as: (a) an objective basis for evaluation? (b) a more consistent grading process? (c) a more reliable grading process? and (d) a more efficient grading process?

Abstract Text:

Higher education literature recognizes the vital role that grading rubrics exert on improving student academic performance (Howell, 2011). As an assessment tool, rubrics allocate points to specific evaluative criteria to gauge student performance (Truemper, 2004). Benefits of rubric assessment have been noted to include: increased student understanding of instructor expectations (Oakleaf, 2008) and more meaningful grading experiences due to clearly stated evaluative criteria (Brescian, Zelna & Anderson, 2004). An analytic rubric, which allows for separate evaluation of each component of the assignment, has been shown to provide objective formative feedback to guide student performance (Oakleaf, 2009). In addition, studies of administrative and pedagogical advantages to using grading rubrics have been documented (Solan & Linardopoulos, 2011). Despite the growing body of research on rubric assessment as it relates to student perceptions and performance, few findings focus on the rigorous use of standardized rubric tools in instructional and program assessments, or on the perceptions of faculty who use these standardized assessment tools (Reddy & Andrade, 2010).

This presentation will present findings from a mixed method study that examined the use of standardized analytic rubrics for student assessment, and the perceptions of faculty who use them. A survey design methodology, involving both pre- and post-tests, was utilized to establish the effectiveness of standardized rubric-based interventions. Using a similar survey design, our audience will be actively engaged through the use of audience response systems in discussing analysis of findings.