

# Tools & Tips for Grading



Grad STEP 2012

# Agenda

- Introductions
- Think/pair/share – the challenges of grading
- Grading exercise in small groups
- The purpose of grading
- What makes grading difficult?
- Rubrics & grading
- Time management
- Q & A / Evaluations

# Introductions

- Your name
- Your department/program
- One question you bring with you to the workshop

# Think/Pair/Share

What do you find most challenging about grading?

(If you've never graded before, what do you anticipate being most challenging about it?)

# Why Grade?

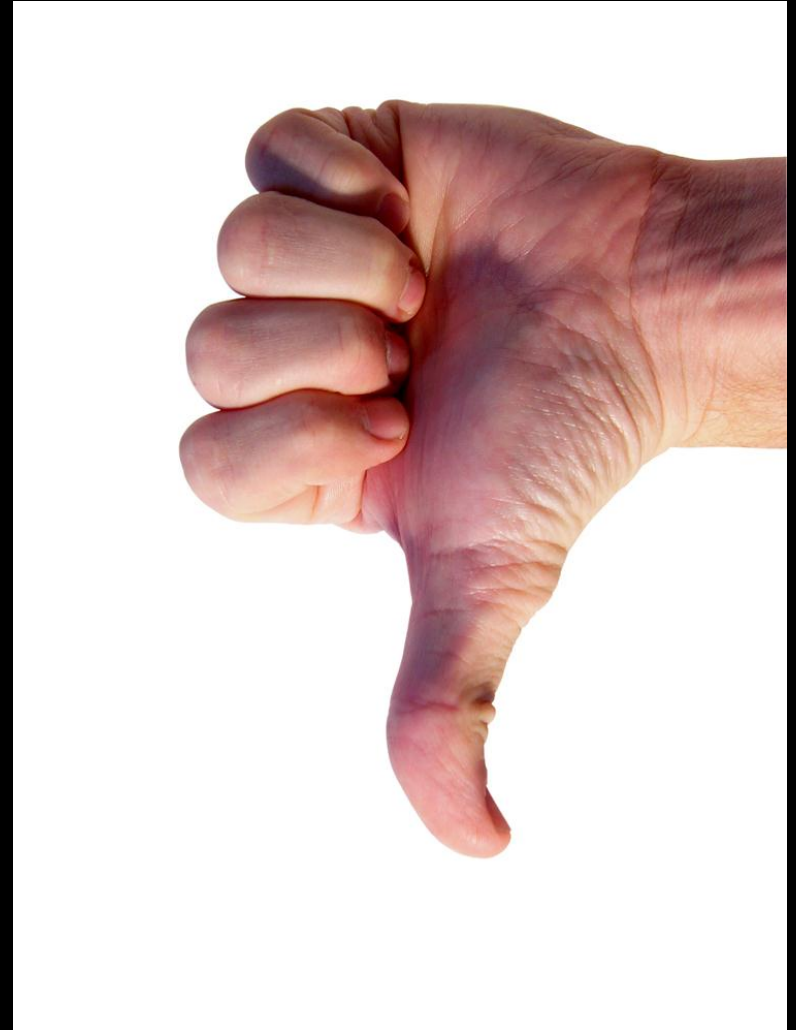
# Feedback to Students





# Feedback to Instructors

# Evaluation





...the only true superpower remaining on the face  
of the bottle of historical circumstances. America  
now wields power that seems frightening  
evil nor are they always thinking in t

Fantastic!

Motivation



# What Makes Grading Difficult?

# Accuracy



# Fairness



1896 1897

1899 1900

1858

1898

1894 1895



**Time**

# Grumpy Students





# A Focus on Numbers

# Advantages of Rubrics

- Usually very concrete and straightforward to use.
- Can help to preserve high standards for you to hold students to.
- You do most of your thinking about what you will give points for while you are still fresh at the beginning of the grading session.
- Helps ensure consistency.
- Can help grading to go quickly.



# Disadvantages of Rubrics

- You still have to figure out what to do about unusual student answers so that you treat them fairly.
- These kinds of rubrics can be unjust if applied too rigidly.
- There can be quite a lot of work involved in figuring out and writing the rubric in the first place.

# Tips for Grading Efficiently

- Be as clear as you can about your expectations.
- Use tools like rubrics to help keep you on track and to save you time.
- Be as consistent as possible – this is especially important when there is more than one grader for the class.
- Look for the range of responses within the class before determining actual grades.
- Write comments selectively, not exhaustively.
- Focus on providing information that students can use to improve their future work and that will enhance their learning.

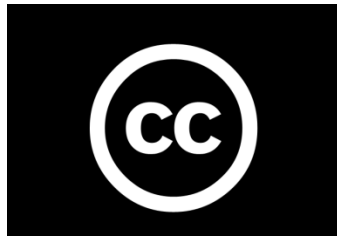
**Questions?**



# Evaluation Cards

On one side: one thing you learned or that you are taking with you from this workshop.

On the other: a question you still have, or a suggestion for improving the workshop.



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