

## Grading and Responding to Students' Work: Less is More

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For most of us, grading and commenting on students' papers can be very time-consuming. Yet research shows that a lot of our painstaking comments are counterproductive! Come find out how fewer, briefer comments on papers can help students learn better. Actual student papers will be provided as a jumping-off point for this discussion on grading and commenting strategies.

### Publications:

Bean, John Charles. [Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom](#). San Francisco: Jossey-Bass, 2001.

Caron, Thomas. "[Teaching Writing as a Con-artist: When is a Writing Problem Not?](#)" *College Teaching* vol. 56, no. 3 (summer 2008): 137-139.

Fiske, Edward B. "How to Learn in College: Little Groups, Many Tests." *The New York Times*. Monday, March 5, 1990, page A1.

Straub, Richard [author of *A Sourcebook for Responding to Student Writing*]. [Students' Reaction to Teachers' Comments](#). Prezi, 2014.

Svinicki, Marilla. "[When Does Enough Feedback Become Too Much?](#)" *National Teaching & Learning Forum* 17, 3 (March, 2008).

Pollio, Howard R., "[Grading Systems](#)." In Education Encyclopedia, State University.com.

Washington University, St. Louis, The Teaching Center. "[Tips for Commenting on Student Writing](#)."

### Links:

For Students: online writing help <https://owl.english.purdue.edu/owl/>

Association of American Colleges and Universities, "[Written Communication VALUE Rubric](#)."

Carnegie Mellon University, "[Research Project Writing Rubric](#)."

Colomb, Gregory. "[Some Characteristics of Novice Writers](#)."

Muhlenburg College Library, [Alternatives to the Research Paper](#).

Nancy Sommers and Columbus State University, "Manifesto: The Hope for a New Kind of Feedback." 2008. [http://www.youtube.com/watch?v=93J\\_0Qxsci4](http://www.youtube.com/watch?v=93J_0Qxsci4)

UNLV [Online Writing Lab \(OWL\)](#)

Online writing help for students: <https://owl.english.purdue.edu/owl/>

### Template for a helpful comment on students' work:

1. positive or true statement to establish credibility, make student receptive
  - a. specific example that offers evidence of the above statement
  - b. comparison to the student's previous assignment
2. strategies for improvement (1 or 2, prioritized, that student can apply to the next assignment)
  - a. specific examples (citing sections/pages/URLs of the students' work)
  - b. questions to push the students' thinking further
3. [optional: identify a pattern of mistake that the student can control for; cite an authoritative reference for consultation by the student]