

Marking and Grading

TA112

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Intended Learning Outcomes

- By the end of this workshop, you should be able to:
 - **1. Describe basic principles of marking & grading**
 - **2. Identify teaching resources available**
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Marking & Grading as a TA at UST

Main things you have to mark & grade:

- Homework assignments
 - Lab reports
 - Quizzes, Tests, Exams
 - Multiple choice, short essays
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How do I do the marking?

- ❑ Model answers e.g. Maths, Chem
- ❑ Short essays e.g. SOSOC, SBM
- ❑ Marking Scheme, Grading Rubric/

Resources:

- ❑ http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html
 - ❑ <http://www.uwstout.edu/soe/profdev/rubrics.shtml#rubrictips>
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Grading Exercise

Grading exercise

In 10 minutes, complete the following items:

- **1. Divide into groups of 3 or 4**
- **2. In group, develop a marking scheme that you and your group members all agree on.**
- **3. Divide up the quizzes among yourselves**
- **4. Grade the quizzes**
- **5. Fill in a grade sheet for the professor**

Grading the ZING Question

Group Discussion

1. Why do you think there was such a range?
 2. What did you include in your grading scheme?
 3. Do you think the grading was done fairly for the students in your course (between and within group)?
 4. If you can go back, what would you do differently?
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Common problems in marking and ways to handle them

Sources of inconsistency

- **Marking scheme** -Criteria
 -wordings

- **Grader (s)**

>1

Only 1

 - Different interpretations
 - Tiredness
 - Bias/ prejudice

Marking scheme

- It depends on your course instructor/
course objectives
 - Check !
 - Include enough criteria to
differentiate students' performance?
 - align with the course objectives?
 - Wording is clear?
 - Tips: do a sampling first
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Reducing inconsistency

If >1 Grader

- Build shared understanding
e.g. trial marking
- Divide questions instead of exam papers
(so each question is marked by the same person)

Reducing inconsistency if you are the only grader

- **Tiredness**

- Select times when you feel relatively fresh and alert
- Take a break

- **Bias/ Prejudice**

- Use blind marking

Enhancing your efficiency

- If you have more than 1 question to mark, mark the same question of all papers first
- Pile the work with similar error
- Add brief notes of why marks are deducted

Available resources

- [Assessment resource centre - Grading](#)
- Key points for marking open-ended short-answer questions by Prof Greg Felker (in LMES)

<http://www.polyu.edu.hk/assessment/arc/action/grading.htm>

Available resources

GRADE DESCRIPTORS AND GRADE-BANDS

Your attention is drawn to the set of descriptors of standards adopted for undergraduate course grades. Please refer to section UG50 UG Course Grading, para 3 on Grading Standards of the Academic Programs Manual (<http://www.ust.hk/vpaao/ug/APM/ug.htm>).

These descriptors outline what constitutes excellent, good or satisfactory performance in terms of how successfully the students have achieved in the intended learning outcomes for the course.

References

Freeland, Rea (1998) *Collected Wisdom: Strategies & Resources for TAs*. Eberly Center for Teaching Excellence, Carnegie Mellon University, Pittsburgh, PA.

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Prieto, Loreto R. and **Meyers, Steven A.** (2001) *The Teaching Assistant Training Handbook*. New forum press^{Inc.} Stillwater, Okla, U.S.A.