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?

Activity adopted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
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

Activity adapted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
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?”

Activity adapted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
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 adopted from the Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
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!

http://www.library.ubc.ca/home/plagiarism/for-faculty.html