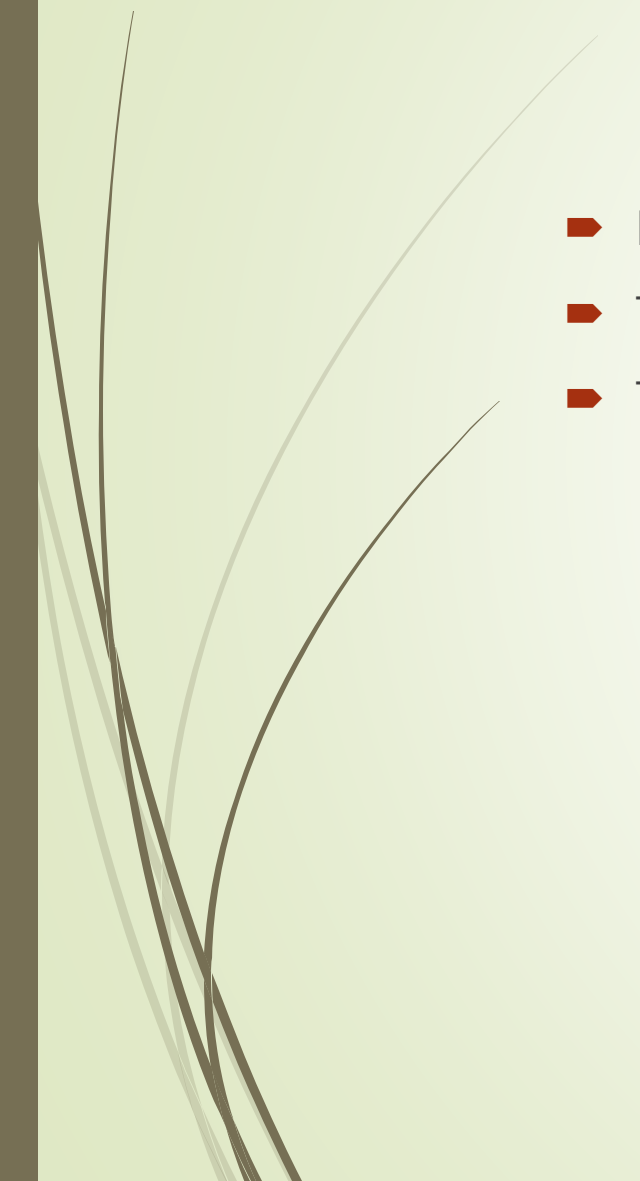




Grading and Commenting on Papers




Introduction

- Resources
 - Types of teaching positions
 - TA Workload
- 



In-Person Resources

- ▶ Course Coordinator/Instructor
 - ▶ TA Coordinator: Bruce Dadey
 - ▶ GI Coordinator: Heather Love
 - ▶ Admin: Agata Jagielska
- 

ENGLISH TEACHING PORTAL



[Introduction](#) ▾ [Administration](#) ▾ [Class Management](#) ▾ [Teaching Strategies](#) ▾ [Teaching Writing](#) ▾ [Technology](#) ▾ [Building a Course](#) [Contacts](#)

Welcome



The Department of English teaching portal presents all the information you need to work as a teaching assistant or independent graduate instructor in the English department. Click on the following to find the information you need:

Introduction

HOW TEACHING WORKS
IN THE DEPARTMENT

Administration

HOW YOUR TEACHING
POSITION IS
ADMINISTERED

Class management

MANAGING YOUR CLASS
OR TA SECTION

Teaching Strategies

HOW TO TEACH
EFFECTIVELY

Teaching Writing

TEACHING, MARKING,
AND RESPONDING TO
WRITING

Technology

USING TECHNOLOGY IN
YOUR COURSE

Building a course

STEP-BY-STEP
GUIDELINES FOR
CREATING A COURSE


Contacts

PEOPLE WHO CAN HELP

- X
- Home
- Explore
- Notifications
- Messages
- Grok
- Lists
- Bookmarks
- Jobs
- Communities
- Premium
- Verified Orgs
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- More

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5,059 posts



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Our unique programs feature the study of literature, rhetoric and communication design, and digital media.


Waterloo, Ontario uwaterloo.ca/english/ Joined July 2014

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MA: tinyurl.com/3tbehfbc
PhD: tinyurl.com/3vert2kb

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Undergrad Sylvie Potje on winning the Stephen Leacock Student Humorous Short Story contest--twice!




Undergrad Sylvie Potje on winning the Stephen Leacock Contest

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Bans and limits seen as a tool to reduce harm caused by smartphones in schools

Aug. 27, 2024 · 2 min read



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Rich Homie Quan
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Sports · Trending
Leafs
2,386 posts

Trending in Canada
Scarlett Johansson
2,496 posts

Politics · Trending
AR-15
89.3K posts

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- Events
- News
- Funding Opportunities
- Jobs

Fundamentals of University Teaching Certification

in t f e l Home > All > CTE0254 Campus TA Training

CTE0254 Campus TA Training

Fundamentals of University Teaching credit for the English Department TA orientation session. Topics covered will include Effective Feedback and Grading, Introduction to LEARN, and Introduction to Online Teaching.

 Register

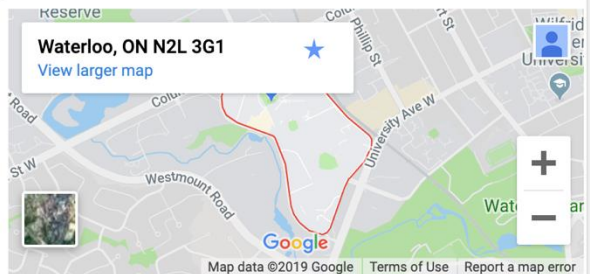
Availability

Open	83 Open Seats Left
Wait List	20 Wait Spaces Available

Contact

CTE Graduate Program Coordinator
CTE Graduate Program Coordinator

Location


Waterloo, ON N2L 3G1
[View larger map](#)

HH building, Waterloo, N2L 3G1
Room: HH 336


Additional Information: Hagey Hall (HH) building

Dates and Times

Starts: 9/3/2019 2:00 PM (EST)
Sessions: 9/3/2019 2:00 PM - 5:00 PM (EST)
Registration closes: 9/10/2019

Facilitator

CTE Certificate





TA RESPONSIBILITIES

Harassment and Discrimination

Image Source: University of Waterloo



CONFLICT MANAGEMENT AND HUMAN RIGHTS OFFICE




< PREV

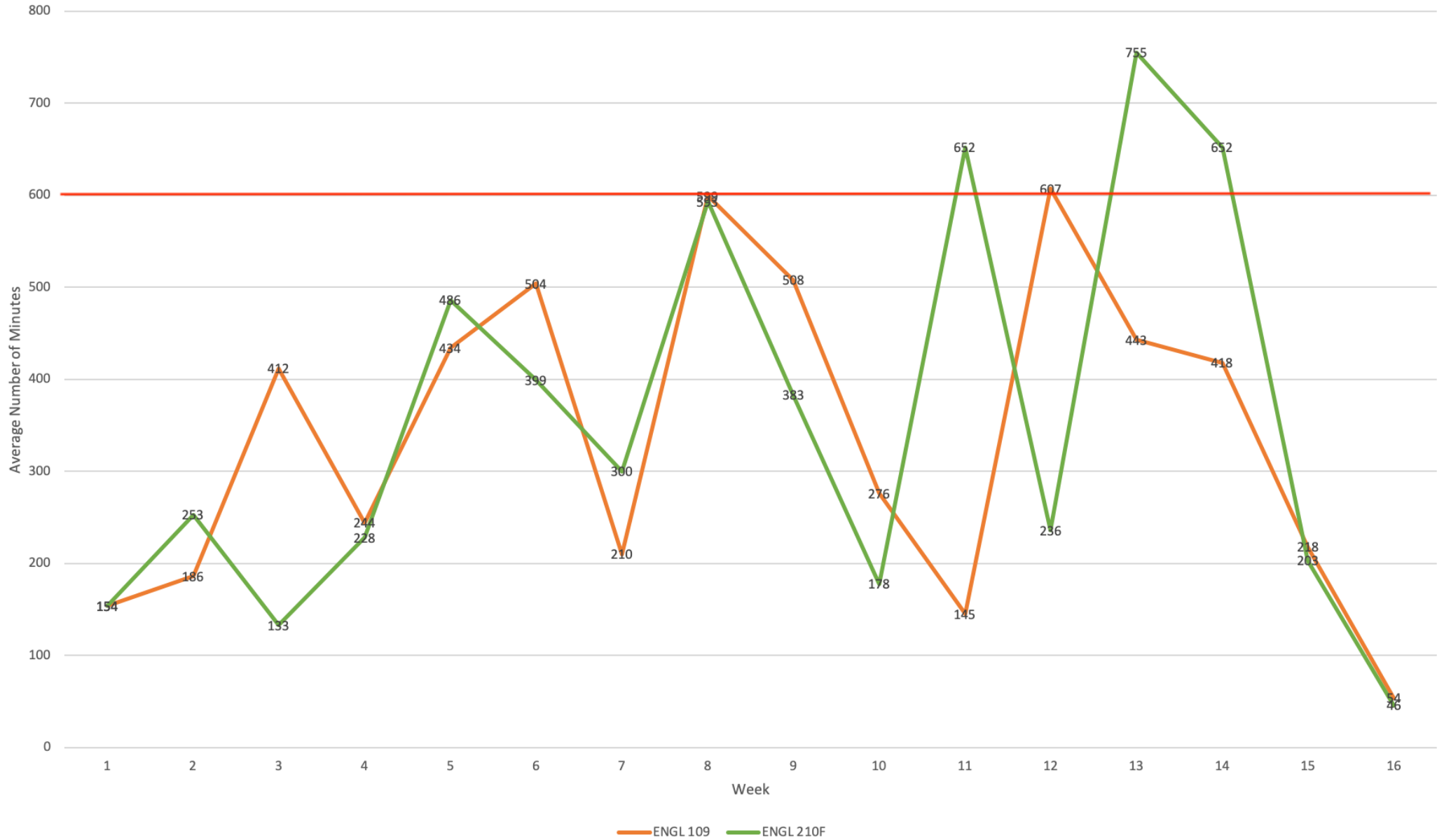
NEXT >



Types of Graduate Teaching Positions

- ▶ Teaching Assistant (TA)
 - ▶ General Assignment (GA)
 - ▶ Independent Graduate Instructor (GI)
- 

109/210F Comparison: Average Minutes per Week, Fall and Winter 2018





Grading and Commenting



Agenda

- Accurate grading
 - Strategies for commenting
 - Efficient marking
- Grading: Evaluating the work.
 - Commenting: Providing feedback
 - To improve the student's writing.
 - To explain the mark.



Basics



- ▶ We mark to improve student performance.
- ▶ Marking is teaching, not editing: What lesson(s) do you want to teach?
- ▶ Marking is work.

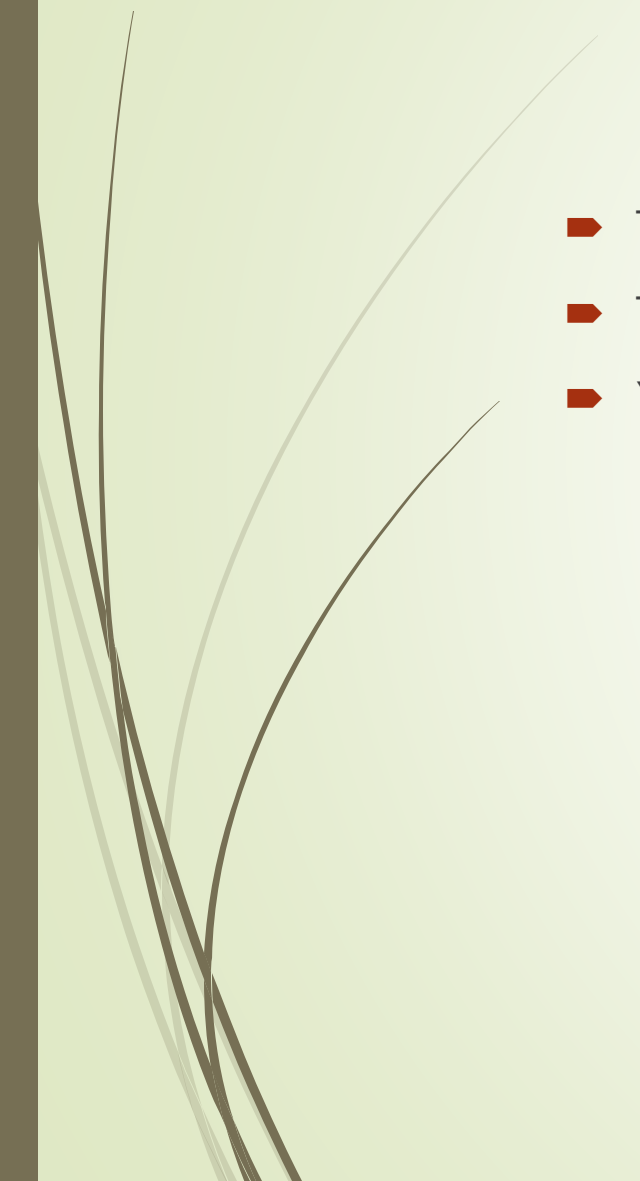


Accurate, Efficient Grading

Hitting the mark



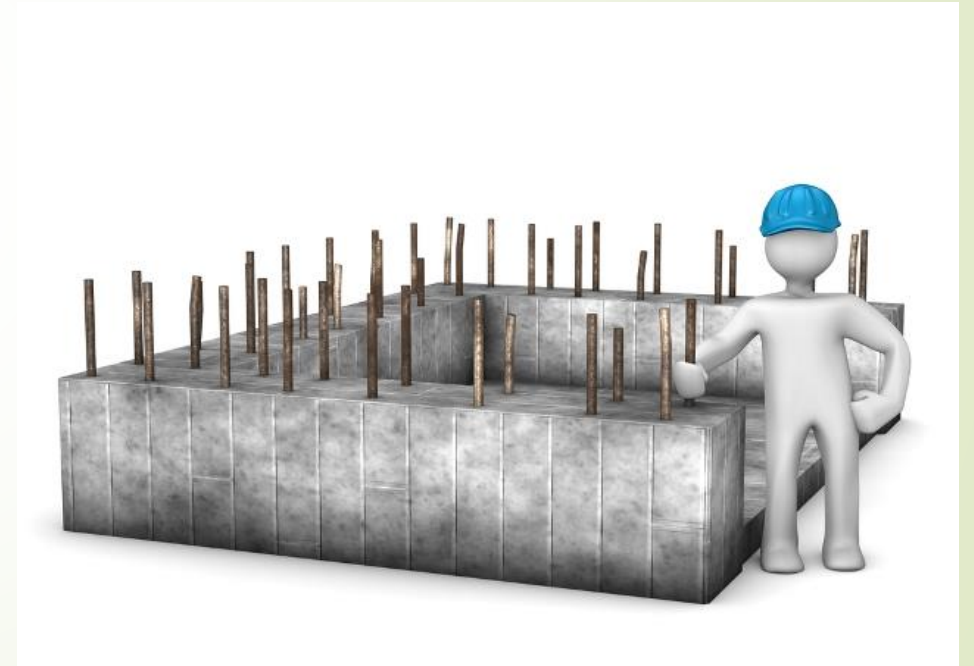
Accuracy

- ▶ The assignment gets the grade it deserves.
 - ▶ The grade is justifiable.
 - ▶ Your comments are true.
- 

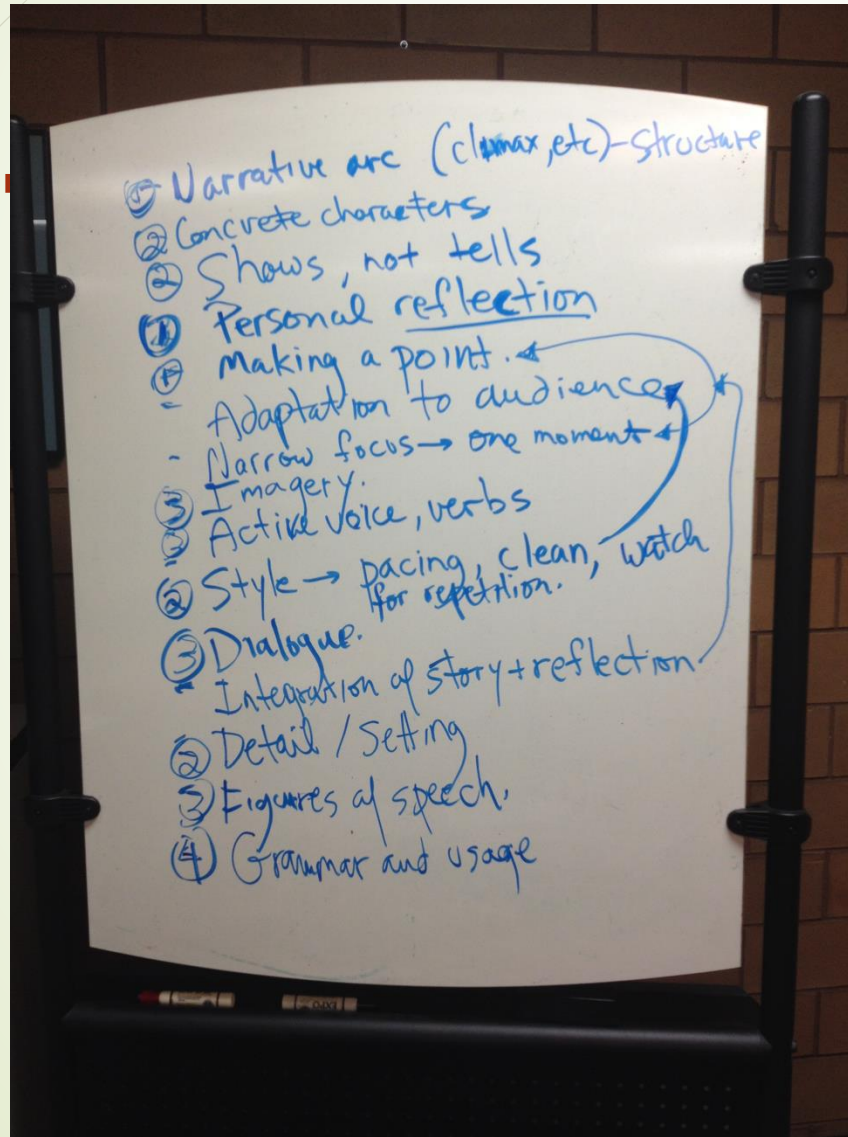
Marking Foundations

Link grades and comments to course concepts and materials:

- Assignment
- Textbook
- Course resources
- Lecture materials
- Rubrics
- Course policies
- Acknowledged best practices



Marking Guidelines



Secure | <https://learn.uwaterloo.ca/d2l/le/266653/discussions/threads/8253...>

Apps News Libraries Misc UW ENGL Bitly Twitter Task Audit Other Bookmarks

My Home

ENGL 109 Online - Fall...

Bruce Alexander Dadey

Narrative Marking Criteria

Bruce Alexander Dadey posted Sep 28, 2016 9:38 AM

Here are the marking criteria we identified in the identified and prioritized in our meeting. Please refer to these when you do your grading.

Tier 1

- Does the narrative focus and reflect on one moment? (See assignment prompt)
- Does the narrative make a point?
- Does it include a personal reflection on the events of the story?
- Are the story and the reflection effectively integrated?
- Are the different aspects of the narrative (content, style, organization) suited to the audience it is directed at?

Tier 2

- Is there a structure, a narrative arc with a climax?
- Does the narrative include use of detail and description of setting?
- Does the narrative mainly show rather than tell?
- Are there concrete characters?
- Is the style effective (clean prose, active voice, good pacing, lack of repetition)?

Tier 3

- Does the narrative employ imagery effectively?
- Does it employ dialogue effectively?
- Does it employ figures of speech?

Tier 4

Are the grammar and usage of the narrative sound?

Rubrics

English 210F: Genres of Business Communication Assignment 1 Rubric

Submission Memo (10%)				
Demonstrates: Appropriate justification of rhetorical choices. Memo well organized, clearly written, formatted appropriately.				
Outstanding	Strong	Acceptable	Developing	Lacking
Rhetorical Strategy & Communication of Purpose (20%)				
Demonstrates: Primary & secondary audiences and purposes correctly determined. Primary purpose clearly expressed. Rhetorical strategy suited to audience & purpose(s), including choice of direct/indirect, appeals to emotion and logic, etc. Any requests or action items appropriately placed.				
Outstanding	Strong	Acceptable	Developing	Lacking
Content Development (25%)				
Demonstrates: Scope of content well suited to audience and purpose, with sufficient information included to achieve purpose. Ideas are ordered effectively and appropriately for rhetorical strategy. Paragraphs skillfully structured and developed. Transitional words/sentences readily guide reader from one idea to the next.				
Outstanding	Strong	Acceptable	Developing	Lacking
Tone & Expression (20%)				
Demonstrates: Tone consistent and professional throughout, appropriate to audience and purpose. Words choices correct, clear, and varied; proper construction and use of idioms; any jargon or specialized language justified. Language is free from bias. Phrasing clear and concise, free of any wordiness and redundancies.				
Outstanding	Strong	Acceptable	Developing	Lacking
Sentence Structure, Grammar & Punctuation (15%)				
Demonstrates: Flawless control of a range of sentence structures and styles, used appropriately for content and rhetorical purpose. Sentences skillfully constructed and properly punctuated. Skillful manipulation of active/passive voice. No spelling errors. Core grammatical requirements: subject-verb agreement; consistent tense; correct placement of modifiers; correct use of comma. Advanced features: pronoun reference/antecedent agreement; parallel structure in sentence parts & lists; correct use of colon & semi-colon.				
Outstanding	Strong	Acceptable	Developing	Lacking
Medium & Format (10%)				
Demonstrates: Medium appropriate to audience, purpose, and message. Format appropriate to medium, audience, and purpose. Skillful construction of visual rhetoric including font choices, spacing, layout and design, graphic elements. Appropriate and competent use of media capabilities and other non-verbal rhetorical inducements (as applicable). Assignments not submitted in PDF format automatically forfeit all marks in this category.				
Outstanding	Strong	Acceptable	Developing	Lacking

AP Generic Rubric: 2013-Therault

0	1-2	3-4	5	6-7	8-9
-Does not follow prompt, irrelevant to topic -No effort in writing -Barely makes a reference to the task	Stylistic Choices and Organization -(2) Very brief or obscure writing -(2) Distracting errors hinders reading.	Stylistic Choices and Organization -Lacks control over voice or tone. -Simplistic sentences. -Organizational problems.	Stylistic Choices and Organization -Immature writing, style. -No variety in sentence structure -Basic organization but confusing to reader. -Organization has no larger purpose	Stylistic Choices and Organization -Demonstrates sophistication and competence in writing. -Has a strong vocabulary. -Direction and purpose in organization.	Stylistic Choices and Organization -Very focused and persuasive -Advanced vocabulary -Stylistic flair(8) -exceptional flair(9) -Organization and transitions guide reader. -Quotes flow seamlessly
	Prompt/Analysis -(2) Unclear arguments and organization. -(2) Little support for what argument is present.	Prompt/Analysis -Heavily relies on plot summary -Argument is simplistic -Support is wordy, repetitious, incomplete/irrelevant. -States thesis but does not address fully. -Misconception of the prompt or text	Prompt/Analysis -Neglect exploring into the prompt(single issue minded) -Simplified understanding of the prompt. -Not a significant amount of textual support. Or large blocks of quoted text	Prompt/Analysis -Strong understanding of prompt. -Developed argument. -Supports with strong arguments and references to text. Quotes used as support rather than replacing student writing -Addresses some elements of the complexity of the piece	Prompt/Analysis -Very thorough analysis of prompt. -Convincing and specific support from text. -Ideas are expressed fully developed and insightful, -Awareness of ambiguities and complexities
	Distinguishing Characteristics of the score -(1) Lacks any thought or writing ability. -(1) Obvious errors in grammar and/or mechanics. -Unacceptably brief	Distinguishing Characteristics of the score -(3) Contains many flaws. -(4) Contain some flaws but achieves some understanding. -Ignores a part of the prompt or text -Summarizes, Describes, paraphrases vs. analysis	Distinguishing Characteristics of the score -Student answers prompt but without true analysis. -Student does not completely understand intent of prompt. -Formulaic	Distinguishing Characteristics of the score -These adequately answer the prompt. -(6) Less developed and sophistication than a 7. -Free from sustained errors. -Does not go beyond essentially understanding.	Distinguishing Characteristics of the score -Essays are clear, precise, and coherent. -These essays are especially insightful and sophisticated -(9) These essays are exceptionally persuasive.

*Reward the writers for what they do well. The score for an exceptionally well written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three. (dt-April 2013)



Create Marking Guidelines for an Evaluation Assignment

Task

Write a blog entry that evaluates a technological product (software or hardware) or cultural product (movie, TV show, podcast). Your goals are to outline the strengths and weaknesses of the product and let the audience know whether the product is worth owning or spending money on. Your evaluation should be well argued, credible, and persuasive. You can evaluate a single product or perform a comparative evaluation of multiple products.

Audience

Your audience is demographically varied and is relatively familiar with digital technology and popular culture without having a specialized knowledge of either.

Length

800-1000 words

Other Aids?

HTWA Usage

Comma splices 577-78

Run ons 577-78

Fragments 579

Subject-verb 581

Pronoun-antecedent 587

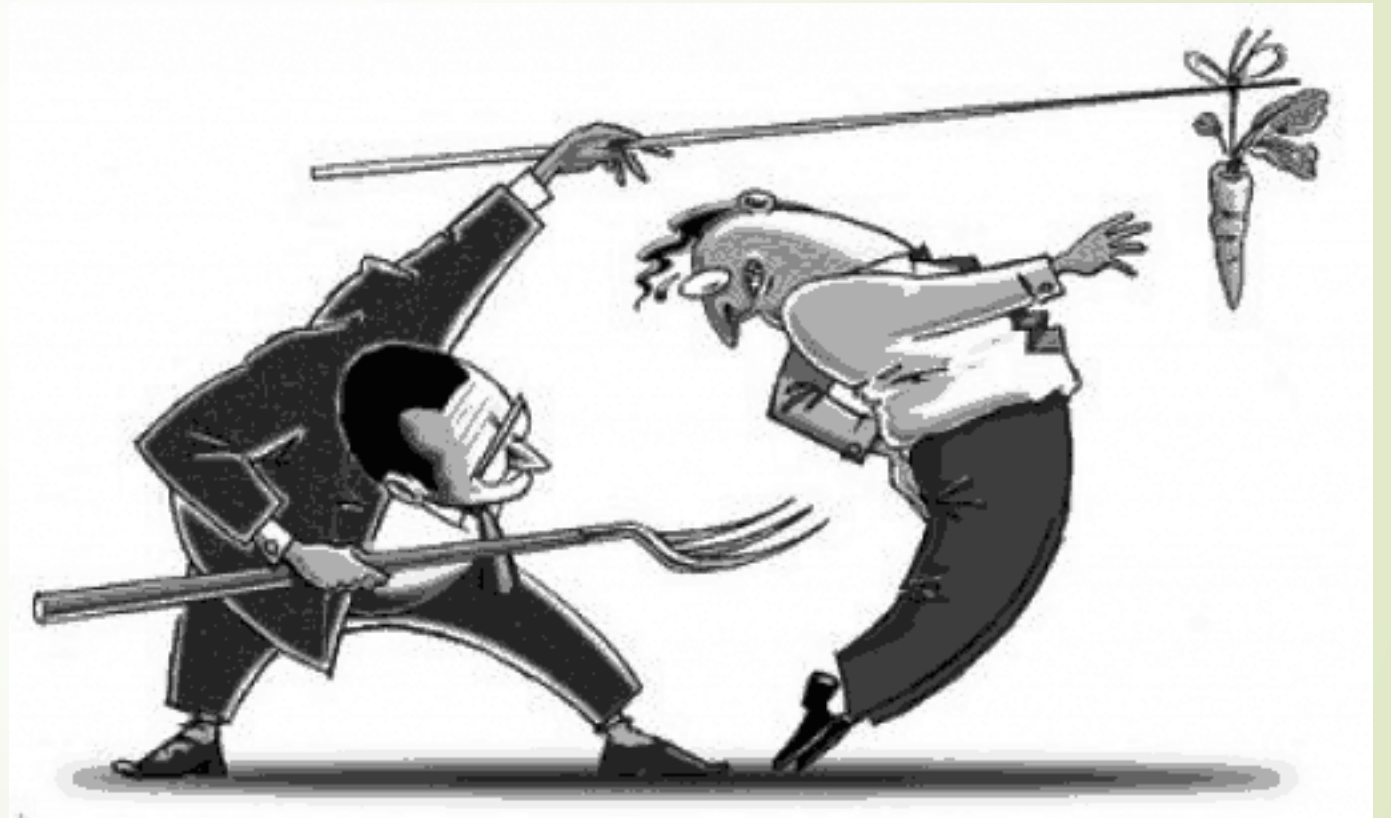
Dangling modifier 595

Parallelism 597

Artifact	Readings
Typographic layout	L: Pettersson, <i>Graphic Design</i> 76-106, 111-12, 118-22; IDRP, 16 Mangan paper & screen 275-89, 31 Luna Type 479-86; EGD 58-59, 146-201, Waller Layout 177-203, Moys, <i>Visual Rhetoric</i> 204-220; slides
Poster	Waller Layout 177-203, Moys, <i>Visual Rhetoric</i> 204-220, EGD; Williams; slides on grid
Icon: Device self-destruction, ESP, séance with the dead, call a house cleaner, computer personal counselling program (AI based), give user superintelligence.	Williams; 18 Boersema and Adams Symbol Sign 303-14; 19 Black Icons 315-29; slides on icons
Public information sign: zombies welcome if accompanied, deaf child area, smell sensitivity area (no perfumes or other scents), no heckling allowed, electronics marketplace, formal clothing must be worn.	Williams; 18 Boersema and Adams Symbol Sign 303-14; 19 Black Icons 315-29; slides on signs
Warning sign: Spontaneous combustion zone, religious cult area, grouchy professor, danger of consumption by carnivorous plants, danger of bandits, meat consumption area.	Williams; 18 Boersema and Adams, Symbol Sign 303-14; 19 Black, Icons 315-29; IDRP 20 Wogater and Mayhorn, Warning 331-48; slides on signs
Pill bottle label	Lipton 63-65; 31 Luna Type 479-86, EGD 58-59, 146-201; Dickinson and Gallina, <i>Medical Pamphlets</i> 685-700
Form	Moys, <i>Visual Rhetoric</i> 204-220; Waller Layout 177-203; EGD 58-59, 146-201; slides for forms
Home page of website	Waller Layout, 177-203; 16 Mangan paper & screen 275-89; 31 Luna Type 479-86; Williams; Krug, Garrett; 13 Bateman <i>Multimodality</i> 221-41; slides on web

Marking Games (Don't Play Them!)

- ▶ Start tough
- ▶ Start easy
- ▶ Encourage
- ▶ Punish





Aids to Accuracy

- ▶ Mark the assignment, not the student (but write to the student).
- ▶ Don't let early marks influence later marks.
- ▶ Mark the first papers tentatively, then re-visit.
- ▶ Put papers in grade order or sort in a spreadsheet.
- ▶ Watch for grade patterns:
 - ▶ Unusual average
 - ▶ Bump at one grade level
 - ▶ Double-hump



Calibrate Yourself

- ▶ Course average for 100/200 level courses: 75
- ▶ Course average for 200/300 level courses: 78/79
- ▶ Note effect of completion assignments

Getting Closer

- ▶ Ballpark mark: 60s? 70s? Mid-70s?
- ▶ Letter grade: A? B? C? High, middle, or low?
- ▶ How does this assignment compare to other assignments in the batch?
- ▶ Give a tentative mark and revisit.

Table of grading scheme

Letter grade	Percentage ranges	Weighting factors for letter grades
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
F	0-59	0



Student Inquiries About Grades

- ▶ Students have a right.
- ▶ Obscure inquiry: “I don’t understand why I got this mark.”
- ▶ Reply: Please give the comments a careful read, and if there’s anything in particular you don’t understand, I’m happy to explain further.
- ▶ Is there something in the comments that is unclear to you?
- ▶ Justify in terms of foundational sources.

Where Did I Lose Marks?

Sciences

Top down (subtractive)



English

Bottom-up (Additive)



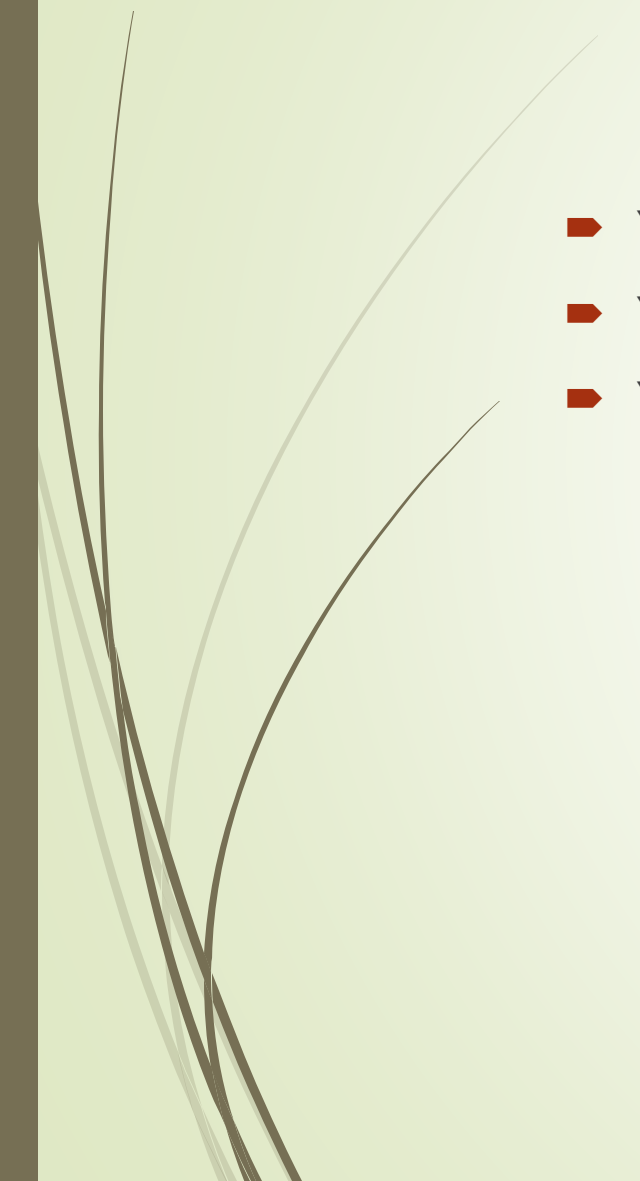


Expand Your Commenting Strategies

Providing Written Feedback



Effective Commenting

- ▶ Your comments are understood.
 - ▶ Your comments are accepted and adopted.
 - ▶ Your comments make the student a better writer.
- 

Marking as Editing

Common Proofreading Abbreviations

(The abbreviation appears near the problem or in the margin with an arrow pointing to the offending element.)

Abbreviation	Meaning	Example
Awk	awkward expression or construction	The storm had the effect of causing millions of dollars in damage.
Frag	fragment	Depending on the amount of snow we get this winter and whether the towns buy new trucks.
Pron	problem with pronoun	My aunt and my mother have wrecked her car. The committee has lost their chance to change things. You'll have to do this on one's own time.
Rep	unnecessary repetition	The car was blue in color.
R-O	run-on sentence	Raoul tried his best this time that wasn't good enough.
Sp	spelling error	This sentence is flaude with two mispellings.
STET	Let it stand	The proofreader uses this Latin term to indicate that proofreading marks calling for a change should be ignored and the text as originally written should be "let stand."
S/V	subject/verb agreement	The problem with these cities are leadership.
T	verb tense problem	He comes into the room, and he pulled his gun.
WW	wrong word	What affect did the movie have on Sheila? She tried to hard to analyze its conclusion.

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know it, in fact, everyone knows it.
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence.
	delete	The elephant's trunk is is really its nose.
	transpose elements	He only picked the one he likes.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only threefriends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. "I thought so," she replied.
	no paragraph	"I knew it, she said. "He's no good."
	Capitalize a letter	Is new York a state or a city?
	Make a capital letter lowercase.	Mike and Rita aRe only fRiends.

Deficit Model

wordy - be precise *which Sunday?* *comma needed*
Every year [on one Sunday in the middle of January] tens of millions of

word choice
people cancel all events, plans or work to watch the Super Bowl. This

wordy
audience includes [little boys and girls, old people, and housewives and

Be specific - what reasons?
men.] Many reasons have been given to explain why the Super Bowl has

and why: *what spots?!*
become so popular ~~that~~ commercial (spots cost up to \$100,000.00.

awkward
One explanation is that people like to take sides and root for a team.

another what? *spelling*
Another is that some people like the pageantry and excitement of the

too colloquial
event. These reasons alone, however, do not explain a happening as big as

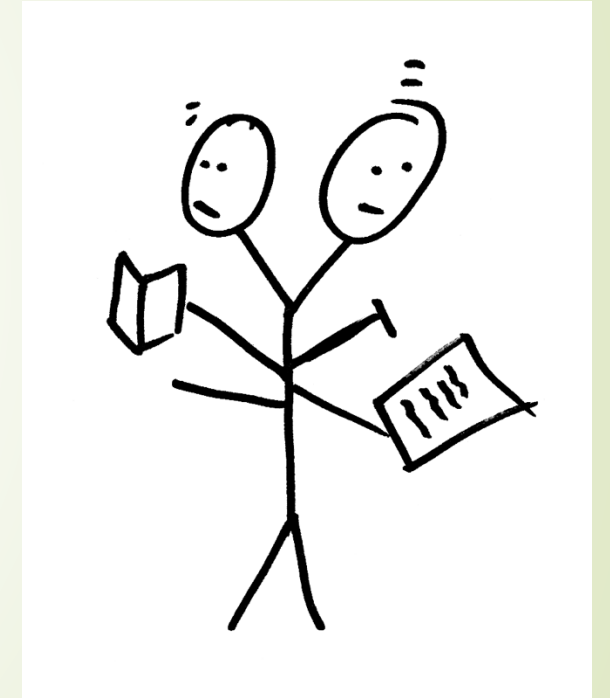
the Super Bowl.

you need to do more research

This paragraph needs to be expanded in order to be more interesting to a reader.

Against Pseudotransactionality

- ▶ Be a marker and a reader
- ▶ Give a sense of genuine purpose.
- ▶ Demonstrate the presence of a reader.
- ▶ Help writers internalize the sense of having a reader.
- ▶ Develop awareness of context.



Number of Comments

Too few

- Little basis for improvement
- Inadequate justification for grade
- Lack of engagement by instructor

Too many

- Students overwhelmed and discouraged
- Difficult to prioritize
- Missing patterns

