

Jeff Anderson's Math 2B Final Exam Corrections Form

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

READ EVERY WORD OF THIS DOCUMENT.

I also expect you will do your very best to understand the expectations I outline below and 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 In-Class Exams. When you complete your first-attempt on any in-class assessment, I will grade your work and return your work with a 1st draft score including comments on your work. 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. Reflect on your work and create strategies to improve your future performance
- E. Document your learning and submit your exam corrections packet for a second-draft grade

This correction activity is designed to help you reflect on your in-class performance. As Jeff mentioned in class, the three core practices of this Math 1C class 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 practice in mind, your work is NOT over after you submit your exam. Instead, after I return your graded work, please budget time to look over your work 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:

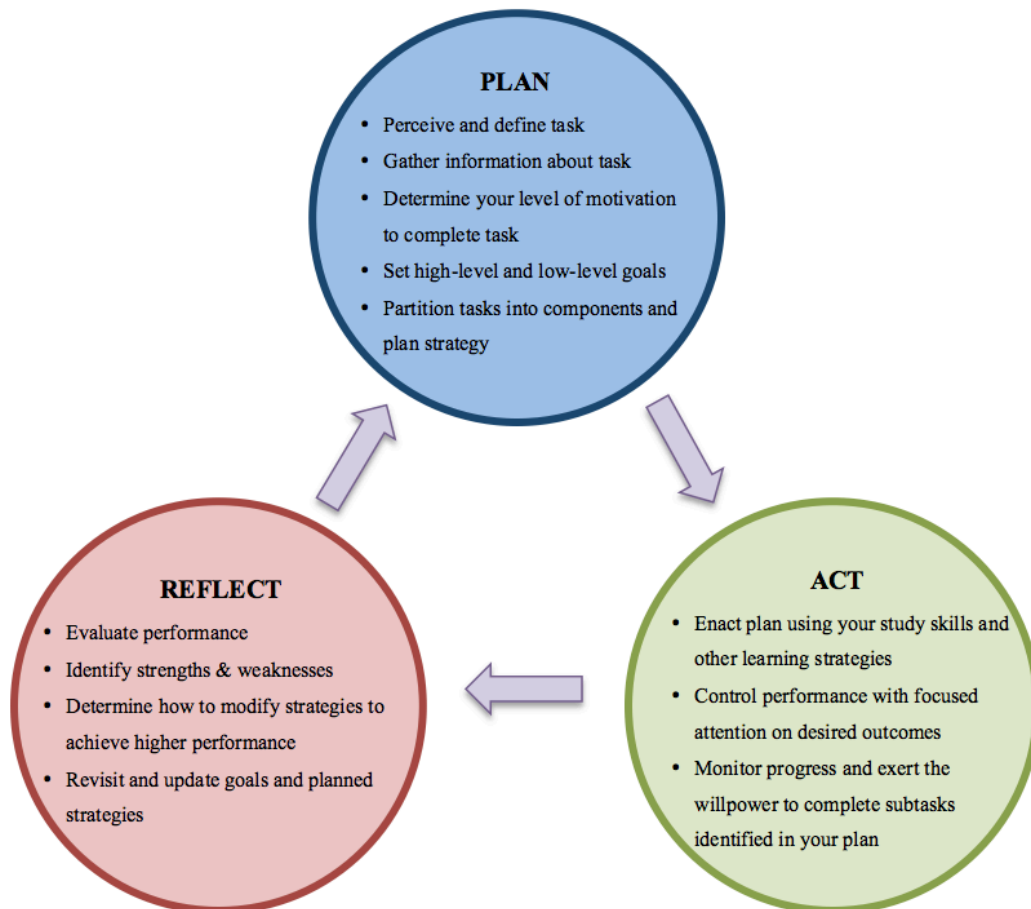
- Identify the strengths and weaknesses of your performance
- For the things you did well, why were you able to achieve these? What study habits led you to these successes? How can you develop and maintain these study habits moving forward? How would you apply these study habits to succeed in future 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.

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 you practice, refine and improve your skill sets for in-class exams, the better you will become. There are six phases to the process of test taking:

Phase 0: Define your purpose	(Study Skills HW 0: Create a purpose and set goals)
Phase 1: Early planning	(Study Skills HW 1-2: Plan ahead and budget energy)
Phase 2: Daily study rituals	(Study Skills HW 3: Focus on deep understanding)
Phase 3: Strategic practice	(Study Skills HW 4: Focus on quick recall and problem solving)
Phase 4: The night before	(Get sleep and plan to perform)
Phase 5: During the exam	(Apply test-taking skills)
Phase 6: After the exam	(Reflect via exam corrections and recalibrate)

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



WHEN ARE CORRECTIONS DUE?

We will determine the exact due date and time for this corrections activity together in class. 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).

DOES JEFF ACCEPT LATE WORK FOR CORRECTIONS?

Please do your very best to finish your exam corrections on time. I expect that most 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 exam corrections due date. For a standard 40-person class, that means 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 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.

With that said, the final exam corrections are a special circumstance. In particular, your final exam corrections are due in-person at the start of the regularly scheduled final exam time. Jeff 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. Jeff does NOT accept late exam corrections for the final exam. If you have questions about the final exam corrections policy, please ask Jeff about this in person.

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 as you navigate your learning process and develop 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 in this course 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).

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 I'VE REVIEWED MY WORK AND WRITTEN THE CORRECT ANSWER, WHAT SHOULD I 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.

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 Form (pages 9 – 10 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.

Jeff Anderson's Math 2B: Final Exam Corrections Form

For detailed instructions on how to complete these exam corrections, please see pages 1 – 8 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 10 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 blank, 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.

Each problem is labeled with the same number as the corresponding problem on original exam.

4. Did you finish step 4 of the correction process? In other words, 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 5 of the correction process by writing at least 1 – 3 paragraphs analyzing patterns in your mistakes and reflect on what might be causing these errors?

YES

NO

6. Did you finish step 6 of the correction process by responding thoughtfully to the course quality control questions Jeff posed?

YES

NO

7. 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. 9 - 10 of Math 2B Exam Corrections Instructions)

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							
EC	0						
TOTALS							

TABLE 2: SELF ASSESSMENT	
1. What percent score did you earn on Exam 1 (before corrections)?	
2. What percent score did you earn on Exam 2 (before corrections)?	
3. What percent score did you earn on your Final Exam (before corrections)?	
4. Did improve your score between exams 1 – 2 and your final exam? <input type="checkbox"/> YES <input type="checkbox"/> NO	
5. 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?	
6. What percent score did you actually achieve?	
7. Did you achieve your goal for this particular exam? <input type="checkbox"/> YES <input type="checkbox"/> NO	