



### **Grading Made Easy(er)**

PIE Coffee Hour & Teaching Workshop - July 17, 2019

#### **Equitable Grading Tips:**

1. Grade in a good mood!
2. Use rubrics -- rubrics can be uploaded into Canvas and used with SpeedGrader
3. Practice grade norming or calibration. This is something that can be done between TAs, with the instructor, or with yourself.
4. Skim over assignments prior to grading. This will give you an idea of how the students did on a particular assignment. It's another form of grade norming.
5. Grade the assignment, not the student. Turn off names in Canvas's SpeedGrader or have the students write their names on the back of the assignment.
6. Review your work and the overall grades.
7. Avoid a grading marathon. Plan to grade a certain number of papers/assignments per day. Grading marathons mean you get tired and cranky and the students' grades suffer.

#### **Efficient Grading Tips:**

1. Set clear expectations and guidelines for the students. If you are the TA, make sure you understand what the instructor is looking for in the assignment.
2. IOR - ask yourself what is the purpose of the assignment within the scope of your course objectives? Does this really need to be graded? Could peer-review, class discussion, or a minute paper achieve the same results?
3. Grade with a timer. Or use the lap function on a stopwatch to get a sense of how much time you need to allocate for grading.
4. Use a comment bank or solution sheet to prevent writing the same response over and over.
5. Less is more, or give deliberate comments.
6. Make sure students are actually looking at comments. Ask them to respond to your feedback using the comment function in Canvas.
7. Let Canvas grade for you. You can create tests and quizzes that will auto-grade when you provide an answer key. Canvas also has a peer grading feature.
8. Give feedback to your students in alternate forms, i.e. you can give feedback by leaving a voice memo.



**Tips Collected from Workshop Participants:**

1. Remember students are human, they value feedback and communication. (Sometimes grading can turn into a robotic act that takes the humanity out of it.)
2. Edit answer key to add other possible (and acceptable) answers beyond right/wrong that students might provide.
3. While creating an assignment, talk with other TAs who have some experience with the class.
4. Instead of using a student's name, generate a random 4 digit ID as a substitute.
5. Make the rubric and instructions for assignments accessible to the students in advance of the due date.
6. Do a syllabus quiz as the first assignment to confirm students read the document. For example, make the last question:

Write out the following statement & sign your name:

"I have read, understand, and agree to abide by the terms of the syllabus for [COURSE NUMBER]."

7. Allow students to submit corrections or revisions (for written assignments) in order to recoup some points.
8. After grading, send a message to students that addresses the common mistakes you noticed so they become more cognizant of those errors.
9. Start grading a few papers to get a feel for the level at which you should set your expectations/standards.

**Other Resources:**

- [Questions to Consider About Grading and Other Tips from Boston University](#)
- [Grading Student Work from Vanderbilt's Center for Teaching](#)
- FSU's FERPA Page: <https://registrar.fsu.edu/records/ferpa/faq/>
- [Grading and Grades from Yale's Center for Teaching and Learning](#)
- [Grading Student Writing from the University of Victoria](#)
- FSU Office of Distance Learning -- Canvas and other technology related teaching assistance: <https://distance.fsu.edu>