Ideas from Walvoord and Anderson (2010) pp. 99-111

1. Do not waste time on careless student work.
2. Do not extensively mark grammar and punctuation.
3. Address fundamental concerns first.
4. Consider comments without grades.
5. Use comments only for teachable moments.
6. Spend more time guiding.
7. Use only as many grade levels as you need (2= p/f to 13).
8. Limit the basis for grading.
9. Ask students to organize their work for your efficiency.
10. Delegate the work.
11. Use technology to save time and enhance results (hand in online; boilerplate comments, online advice sheets).

Walvoord, Barbara E. and Virginia Johnson Anderson. *Effective Grading: A tool for Learning and Assessment in College.* 2nd ed. San Francisco: Jossey-Bass, 2010.

Ideas from Bean (2011) pp. 312-336

- Respond to encourage revision rather than justify a grade
- Make limited, focused comments
- Avoid marking errors: students learn faster if they must find and correct their own errors
- Organize your comments into a hierarchy—most important to least important
- Comment on ideas and organization first
- Wherever possible, make positive comments
- Use a rubric

Higher-order concerns
1. Does the draft follow the assignment?
2. Does the writer have a thesis that addresses an appropriate problem or question?
3. If the draft has a thesis, what is the quality of the argument itself?
4. Is the draft organized effectively at the micro level?

Lower-order concerns
1. Are there stylistic problems that you find particularly annoying?
2. Is the draft free of errors in grammar, punctuation, and spelling?

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.* 2nd Ed. San Francisco: Jossey-Bass, 2011.