Exam grading guidelines:

These are guidelines that I use to grade many of the exam questions. Keep in mind that the grading is based on the type of question, the material asked in the question, and the focus of the question. Most test questions consist of two types of problems: problem solving and short explanations. Diagrams and molecular drawings are handled in a similar way. These guidelines represent typical grading techniques used to assess partial credit for common errors that students make while answering questions. Grades are determined by how well the student expresses the underlying principles of the question (knowledge, understanding), identification of the procedure to obtain the solution (is it clear, and easy to follow), logically and well plotted description of the solution (does the flow of the answer make sense), correct numerical answers or correct, well stated, explanations.

1. **Messy, hard to read, illegible work:**
   If I need to interpret your work because I can't read it due to the size of the print or illegibility: **-5 to 10%**
2. **Point distributions for problem solving questions:**

- +100% = the student clearly answered the question. The setup was easy to follow. Units were used in the setup and the correct sig-figs and units were given in the final answer. The answer was placed in context of the question.
- -5% of the points for the problem or that part of the problem, for not using units in the setup, for each significant figure error, rounding error, units missing in the answer, except if the problem is specific to significant figures or units-then the points are pass/fail.
- -10% of the points for the problem for minor decimal point errors, decimal moving errors.
- -20% of the points for the problem for each conversion error
- -Up to 20% of the points for the problem for an unclear setup, work that was messy and/or difficult to follow, but the answer is correct, so the student demonstrated that s/he understood the main thrust of the question. This does not include deductions for units, sig figs, etc.
- -20-40% of the points for the problem for algebra errors, cubed, squared, etc. error
- -50-70% of the points for the problem if the answer is given but no work is shown.
- –100% (up to) of the points for the problem for missing the point of the question, getting the wrong answer in a confusing way, your work does not match your answer, or demonstrating lack of understanding.

Point distributions for questions that require an answer in the form of an explanation:

- 100% = student answered the question with complete sentences using good grammar and syntax. The student clearly demonstrated through appropriate language that s/he understood the main point of the question. The student demonstrated critical thinking and reasoning in explaining the answer. The question was answered using the guidelines listed in "how to answer a question". The correct vocabulary was used.
- -5-15% complete sentences missing when asked for explanation.
- -20-40% the student related to the question, but did not specifically answer the question.
- -30-60% The student left out important points necessary to answer the question, the student mixed up terms or used the wrong terms to answer the question, the student used circular reasoning to answer the question.
- -100% The student restated the question, but did not answer the question or totally missed the point of the question. Yes! This means you can write a lot of **WORDS,** but if the answer is wrong you do not get points.

Excellent	Meets expectations	Needs improvement	Unacceptable
The student thoughtfully answered the questions clearly and concisely, using complete sentences, and good grammar. The answer addressed the main thrust of the question. The student supported their answer with text info. The student exhibited a firm grasp of the concept.	As previous except: The answer addressed the main thrust of the question, but just so. The student supported their answer with text info barely. The answer was poorly worded and /or the sentences were not complete.	The student gave a definition of **(KEY CONCEPT)**, but did not substantiate the answer with examples. The answer was confusing and contradicted the data or the answers of other parts of the problem.	The student did not exhibit a firm grasp of the information.