FSU PROGRAM FOR INSTRUCTIONAL EXCELLENCE (PIE) WORKSHOP
Tips and Techniques for Efficient Grading

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Assessment

• Why?
• Feedback
• Incentive/Motivation
• Ultimately:
  • Helps us determine if the students have met the course objectives and outcomes
  • Helps us identify where students are doing well or struggling in the content of the course
  • Helps us improve learning activities, assessments and practices in our courses!
• Credit, form skills, LEARNING
Assessment

• Types
  • Proportion Grading or Curving
  • Criterion-Referenced Assessments/Grading
    • Students grades are based on how well they perform against a set of specified standard or outcome.
    • Weighted Letter Grades
    • Accumulated Points
    • Definitional System
Preparation

“An ounce of prevention of worth a pound of cure.”
–Benjamin Franklin

• Instructors of Record
  • What are your teaching goals?
  • Syllabus policies and class objectives
  • Grading scheme
    • Extra Credit
    • Missed assignments and exams
    • Attendance
    • Class size and time constraints
  • Being aware of what impacts the quality of your grading
  • Be realistic about students past experience.

• Teaching Assistants
  • Consistent enforcement of class policies
  • Coordinating with other TA’s
GRADING ASSESSMENTS

• Assessing students work and giving appropriate feedback
• What concepts/methods are students struggling with?
• What can you do to help students improve in these areas?
• What can the students do to improve?
• Provide timely feedback in order for students to learn from mistakes
• Feedback should pinpoint where students need improvement
• Reward good behavior and penalize bad habits
GRADING ASSESSMENTS

- Create a rubric!
- Make sure you’re grading consistently between sections and other TAs
- Eliminates ambiguity - when students ask why they lost points, you have a good explanation
- Take breaks when you’re grading - if you are hungry or tired it may effect how harshly you grade
GRADING ASSESSMENTS

- Dealing with cheating
- Exams: no cell phones, hats, smart watches, loose papers, wandering eyes, bathroom breaks
- Homeworks/Papers: plagiarism, copied answers
- Make sure to let students know when it is okay to collaborate on assignments and when it is not
GRADING ASSESSMENTS

• Specific Grading Practices (Hard Sciences, ex. Physics)
• Create a rubric and stick to it, allocate point values to different steps in a problem
• It’s sometimes difficult to catch cheating - watch for steps identical to another student’s steps
• Highlight concepts students may be missing and jot down steps that they may need when giving feedback
GRADING ASSESSMENTS

• Specific Grading Practices (Social Sciences)
Specific Grading Practices (Social Sciences)

• [https://sc.my.fsu.edu/faculty/how/use-grade-rosters-faculty-center](https://sc.my.fsu.edu/faculty/how/use-grade-rosters-faculty-center)
MANAGING STUDENTS GRADES

• Final grade complaints at the end of the semester:
  • It’s important to grade in a timely manner so that students have time to approach you with questions regarding grading
  • It’s also important to have good feedback on assignments to clarify why students received the grade that they were given
GRADING POLICIES

• Important policies that help relieve pressure students will place on instructors
• Family Educational Rights and Privacy Act (FERPA): Cannot discuss grades over email
• Student Disability Resource Center (SDRC): Email exams to the SDRC. Send a list of the registered students you know about to confirm appointments
• Final Exam Policy: Must take the final exam during scheduled time
• Permitted Excuses
Group Activity

• Use the rubric you were given earlier to grade this assignment.
• Please don’t talk until everybody is finished grading the assignment.
Group Discussion

- How did it go?
- What did you struggle with?
- What worked best?
Questions & Comments

• What subject specific techniques do you find helpful?