Grading and Evaluation

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Objectives

- To introduce TAs to useful tools and strategies for grading.
- Familiarize TAs with resources for handling grading disputes and plagiarism
- To describe related university policies
- Recommend best practices in grading and providing feedback to students
Learning Assessments

- Depends on department
- Different types of assessments:
  - Exams, quizzes, presentations, group work, papers, participation and attendance
- Rubrics
  - A tool to communicate expectations to students
Rubrics

- Create rubrics based on the requirements for the assignment and the learning outcomes

<table>
<thead>
<tr>
<th>Criteria #1</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description reflecting beginning level of performance</td>
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<td>Description reflecting achievement of mastery level of performance</td>
<td>Description reflecting highest level of performance</td>
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<table>
<thead>
<tr>
<th>Criteria #2</th>
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<tr>
<th>Criteria #3</th>
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## Grades

### GRADING BREAKDOWN

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Distribution</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online quizzes</td>
<td>14 (10 pts each)</td>
<td>140</td>
</tr>
<tr>
<td>Online midterm</td>
<td>35 questions (2 pts each)</td>
<td>70</td>
</tr>
<tr>
<td>Online Final Exam</td>
<td>35 questions (2 pts each)</td>
<td>70</td>
</tr>
<tr>
<td>Weekly in-class participation</td>
<td>15 (4 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Presentations</td>
<td>3 (200 points each)</td>
<td>600</td>
</tr>
<tr>
<td>Research Participation</td>
<td>60 points</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000 points</td>
<td>1000</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage Range</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>A (100% - 93%)</td>
<td>C + (79.9% - 77%)</td>
<td></td>
</tr>
<tr>
<td>A – (92.9% - 90%)</td>
<td>C (76.9% - 73%)</td>
<td></td>
</tr>
<tr>
<td>B + (89.9% - 87%)</td>
<td>C – (72.9% - 70%)</td>
<td></td>
</tr>
<tr>
<td>B (86.9% - 83%)</td>
<td>D + (69.9% - 67%)</td>
<td></td>
</tr>
<tr>
<td>B – (82.9% - 80%)</td>
<td>D (66.9% - 60%)</td>
<td></td>
</tr>
<tr>
<td>F (59.9% and below)</td>
<td></td>
<td></td>
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</tbody>
</table>
University Grade Deadlines

• Withdraw without grade “W”    Sept. 11
• Withdraw with grade “W”       Nov. 6
• Midterm Grades (Freshmen)     Oct. 18
• Final Grades (All)            Dec. 20
(A-F; W; NF; SF; IF/ID; IP)
• Blackboard to Flashline Grade Push: www.kent.edu/provost/grade-push
Grading for a Professor

• Meet regularly and clarify
• Ask for grading key or double-check answers
• Get rubric or double-check yours
• Grade in pencil then pen
• Use Google Drive or Dropbox
• Use “track changes” on Word Docs
• Don’t be afraid to ask questions
Providing Feedback

• Read through once before grading
• Balance positive and negative
• Set a timer
• Allocate time and space out grading
• Focus on major concerns first, then minor
• Be professional
• Try to update students’ grades on Blackboard
• Do not discuss grades on e-mail
Objectivity and Grade Disputes

• Be objective and fair
  • “Blind grading” or using objective questions
• Keep FERPA in mind
• Use the 24-hour rule for grade disputes
  • Document all meetings, discussions, and emails
  • Take time before responding
Cheating and Plagiarism

• What is cheating?
• What is plagiarism?
  • University policy
  • SafeAssign
  • Rewrites
  • Writing Commons
  • Plagiarism School
SafeAssign

• A tool to help prevent plagiarism
  • Available through blackboard
  • https://www.library.kent.edu/safeassign/
• Indirect and direct upload of papers
• Breakdown:
  • Scores below 15%
  • Scores between 15% & 40%
  • Scores over 40%
Evaluation

• Student evaluations
  • Required by university
  • Can do your own; periodically throughout the semester
• Self-evaluation
  • Journaling after class
Discussion: Plagiarism

• What would you do in this situation?
• What resources could you use?
• What would you say to this student?
• What shouldn’t you do?
• What could you do to prevent this issue from happening?
Teaching Assistant Training Program

Sponsored by Graduate Student Orientation and the Division of Graduate Studies

- Gain access to teaching resources that will help you as a teaching assistant now or in the future
- Watch the video lessons with valuable information
- Take the quiz at the end
- If you pass, you will receive a TATP Certificate of Participation that you can put on your CV or resume

For more information, visit: https://www.kent.edu/graduatestudies/teaching-assistant-training-program
THANK YOU

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