

Making the Grading Process Time-Efficient

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1. When multiple choice will produce what you need to know, use it. Don't spend time reading student writing that could have been tested by multiple choice.
2. Focus your full-scale commenting-grading process on only a few assignments; use less time-intensive ways to reward other work.
3. Leverage the greatest amount of student learning into the smallest written product.
4. Make your criteria and standards explicit from the beginning.
5. Provide student self-check and peer-check points.
6. Ensure by timing and structure that your comments will be well-used.
7. Don't spend the most time on the worst papers; just comment on the basic misunderstandings or difficulties that led to the disaster.
8. Use early guidance to prevent disasters in the first place.
9. Ensure that students have spent enough time to merit your attention.
10. Require students to organize their work for your efficiency.
11. Use what the student knows.
12. Separate commenting from grading and use them singly or in combination according to your purpose and student needs.
13. Use only as many grading levels as you really need.
14. Don't give every student what only a few students need.
15. Comment in different ways for different situations.
16. Delegate the work.
17. Use technology to save time and enhance results.

Student Self-Check

This sheet must be included at the front of your essay. I will not accept any essays without the checksheet fully completed.

___ I have read the poems at least three times

I have spent _____ hours on research and writing this paper

___ I have had at least one other person read the paper and offer suggestions

___ I have reread the paper at least twice for grammar, punctuation, and spelling

___ I have used the spellcheck

___ The paper is presented in the format described on p. 2 of the assignment

___ A reader of my paper could tell what my thesis is, in the form of a full sentence

___ My thesis is a challenging, yet defensible, interpretation of some aspect of the poems

___ etc. [self-check items related to criteria and standards for the paper]

If I had more time to spend on this paper, I would: _____

(Adapted from Barbara E. Walvoord and Virginia J. Anderson, *Effective Grading: A Tool for Learning and Assessment*. Jossey-Bass, 1998.)