Week 5

Grading

DSC 95, Spring 2025 at UC San Diego

Agenda

- Grading.

Announcements:

- This week's homework:
  - Discover the best approach.
  - Host your session and submit reflection on Gradescope by Friday.
  - Grading practice, also on Gradescope.

Grading

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  - Whether they understand the concepts.
  - How they are doing, absolutely and relatively.
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- An indicator to instructors.
  - Is teaching working?
  - Are students following?
  - What do students struggle with?

Questions

- What are all the goals of grading you can think of?
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- Students should know what they don't understand / what they did wrong
- give actionable feedback
- shape instructor behavior (which topics)

What issues do you think instructors have about the way tutors grade?

- Consistency (across tutors + within a tutor)
  - not identifying alternate correct solutions (grading for a specific solution)
  - rubric (instructor should approve beforehand)
  - go back to first few assignments at end
  - rushing

Example feedback

most important on first assignment

This looks like the right level of detail in your explanations, with the exception of the median property in problem 2 - that should be more detailed. Also, you might want to try using the provided LaTeX template on the course website. You'll get your pictures where you want them :) Overall, good work!

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Overall it looks like you should include more detail in your explanations. Here are some specific suggestions:

For problem 1, it's better to give a concrete counterexample. Your explanation just kind of says "there could be a data set where this is not true" but it's more convincing if you can find one such dataset.

For problem 2, parts a through c are all about the specific function f(x) = 2x - 5. You seem to be attempting a more general proof, but you need to use this specific function, because the statements are not necessarily true for all functions f.

Problem 2d should not use a specific data set. Your proof needs to be more general.

Problem 3c says the function is minimized there because it's the minimum on the graph, which is kind of circular logic. Instead, can you say *why* the graph's minimum is there?

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- grading on stuff that wasn't specified

- grading answer vs. solution (process)/work

Rubric Creation: Pitfalls + Suggestions

- What are some pitfalls to watch out for when developing a rubric or a grading script?

- rubrics should be visible to students
- should cover all elements of question
- too specific or too broad
- early mistake propogate

- private vs. public tests
- covering basic cases & edge cases
- correctness of rubric - do the question

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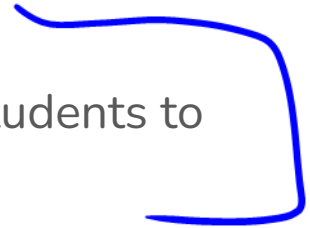

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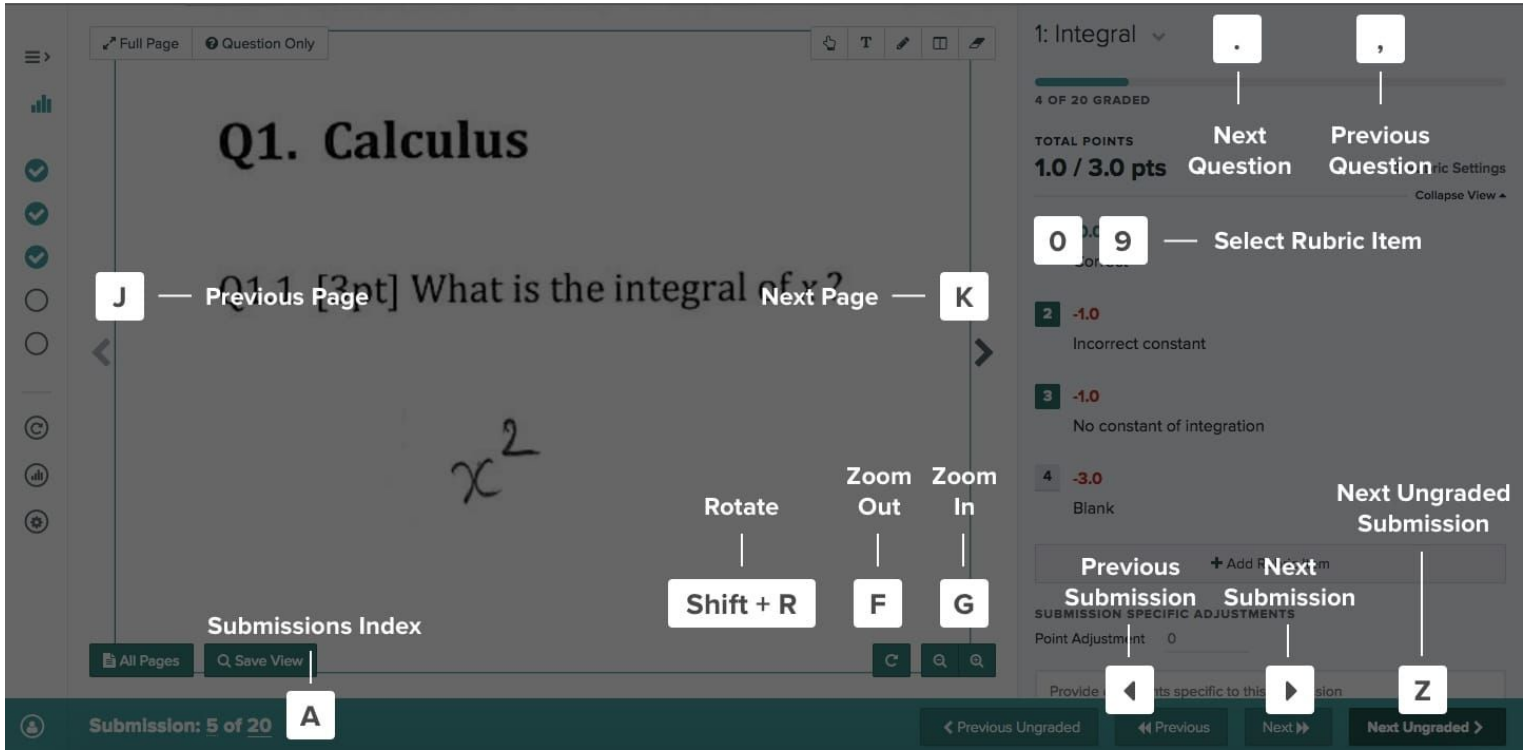
  - Generally, the rubrics should be informative enough for students to understand ***why*** they lost points.
- When in doubt, check with the instructor – it’s better to check while grading than it is to have to regrade 200+ submissions after grading.

Gradescope shortcuts

See here.



Gradescope answer grouping

See here.

Sample rubrics

1 **+2.0**

Correct: `np.percentile(boot_estimates, 14)`

Also accept: `np.percentile(boot_estimates, 0.14)`

Also accept: reversing the order of the arguments

2 **+1.0**

Partial: used `np.percentile` with `boot_estimates`

3 **+1.0**

Partial: used `14` or `0.14` in `np.percentile`

4 **+0.0**

Incorrect or omitted

1 **+4.0**

Correct proof (refer to solns)

2 **+1.0**

Correctly use definition of minimizer

3 **+1.0**

Correctly applied multiplication property of inequalities with constant c

4 **+1.0**

Reversed the inequality sign

5 **+1.0**

Raised both sides as powers of e

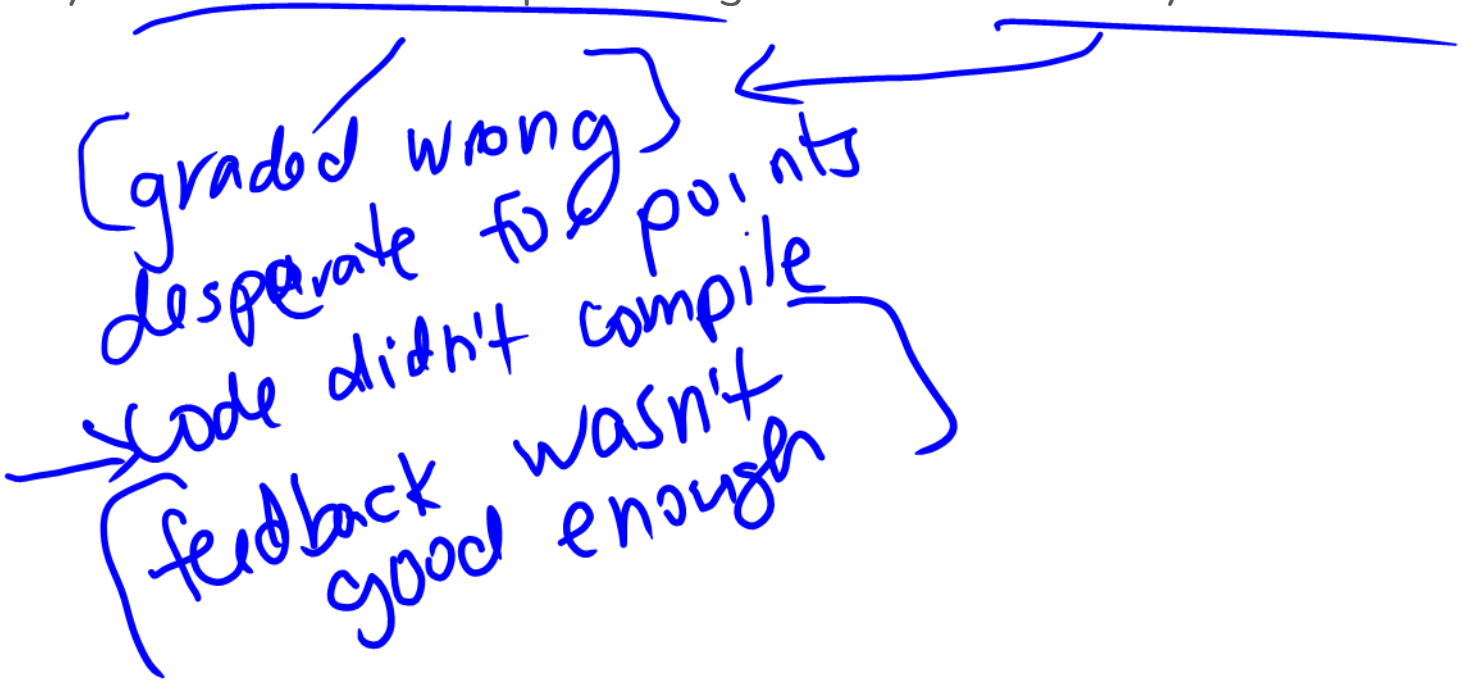
6 **+0.0**

Incorrect or omitted

Handling regrade requests

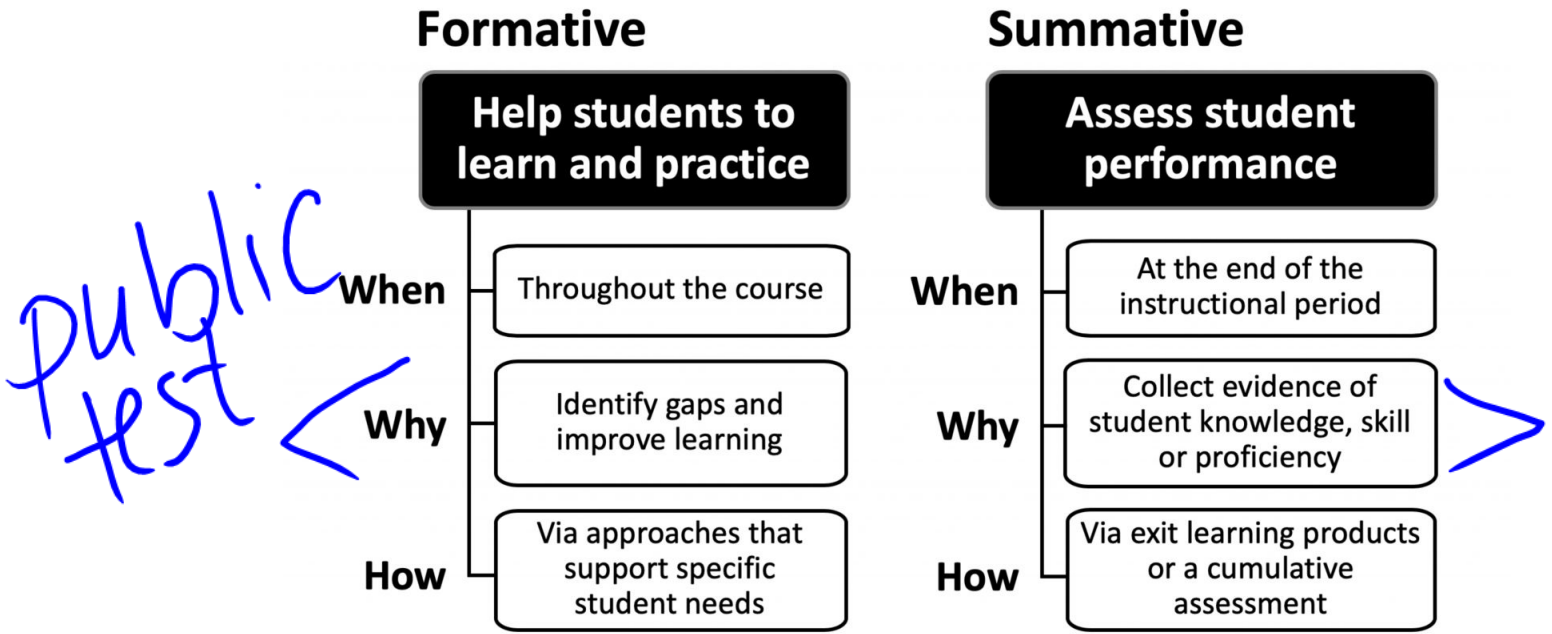
Can reuse comments

- What is the process in your educational team for handling regrade requests?
- Why would a student request a regrade? How should you handle it?



Formative vs. summative assessments

- Grading and rubrics should always be considered in the context of the assignment's purpose.



Exam grading

- How is exam grading different from assignment grading?

- more specific / a little harsher
- final exam: far less comments
- snacks (focused period)