Grading Midterms

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Announcements

- Observation comments will be posted on Gradescope as they come. **HOMEWORK:** View your observation feedback as it becomes available.
- Go ahead and start thinking about review sessions or extra office hours before midterms. Coordinate with your co-TAs on this.
- You will be counted absent if you're ≥ 10 minutes late going forward.
- Please put away laptops during this class. This is not the appropriate time for online pants shopping.

Overview

- Proctoring
- Grading
  - Guidelines
  - Example Problems

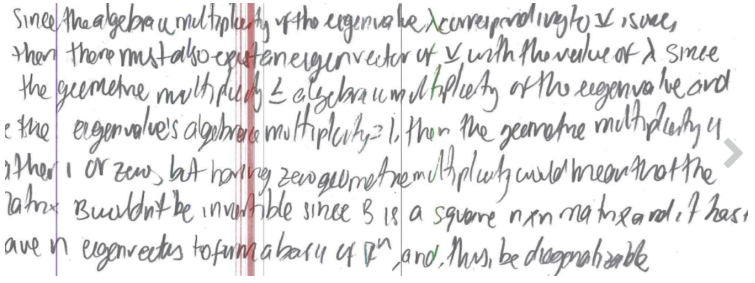
The DL on Proctoring

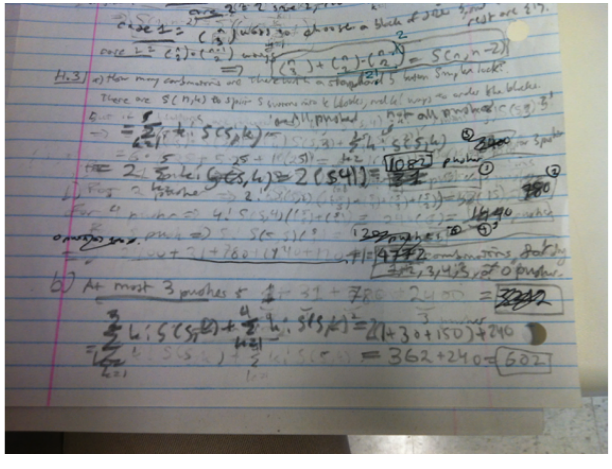
- You are expected to help proctor unless otherwise stated.
- Contact your instructor to clarify expectations, e.g. cheat sheets or calculators allowed or not, what questions you can and cannot answer during the exam, etc.
- If you are unable to proctor (due to class, say), **you** are responsible for finding a replacement.
- Show up 10 minutes early to pass out exams. Stay to collect exams at the end.
- Talk to your instructor about the proctor pool if you need more proctors. Email proctorpool@ucsd.edu

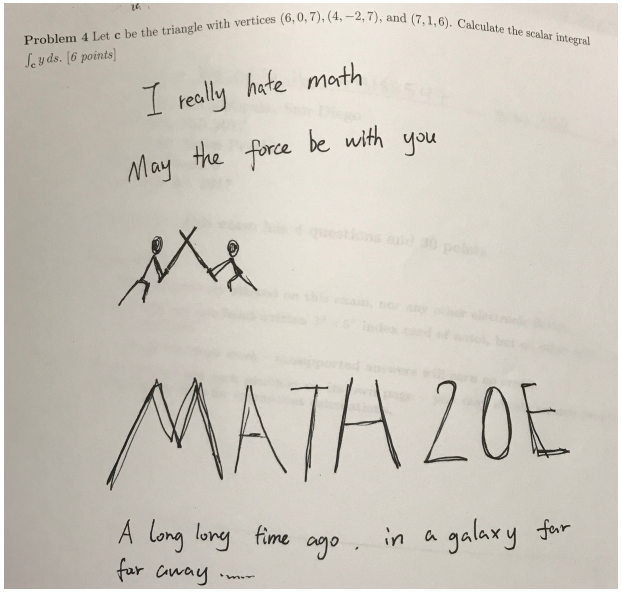
What To Do If You Suspect Cheating

- DO NOT TAKE THEIR EXAM AWAY.
- Inform the instructor. Do not make a scene.
- If necessary, move them discreetly.
- If they are using unauthorized material (e.g. cell phone, cheat sheet), have instructor confiscate them.
- Record student's name, and mark nearby exams as well.
- All proctors involved should write a statement while memory is fresh.

Grading: An Appetizer







The Rulebook

- Create rubric guidelines before you grade by looking at some exams.
  - (Non-Gradescope users only) Do not show your rubric to students. They'll use it as a bargaining tool. You can explain in words what you were looking for though.
- Leave constructive comments on exams. g
- Don't be afraid to be firm with students. Gently point out all mistakes.
- Grade consistently. One TA should grade all of one problem. Co-ordinate exam grading with your co-TAs.
- Take grading seriously. Exam scores mean **a lot** to students.

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Absolutely Irrelevant

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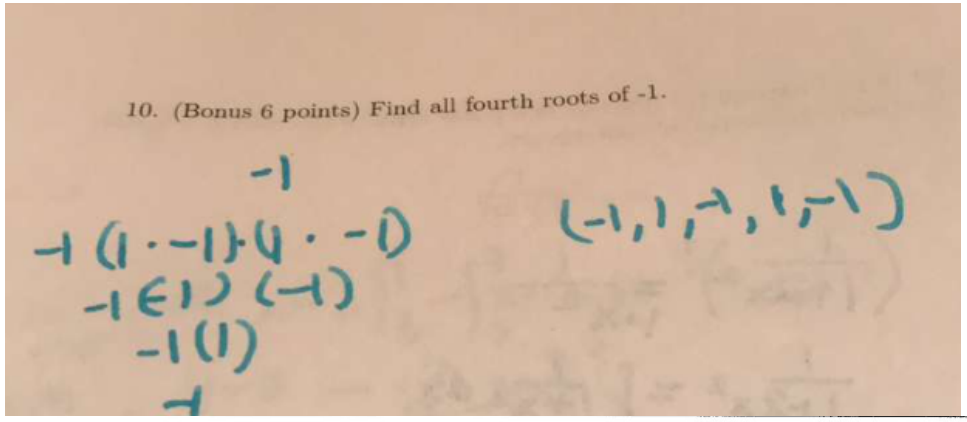
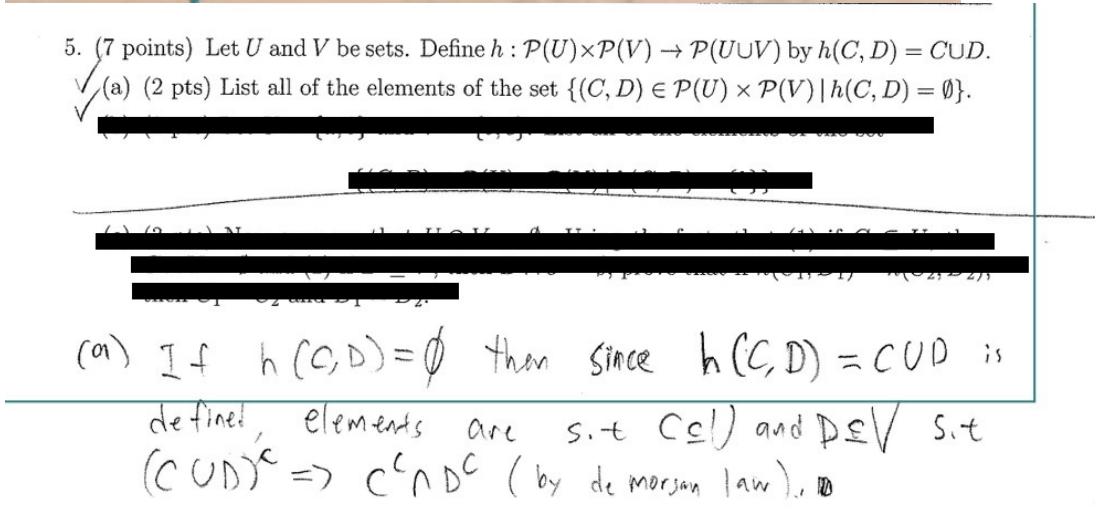
- Did they write a lot of stuff?
  - Only focus on what is relevant and correct.
- Does it look like they tried hard?
- Did this student historically perform well/poorly?

What Deserves No Credit?

- Few answers deserve 0 points.
- Remember, 0 points is equivalent to the student writing down **nothing relevant and correct**.



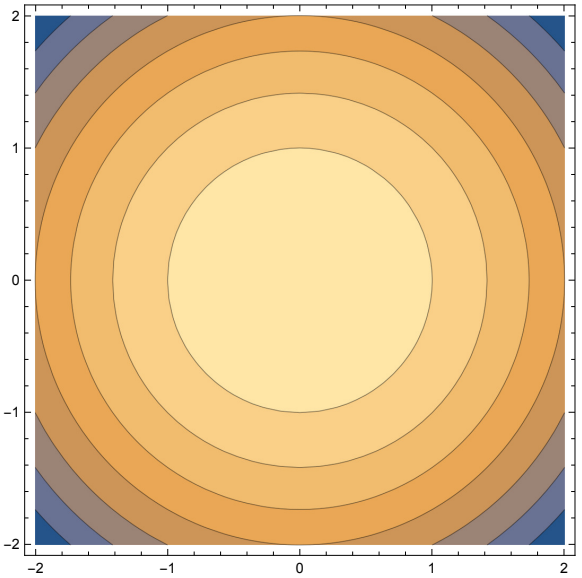


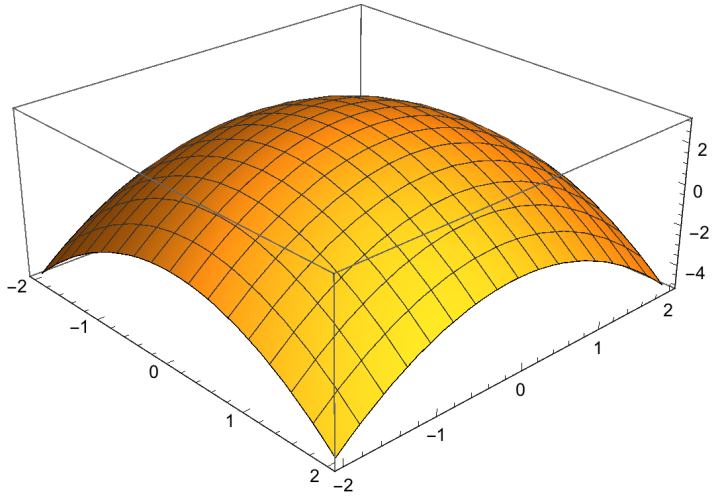
Example Problem

Let $f(x, y) = 3 - x^2 - y^2$.

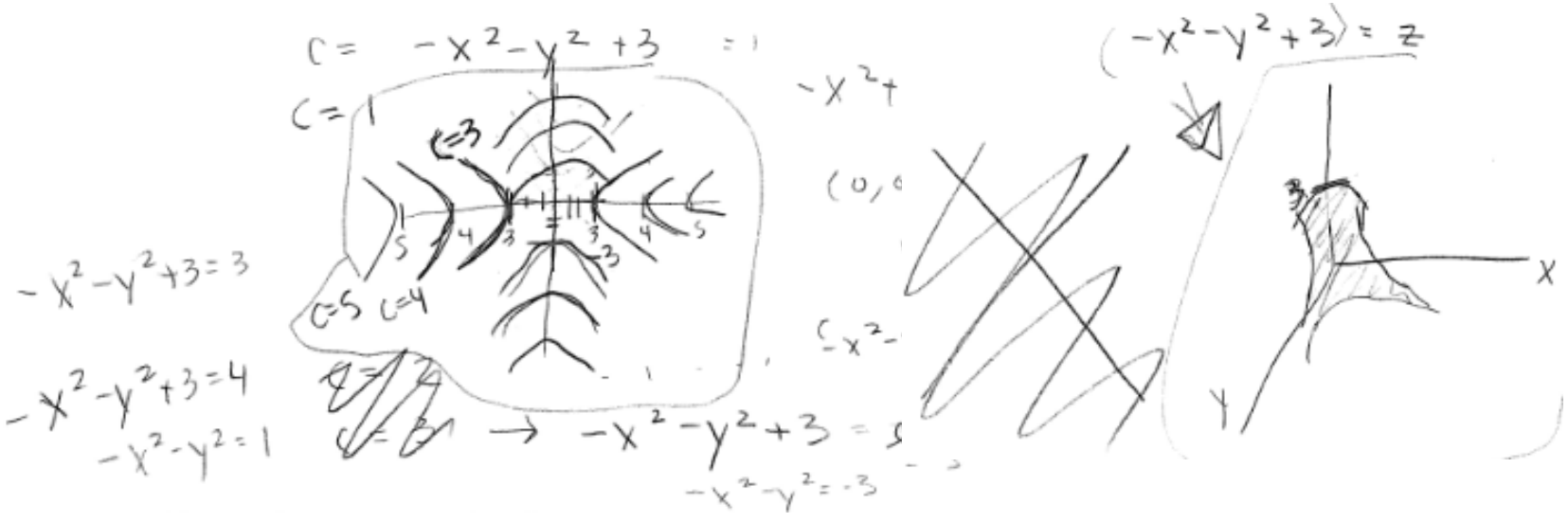
1. (5pts) Draw a contour diagram for f which is clearly labeled. Include at least three different contours.

2. (5pts) Sketch the graph of f.

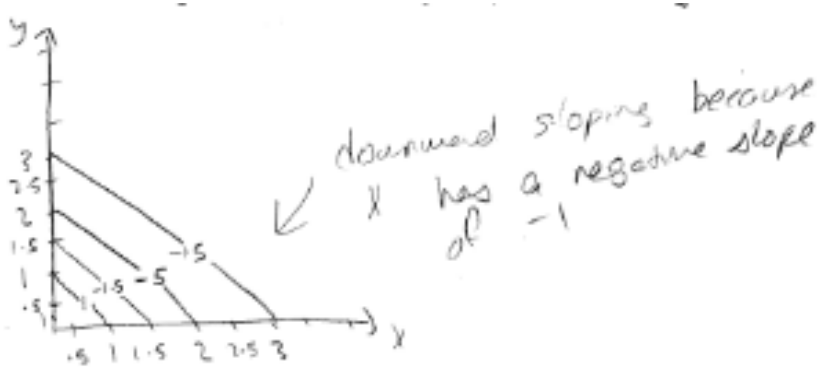


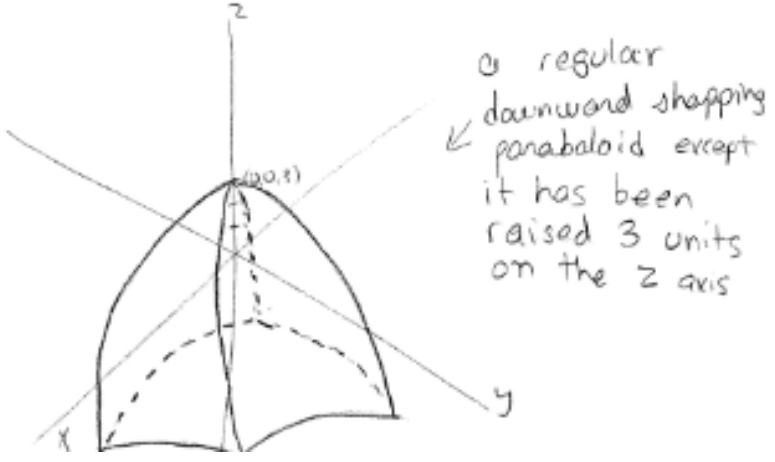


Student Response 1

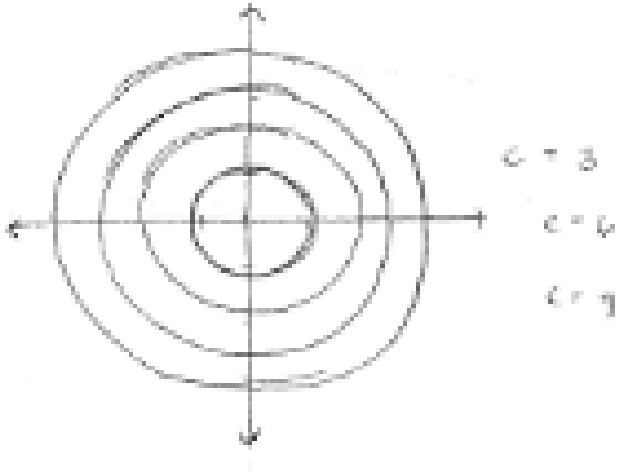


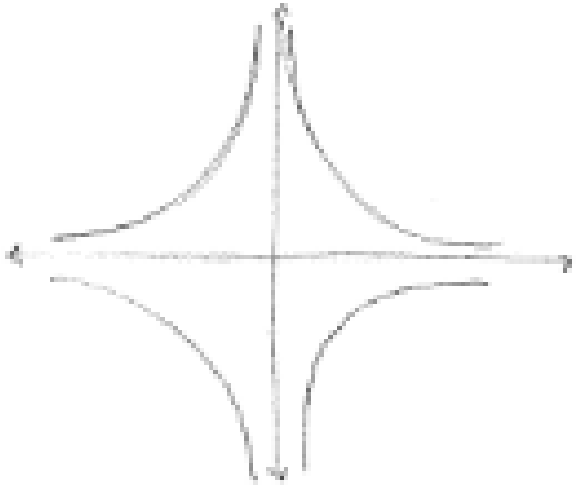
Student Response 2





Student Response 3





Stay Strong...


GRADING: THE FIRST HOUR.
good job!
nice!
oops!
Well Done!
SECOND HOUR
HOW CAN YOU GET THIS WRONG?? I COVERED IT LIKE FIFTY TIMES!!
SIXTH HOUR
I DON'T CARE ANYMORE! WHEN WILL IT END???
HOUR 20
IF UNDERGRADS ARE THE FUTURE, WE'RE ALL DOOMED.
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