

Grading Rubrics for Writing Projects in Interdisciplinary Education: Strategies for Developing a Consistent Application of Rubric Criteria

Creighton's Interdisciplinary Doctor of Education (EdD) Program in Leadership has proven to be a very successful addition to the University's expanding online program offerings. Assessment of student learning in the program relies heavily on written assignments and projects. Instructors in the program hail from a variety of disciplines, including those within business, education and health sciences. As a result, instructors' experience with, and expectations of, student writing can be inconsistent. In an effort to bring consistency to the grading process for student writing assignments, rubrics for each major writing assignment were developed by the program's Curriculum Committee. Although instructors agree the rubric criteria are clearly stated, the program Director and Curriculum Committee have noted inconsistent application of the rubric criteria by instructors. This inconsistency appears to vary by disciplinary area. For example, instructors from an area of health sciences appear to interpret the rubric criteria differently than instructors from education. This study seeks to identify strategies to help faculty members teaching in the interdisciplinary leadership program create a common perspective in the application of criteria within a grading rubric.

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