

Jeff Anderson's Math 105 Quiz and Exam Corrections Correction Form

For detailed instructions on how to complete these exam corrections, please see pages 3 – 5 of this document. On this cover sheet, you will indicate that you have finished each of the necessary steps involved with submitting corrections in this class.

SELF ASSESSMENT CHECK LIST

1. Look at page 2 of this handout. Did you fill out Table 1: Performance Review?

YES

NO

2. For every problem you did not earn full credit on, did you redo the problem to get the correct answer and show your work.

YES

NO

3. Please check to make sure you wrote your solutions in the proper format. Each of the following boxes should be checked:

Corrections written on clean, white paper

Corrections written in order: the first problem you missed is the first problem on your corrections; second problem you missed is written as the second problem on your corrections, and so on.

4. For EACH AND EVERY problem that you did not receive full credit on, did you write a few sentences that specifically identify the mistake(s) you made?

YES

NO

5. Did you finish step 4 of the correction process by visiting the STEM Center Foundations Lab and getting your corrections checked by one of the Foundations Lab instructors.

YES

NO

6. If you have finished all of the steps above, please prepare to submit your corrections packet. Make sure that you follow each of the following formatting guidelines

TOP SHEET: The original graded copy of your quiz or exam

SECOND SHEET: Your quiz or exam corrections including your

THIRD SHEET: Your correction form (pp. 1 - 2 of Math 105 Quiz and Exam Corrections Instructions Document)

Name: _____

Class #: _____

TABLE 1: PERFORMANCE REVIEW							
FILLED OUT BY STUDENT ABOUT 1 st ATTEMPT						FILLED OUT BY JEFF ABOUT CORRECTIONS	
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Problem	Points Possible	Points Earned	Points Missed	Full Credit	NOT Full Credit	Correction Accepted	Correction Rejected
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
TOTALS							

TABLE 2: SELF ASSESSMENT	
1. Prior to taking this quiz or exam, what was the percent score you wanted to achieve on this assessment? In other words, what was your goal PRIOR to actually taking this quiz or exam?	
2. What percent score did you actually achieve?	
3. Did you achieve your goal for this particular quiz or exam? <input type="checkbox"/> YES <input type="checkbox"/> NO	

Name: _____

Class #:

Jeff Anderson's Math 105 Quiz and Exam Corrections Instructions

WHAT ARE CORRECTIONS?

In this class, one of the ways you demonstrate your learning to me (Jeff) is by completing and submitting in-class assessments like Skill Quizzes and In-Class Exams. When you complete your first attempt on any in-class assessment, I will grade your work and return your 1st attempt with comments and a 1st draft score. Once you get your graded work back, this correction assignment provides you an opportunity to earn credit to:

- A. Revisit your work
- B. Find the correct answers to questions you might have missed
- C. Identify any errors you might have made
- D. Document your corrections
- E. Submit your corrections to me

This correction activity is designed to help you reflect on your in-class performance. As Jeff mentioned in class, the three core practices of Math 105 are:

1. Cultivate the belief that and look for reasons to say “I’m good at math.”
2. Do math with other people (aka don’t do math alone).
3. It is always ok to make a mistake in this class as long as you learn from your errors.

With the third core practice in mind, your work is NOT over after you submit your quiz or exam. Instead, after I return your graded work, please budget time to look over your quiz or exam and reflect on your performance.

The corrections process in this class has six steps. In each step, you will reflect on different aspects of your performance. To earn credit for this corrections assignment, you (the student) must show me (the instructor) evidence that you have completed all six steps outlined on pages 6 – 8 below. This corrections activity will lead you through a guided reflection process.

As you complete these corrections, you will ask yourself a list of questions including: What happened? What did I do? How did that work out? In order to learn from your exam performance, you will want to:

- Identify the strengths and weaknesses of your performance
- For the things you did well, why were you able to achieve these? What study habits led you to these successes? How can you develop and maintain these study habits moving forward? How would you apply these study habits to succeed in future quarters with other professors?
- For the mistakes that you made, why did you make these mistakes? What study habits led you to fail on these problems? What underlying assumptions did you make prior to this exam that led you to these study habits? What changes are you going to make to improve your performance? Get detailed here.

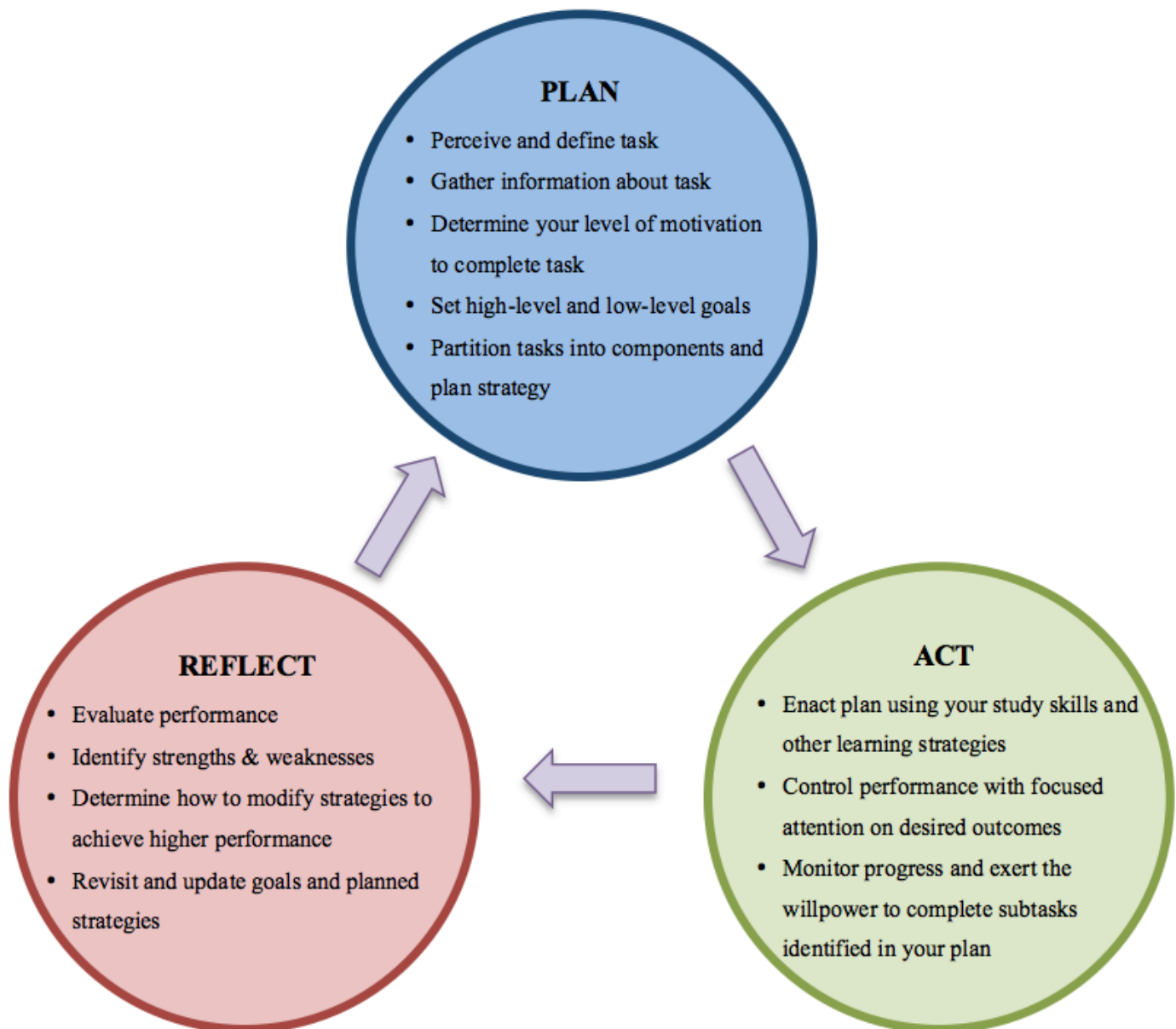
The ability to thrive on timed, in-class quizzes and exams is a learned skill. The more you practice, refine and improve your skill sets for in class exams, the better you become at performing on such assessments. In this class, I encourage you to think about three phases to the process of taking in-class assessments:

Phase 1: Planning that happens before the assessment including daily study, and strategic practice

Phase 2: The actions you take during the assessment

Phase 3: Reflection that takes place after you get your graded work back from me

These three phases are cyclical, meaning when you finish phase 3 you start back at phase 1 as you prepare for the next assessment. These phases also happened simultaneously. In other words, during the week(s) immediately prior to an exam, you will likely complete phase 2 for new content while you are working on phase 3 for older content. This is related to the plan-act-reflect cycles seen below:



WHEN ARE CORRECTIONS DUE?

Quiz or exam corrections are due within two weeks of the date that you receive your graded work back in class. So for example, let's say you receive your graded Skill Quiz 1 on Monday of Week 3. You can then submit corrections for this assignment any time on or before Monday of Week 5. If you are struggling to meet this deadline, please come speak with Jeff before the deadline passes to brainstorm ways that you can get the support you need to finish this work. Please be considerate of Jeff's time and energy.

HOW ARE CORRECTIONS GRADED?

You can earn back a maximum of 1/3 of the points you missed. There is **NO partial credit**. If you follow the instructions laid out in this document, your corrections are accurate and you show detailed work to support your answer, you can earn a 1/3 of the number of points you lost on that problem. On the other hand, if an answer in your corrections is not correct, if there are errors in your supporting work, or if you do not follow the instructions outlined in these directions (see below), you will not earn credit.

Assuming you earn maximum credit for your corrections, the total number of points earned on your exam corrections will be divided by three and the result of this division is the number of points added to your final corrected exam score. The table below highlights how your score might change as a result of your corrections on two different type of assessments:

Assignment	Your Score on 1 st Attempt	Maximum Points Possible	Points Missed on 1 st Attempt	Corrections Adjustment	Your Score After Corrections
Skill Quiz 1	11	20	9	$9/3 = +3$	$11 + 3 = 14$
Exam 1	55	100	42	$45/3 = +15$	$55 + 15 = 70$

HOW DO CORRECTIONS AFFECT MY GRADE?

The entire assessment process is designed to focus on your learning. When learning math in this class, it is always ok to make mistakes as long as you learn from your errors. The corrections process is supposed to help you learn from your previous errors so you can be sure to avoid these types of mistakes in the future. Once you've finished your corrections, hopefully you have a much better grasp of the material you were being tested on. Moreover, you might be able to answer questions now that you couldn't answer before you finished the corrections (this is called learning). Thus, you might want to try the assessment again to demonstrate the growth and learning that you've made.

With this process in mind, you are welcome to retake any assessment in this class to try to earn a better grade. To do so, you *must use your assessment corrections* as an entry ticket to a retake. Jeff has written multiple versions of all the assessments we take in this class. You are always welcome to retake any assessment you would like (please limit yourself to one retake per assessment). Before you schedule such a retake, Jeff asks that you complete these corrections.

HOW DO I START MY CORRECTIONS PROCESS?

To begin your corrections process, please figure out how you did on this quiz or exam. Our main goal in completing this step is to figure out whether or not your actual performance on your first attempt matched the goal(s) you set for your performance prior to this assessment.

 STEP 1: REVIEW YOUR GRADED QUIZ OR EXAM

- Look over your graded work.
- DO NOT erase anything from your first attempt on the original quiz or exam.
- Identify all problems for which you earned full credit.
- Identify all problems for which you did NOT earn full credit.

 STEP 2A: FILL OUT TABLE 1: PERFORMANCE REVIEW

- Find Table 1: Performance Review on page 2 of this corrections activity. Please focus on the left side of the table titled “FILLED OUT BY STUDENT ABOUT 1st ATTEMPT” (Columns 1- 6);
- Fill out columns 2, 3, and 4:
 - Column 2: For each problem, specify the number of points possible.
 - Column 3: For each problem, specify the number of points you earned.
 - Column 4: For each problem, specify the number of points you missed.
- Fill out columns 5 and 6:
 - Column 5: Identify all problems on which you earned full-credit
 - Column 6: Identify all problems on which you did NOT earn full credit

 STEP 2B: FILL OUT TABLE 2: SELF ASSESSMENT

- Find Table 2: Self Assessment on page 2 of this corrections activity.
- Look back over your graded quiz or exam paper AND your work on Table 1 in Step 2A above.
- Please fill out Table 2 using this information.

WHAT SHOULD I DO NEXT?

In steps 1 and 2 of this corrections activity, you evaluated your performance superficially. Now, we will get deeper into the learning process by doing the following steps:

 STEP 3: WRITE EXAM CORRECTIONS

- On separate, blank, clean paper (**not on the quiz or exam itself**) redo all problems that you did not receive full credit for. Your solutions should be neat, organized and easy to read.
- For each question that you did not earn full credit on, write the correct solution.
- Be sure that your solutions include more than just the correct answer. In particular, please describe how you achieved the correct answer by demonstrating the necessary mathematical operations using step-by-step analysis. Be thorough and show your work.
- Use English sentences, graphs, figures, tables, numerical values, analytic arguments, and formulas to support your work.
- Show your steps and make it very clear that you understand the correct answer. Your work should include a mix of formal terminology and informal descriptions of your thoughts and ideas related to each solution.
- Do the problems in order: the first problem you missed should be first problem you write in your corrections, followed by the second problem you missed and so on

AFTER I'VE REVIEWED MY WORK AND WRITTEN THE CORRECT ANSWER, WHAT SHOULD I DO NOW?

 STEP 4: IDENTIFY YOUR MISTAKES

- For each problem you did not earn full-credit on, **DESCRIBE WHY YOU GOT THE PROBLEM WRONG**. Please use full sentences and think critically about the mistake(s) that you made.
- You are welcome to use the “Avoid common exam mistakes” document to help identify the types of mistakes you made on this exam.

WARNING

If you do not complete Step 4, you won't earn credit.
This step is crucial to learning from you your mistakes.

Name: _____

Class #:

HOW DO I FINISH MY CORRECTIONS?

To finish your corrections, be sure to do the following:

STEP 5: IDENTIFY PATTERNS IN YOUR MISTAKES

- Find any patterns or trends in your mistakes. What do you notice was the most difficult part of this test for you? Why do you think these challenges arose?

STEP 6: RESPOND TO REFLECTIONS QUESTIONS

- Respond to the Exam Reflections Questions on pages 7 and 8.
- Use full sentences. Describe your thoughts in detail. Demonstrate that you have thought deeply about your exam performance and are reflecting on your learning.

WARNING

If you do not complete Step 6, you won't earn credit.
This step is crucial to learning from your mistakes.

Name: _____

Class #:

WHAT KIND OF HELP CAN I GET FOR THIS ASSIGNMENT?

You may get help to complete the exam corrections from any of the following:

- | | |
|---|------------------------------------|
| A. Jeff (in office hours or by appointment) | E. Pass the Torch or Private Tutor |
| B. Foundations Lab Staff | F. Family |
| C. STEM Center Staff | G. Anyone Else |
| D. Classmates or friends | H. Online Videos |

Remarks about getting help:

- Make sure the corrections that you submit represent your understanding.
- If someone helps you with a problem, use scratch paper. Do not let your helper write on the exam corrections that you will submit to Jeff.
- Rewrite the corrections in your own handwriting on the exam correction document when you are sure that you understand the correct answer.

WHAT SHOULD I TURN IN TO GET CREDIT ON THIS WORK?

Staple or paper clip your exam corrections packet and submit your work in the following format:

- | | |
|---------------|---------------------------------------|
| TOP SHEET: | Your hard copy of quiz or exam |
| SECOND SHEET: | Your corrections activity |
| THIRD SHEET: | Pages 1 and 2 of this correction form |

Name: _____

Class #:

STEP 6: RESPOND TO REFLECTIONS QUESTIONS

What went well for you in this exam? What did you do well? What study skills were most helpful?

What types of mistakes did you make on this exam? Why do you think you made these mistakes?

Based on your performance review and your responses to the questions above, name at least two new strategies you plan to use to prepare for the next in-class, timed quiz or exam. Describe these in details and explain why those strategies will help you avoid the types of mistakes you identifies in question 8 above.