**January 2021**

*Please share with your faculty:*

**Tips for speeding up grading**

Providing students with timely, specific, and meaningful feedback on course assignments is critical for improving students’ learning and fostering their development of important metacognitive and self-regulated learning skills. Nevertheless, if grading becomes too time-consuming, it becomes not only burdensome for the instructor, but also can prevent students from receiving the timely feedback that they need to improve their work. Below are some tips suggested by Elina [Díaz](https://www.edutopia.org/profile/elena-diaz) (2020) in her article [*How to spend less time grading*](https://www.edutopia.org/article/how-spend-less-time-grading?fbclid=IwAR0a1eCB5m6AYYl7Zx0SD8qRFf6qJghup1gykebqCDe6YS4UFfQuw9dTgI8) which I have summarized below, and have adapted with some of my own examples.

1. **Decide which assignments are the most critical to grade in detail, and which can be checked off**. While for some assignments, such as exams, papers, and projects it may be important to provide individual, written feedback, for other less formal assessments, checking off that students completed the work may be sufficient. In that latter case, meaningful feedback can still be given without having to provide written comments on each students’ work. For example, in my online course this past semester, which consisted of 37 students, students were required to complete weekly, short-answer comprehension quizzes on course topics. The purposes of these quizzes were twofold: (1) to make sure students were comprehending the course material; and (2) and for students to self-check their comprehension of the information. Rather than individually grading 37 quizzes each week, which would have been too time-consuming, I posted an answer key the next week for students to self -check their quiz answers. In addition, any remaining questions were discussed during informal zoom question and answer sessions.

1. **Provide students with scoring rubrics and checklists along with assignment directions.** Checklists and rubrics are not only a way of ensuring reliability and validity in the grading process but can also drastically speed up the grading process by consolidating and organizing feedback. In addition, when students can self-check their own work ahead of submitting assignments, they are more likely to show better performance on the assignment, which also will speed up the grading process.
2. **Use highlighting tools to make grading more efficient**. Another tip that [Díaz](https://www.edutopia.org/profile/elena-diaz) (2020) suggests is using different color highlighters as visual feedback cues. For example, she teaches her students that when she highlights a written statement in green that means the student has made an exemplary point. When she highlights a statement in pink, that means there is an error in what that student wrote. This suggestion can be adapted by using more colors to represent different feedback statements. For example, yellow could be used to represent a statement that needs further elaboration, or blue could be used to represent a statement that needs to be illustrated with an example.

**Check out!** Elina [Díaz](https://www.edutopia.org/profile/elena-diaz) (2020) [How to spend less time grading](https://www.edutopia.org/article/how-spend-less-time-grading?fbclid=IwAR0a1eCB5m6AYYl7Zx0SD8qRFf6qJghup1gykebqCDe6YS4UFfQuw9dTgI8). *Edutopia.* Retrieved Jan. 1, 2021 from <https://www.edutopia.org/article/how-spend-less-time-grading?fbclid=IwAR0a1eCB5m6AYYl7Zx0SD8qRFf6qJghup1gykebqCDe6YS4UFfQuw9dTgI8>

**Please share examples** of ways your program or course makes grading more efficient and I will feature those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Important reminder:** Please remember to submit your program’s end-of-semester assessment report by **Friday, January 8**.