Caveat: These summary notes are posted to provide an overview of class topics and discussions. The nature of real-time, face-to-face interaction precludes complete replication outside of the original setting; class notes posted at this website are general outlines rather than complete transcripts of classroom events.

**Agenda**

- Check in
- Logistics - projects, midterm feedback, assignment deadlines, schedule change
- Topic – Classroom assessment techniques
- Break
- Topic – Grading/minute paper: what question do you still have about grading?

**Handouts**
- Walker, grading + rubric example

**Topic 1**
- **Classroom Assessment Techniques (CAT)**

CATS are another way of assessing student learning
--more informal, compared to assignments & exams

CAT examples in TT ch. 32 (2d ed.) and TEP website, for example:

- Minute paper – most significant point, what questions do you still have
- Reaction cards – make a comment at some point during class (no time)
- Students sum last class at the start of this class (time, but good idea anyway)

(any of these can double as attendance taking)

**Topic 2 – Grading** – slides/example
Teaching Effectiveness
Tools for Teaching

Notes on Grading

• Important to students

• Useful individual and group feedback for the instructor

• Should be (Walker, 12/09)
  (a) Consistent/fair
  (b) Give good feedback
  (c) Reinforce class goals
  (d) Reasonably efficient
So take some time with it – without getting bogged down.

Don’t put it off – you may have questions and issues you need to talk about with other graders and/or primary instructor.

Keep in mind that grading time also includes time spent talking with students after assignments have been returned. (“A milligram of prevention...”)
• Create a grading rubric (ideally, available to students with the assignment)
• Quick check rubric
• Scan all of the assignments

1\textsuperscript{st} Pass: someone else? This is the time-intensive one.
  • Don’t look at names
  • Grade one problem at a time (across all of the papers)
• Make feedback as helpful as possible – sometimes “please see me”

• Shuffle papers at the end of each problem

• Take a break

• Keep notes on changes to the rubric, common difficulties, special situations, etc.

• Avoid red ink (google it)
2d pass: review

• Throw away bad questions

• Look for common errors

After the assignments are returned:

• Be prepared for/have policies:
  o Appealing grades
  o Late work
  o Extra credit
• Talk to students who have questions or are upset

• Keep records for one year

Other tips:

• Be timely

• Post solutions

• Grade only a sample
• Prepare assignments that are easier to grade

• Academic dishonesty: “All teachers at the UO have a legal responsibility to handle suspected cases of academic dishonesty...inform the course supervisor...contact the Office of Student Conduct and Community Standards...”
EXAMPLE – groups/grade

Write a procedure that counts down from an input number of seconds until blastoff. At each time interval, print the remaining time. When there is no remaining time, print “Blast off!”.

```python
>> countdown(5)
5
4
3
2
1
Blast off!

def cd(x):
    while x>0:
        print x
    print “Goodbye!”
```