

GRADING

Need help? Email
crwr.taadmin@ubc.ca

You are given a
grading task.

Task details will come from your professor. They can include:
what the assignment is;
which students you are responsible for grading;
when the grading needs to be done;
where the class average should be (approximately);
who you can go to with problems related to the grading;
how much time the grading task (including reading, marking, commenting, inputting grades, etc) should take.

For the first few assignments, get together with other TAs or ask for feedback from the professor on a few assignments before you grade all of them, to ensure consistency with other TAs.

Familiarize yourself with the assignment criteria, rubric, and the goal of the assignment before you start

Go through a bunch of assignments and read them to see what level the class is at, before starting to grade

Get a feedback bank!
of common comments that apply to
many submissions

Use the CRWR TA Feedback Bank
2017/2018 at

https://docs.google.com/document/d/1i2mTkKIk0YCMIRmIHqMx1bAsiFeR_hl8qYOz8qxc9_4

Write your comments in a separate document before you paste them into Canvas; this will become your own feedback bank for the assignment.

Break it up

Look at how many hours you have for this grading task, and the number of submissions you have to grade. You will need some time for administrative work like checking for late submission or correcting technical errors, but dividing your hours by your submission numbers can give you a rough idea how much time each student should take you.

Grade 5-10
submissions a
day, ideally

Use a timer
when you
grade

Set a timer for the total time you are going to spend grading, and a second timer for slightly less time than you have budgeted per assignment (so you can wrap up and move on)

TAs are people too, and trying to finish all your grading in one monster session will probably be very exhausting and unpleasant—which often means the students you grade last get less attention and fewer comments.

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You are ready to
start grading

REMEMBER:
The goal of the creative
writing program is to foster writers
—by creating a supportive,
learner-centred environment and by
giving feedback in a kind, respectful,
and professional
manner.

Marks

Comments

Keep in mind that this might be the
student's first writing class or class
in this genre. Mark them in relation
to their peers and your professor's
expectations for new writers.

Reference rubrics, criteria and
rules when giving marks; don't
be afraid to ask your professor
or fellow TAs questions.

Be specific with constructive feedback. Include quotes from the
areas where the writing/dialogue/etc is not working; if you can,
also give examples of good writing/dialogue/etc from their
assignment.

If this is not the first assignment you have marked by this
student, you can also talk about any improvements they have
made since last time--maybe based on your comments!

Example comment structure:
The Compliment Sandwich

Some go-to positives:

You've created a great sense of atmosphere here...
This story packs great emotional impact...
I love the sense of place in this piece...
What an exciting story. I couldn't predict the twists and
turns--not always easy to do!
The characters in this story feel well-rounded and dynamic.
I particularly enjoyed the scene where...
Beautiful language here: ...
Tone-wise, you've done a great job. Your language really
helps to underscore the message you're conveying.

Some go-to closing
comments/encouraging nuggets:

Excellent work!
Well done!
Keep up the good work.
Good effort!
Good improvement.
I look forward to reading your next
assignment.
Fascinating!
There's lots of potential here!
Thank you so much for sharing this!
Keep at it!

Some go-to constructive criticism:

Adding more concrete imagery could help anchor the
reader/listener in the setting more clearly.
It's great that your poem/story/song is hitting on some
universal themes, but how might you reshape the story so
that it feels more fresh, totally unlike anything we've
seen/heard before?
The character's motivations for doing ____ are a little
unclear. Can you illuminate their mental landscape in this
scene a bit more clearly?

positive
feedback

constructive
criticism

positive
feedback

encouraging
nugget

Upload your marks and
comments to Canvas

Get help with Canvas @
<https://lthub.ubc.ca/guides/canvas/webwork-for-canvas/>

Notify
your professor
if any single task
exceeds the time allotted
in the hours breakdown you
were given.

Tell your
professor when you
have finished grading
and entering your
grades, so they know
that the grading task
is complete

You're DONE!