Grading Workshops

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What is the goal of workshops?

Departmental Goals for Workshop

- Develop good group-working skills
- Practice written communication of mathematics
- Deepen understanding of core course concepts, sometimes through applications

New Workshop Goals

Target the “bubble” students

- Problems should be most helpful to students on the bubble between passing and failing.
- Problems should require some understanding of the week’s material, but students should not need to have mastered the material to finish the workshop problems.
- When possible, problems should target the common mistakes students might make.

Shorter Turnaround Time

- Students should be able to complete or nearly complete the problem(s) by the end of class.
- Due dates for student submissions (online via Canvas) should be set somewhere between 24 and 72 hours after the workshop session.
- Submissions should be graded (online using SpeedGrader) before the next workshop session, ideally by the day before.

Workshop Rubrics

- Must include points for the writing component
- Simpler is generally better
- May include participation/attendance component
    - I recommend some sort of submission for attendance, such as an exit or entrance ticket.

Suggestion: Try a mastery-based approach.

Sample Workshop Rubric

Category	**0 Points**	**1 Point**	**2 Points**
Mathematical Accuracy	No submission, off topic, or unreadable	Needs Improvement: a few small errors or one to two large errors, depending	Meets Expectations: no errors or at most one small error that does not change the mathematical solution to the problem
Presentation and Grammar	No submission, off topic, or unreadable	Needs Improvement: Some small grammatical errors. Organization is somewhat clear and understandable	Meets Expectations: mostly correct grammar including complete sentences, punctuation, and capitalization. Organization is clear and understandable
Exit Ticket	Not Submitted	Submitted	

Example Submissions

Sample Problem

In this problem, we will explore the quadratic functions and their roots.

(a) Consider the function $f(x) = x^2+4x+c$. For what values of c does this function have no roots? A double root? Two distinct roots?

(b) Why do your answers to the first part make sense? Consider the graph of the function $g(x)=x^2+4x$. What are we doing to the graph of this function by changing c?

With the person next to you, grade the sample student submissions using the sample workshop rubric. As you grade, make note of what you would typically write on a students workshop as well as what you do and don't like about the rubric.

Speed Grader and Canvas

SpeedGrader Functionality

- General Speedgrader reference
- Creating an assignment
- Creating a rubric and adding it to an assignment
- Annotating student submissions
- Grading using the rubric
- Adding and saving free-form comments in the rubric
- Student view of feedback and comments

Note that all of the above are links to larger articles and videos. You will receive a link to these slides, should you want to revisit these resources.