

Test & Project Marking Short Forms

For leveled assessments:

Level 0: 0-49%; Level 1: 50-59%; Level 2 :60-69%;
 Level 3: 70-79%; Level 4; 80-94%; Level 4+ 95-100%

Short Form	Meaning
↑	improve something (eg ↑T means improve title)
A	AWESOME
G	GOOD
GS	Good start! This indicates <u>some to all</u> of your answer is correct, but either there are some inaccuracies or <u>your answer needs further detail</u> and explanation to show full understanding.
AR	Add and Return. If you did not correct your quiz or add up a total mark, it will be recorded as a zero until you properly correct and add up original mark.
GC	Great corrections! You did a great job assessing your own work and adding as needed to questions.
AC	Add corrections. For example if you marked yourself as getting $\frac{1}{3}$ there should be the two points you missed added in a different colour.
DC	Use a different colour for corrections. Required for credit towards test marks if quizzes are self-marked.
SA	See posted answers and/or posted feedback (if its an assignment) for what you missed (usually if you gave yourself more marks on a quiz, or feel your work on an assignment should earn a higher grade than I gave, see posted answers/feedback to understand what you missed. See me if further help is needed after doing this)
AQ	Answer the question. This indicates that your answer did not address the actual question asked. Please, ensure questions are read carefully and understood before answering and ask for clarification as needed while writing assessments.
AQO	Answer question ONLY. Indicated you wasted time giving detail that

	wasn't required. This is a major factor in not having time to complete tests so please self assess where you can improve on focusing your answers to the questions and number of marks.
TW	Time Waste: I may use this to indicate a clear TW, where you didn't go beyond the question (ie didn't give more content than was asked, which I would indicate with AQO) but you were inefficient in answering. For example, by writing a sentence to describe a math calculation where a label on your symbols would be much faster (eg "nFe=" is clear communication! Vs "I will now calculate the moles of Fe" which is a waste of time, in your homework and on tests!)
M	Missing something (eg. didn't answer all parts of question), may also be indicated by circles on the parts of the question not answered.
MU	Misunderstanding shown, information is not correct, please review course content to correct your understanding, Seek help if review does not clarify why your answer is not correct
C	- improve Clarity/detail/needs more explanation
SU	Some understanding. Generally used when answer includes some misunderstanding/errors as well as some correct information.
SYK	Show you know - this means the answer doesn't contain enough course level material. Please ensure you show your knowledge on assessments.
W	WHY? (You needed to explain why... eg why did you think chewing gum would remove sugar)
S	poor sentence structure (projects not tests)
N	Neatness (eg GN is good on doing it neatly and ↑N means improve neatness such as using a ruler etc)
SF	Significant figures. With a check mark it would mean you did it correctly, while a "x" would indicate it is not correct.

Lab Marking Short Forms

G - GOOD (eg GS - good sentence, GE - good errors... etc)

A - AWESOME (eg AH - awesome hypothesis , AE - awesome errors... etc)

:) - for anything else that makes me smile (because I like the thinking and/or you did it really well... or you just made a funny spelling mistake)

↑ - improve something (eg ↑T means improve title)

S – poor sentence structure

M – missing something (eg. Hypothesis, didn't answer an analysis question etc)

C - improve clarity/detail/needs more explanation

W - WHY? (You needed to explain why... eg why did you think chewing gum would remove sugar)

T – no title (for lab, section, table/graph/figure)

U – units

FI – didn't follow instructions

? – where is it?/I didn't understand

Ob – observations need improvement/are missing/are incorrect

R - use a ruler to underline heading or make tables

For Conclusion:

RTH – Refer to hypothesis

NS – next steps missing or insufficient/not related to lab

E – errors not discussed/insufficient/inadequate

Miscellaneous

ppte – precipitate

t.t. – test tube

M&M – material and methods

Formal Reports only:

3P - not written in third person

PT – not written in past tense