

1056-Z1-1680

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Grading student work is how instructors provide feedback to their students. Yet, all too often, the grade is simply a letter or number that does not really provide meaningful feedback. In this talk we present a holistic grading rubric refined over several years and now in wide spread use across multiple courses. The rubric sets clear expectations, is versatile enough to use on a wide array of problem and assignment types, and helps with grading consistency in large courses. Most importantly, rather than focusing on points, students must focus on their weaknesses in order to improve their grades. (Received September 22, 2009)