

Grading, Feedback and Rubrics

Sit next to someone tutoring a similar type of class as you are
(upper division, hardware, theory, lower division programming, etc)

Today: Grading and Feedback

- What are all the goals of grading?
 - <https://forms.gle/ASh5tzRjQmyeyQbu9>

Biggest issues identified by professors

- Brainstorm the biggest issues with grading that professors see in their tutors. What do you think they are?
 - <https://forms.gle/X1iWSh3USDUDqwRT9>

Grading and Rubrics: Part 1

- What score did you give this solution for removeRuns:

```
public static void removeRuns(int[] nums) {  
    int[] newArray = new int[nums.length];  
    for (int i = 0; i < nums.length; i++) {  
        if (nums[i] != nums[i-1]) {  
            newArray[i] = nums[i]  
        }  
    }  
    System.out.println(newArray);  
}
```

- Enter it here: <https://forms.gle/Sw3SW9KenGebyvns7>

Grading and rubrics: Part 2

1. In groups of 2-3, produce a rubric for the removeRuns problem. Your rubric:
 - May use positive or negative scoring
 - Should allow graders to assign consistent scores across multiple solutions
 2. After you have produced your rubric, grade the sample student submission using the rubric you developed. In your group, discuss whether the score that the submission is assigned based on this rubric is higher or lower than the score you assigned when you graded the submission individually before class.
 3. Analyze the rubric you created: what conceptual understanding / misunderstanding is weighted heavily in the rubric? Does this align with what you believe this question is trying to teach students?
- Place your group answers to #1 and #3 above in this Google form:
 - <https://forms.gle/4yoQYEagHWyBFJy5A>

Providing feedback: An example from CSE 100

[StudentName],

Awesome job!! You just missed 3 points for not beating the reference (you got some segfaults) and 1 point for an edge case of running predictCompletions with an empty string. Also, you were lacking file headers and in-line comments, so you got 3 for style.

Overall, great job on the final report and for benchdict! You were one of the few students who printed the "warning" message correctly!!

Keep up the good work!

-[GraderName]

Discussion: What does this feedback do well?

Any improvements you want to suggest?

Grade:

9 / 13 final code

5 / 5 finalreport.pdf

3 / 3 benchdict code

3 / 4 style

Grading ethics 1

- You spent 4 hours grading 150 student submissions over the weekend. At the staff meeting after grades have been released for this assignment, you realize that you applied a rubric item wrong, and mistakenly took off points for some students when you shouldn't have. What should you do?
 - A. Go back and regrade all of your students and correct the mistakes that you made.
 - B. Email the students, explain the grading mistake and ask them to contact you if their problem was misgraded so you can correct it.
 - C. Nothing, since the mistake was only worth a few of points (out of 100) on the assignment. There's always a little noise in grading anyway.

<https://forms.gle/gMBZbAcAiMGkToGs5>

Grading ethics 2

- On the first day of class, you realize your friend is a student in the class that you are tutoring. What should you do?
 - A. Contact the department to see if you can be transferred to a tutoring assignment in a different class.
 - B. Make sure that you never grade that student's work (when you can identify the student).
 - C. When you grade that student's work, make extra sure to follow the rubric so that you are not biased.

<https://forms.gle/UmxjbwvvRnT7U3rm6>

Grading ethics 3

- You are talking to a friend who is also a tutor in the same class. They tell you that they are being sure to be extra strict when grading style so that students really learn the rules. You feel like their behavior is not in line with the guidance the instructor gave about how to grade style, but you're not exactly sure because the style guidelines are always a little subjective, right? What should you do?

Regrades

What is the regrade policy for your class?

Regrades

Regrade request: "It's completely unfair to get 0 points for code just because it doesn't compile. I did so much work!"

Response:

Open Q&A

Bonus slide

Positive vs. negative rubric

Comments

Grading shortcuts

[Emily Marshman et al. 'The challenges of changing teaching assistants' grading practices: Requiring students to show evidence of understanding'](#)

[Sue Fitzgerald et al. 'What are we thinking when we grade programs?'](#)

[Anastasiya A. Lipnevich et al. 'Mind the gap! Students' use of exemplars and detailed rubrics as formative assessment'](#)

[Marco Carmosino and Mia Minnes 'Adaptive Rubrics'](#)

[Colleen M. Lewis et al. 'Deciding to Major in Computer Science: A Grounded Theory of Students' Self-Assessment of Ability'](#)