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1. As a student, what properties do you like a grading rubric and the grading proces to have <u>for exams</u>? Explain how you feel/perceive grading when the rubric doesn't have those properties?

I liked rubrics that were holistic and not pedantic. I found it frustrating
to be docked points for small details like significant figures and not carrying out a technique
exactly. Rubrics that consider the student's thought process through multiple ways, like allowing
different solutions to the same problem and not grading based on conformity to a given format,
allow for diversity of thought to flourish within a classroom.

I also find that grading made it so that completing coursework felt like a contest, rather than an
environment incentivizing creativity and experimenting with learning within the curriculum. Basing
grades on a student's efforts and the amount they learned seems more appropriate than evaluating
them for correctness. It would also communicate to students that being wrong on something is okay.

2. If you were the instructor for a course, what properties do you think you'd like an <u>exam</u> rubric to have? Why?

Like above, I would like a rubric that is flexible to the diversity of thoughts a class may have. Though
this has its limits (i.e. you won't give someone a good score for answering gibberish to a question),
gauging a student's work on an exam to see if it touches upon key concepts discussed in lecture and
class rather than correctness is what I would want on my exam rubric.

3. How interesting have you found the content of today's 495 training?

  ○ Not at all interesting   ⊗ Somewhat interesting   ○ Interesting   ○ Highly interesting

4. How useful have you found the content of today's 495 training?

  ○ Not at all useful   ⊗ Somewhat useful   ○ Useful   ○ Highly useful

(optional) Ideas to help improve today's class or the 495 classes in general?

N/A