

## Preparing to Grade as a TA: What do you need to know?

Whether grading independently or as part of a team, TAs serve a vital role when grading student work. Grading responsibilities can be complex, requiring TAs to have a clear understanding of the grading process, criteria, and course policies. The questions below suggest key pieces of information that can help TAs to grade student work as consistently, fairly, and efficiently as possible. For additional suggestions, please see *Grading and Responding to Concerns about Grades* at [teachingcenter.wustl.edu/resources](http://teachingcenter.wustl.edu/resources).

• PURPOSE AND REQUIREMENTS	GRADING PROCESS	POLICIES
<ul style="list-style-type: none"> <li>• Purpose: What are the learning objectives that are being assessed in the assignment, quiz, or exam?</li> <li>• Task(s): What are students asked to do?</li> <li>• What are the format requirements?</li> <li>• Is collaboration allowed? If so, when and how? In addition, how will the collaborative aspects of the work be assessed or graded? If not, what should TAs do if they observe evidence of collaboration?</li> <li>• How will students turn in or submit their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Division of labor: Who will grade which assignments, quizzes, exams, etc.?</li> <li>• What are the criteria for evaluating student work? How are the criteria weighted (how does the grading scheme reflect the relative importance of each criterion)? Will the TAs (and the instructor) use a grading rubric or answer key when grading?</li> <li>• Will the assignment or exam be graded on a “curve”?</li> <li>• How much and what type of written feedback or comments should TAs include on student work?</li> <li>• Approximately how much time should TAs expect to spend when grading each type of assignment or exam? (<i>Keep in mind that the first time you grade as a TA, you may spend more time than you will later in the semester, when you are more familiar with the process.</i>)</li> <li>• When should TAs return graded work to students?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the course policy regarding grade appeals or requests for “re-grades”?</li> <li>• Are students allowed to revise and re-submit an assignment? If so, what are the relevant policies and procedures?</li> <li>• Are there penalties for late papers or assignments? If so, what are they? Can students request an “extension” of the deadline? If so, what is the procedure for students to submit and for instructors or TAs to respond to such requests?</li> <li>• Should TAs meet with students who have concerns about grades, or direct students to talk with the faculty member in charge of the course?</li> <li>• What should TAs do if they observe evidence of unauthorized collaboration, plagiarism, or other violations of academic integrity? What are the penalties for such violations? What types of unethical conduct should TAs be on the alert for? How can TAs help to prevent such conduct?</li> </ul>