

GSTTS - Fall 2013

Meeting 1 - August 27th, 2013

First week of class/Grading

Summary of meeting 1 topics

The focus of this week was on grading and constructing appropriate exams/quizzes. The key topic in grading was consistency. Problems to grade were assigned as homework during in-service, we started the meeting with an open discussion about how each of the three problems was graded, why, and what is most appropriate.

Below is a summary of topics discussed:

Guidelines for grading:

Complete grading within and return it within a week of collecting the assignment, assuming that there is no one that still needs to take the assignment/test.

Produce a key in advance of grading, decide which problems to grade in advance if you have a choice. You will likely be grading about 3-4 hours per week depending on the course you are teaching, maybe more for exams.

Consistency with the book/department on notation.

Consider what it really means to earn an A, B, C or to not show enough knowledge to progress.

Decide whether to use an additive or subtractive method of grading and stick with it.

Suggestions for consistent grading:

Don't look at names, this introduces bias. Remind yourself to be as objective as possible.

Grade a single problem for everyone, then go to the next one.

Skim all the responses to look for common errors/alternative ways of completing a problem.

Don't change the way you are grading half way through the semester.

If your grading gets interrupted, try to finish grading the problem you are working on for everyone.

Writing exams/quizzes considerations

Content (what you are testing on).

What kind of information is most important moving forward?

Length (students will take 3-5 times longer to complete the exam than you can).

Difficulty (all the problems the same or not, starting easier-> harder).

Order (follows course content or not).

Make sure wording and notation matches the book and is CLEAR, keep it minimal.

Submit it to your coordinator in advance and have a friend take it.

Consistent with the book.

Make your expectations to students clear in advance of the exam.

Be cautious if you give a sample exam, this may be misleading if you change the content for the real exam. Additionally, sample exams may encourage "teaching the test" instead of teaching content.

Clearly indicate calculator policy/phones in advance.

Suggest good study habits and/or spend a class or a portion of a class reviewing

Other considerations

What do you do if you find an error in your exam while they are testing?

Stop everyone and let them know you will not be grading that problem. Making corrections during an exam is confusing. Changes cause additional stress and there is no guarantee that all the students will take note of the change.

What if everyone misses the same problem, or performs very poorly on question?

Check to see if the problem is appropriate and the wording is appropriate. If there are inconsistencies, throw the problem out or be very lenient in grading.

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.