

# Marking and Grading

TA112

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Spring 2010

Dr Otis Lam

# The various TA duties

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Organization

Teaching

Instruction

Support to Students

Learning

Assessment – e.g. Grading

Management

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# Things you may mark & grade

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- Lab reports
  - Assignments
  - Short essays
  - Quizzes, Tests
  - Exams
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# Types of marking

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- Model answers e.g. calculations
  - Multiple-Choice
  - Marking Scheme, Grading Rubric
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# Intended Learning Outcomes

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By the end of this workshop, you should be able to:

- *identify* the sources that can result in unfairness in marking and grading,
  - And ways to reduce the unfairness.
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# Exercise

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Grading the **ZING** Question

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# Procedures

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- Get an instruction Sheet
  - Read on your own first
  - Work in pairs
  - Check with your partner  
(about the instructions)
  - Ask if you have any question
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# Key Tasks

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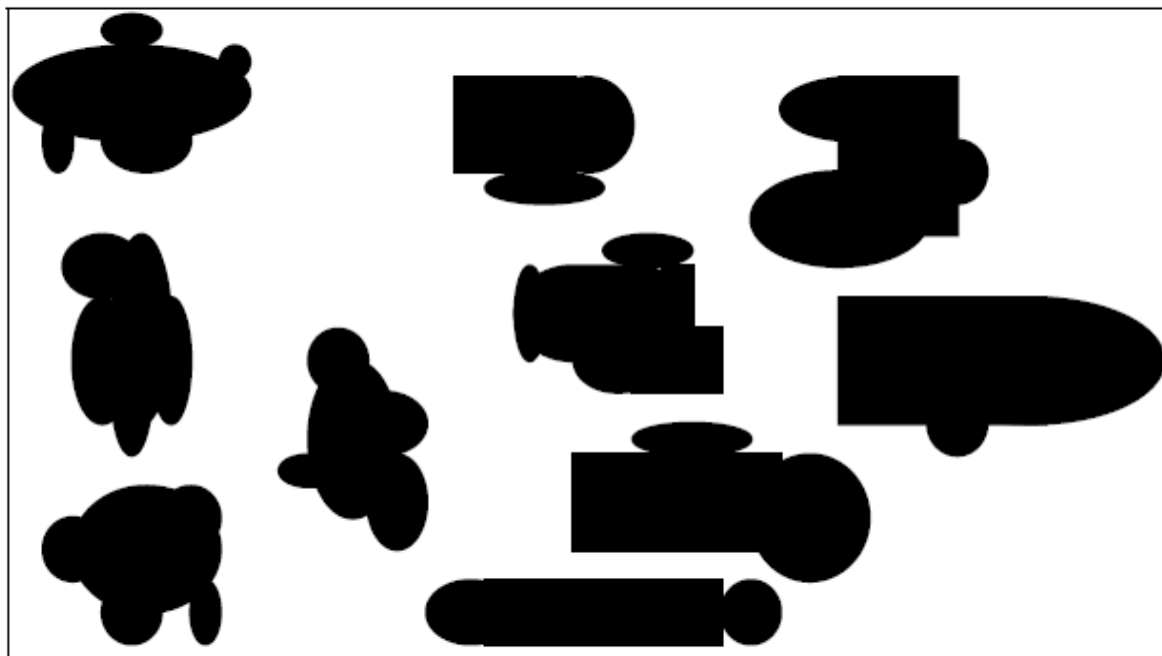
- Develop a marking scheme that you and your partner all **agree on**.
- Divide up the quizzes among yourselves
- Grade the quizzes
- Fill in a grade sheet for the professor



Here is the quiz question that the students received:

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Write a paragraph describing the concept of zings. The diagram below is to help you.  
5 points



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(The diagram above is the one that the students saw on their examination paper. It shows some zings as they are normally found on a page of paper. There are only four zings in the group. You will quickly notice the similarities between zings (all their edges are curves) and the differences between them and the other Things.)

# Discussion

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1. Grade distribution:  
All the same? A wide range?
2. Why do you think there was such a range?
3. What did you include on your grading scheme?

# Possible Items on the Grading Scheme

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The 5 characteristics of Zing

Organization/ expression/ reasoning

Examples

Spelling

Grammar

Inconsistent answers, i.e. text & graphs

Bonus/ deduction

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# Discussion

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4. Do you feel the grading was done fairly for the students in your course?

# Fairness

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## Validity

Is the assessment assessing what is supposed to be assessed?

## Reliability

Is the result *consistent* if the grading is done again by different person or at different time?

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# Discussion

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5. If you could go back and do it again, what would you do differently?

- Grading first? Marking Scheme first?
- How to ensure mutual understanding?
- One rater or two raters?

# Sources of unfairness

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## Validity

Are the criteria relevant?

Enough criteria are included?

## Reliability

Inter-raters

Intra-raters

- 1) Wordings
  - 2) Build shared understanding  
e.g. *Trial Marking*
  - 3) Check the mutual understanding  
e.g. *Frequent checking*  
e.g. *Double marking*
  - 4) Division of questions
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## 1) Tiredness

e.g. *Take a break*

e.g. *Select the time you feel awake*

## 2) Bias/ Prejudice

e.g. *Blind marking*

# Short Summary

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## □ Inter-raters

1. Wordings
  2. Build shared understanding
  3. Check mutual understanding
  4. Division of questions
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## □ Intra-raters

1. Tiredness
2. Bias/ Prejudice

# Sources of unfairness

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## Validity

Are the criteria relevant?

Enough criteria are included?

## Reliability

Inter-raters

Intra-raters

# Discussion

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6. If you had had 100 of these papers to grade, what approaches might have helped you to grade more efficiently?

# Enhancing your efficiency

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- 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

# Discussion

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7. Did anyone notice any similarities between two of the papers?

7b. What should a TA do?

Report to the course instructor **with evidence!**

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# Resources

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Handout:

- Assessment for learning
  - Regulations and Practice
  - Academic integrity
  - Information for students
- Assessment resource centre – Grading
  - Assessment of Students (from VPAAO)
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# Criterion-based Grading

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An example of HKUST rubric:

- Criteria/ Indicators
- Levels of achievement
- Descriptions of levels of achievement



# Intended Learning Outcomes

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Are you able to:

- *identify* the sources that can result in unfairness in marking and grading,
  - And ways to reduce the unfairness?
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# Sources of unfairness

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## Validity

Are the criteria relevant?

Enough criteria are included?

## Reliability

Inter-raters

Intra-raters

# References

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

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*~Thank you~*

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