

**CTE 2015:  
GRADING BEST PRACTICES**  
David Robinson

# OVERVIEW

1. Graded assignments
2. General principles
3. Types of assignments
4. Grading papers and projects
5. Class Participation
6. Exams
7. Grading online
8. Assigning the Course Grade



# ACKNOWLEDGEMENTS: LEARNING FROM THE BEST

○ Everything I know about grading I learned from:

- Andy Shogan



- Tom McCullough



# WHY WE HAVE GRADED ASSESSMENT

1. It motivates serious study  
(For that reason, P/NP is not popular)
2. It gives students feedback on mastery
3. It gives us feedback on the efficacy of our teaching
4. It ranks a class of students



# GUIDING PRINCIPLES

- Graded activities should be useful work and related to what is taught
- More graded activities the better
- Transparency and consistency
- Turnaround – managing expectations
- Fairness
  - Different Sections roughly equivalent
  - No “pre-grading”
  - No “do-overs”
- Awarding grades
  - Consistent with Haas policy (Mean GPA by program)
  - No appeals



# TYPES OF ASSIGNMENTS

- Papers, case briefs
- Projects
- Exams
  - Multiple choice (rare with MBAs)
  - “Written” (i.e. “Blue Book”)
  - Take home
    - Can be uploaded, hence graded online
    - Nicely formatted
- Class Participation



# PLAN FOR AS MANY GRADED ASSIGNMENTS AS POSSIBLE

- For a Ugrad course, 8 is not exceptional:
  - Class Participation
  - 3 individual papers, 1 group paper
  - Group Presentation
  - 2 Exams
- “Tanking” on one exam (or group project) doesn’t “kill” your grade
- Reduces number of appeals – you can do better next time
  - (We do “drop lowest score” of 4 briefs)



# PLAN FOR AS MANY GRADED ASSIGNMENTS AS POSSIBLE

- Even for a short MBA Course
  - 50 percent CP
  - 50 percent Final Exam  
is a recipe for disaster



# CONSIDER THE TIMING (WHEN WORK IS DUE)

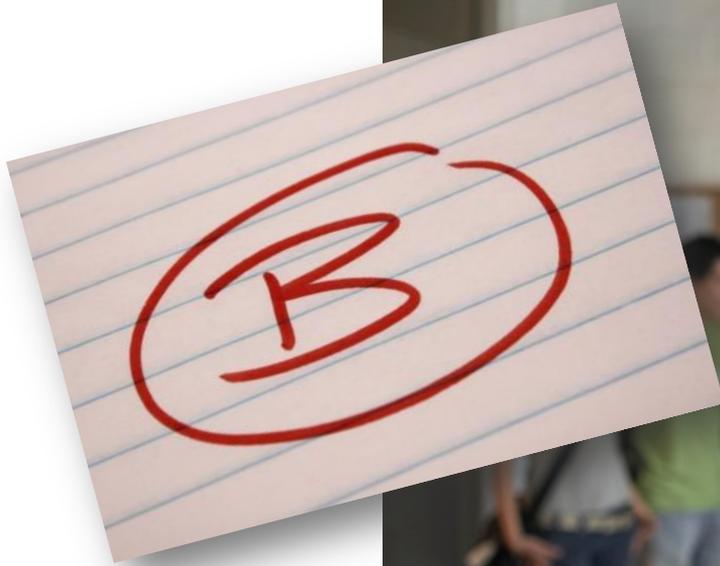
- Remember, graders are students too
  - There are limits on how many hours they can give you in a short time
- Anticipate:
  - Assignment submitted
  - Work graded
  - Reviewed by you
  - Reasonable student appeals
- Therefore e.g. in 14-week Ugrad course: “All written work (except Final Exam) submitted by
  - Thanksgiving
  - Mid-April



# #1 SOURCE OF STUDENT DISSATISFACTION



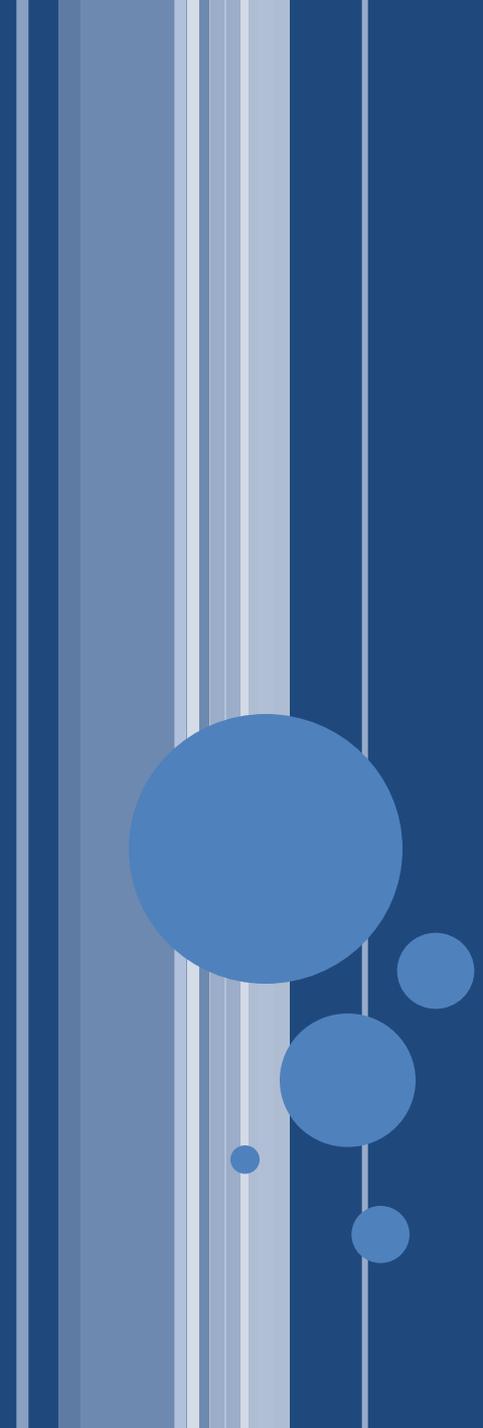
# LESS THAN FULL SCORE WITH NO EXPLANATION



# CARDINAL RULE OF GRADING

- Wherever a student has earned less than full points, the student should be able to see what s/he missed, without a visit to the GSI or Office Hours
- *See:* Exams – answer key (below)





# PAPERS, BRIEFS AND PROJECTS

# REASONABLE EXPECTATIONS

- Detailed description in your syllabus
- OK to indicate how many points for each section (online shown on “rubric” – students can see)
- Then, follow the **cardinal rule**
- Set expectations about **turnaround time** (e.g. 1 week in small class, 2 weeks for massive courses)



# STRUCTURED GRADING NOTE

Reader circles numbers, marks deficiencies, totals and staples to the student's work

For "on paper"

## Grading Note for Gillette Indonesia

Grader: Grader Name grader\_email@haas.berkeley.edu

### I. Decision and background

- Is 30 percent unit growth possible (Effio)?
  - Decision makes is Chester Allan, Oct 1995
  - Additional promo expense?
  - Product mix
  - Attractive market segment
- GI is market leader but overall shaving market is underdeveloped
- Distribution challenges (Gov. regulations, weak communications, poor traffic conditions, lack of distribution service technology)
- Competitor products are low quality

Excellent	Good
2	1

### II. Recommendation and Basis

- Moderate or very high growth
  - Calculation to show attractive market with growth potential (Ex)
  - 50 % market share, 97 % brand awareness
- Segmentation of the market and which segment(s) to pursue
  - Urban/rural
  - Income, education
  - Non-shaver, occasional or regular shaver
  - Knife, blade or system user
- Price (implied)
- Promotion
  - Promotional goal (e.g. frequency or trial)
- Positioning for Gillette by target market
- Distributors problems:
  - Diagnosis (capital, training, other)

Excellent	Good	Fair	Poor
8	7..6	5..4..3	2..1

### III. Assumptions and Uncertainties

- Economic and political situation, import rules
- Production or importing is possible
- Population is 50 % male
- Language, cultural and religious issues are manageable
- Competitor reaction

Excellent	Good	Fair	Poor
6	5..4	3..2	1

### IV. Action steps

- Promotion expenditures
  - Ad execution, media choice, message
  - Sales promotion to channel or "pull" from ads
- Development of distributors
  - Training
  - Incentives, loan of capital
- Control—metric, action

Excellent	Good	Fair	Poor
4	3	2	1

### V. Points off

- Did not follow guidance
- Spelling / Correct word choice
- Grammar
- Vague language (e.g., "focus")
- Colloquial tone
- Repetition
- Format, over limit
- Failure to follow outline

Warning	Moderate	Severe
0	-1	-2 -3 -4

Total: / 20

For online, use rubric + note to your Graders

# FEEDBACK TO THE CLASS

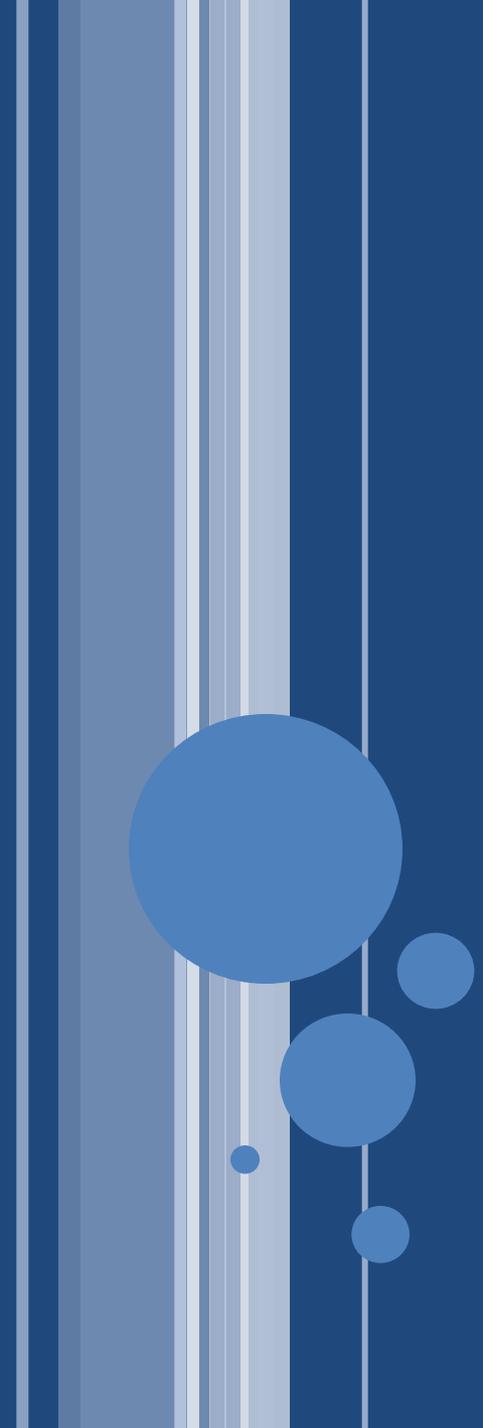
- I wouldn't post "best papers"
  - You need permission (IP) even with name removed
  - Risks "Internet paper" in future
  - There's no 20 point paper that doesn't have some error
  - Encourages line-by-line "litigation"
- *Instead* an e-mail from the grader (or if multiple Readers, edited and from you)
  - “The best papers were the ones that . . .”
  - “Many people forgot to include . . .”



# DISCUSS WITH READERS: POSSIBLE SOURCES OF BIAS

1. Name recognition and “Halo Effects”
2. Gender bias
3. Grader-fatigue (last-graded papers get slammed)
4. Sequence effects: Last 3 papers graded “B+” so this one is B- to achieve instructor’s goal
5. Hence, watch out for alphabetical grading
  - a. Randomize the pile, or,
  - b. Switch bCourses to “Order received”





# CLASS PARTICIPATION

## #2 SOURCE OF DISSATISFACTION

- Class participation
  - Seen as arbitrary and capricious
  - Rewards “teacher’s pet”
  - Swamps other scores



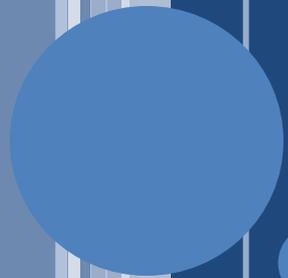
Check previous  
syllabi for  
norms in your  
group/course



# HOW TO MAKE CP FAIR

- Insist on name cards
  - (Assigned seating is a possibility, though I don't favor it)
    - Photos on chart never match real people
    - Students may legit want to sit with friends
- Contemporaneous records
  - Tally-sheet in class
    - Not just air-time – was it any good?
  - Record keeper
    - (I don't like peer recorder)
  - [Harvard] Immediate post-class notation
- Communicate how people are doing
  - I sent out the redacted Excel *every week*
    - Good for catching errors quickly





# EXAMS



# EXAMS

- No need to sandbag people
  - Reasonable expectations of form and content
  - I post last Semester's Exam
    - This neutralizes “test banks”
    - [In contrast, I © my exams and have asked for take-downs]
- Time? Allow for “transaction cost” time, so 2/3 of what you expect to be done in time limit
- For multiple choice, multiple (rotated) versions
  - No “pass this down the row”
- Insist on silence
- Everyone stays seated—and silent—at the end



# EXAM RESULTS

- On bCourses, people can see their scores – and the distribution – once you “release” the assignment
- Think through whether you will distribute the Answer Key
  - May answer 90 percent of appeals
  - Destroys the question for future years
  - May encourage “studying to the test”
  - Encourages “litigation”
- *Alternative*: Have the answer key on your desk and allow GSIs to do the same



# “YOU ALL DID TERRIBLY ON THE EXAM!” WHAT HAPPENED?

- a. The students were indolent
- b. There was something else going on in the students' lives (recruiting, Big Game, etc)
- c. One didn't teach the material as clearly as one thought
- d. The questions were inadvertently too hard (An “interesting challenge” threw people off”)



# “YOU ALL DID TERRIBLY ON THE EXAM” WHAT TO DO:

Tip: Did the  
“good students”  
do reasonably  
well?

- a. Nothing—it was equally hard for everyone  
“Question 3 ended up being a bit harder than I  
intended it to be . . . .”
- b. Go over material again and repeat on next exam
- c. Scale the exam so that  
Top Score = Full Score  
[This is usually seen as fair.]

“YOU ALL DID TERRIBLY ON THE EXAM!”

WHAT **NOT** TO DO:

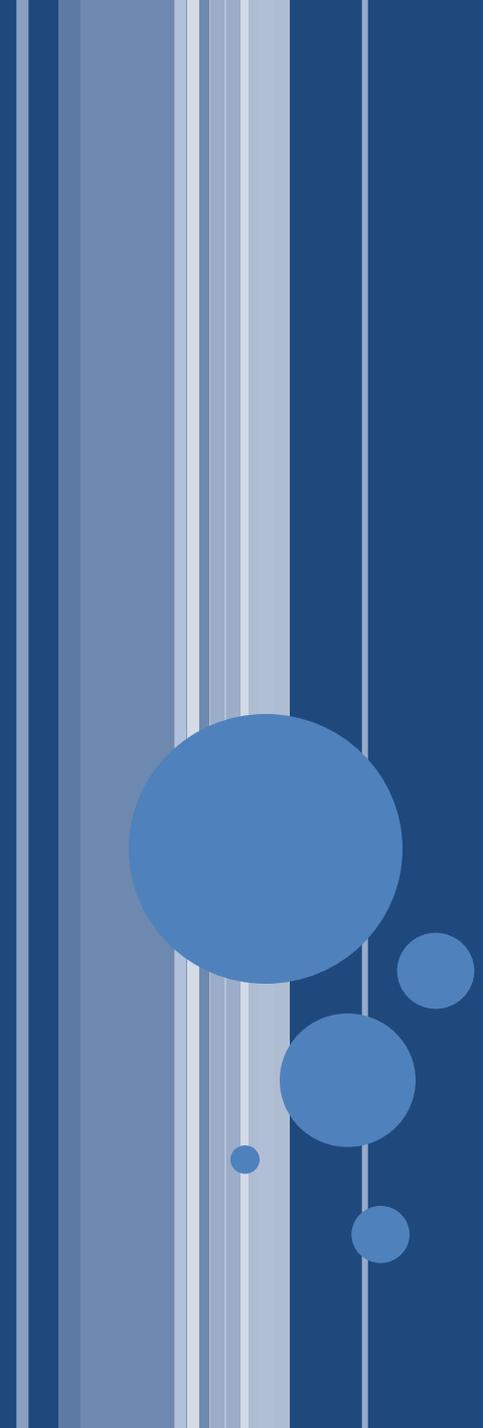
1. Berate students – this never ends well
2. Issue vague statements:  
“Well, I’ll see how you do on the Final – I might reduce how much the first Exam counts . . .”
3. Change the weighting (percent of Final Grade) of assignments after-the-fact



# ONE BAD QUESTION ON THE EXAM?

- a. Ignore the problem—it was equally difficult for everyone
- b. Allow multiple answers  
(Dangerous, implies you don't know your own material)
-  c. Strike the question (“The exam is now /29”)  
[The people who got it right will complain.]



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# GRADING ONLINE

Using “SpeedGrader” within bCourses

# WE'RE ALL USED TO MARKING UP

Moving to  
“online” was  
really hard for  
me!



# 100 REASONS TO GRADE ONLINE

1. Timestamped submission, no lost papers
2. People-pleasing when MBAs are away from School
3. You can quickly take a look before your Reader gets started
  - a. You can make comments too
  - b. You can forewarn Readers of problems
4. Any problem papers – you and your Reader can view together at the same time without a “meet up”
5. You can keep tabs on your Reader’s work habits
6. Students get the work back faster
7. Scores are automatically transcribed to gradebook



Tip: Plan to grade 1 of the Assignments yourself

# ONLINE GRADING “HOW TO”

1. Define the **Assignment** in bCourses
  - a. All instructions
  - b. Set number of points, type of submission
  - c. Due date and “available date” + 1 day or + 1 week
2. Remember to “save”
3. Make the Rubric
  - a. How many points for each Section
  - b. Excellent/good/fair/poor click buttons



## WHEN THE WORK COMES IN

4. “Mute assignment”
5. Change from Alpha to “order received”
6. Be clear how you will handle late submission
7. Grading: Many different ways to mark up, comment
  - Point comment, area comment
  - Strike out
  - 4 colors of highlight



## COMPLETING THE SCORING

8. Grader holds assignment “mute” until you’ve had a change to review
9. “OK to unmute” – students see results and comments at once (and can see distribution on gradebook)



# HANDLING APPEALS OF GRADED WORK

- Have you talked to <Name of Grader> yet?
- Be willing to meet, review
  - Online: “Well, I think Tommy’s made it pretty clear from his markup here what was missing . . .”
  - “I’m reluctant to over-rule a grader . . . She had 60 of these on her desk and could compare yours with what other people were able to do with the same material . . .”
  - Never over-rule a grader
  - If necessary, send back to the District Court for further action
- At the end of the day, → **you** are responsible for the grader’s work



The slide features a dark blue background. On the left side, there are several vertical stripes of varying shades of blue and white. A series of blue circles of different sizes are arranged vertically, overlapping the stripes. The largest circle is at the top, and the sizes decrease as they go down. The text "AWARDING COURSE GRADES" is positioned to the right of these circles.

# AWARDING COURSE GRADES

# HAAS GRADING POLICY

- MBA Core course: 3.45
  - Ugrad 3.4
- MBA Elective: 3.50
  - Ugrad 3.6
- MBA Small elective <18 students, up to 3.65
- You have discretion over:
  - How “tight” the distribution of grades is
  - Whether you come in:
    - at the target,
    - below,
    - substantially below

**Tip:** Ask to see the distributions for several recent Semesters of the same course



# THE PROBLEM OF LETTER GRADES FOR CONSTITUENT SCORES

- The “60 means I’ve failed!” panic
- Erroneous summation: “I got a B on the mid-term and nearly a B+ on the paper so I should have an A”
- Risk that Readers will “hit” the next paper with a “B” if the previous 3 were an “A”
- A, B, C can’t be added
- Much better to give numeric score
  - “Compare with the stats for the class – that’ll tell you how you’re doing”



# FIRST TIME ON A COURSE

- Ask to see the grading statistics from *several* previous offerings of the course
- Check your perceptions after assigning grades with an experienced colleague



# GRADE ASSIGNMENT PROTOCOL

1. Resolve any record-keeping issues
2. Smooth work between different graders
3. Check the weights in your syllabus
4. Make the sum, rank the class
5. (I send out to the class again at this point, without letter grades)
  - a. Smokes out the last few clerical corrections
  - b. Gives people a heads up on where they stand
  - c. (I resist any changes to Class Participation scores at this point)



# GRADE ASSIGNMENT PROTOCOL

6. Make a *considered* judgment as to
  - Whether this was a “good class”
    - Level of effort
    - Level of engagement with the material
  - Distribution
    - A few bright lights carrying the class, or
    - Broad and equal participation
  - Obviously, discuss with colleagues on team-taught courses, and get input from your GSIs and Readers
7. Assign the grades to the class, top to bottom



# ENTER GRADES

- “You can see your grade on BEARFacts within 24 hours”
- {For Ugrad classes, I also send them out the redacted Excel – it helps them to see where they are}
- There are **no grade appeals no after the fact changes in grades**



# CONCLUSION

- Some of the best-loved professors (and Deans!) in the school are some of the toughest graders
- “Do unto others as you wish you were done to in grad school” will guide you
- Never be afraid to consult with colleagues . . . We really *have* seen everything before
- Any panic or crisis? [robinson@haas.berkeley.edu](mailto:robinson@haas.berkeley.edu)



