

A Lil' More Grading

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Announcements

- ▶ **HOMEWORK:** View your observation feedback on Gradescope by November 1.
- ▶ **HOMEWORK:** Observe an experienced TA. Fill out the observation form and submit to Gradescope by November 8th.

Regrades



Figure: You in a week.

Regrade Requests

- ▶ Consult with instructor on when they must be submitted by. Clearly relay this to students.
 - ▶ If using Gradescope, set a time period during which they are accepted.
 - ▶ For physical exams, department policy is that once the student leaves the room with an exam, no more regrade requests will be accepted.
- ▶ Direct regrade requests to the TA who graded that problem.
 - ▶ If using physical exams, this means you should keep the exam and hand it to the other TA, who then meets with the student. See previous policy point.
- ▶ Students need to clearly indicate what they want regraded and why.

Regrade Requests II

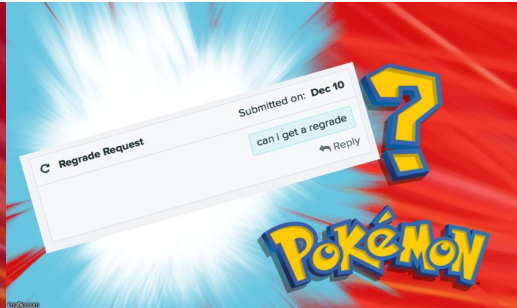
- ▶ Usually fall into three categories: a grading mistake, an “unfair” rubric, or “but I’m only X points from an A”/“but I need an A for . . .”.
- ▶ If there is a mistake, regrade accordingly. Do this in private with your rubric in hand.
- ▶ Be firm about your rubric. For consistency, you cannot change anything.
- ▶ Third case is utterly irrelevant.
- ▶ Do not give free points just so they’ll leave you alone. Beware of pity parties.

Furthermore, in problem number 7, I was given 1 point, but for correct ideas towards proof, but I believe this should be given 2.5 points for mostly correct proof with some minor errors in precision or terminology. I believe that my proof was concrete because I used the equation for eigenvalues and manipulated it by substituting $u = Bv$, and then further elaborating on it and using the inverse definition as well.

Furthermore, I would also like to add that I was extremely close to a passing grade of a 25/50, but I was just short by 3.5 points. Had my final been a passing grade, I would have received a C in the class instead of an F. This is very unfortunate for me because I planned on taking Math 184A during the summer. I had done extremely well on the 1st mid term, scoring a 29/30, and did average on the 2nd mid term, but I fell behind a lot after that because of family and financial issues that affected my ability to study, since my parents went unemployed at that time so I had to help them find a new job, since their English is not very good. Also, CSE 30 was a lot harder than I expected so that took up more than 20 hours a week. I believe that I understood the material now that I look back on it, but sadly it is too late. I did not expect the final to be that difficult and the Saturday time did not help either unfortunately! Can you please look at my Math 18 final and see if there were any grading mistakes?

Thank you!

Questions So Far?



Practice Grading: MATH 109

Create a rubric for the following MATH 109 exam problem. Note that Math 109 is the introduction to proofs and logic course. Strong emphasis is put on writing clear and complete (and correct) proofs.

(10 pts) Let $f : X \rightarrow Y$ and $g : Y \rightarrow Z$ both be surjective. Show that $g \circ f : X \rightarrow Z$ is also surjective.

Response 1

$\forall x \in X, \exists y \in Y$ such that $f(x) = y$.

$\forall y \in Y, \exists z \in Z$ such that $g(y) = z$.

Thus, $\forall x \in X, \exists z \in Z$ such that $g(f(x)) = z$.

Thus, $g \circ f$ is surjective.

Comments on Response 1

- ▶ Student confuses definition of surjection with definition of a function.
- ▶ Where is the student using the hypotheses? No work is shown.

Response 2

$\forall y \in Y, \exists x \in X$ such that $f(x) = y$.

$\forall z \in Z, \exists y \in Y$ such that $g(y) = z$.

Thus, $\forall z \in Z, \exists x \in X$ such that $g(f(x)) = z$.

Thus, $g \circ f$ is surjective.

Comments on Response 2

- ▶ Student clearly understands the definition of surjection.
- ▶ Student should state explicitly where they are using hypotheses.
- ▶ Student basically jumps from the hypotheses to the conclusion, no intermediate steps.

Response 3

Every element of Y gets mapped to by f and every element of Z gets mapped to by g , so every element of Z gets mapped to by $g \circ f$.

Comments on Response 3

- ▶ Very readable.
- ▶ Student doesn't demonstrate they know the definition of surjection.
- ▶ Too much of a heuristic, not a formal proof.

Response 4

Since f is surjective we know that two elements can't be sent to the same thing. Since g is a surjective function we also know that two elements can't be sent to the same thing by g . Now consider some element $z \in Z$. We know there is an element $y \in Y$ such that $g(y) = z$ and an element $x \in X$ so that $f(x) = y$. So, we have $g(f(x)) = z$. Therefore, $g \circ f$ is surjective.

Comments on Response 4

- ▶ Very readable.
- ▶ Student starts off with definition of injection, not surjection.
- ▶ Student provides an otherwise perfect proof in the latter half of their answer.

Academic integrity scenarios

- ▶ For the following scenarios, discuss with your group whether there is academic misconduct or an ethical issue, and brainstorm what steps you might take if you found yourself in this situation.
 - ▶ **Verbatim solution:** The instructor reuses a homework question on the exam. When grading, you come across a solution that is word for word the same as the published solution on the course website.
 - ▶ **iClickers:** You are the TA for a course in which 5% of each student's grade is based off of in-class participation in the form of answering questions with an iClicker. While sitting in on the lecture, you observe a student using two iClickers.
 - ▶ **Tutoring request:** A student in your section requests that you become their private tutor, offering \$100 per hour.