Teachers can be so fixated on assigning an essay project, assisting students to develop their arguments, and conducting discussions of these papers during office hours that it can be a big shock to receive eighteen to twenty-five papers at once, all sitting on a desk waiting to be graded. The students’ part is done, hopefully submitted by the deadline, but now it’s the teacher’s turn to feel pressured to “process” these papers by a certain date and submit grades for the class. Besides the dilemma of knowing how much useful (but time-consuming) feedback to give each student, teachers may struggle to allocate personal time to grading, and to move through the papers in a timely manner.

Read the following opinion pieces, peer-reviewed articles, and scholarly books as a starting place for resolving your own grading quandaries!

**Responding to Student Writing:**

“About Responding to Student Writing.” (Peter Elbow)
“Commenting on Student Writing” (The Teaching Center).
“Grading Student Papers: Reducing Faculty Workload While Improving Feedback to Students.” Kathy Pezdek. (Association for Psychological Science.)
“Responding to Student Writing – and Writers” (Harvard Graduate School of Education), Sommers, Nancy. “Responding to Student Writing.” *College Composition and Communication* 33.2, May 1982, pp. 148-156. (National Council of Teachers of English.)

**Grading Student Writing:**

“A Strategy for Grading Student Writing Assignments” (Faculty Focus)
“Grading Student Work.” (Berkeley Graduate Division)
“Grading Student Writing: Making It Simpler, Fairer, Clearer.” Peter Elbow. 2003 EBSCO Publishing.
“Grading Student Writing: Tips and Tricks to Save You Time.” Kevin Yee.
“Time Management Suggestions for Grading Student Writing.” (Berkeley Graduate Division)