

TA Institute 2023

Marking, Assessment, and Feedback

Whose land are you on?

<https://native-land.ca/>

We challenge you to research into the history of learning that has been ongoing on these lands for centuries past.

Your experiences with grading as

(i) The Instructor or Grader

(ii) The Learner or Student

- What worked well/did not work well for grading?
- How did you feel after grading the scripts?
- What feedback did you wish to receive as a student?
- What feedback was most useful as a student?
- How much time did you spend grading?

By the end of this session, you will be able to...

- Identify the goals for both instructors and learners in marking and assessment
- Create strategies to address challenges in providing equitable marking and feedback
- Discuss strategies and challenges in effectively communicating expectations and feedback in multiple modalities

Responsible Grading

Learning Outcome

Identify the goals for both instructors and learners in marking and assessment

What is our role as instructors/TAs

- Provide constructive feedback
- Measure/Assess progress
- Support Instructor
- Check what is write and wrong
- Motivate improvements
- Identify points of confusion with students and point it out.
- Relate more with students so you should understand students
- Providing personalized feedback
- Assessing if student achieve objectives
- Providing a guide for students to self evaluate/providing rubric and aligning progress

Our roles as instructors/TAs

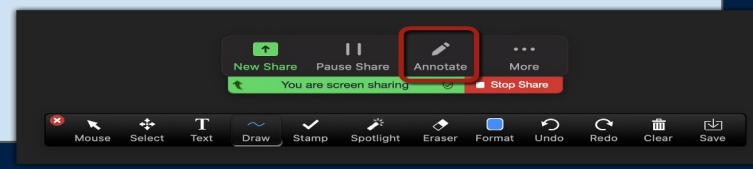
- To make grading equitable, consistent and fair
- To provide feedback that facilitates students' reflection of learning (i.e. allowing them to demonstrate what they understand, areas of strengths and struggle)
- To support instructor/TAs/fellow TAs
- To motivate improvement
- To be clear about expectations (e.g. rubric before assessment, holding Q&A sessions/office hours, etc.)
- To treat our students like people

Grading Practices

Learning Outcome

Create strategies to address challenges in providing equitable marking and feedback

What are common challenges you might come across while grading?



Grading Practices Across Fields

- Grading Rubric
- Group Grading (e.g. having a marking “party” with other TAs)
- Grading one question at a time
- Setting aside time for grading
- No double penalizing (carrying on mistakes)
- Scantron
- Blind grading
- Fixed feedback format

REST!

TA fatigue can lead to inaccurate and unfair grading

Resources: Grading tools and platforms

Canvas SpeedGrader

- Useful for grading assignments completed or submitted on Canvas
- Instructors can upload a grading rubric

Crowdmark

- Useful when multiple markers are grading at the same time
- Comments and feedback can be saved

Resources: Grading tools and platforms

TurnItIn

- Students submit their assignments and generate originality reports (i.e. compares work with existing work and informs instructor of possible plagiarism, improper citation, etc.)
- Useful for final paper assignments
- Features: OriginalityCheck, PeerMark, GradeMark

Limitations: Not FIPPA compliant. Students can create aliases to protect their personal information.

10 min break

Effectively Communicating Expectations and Feedback

Does your job stop at grading?

No...

Learning Outcome

Discuss strategies and challenges in effectively communicating expectations and feedback in multiple modalities

In small (breakout) groups, come up with strategies to address various challenges.

Discuss and summarize on your slides (find your Room number):

- What challenges can the graders face?
 - How does it affect the learners?
 - What are some strategies to handling such situations?
 - What could be done to avoid such issues?
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- Timeline
 - 20 mins working on slides in breakout room (I'll keep the time)
 - 5 min break + "gallery walk": look individually at other group's slides
 - Discussion as a large group

1 minute Reflection

Think about your role and responsibility in learning ...

What one thing can you do with grading to make sure you effectively contribute to learning?

What new grading technique/tool can you incorporate in your field?

Summary

When grading, think about.....

- Instructor and Learner Role - Be a support for Instructor and Learners
- Strategies for grading - Be a support for other TAs
- Communication after grading - Be a support for yourself

Feedback

https://ubc.ca1.qualtrics.com/jfe/form/SV_5bClWYfvqW3Tpvo