EXAM GRADING
GENERAL GUIDELINES

1. We must strive for consistency and be at least 95% successful.
2. You can amend the answer key by consensus (with notification and/or approval.) Be sure that all extant copies are changed accordingly.
3. Try to read (or listen) as a naive stranger who does not know Turkish and does not know what the child "probably means." [Unfortunately, this means gender mistakes with pronouns can make a response confusing, and therefore less than fully meaningful, or even meaningless. Also writing "her" instead of "here" (or vice versa) and similar mishaps may create serious confusion in the minds of tourists at the Covered Bazaar.] FOCUS ON EXACTLY WHAT IS WRITTEN OR SAID – this is an exam and there's no opportunity for further clarification.
4. If you are unsure how to proceed, leave the item unmarked, put the paper aside, and consult with someone who can make the final determination. It's NOT acceptable to have points and comments written and then crossed out (or painted over)…..
5. Meaning is more important than anything else.
6. Meaning in English is very often determined by the use of specific words in standard order.
7. Questions need to be answered directly with correct and complete information for "full-credit meaning."
8. Not fulfilling teacher-imposed constraints ("2 complete sentences," "at least 3 words," etc.) should result in a "major deduction" = perhaps 1 out of 4 (or 1.5 out of 6) no matter how correct the rest of the answer is. For each section, decide as a group and stay consistent. Write the number of points to be deducted on the answer key.
9. Some items require two or more pieces of information, for example. So the points for the entire response can be divided half + half, for example, for each piece, etc.
10. In general, for any given answer, allot 50-75% for the meaning, and the remainder for the form and/or the complexity, range and sophistication. Try to think in terms of points earned, rather than points deducted. Make these decisions as a group ahead of time and add them to the answer key. For example: for items labeled 6 points each, give up to 4 for meaning, 2 for the rest; 5 points each = up to 3 for meaning, 2 for the rest; 3 points each = up to 2 for meaning, 1 for the rest.
11. A response might usefully be categorized as fully meaningful (thus getting ALL the meaning points) or as somewhat meaningfully (maybe HALF the meaning points) or as meaningless.
12. Meaningless answers get no credit whatsoever no matter how superb the grammar.
13. Determine the partial score for MEANING, then go on to look at form, etc. [I, for one, generally write the meaning score to the left of the response, the form score to the right; then add them and circle the total as the item score. For short items, such as verb story blanks or reference items, I'll write an X for no points, a check for correct, and a check with the partial mark noted next to each response.] TOUGH EXAMPLE: "find a word above that means….." and the word is misspelled; might not lose anything since it's a copying mistake. BUT how many letters can be wrong??.
14. Depending on how long the response is, how many points it is worth, and what constraints are placed on the response, minor errors in grammar (omission of articles, spelling, etc.) might warrant a very minor deduction (0.25??) on none at all. = The more points you have to give, the more spread out and thorough your deductions can be.
15. Add the scores within a section and write the section score CLEARLY at the head of the section [I, for one, tend to use a square box around it] AND on the point chart on the first page.
16. Generally, recognition items are easy to mark; POLICY = responses where more than one choice is circled or all the boxes are ticked are completely wrong. Just draw a line through them all and put an X.

***VERB STORIES: LOOK AT MEANING ……then form. GRAMMATICAL NONSENSE = 0
[POSSIBILITIES: 3.5 points (total) each = 2 for correct meaning + 1.5 for form; 3 points each = 2 + 1; 1.5 points each = 1 + 0.5, etc.]
ANY sensible verb (even one not in the box) can be given credit if it makes sense. BUT NEGATIVES CHANGE THE MEANING, so the response w/o the required negative is completely wrong no matter how accurate the form.
MODALS very often change the meaning = often no credit at all.
Use your judgment; be consistent.

***COMPOSITIONS, PARAGRAPHS, AND QUESTION REQUIRING LONG RESPONSES ARE GRADED BY APPROVED AND STANDARD RUBRICS. WE USE TWO DIFFERENT READERS AND <u>NOTHING</u> IS MARKED ON THE PAPER.