Grading Rubrics: What’s in it for Faculty?

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Objectives

• Explore the use of standardized analytic rubrics to guide student performance

• Examine faculty perceptions regarding the use of standardized analytic rubrics for student evaluation on required nursing assignments

• Investigate how teaching and learning practices are promoted through the use of standardized analytic rubrics
Background

• Grading rubrics provide specific evaluative criteria to gauge student performance (Truemper, 2004) and to improve student academic performance (Howell, 2011)

• Administrative and pedagogical advantages to using grading rubrics (Solan & Linardopoulos, 2011)

• Benefits of grading rubrics:
  ▪ Increased student understanding of instructor expectations (Oakleaf, 2009)
  ▪ Provide objective formative feedback to guide student performance (Oakleaf, 2009)
  ▪ More meaningful grading experiences (Brescian, Zelna & Anderson, 2004)
Significance

• 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 evaluation tools (Reddy & Andrade, 2010)

• Research questions:
  ▪ What are faculty perceptions regarding the use of standardized analytic rubrics for student evaluation on required assignments?
  ▪ How does the use of standardized analytic rubrics promote teaching and learning practices?
Methodology

- Intervention: four-column analytic grading rubric

<table>
<thead>
<tr>
<th>Assignment Criteria</th>
<th>Outstanding or Highest Level of Performance</th>
<th>Very Good or High Level of Performance</th>
<th>Competent or Satisfactory Level of Performance</th>
<th>Poor, Failing or Unsatisfactory Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A (92–100%)</td>
<td>B (84–91%)</td>
<td>C (76–83%)</td>
<td>F (0–75%)</td>
</tr>
</tbody>
</table>

- Survey, Mixed Methods, Pre-/Post-test
  - Nine questions, five-level Likert-type
  - Six questions, Open-ended
  - Administration: Completely online

- Participants – Inclusion/Exclusion Criteria
Results and Analysis

- Participant description
  - Years teaching in nursing education
  - Highest degree completed

- Previous assessment methods used
  - Types
  - Objectivity
  - Consistency
  - Reliability
  - Efficiency
Results and Analysis

• Use of four-column standardized analytic rubrics
  ▪ Quantitative:
    o Objectivity and Consistency
    o Reliability and Efficiency
    o Overall Satisfaction
  ▪ Qualitative
    o Challenges
    o Changes/Recommendations
    o Faculty Development Training
References


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