

GSTTS - Fall 2013
Meeting 1 - August 27th, 2013
First week of class/Grading

- 1) 15 minutes: answer questions/concerns. Group discussion by CLASS TAUGHT.**
 - a) Combine recitation instructors with other folks.
 - b) Make a list on the board of common concerns.

- 2) 10 minutes: put grades on the board**
 - a) Discuss by group why there were issues
 - b) If there are inconsistent results, very good or very poor scores, why?

- 3) Elliot/Tim lead portion on ways to have consistent grading for a large class**
- 4) Guidelines:**
 - a) Complete grading within a week of collecting the assignment, assuming that there is no one with an assignment/test in hand.
 - b) Produce a key in advance of grading, decide which problems to grade in advance if you have a choice.
 - c) You will likely be grading about 4 hours per week, maybe more for exams.
 - d) Consistency with the book/department on notation.
 - e) Consider what it really means to earn an A, B, C or to not show enough knowledge to progress.
- 5) Suggestions for consistent grading:**
 - a) Don't look at names, this introduces bias. Remind yourself to be as objective as possible.
 - b) Grade a single problem for everyone, then go to the next one.
 - (a) Skim all the responses to look for common errors/alternative ways of completing a problem.
 - c) Hold exams on Thursday's or Friday's so you have time to answer questions during the week and so they have the weekend to relax. Try to be consistent throughout the semester.
 - d) Discussion topics:
 1. Additive, or subtractive method of grading
 2. Determining what you are actually grading. Derivatives, or basic math infractions, etc...
 3. Giving feedback, when to and how much.
- 6) Writing exams**
 - a) content
 - i) What to test on?
 - ii) What kind of information is most important moving forward?
 - b) length (should take you no more than 15 min to complete)
 - c) difficulty (all the problems the same or not, starting easier-> harder)
 - d) order (follows course content or not)
 - e) Wording and Notation
 - i) Keep it minimal
 - ii) submit it to your coordinator in advance

- iii) consistent with the book
- f) Setting expectations
 - i) difficulty: sample exam vs. real exam
 - ii) Calculator policy/phones
 - iii) Suggest good study habits
 - iv) spend a class or a portion of a class reviewing
- g) other considerations
 - i) Submitting to your coordinator for review
 - ii) minimal wording so as not to confuse
 - iii) what do you do if you find an error in your exam while they are testing?
 - iv) What if everyone misses the same problem, or performs very poorly on question?

Homework for next time:

Consider the best teacher(s) you have had, what about their style or the classroom environment they created motivated you. Be prepared to share how or what you plan to do to motivate students.