

Marking



Learning Objectives

- Define the role of grades and feedback to the student's learning
- Develop and use an efficient grading tool

Group Discussion

- From a student's perspective:
 - What is the importance of grades?
 - What is the importance of feedback?
- From a TA's perspective:
 - What is the importance of grades?
 - What are your grading and feedback responsibilities and concerns?



Marking Activity

- Read the Physics 100 context rich problem and the short solution
- Mark two problems out of 10
- Note that the students use a worksheet that enforces the problem solving method



Goals of a Grading Rubric

- Consistency and fairness
- Efficiency
- Feedback
 - Grades = Student Attention!
- You are less likely to come into conflict with students about marks
 - “Why did my friend get better than me?”

Developing a Grading Tool

1. What are the “traits” of a good solution/report that you are looking for?
 - What did you want them to learn/demonstrate from this exercise?
 - Start general, refine the scale
2. Define the importance (i.e. marks awarded) for each trait
3. Develop levels of performance: a scale for scoring student’s performance on a trait



Activity

- Remark the problems using a rubric



Tips for Marking

- Prepare by doing the problem yourself
- Sketch out your rubric
 - Look at a few problems in detail to get an idea of what students are doing
 - Quickly skim the rest and flip them into piles for A B C D
- Refine rubric as you go through the piles (A's first)
- Go over common errors with your class to avoid seeing them again!



Summary

- ❑ Marks and feedback are very important tools for the student to track their progress
- ❑ Marking must be consistent, fair, and efficient
- ❑ A marking rubric will help satisfy these criteria and give specific feedback to the students on how to improve



References

This module was developed with materials from:

- Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
- 2006 TA Training Materials, Physics Department, University of Minnesota

Plagiarism

- ❑ Plagiarism is submitting another person's work as your own
 - Collaborating on an assignment
 - Collaborating on a take-home exam
 - Copying an assignment from a peer or letting someone copy off of you
 - Copying an assignment from the internet
- ❑ Your responsibility:
 - Inform instructor and give your evidence
 - Do NOT confront the student!