

## Creating a Grading Rubric

Grading rubrics are an effective tool for providing students with your expectations on a given task as well as providing you with a standardized grading mechanism. Rubrics identify the important traits (those to which you assign a score or deduct points) of a task and articulate performance levels. Rubrics attempt to make explicit the implicit criteria by which you grade or assess student performance.

Typically, grading rubrics are created to correspond to an instructor’s student learning objectives. In addition to providing students with clear expectations, a rubric is a valuable assessment tool for faculty wishing to demonstrate direct evidence of students learning.

A grading rubric should be created with the following items:

- Specific qualities (or traits) to be assessed
- Standards or levels of performance
- Specific indicators describing what the various levels of performance look like for each of the qualities being assessed (Delivee Wright, 1999)

Be cautious not to make the indicators so broad that they are non-descriptive; they should be as focused as a student learning objective.

Barbara Walvoord and Virginia Anderson’s book, *Effective Grading: A Tool for Learning and Assessment* has a wealth of information on using rubrics to facilitate the grading process and as a formative assessment tool for both the faculty member and the student.

### EXAMPLE

Category	4-Excellent	3-Acceptable	2-Partial (unacceptable)	1-Poor
Preview	A specific statement appears that identifies each main point to be developed in support of the thesis.	A statement appears that identifies the general themes to be developed in the speech but does not specify the main points.	A general statement is made about the contents of the body of the speech but fails to identify all of the main points or themes covered in the body of the speech.	No preview is identifiable.

For more information on grading rubrics or students learning objectives, and a list of available resources, visit our web page at: <http://ilte.ius.edu>

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 Wright, Delivee, *Grading Rubrics: Assessing Students’ Work*; <[www.cte.duq.edu/newsletter/spring1999/vol19.pdf](http://www.cte.duq.edu/newsletter/spring1999/vol19.pdf)>

## Establishing Criteria and Standards for Grading

Having clear criteria and standards can:

- Save time in the grading process
- Allow you to make that process consistent and fair
- Help you explain to students what you expect
- Show what you teach
- Identify essential relationships between discipline information and process
- Help students participate in their own learning, because they know what they are aiming for
- Help students evaluate their own and each other's work
- Save you from having to explain your criteria to students after they have handed in their work, as a way of justifying the grades they are contesting
- Help student peers give each other constructive feedback on plans and drafts
- Help teachers of sequenced courses communicate with each other about standards and criteria
- Form the basis for departmental or institutional assessment

Wlavoord, Barbara & Anderson, Virginia J. (1998) *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass.