The second edition of Effective Grading—the book that has become a classic in the field—provides a proven hands-on guide for evaluating student work and offers an in-depth examination of the link between teaching and grading. Authors Barbara E. Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment.

This thoroughly revised and updated edition includes a wealth of new material including:

- Expanded integration of the use of technology and online teaching
- A sample syllabus with goals, outcomes, and criteria for student work
- New developments in assessment for grant-funded projects
- Additional information on grading group work, portfolios, and service-learning experiences
- New strategies for aligning tests and assignments with learning goals
- Current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to "close the loop"
- Material on using the best of classroom assessment to foster institutional assessment
- New case examples from colleges and universities, including community colleges

“When the first edition of Effective Grading came out, it quickly became the go-to book on evaluating student learning. This second edition, especially with its extension into evaluating the learning goals of departments and general education programs, will make it even more valuable for everyone working to improve teaching and learning in higher education.”

—L. Dee Fink, author, Creating Significant Learning Experiences

“Informing faculty encounters with hundreds of faculty in their workshops, these two accomplished teachers, assessors, and faculty developers have created another essential text. Current faculty, as well as graduate students who aspire to teach in college, will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students’ classroom work in demonstrating departmental and institutional effectiveness.”

—Trudy W. Banta, author, Designing Effective Assessment

The Authors

Barbara E. Walvoord is professor emerita at the University of Notre Dame. For more than thirty years she has been leading faculty workshops across the country on the topics of grading, assessment, teaching, learning, and writing across the curriculum. She is the author of Assessment Clear and Simple from Jossey-Bass.

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Effective Grading
Effective Grading
A Tool for Learning and Assessment in College

Second Edition

Barbara E. Walvoord
Virginia Johnson Anderson
The Jossey-Bass Higher and Adult Education Series
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To our children: Lisa, Brian, Randy, Sherry, and Billy
To our grandchildren: Kristen, Bria, Lauren, Liana, and Madison,
and in loving memory of Kameryn
To our spouses: Sharon Grace and Cliff Anderson
THE SECOND EDITION of Effective Grading has the same goals as the first: to help instructors in college classrooms use the grading process effectively for learning and to explore how it can be used for assessment and improvement in the classroom and in broader contexts, such as the department or the general education program.

Much has happened since the first edition was published in 1998. New emphasis has focused on learning as the goal of teaching. Research on how people learn has more fully infused the teaching process and the teaching literature. The scholarship of teaching and learning movement has arisen to help faculty conduct systematic inquiry about learning in their classrooms and share that inquiry with others. The requirement by accreditors and others that institutions assess student learning has not gone away; instead, it has become stronger and more insistent.

This second edition addresses those changes. The most significant change is a wholesale rewriting of Part Two, on assessment in the department and general education, to reflect new realities about assessment and build on the latest developments in the field. We added a chapter on assessment for grant-funded projects, because many funding agencies now insist on assessment of learning. In addition, we have revised Part One of the book on classroom grading so that it builds on new research, theory, and practice that have emerged since the first edition and incorporates what we ourselves have learned in the ten years since we wrote the first edition.

Acknowledgments

Our greatest debt is to the hundreds of faculty members in our own institutions—the University of Notre Dame and Towson University in Maryland—and in the many workshops we have led at other institutions and conferences. Our colleagues are our greatest teachers. For whatever in this book is practical, realistic, down-to-earth, and sensible, we profited greatly from their insistence on usable suggestions. For the examples we use throughout the book, we drew from their experiences, generously shared. For the will to revise this book, we drew on their support and encouragement. For the vision that inspires this book, we drew on their hopefulness, gifted teaching, and enthusiasm for learning and for the students who flourish in their classes.
For this second edition, several faculty contributed new case studies that greatly enriched the book: John C. Bean of Seattle University; David F. Carrithers of Seattle University; Mary Elizabeth Camp of Indiana University; Trish Casey-Whiteman of Anne Arundel Community College in Maryland; Theresa Earenfight of Seattle University; Tara Eisenhauer Ebersole of The Community College of Baltimore County; Cindy Ghent of Towson University in Maryland; Joan Middendorf of Indiana University; Susan Robison, a private practitioner and faculty member at the College of Notre Dame of Maryland; and Colette M. Schrank of Moraine Valley Community College in Illinois. Thomas A. Angelo responded to the manuscript of the first edition at a number of points and contributed important ideas to its development, though we, of course, take full responsibility for the ways in which we used his suggestions. We are indebted as well to the anonymous reviewers who provided detailed, thoughtful suggestions for this second edition. Our heartfelt thanks to Sharon Grace for her work with permissions. Aneesa Davenport and Cathy Mallon at Jossey-Bass were attentive and helpful in bringing the book to production.
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Walvoord was named the 1987 Maryland English Teacher of the Year for Higher Education by the Maryland Council of Teachers of English Language Arts. For more than thirty years, she has taught courses in composition, literature, and interdisciplinary humanities at institutions both large and small, public and private.

Walvoord has consulted and led workshops on the campuses of more than 350 colleges and universities and at many national and regional conferences. Her topics are assessment, teaching and learning, and writing across the curriculum. She came to Notre Dame in 1996 as the founding director of the John Kaneb Center for Teaching and Learning, where she worked with faculty and graduate students across disciplines. In 2003, she coordinated the self-study for Notre Dame’s reaccreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, and she continued to work on assessment at Notre Dame.

Before coming to Notre Dame, Walvoord founded and directed Writing Across the Curriculum programs at Central College in Iowa, Loyola College in Maryland, and the University of Cincinnati. She was founding codirector of the Maryland Writing Project (a site of the National Writing Project) and the Baltimore Area Consortium for Writing Across the Curriculum. All of those programs won national acclaim.

Her publications include Teaching and Learning in College Introductory Religion Courses (2008); Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education (2004; second edition in process); Academic Departments: How They Work, How They Change (2000); In the Long Run: A Study of Faculty in Three Writing-Across-the-Curriculum Programs (1997); Thinking and Writing in College: A Study of Students in Four Disciplines (1990); and Helping Students Write Well: A Guide for Teachers in All Disciplines (second edition, 1986). She has also published articles and book chapters about grading, assessment, teaching, learning, and writing. Making Large Classes Interactive (1995), a
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Virginia Johnson Anderson is professor of biological sciences at Towson University (TU). A nationally known assessment activist and author, she has presented grading and assessment workshops at more than 180 community colleges, colleges, and universities across the country and abroad. She received her B.S. degree in biology from Lamar University and M.S. degree on a National Science Foundation (NSF) Outstanding Teachers Fellowship at the University of Georgia. While teaching general biology and microbiology for nurses at TU, Anderson earned her doctorate in science education at the University of Maryland—College Park in 1984. She routinely teaches eleven hour contact hours per semester: eight in life sciences and three in an upper-level scientific and technical writing course. She chairs her department’s assessment committee and the university’s subcommittee for undergraduate programs assessment, and she is actively engaged in general education assessment.

Widely published, Anderson has been the principal investigator for two major NSF urban science initiatives and a consultant or external evaluator on seven other national grants. Currently she is the education specialist for Biofilms: The Hypertextbook, an NSF/Montana State University initiative, and an evaluator on a five-year NSF/STEM CoSMiC Scholars grant at TU. She has served as a consultant for agencies such as the American Society for Microbiology, U.S. Peace Corps, Maryland Writing Project, Quality Undergraduate Education project, Appalachian College Association, United Arab Emirates, Mellon Foundation, and extensively over the past five years for the Middle States Commission on Higher Education.
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