

## **CS 301: exam-related issues**

- exams in your course
  - How many exams prior to the final?
  - Open book or limited-reference (e.g. cheat sheet) or closed book or take-home?
  - What are the arguments for each choice?
- review sessions
  - Brian Harvey says review sessions are a crock. How many agree/disagree?
  - What good is a review session anyway?
  - What are characteristics of a good review session? How can a review session go bad?
- contributing to exam design
  - How many of you contributed exam questions? What did you learn from doing so?
  - Should t.a.s get an advanced look at the exam? Why or why not?
  - If the answer is yes, how can one avoid giving information away at the review session?
- at the exam
  - How to handle suspected cheaters?
  - Issues relating to handling questions?
- grading sessions
  - Right after exam vs. later?
- afterward
  - Good techniques for handling and anticipating grading complaints?
  - Good techniques for handing back graded exams?
  - Good techniques for dealing with students who did poorly?
- good grading practices (*Tools for Teaching*, by Barbara Gross Davis)
  - Read the exams without looking at the students' names.
    - in CS context: use login names on pages after the first
  - Skim all the exams quickly, without assigning any grades.
  - Choose examples of exams to serve as anchors or standards.
  - Grade each exam question by question rather than grading all questions for a single student.
  - Avoid judging exams on extraneous factors.
  - Write comments on students' exams.
  - Read only a modest number of exams at a time.
  - If you can, read some of the papers twice.
  - Place the grade on the last page of the exam.
    - I don't know of anyone that does this
  - If GSIs assist in grading, set up standardized procedures.