Fair Grading and Effective Feedback In-session Handout

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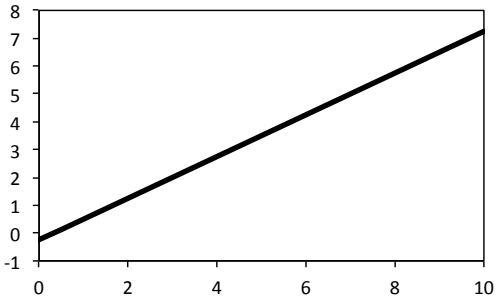
Exercise 1: Grade the following as if you were the TA for the course:

Student 1:
y=2

Student 2:
y=2 (code attached)

Student 3:
4y=3(3)-1;
4y=9-1
4y=8
y=32

Student 4:



Exercise 2: Make a rubric for the following physics problem:
You should:

1. Select criteria, considering the goals and purpose of the problem and overarching categories and themes
2. Develop a scale for each criteria, including a description or example for each level
3. Assign points

A 2-kg ball rolls 9 m down a ramp. The ramp is 5 m tall. How much work did gravity do on the ball?

Exercise 3: How can fair grading and effective feedback techniques help you respond to the following commonly encountered student questions/complaints? Consider the techniques discussed today, including communication techniques, rubrics, and other effective feedback techniques

Questions/Complaints:

1. *How will this be graded?*
2. *My answer is correct--why didn't I get full points? (they didn't show work)*
3. *I think I should have gotten points for this! (partially correct answer)*
4. *My friend didn't lose points for this!* OR *I didn't lose points last time!*
5. *Am I allowed to use the Internet (or other resources) on this assignment?*
6. *I don't understand what I was supposed to do.*
7. *I'm so bad at this class… should I even be here?*
8. *How should I study differently?*
9. *Can I still get an A in the course? How bad will this hurt me in the class?*

Resources

A detailed outline of the "Fair Grading and Effective Feedback" session, including resources, is available online at:

http://teachlearn.caltech.edu/tas/conferences