

# 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

Assignment Criteria	Outstanding or Highest Level of Performance	Very Good or High Level of Performance	Competent or Satisfactory Level of Performance	Poor, Failing or Unsatisfactory Level of Performance
	A (92–100%)	B (84–91%)	C (76–83%)	F (0–75%)

- 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:
    - Objectivity and Consistency
    - Reliability and Efficiency
    - Overall Satisfaction
  - Qualitative
    - Challenges
    - Changes/Recommendations
    - Faculty Development Training



# References

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