# 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:**


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**Learning Activity:**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
<th>TIME ALLOTTED</th>
<th>FACULTY/SP EXTRACT</th>
<th>TEACHING/LEARNING METHOD</th>
<th>EVALUATION/FEEDBACK</th>
</tr>
</thead>
</table>
| Example             | Example Definitions of "curriculum"  
• Course of study  
• Arrangements | Example 20 minutes | Example Name, Credentials | Example Lecture PowerPoint presentation Participant feedback | Example Group discussion: What does cultural training mean to you? |
<table>
<thead>
<tr>
<th>Explore the use of objective formative assessment to guide student performance.</th>
<th>Background/Literature Review Research Problem/Questions Significance of the Study</th>
<th>20 mins</th>
<th>Rachel Choudhury, MSN, RN, CNE, Candice Phillips, PhD, APRN, CNM, RN, CNE</th>
<th>PowerPoint Presentation Participant Feedback using Answer Response System</th>
<th>Survey Feedback: Do you use standardized analytic grading rubrics in your nursing courses? How do you use these rubrics?</th>
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</thead>
<tbody>
<tr>
<td>Examine faculty perceptions regarding the use of standardized analytic rubrics for student assessment on required nursing</td>
<td>Study Results</td>
<td>20 minutes</td>
<td>Rachel Choudhury, MSN, RN, CNE, Candice Phillips, PhD, APRN, CNM, RN, CNE</td>
<td>PowerPoint Presentation; Participant Feedback using Answer Response System</td>
<td>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</td>
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<td>assignments</td>
<td>effective use of them?</td>
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<td>Investigate how teaching and learning practices are promoted through the use of standardized analytic rubrics.</td>
<td>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?</td>
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<td>Analysis and Discussion of Study Results</td>
<td>PowerPoint Presentation; Discussion; Audience Response System</td>
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<td>20 minutes</td>
<td>Rachel Choudhury, MSN, RN, CNE Candice Phillips, PhD, APRN, CNM, RN, CNE</td>
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**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.