

Name: _____

Class #: _____

Jeff Anderson's Math 2B Corrections Instructions for Exam 1

If you plan to submit exam corrections, I expect you to

READ EVERY WORD OF THIS DOCUMENT.

I also expect you to abide by my exam-correction policies.

WHAT ARE EXAM CORRECTIONS?

In this class, one of the ways you demonstrate your learning to me (Jeff) is by completing your first-attempt on in-class exams. After you complete your first-attempt on any in-class assessment, I grade your solutions. I then return your work with targeted feedback on your mistakes and a first-draft score. Once you get your graded exam back with your first-draft score, you can use this exam correction activity to earn credit to revisit your work on the exam, find the correct answers to all questions you missed, identify the specific errors made, devise strategies to improve your future performance, and reflect on your learning in this class.

HOW CAN YOU USE THIS EXAM CORRECTIONS INSTRUCTIONS DOCUMENT?

This exam corrections process in this class has six steps. In each step, you will reflect on different aspects of your performance. This exam corrections instructions document gives you specific guidance in completing each step of this process. 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. To do so, you will submit an exam corrections packet. I will then grade your entire exam corrections packet and assign a second-draft grade to your in-class exam. This second draft grade is the grade I will use to calculate your final percent score in this course. With this in mind, I implore you to read these instructions carefully.

WHEN IS YOUR EXAM CORRECTIONS PACKET DUE?

We determine together in class the exact due date and time for your exam corrections packet. Please attend class regularly and participate in our discussion about due dates. If, for some reason, you missed the class during which we set the due date for exam correction, please contact one of your colleagues in class to figure out when this assignment is due. Please do not ask Jeff about this due date.

DOES JEFF ACCEPT LATE WORK FOR CORRECTIONS?

Please do your very best to finish your exam corrections on time. I expect that at least 90% of my students will do so. However, I recognize that emergencies happen. Thus, I reserve the right to accept late work from a small subset of students. My general rule is that for every ten students in class, I reserve the right to grant one extension on our due date for exam corrections. Thus, for a standard 40-person class, I hold 4 slots open for due-date extensions. I grant these extensions on a first-come, first-serve basis. In other words, if you think you will not be able to finish your corrections on time, please come speak with me as soon as possible. Note: the only way I grant an extension to corrections is if you've spoken to me about this issue in person and we both agreed on a due-date extension. If we have not done so, I will not accept your late work.

Please note that my late policy is designed to serve student who have a genuine personal emergency or who have unique learning needs that require special circumstances. This late policy is NOT intended to indulge or help students who fall into the trap of procrastination. If you know that you have a problem with procrastination and you feel that you are likely to miss a due-date because of this issue, please speak to me as soon as possible. If I notice that you are taking advantage of my late policies without developing new skills to overcome pre-existing procrastination habits, I will likely not grant you a due-date extension for your exam corrections.

Please also note that the due date for final exam corrections is very special. Your final exam corrections are due in-person at the start of the regularly scheduled final exam time. I will announce this due date clearly in class. Or, if you'd like, you can see Foothill's website to figure out the date and time of the regularly scheduled final exam. Due to the severely limited timeframe of the last two weeks of the quarter, **I do NOT accept late exam corrections for the final exam.** If you have questions about the final exam corrections policy, please ask me about this in person.

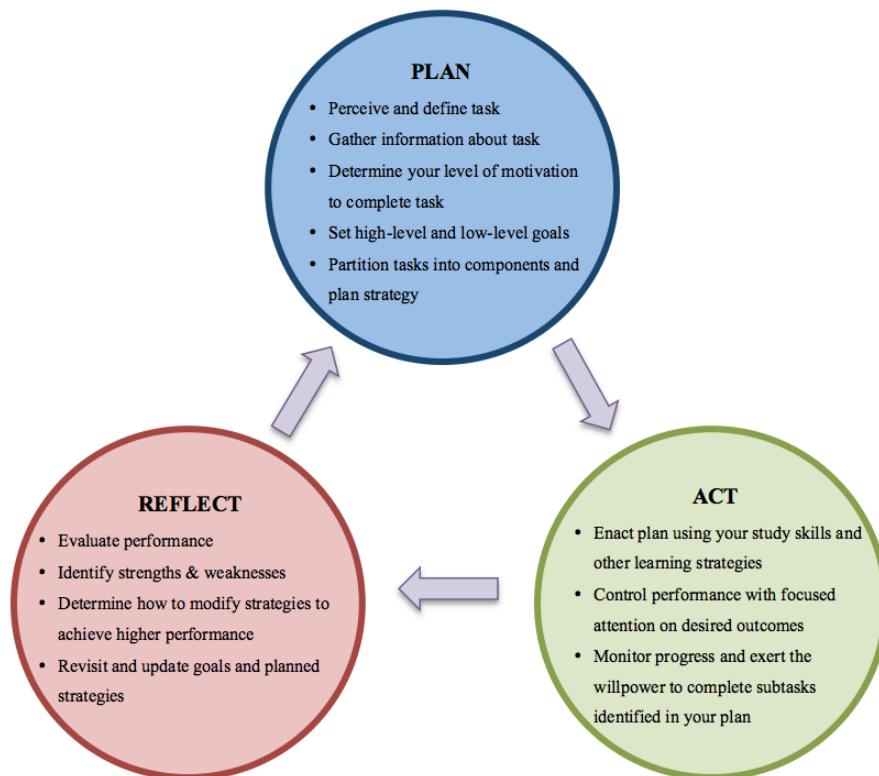
WHAT ARE THE PHASES OF THRIVING ON IN-CLASS EXAMS?

The ability to thrive on timed, in-class exams is a learned skill. The more we practice, refine, and improve your skill sets for in-class exams, the better test takers we become. I encourage you to think about exam performance as requiring multiple phases of thought and action, as outlined below. Phases 2 – 6 are cyclical, meaning when you finish phase 6 you start back at phase 2. 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.

Phase	Purpose and Timing	Study Skill Activity
0	Create and refine a compelling purpose for yourself in earning your education and set academic goals. These documents can be quite helpful for students to stay motivated and focused on long-term goals in the face of short-term temptations or stressful events. I encourage my students to routinely complete this phase before each quarter begins with strategic revisions to each quarter's goals throughout the quarter.	0.1 and 0.2
1	Plan your weekly schedule, outline all major due dates for the entire quarter in a term-long calendar, and strategically budget your energy to focus on performing well on important milestones like exams and project due dates. I ask my students to start your first draft support documents associated with this phase before the quarter begins and to complete as thorough a template for the entire quarter's due dates by the end of the first week of every quarter.	1 and 2
2	Devise and refine your daily study rituals. On a day-to-day basis, focus as much energy on strategic, deep learning. This includes a razor sharp focus on creating customized lecture notes that expand on the course content in your own words, highlight important connections between ideas, and document your learning on the content of each lecture. Also included in this phase is creating and maintaining a valuable organizational system. If you do this well, it should take you no more than 10 seconds to find any document you desire from any part of the course.	3 and 4
3	Focus on training your ability to remember key facts and on strengthening your problem solving capacity on problems related to the content of the course.	5 and 6
4	The night before the exam, prepare any and all resources you might need to thrive on the exam, sign off early, get at least seven hours of sleep, and plan to perform at your best. Use active positive visualization (so-called psycho-cybernetics) to stay relaxed and focused.	7
5	Apply test-taking skills and manage your in-class performance	8
6	Reflect on your performance using a systematic exam corrections process, get individualized feedback from your instructor, and recalibrate your plan to achieve your academic goals.	Exam Corrections & Office Hours

WHAT LEARNING SCIENCE IS BEHIND THE PHASES OF EXAM PERFORMANCE ?

This is related to the plan-act-reflect cycles discussed in our syllabus:



HOW ARE CORRECTIONS GRADED?

When I grade your work, I complete a complex, subjective, and nuanced task: I attempt to infer the quality of your learning based on evidence I observe in the work you produce and actions you perform. In the procedure I use to grade your work, I want us to achieve the following goals:

- Critically reflect on your current progress in this course with a focus on your process of developing competencies directly related to the core content of this course.
- Inform both you (the student) and me (the teacher) where you currently are in your learning process as you develop competencies directly related to the core content of this course.
- Inform both you and I of the next steps you might complete to enhance your development and learning. Then, provide detailed guidance for how you might change your study habits, behaviors, and thinking processes so that you can more effectively monitor and adjust your approach to learning.
- Provide evidence that I can combine with other grades to award an appropriate level of a passing grade at the end of this course (i.e. assign you a final grade of A, B, C, D, F, or I)¹. I will do my best to ensure that the final grade you earn on your exam is a fair and qualitatively accurate evaluation of your learning. I will base my assessment on observations I make on your written work and your behavior throughout this quarter.
- Create a valuable learning experience for both student and teacher.
- Do NOT evaluate or grade your work in relation to other students in this class. You are a unique being with a wealth of previous experiences and wisdom. Our grading routine(s) should focus on your individual journey and the quality of progress you make in this class. We should avoid falling into the trap of grading your work by comparing you to other students in an effort to partition this class into a hierarchal grading system.

¹ This goal is designed to help you and I meet administrative requirements to post transcriptable grades that you can use to earn credit for this course at other institutions.

ON WHAT EVIDENCE DO I BASE YOUR RECORDED EXAM-CORRECTION GRADES?

When I grade your corrections, I am looking for evidence of deep learning. I do so by evaluating the quality of your work. As outlined in our course syllabus, we characterize learning using the following definition:

Learning is a *process* that leads to *change*, which occurs as a result of your experiences and increases your potential for improved performance and future learning. This definition has three critical components:

1. Learning is a *process*, not a product. However, because this process takes place in your mind, I can only infer that it has occurred from work you produce or actions that you perform.
2. Learning involves *change* in your knowledge, beliefs, behaviors, or attitudes. This change unfolds over time and is not fleeting but rather has a lasting impact on how you think and act.
3. Learning is not something that I do to you. Rather, learning is something that *you do for yourself*. It is the direct result of how you interpret and respond to your experiences: conscious and unconscious, past and present.

I read and analyze each exam-corrections packet that you submit. During the time I spend grading, I focus my attention on every piece of paper you submit in your packet. After spending sometime reflecting on your work, I record a grade for this assignment. I base this grade on the written evidence you provide to me. In order to decide on the recorded grade that I believe you've earned on each assignment, my primary focus is to assess the quality of your explanations and the clarity of work you provide to support. There are some instances in which I collect useful data about your understanding of this material by observing you in the various contexts of our work together in this class. Thus, as a secondary consideration, I may also base some of my judgment on behaviors I observe from you.

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).

HOW DO I START MY CORRECTIONS PROCESS?

To begin your corrections process, please figure out how you did on this 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.
- DO NOT write anything 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 YOU'VE WRITTEN THE CORRECT ANSWER, WHAT SHOULD YOU DO NOW?

Now that you have identified all the problems you missed and found the correct answers to these problems, you will analyze your mistakes and reflect on your work in this class up to this point. To do so, please finish:

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.
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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? Write a brief (1 – 3 paragraphs) reflection documenting your answers to these questions.

WARNING	If you do not complete Step 5, you won't earn credit. This step is crucial to learning from you your mistakes.
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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 Jeff to improve this course for future generations of students.
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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 original, graded hard copy of the exam
SECOND SHEET:	Your corrections activity including steps 1 - 6
THIRD SHEET:	Exam Corrections Instructions packet (all 12 pages of this document)

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.

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1. Take a look at your original graded exam. For each problem, use the table below to identify:
 - How many points you earned and how many points you missed
 - Whether or not you earned full credit

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							
EC							
TOTALS							

TABLE 2: EXAM 1 SELF ASSESSMENT	
2. Prior to taking this exam, what was the percent score you wanted to achieve on this exam? In other words, what was your goal for this exam PRIOR to actually taking the exam?	
3. What percent score did you actually achieve?	
4. Did you achieve your goal for this particular exam? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div>	

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EXAM 1: SELF-REFLECTION QUESTIONS:

5. Look back at the goals that you drafted in study skills activity 0, part 2. In the space below, revise and refine your project-level goal for your participation in this class. Then, when you are done drafting this goal, please grade yourself using the SMART goal-setting rubric provided below.

Horizon of Focus	Top-priority goal	SMART goal-setting rubric parameter	Points
<p>1 Project: Immediate Goal</p>		S: Specific	
		M: Measureable	
		A: Achievable	
		R: Realistic	
		T: Time-framed	

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6. Look back at the goals that you drafted in study skills activity 0, part 2. In the space below, revise and refine your singular, high-level long-term goal for the next 15 – 30 years of your career. You might consider typing this goal (instead of handwriting it) so that you can refer back to your work and update it.

Horizon of Focus	Top-priority goal	SMART goal-setting rubric parameter	Points
4 Top-level goal: Long-term goal		S: Specific	
		M: Measureable	
		A: Achievable	
		R: Realistic	
		T: Time-framed	

7. Look back over the goals you set for yourself above. Using the rubric below, assign point values to each SMART Parameter for each goal. Then, total up the points for each goal.

SMART goal-setting rubric parameter	4 points	3 points	2 points	1 points
S: Specific	The objectives of the goal are clearly stated and unambiguous in meaning to any reader. The goal also outlines clear directions for progress.	The stated goal is generally sound, but may not be completely unambiguous. The goal may provide directions for progress, but they are not clearly stated.	The goal is loosely stated, ambiguous in meaning, and/or does not provide clear directions for progress.	The goal is poorly stated and confusing in meaning. It does not specify any expected result or pinpoint a clear objective. It does not provide clear directions for progress.
M: Measureable	The goal is measurable, and the means of measurement are clearly identified and set in place.	The goal is measurable, but the means of measurement need to be developed.	The goal aims to be measurable, but there are no clear means of measuring or evaluating the goal.	The goal is not measurable in any way, and thus cannot be measured at all.
A: Achievable	The goal represents an achievable challenge for the student. It will require extra effort to accomplish, and that extra effort will pay off for the student.	The goal is achievable considering the expected conditions, but it may not represent a challenge for the student.	The goal may not be achievable because it is either too difficult, or does not represent a challenge for the student, or does not contribute to success.	The goal is completely unrealistic and will not contribute to academic success in any way. For various reasons it cannot – and should not – be met.
R: Realistic	Achieving the goal may prove a challenge for the student, but the goal is achievable given its scope, time frame, and other contributing factors.	The goal is achievable, but its scope or time frame may not be totally realistic, and the student may run into problems while trying to achieve it.	The goal has merit, but it is not likely to be met considering its scope, time frame, and other factors that may hinder its progress.	The goal is not realistically achievable by any measure.
T: Time-framed	The goal includes specific start and end dates, time frames for intermediary achievements, and indicators of milestones as work toward the goal progresses.	The goal includes specific start and end dates, but it may not include a detailed timeline, a list of important milestones, or other indicators of progress.	The time frame for achieving the goal is loosely stated and does not provide clear directions for achieving the goal incrementally over time.	The time frame for achieving the goal is open-ended and unclear, with no indicators of progress.

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11. What is challenging about this course? What suggestions do you have for your instructor to help you address your challenges?

12. What are the aspects of this class that you appreciate? What in this class is helping you learn? What suggestions do you have for your instructor for things that he should continue to do in order to help you learn in this class?