

# Appendix

## Appendix 1: Correction and grading checklist

This checklist provides a brief overview of recommended grading procedures and will help with practical implementation.

Aspect	Central question
<b>1. Preparation</b>	
→ 2.1.7	Do I have a scoring chart?
→ 2.1.7	Do I have sample solutions?
→ 2.1.7	Has the correctness of the scoring chart and sample solutions been checked?
→ 2.1.2	Do I have earlier or similar examinations for comparison?
→ 2.1.1 – 2.1.3	Has the grading scale been determined?
→ Appendix 5	Do I have a sheet with an overview of the major interfering factors?
→ 2.2.2	Have examinations been distributed for correction according to tasks and not according to students?
→ 2.2.2	Has the order of student papers been varied during the scoring of each task?
→ 2.2.2	Were the scoring chart and sample answers discussed with my colleagues in advance?
→ Appendix 5	Has each task been scored by two persons?
→ 2.2.2	Have the examinations been anonymised?
→ 2.2.2	Have enough breaks etc. been planned into the correction process?
<b>2. Correction/Scoring</b>	
→ 2.1.7, 2.2.2	Do I have a scoring chart and sample solutions?
→ Appendix 5	Am I rested and fit enough?
→ 2.2.2	Have I reminded myself of the most pertinent interfering factors?
→ 2.2.2	Have I gauged my corrections by looking at reference answers?
→ 2.2.2	Have I scored as objectively as possible?

→ 2.2.2	Have I submitted scores without compensating for interfering factors in retrospect?
→ 2.1.7	Is the allocation of points, with explanations, documented in the examination?
→ Appendix 5	Has task scoring been checked periodically for consistency?
<b>3. Viewing the examination</b>	
→ 2.3.1	Has viewing of examination results and corrections been organised and conducted?
→ 2.3.1, 2.3.4	Have any necessary corrections been undertaken?
<b>4. Reviewing the examination</b>	
→ 2.3.3	Has an item analysis been conducted?
→ 2.3.2, 2.3.3	Have items with bad values been checked in terms of content?
→ 2.3.2	Have scores been checked?
→ 2.3.2	Has a discussion of the examination been conducted?
→ 2.3.2	Has the examination been evaluated in the context of the teaching evaluation?
<b>5. Measures</b>	
→ 2.3.4	Were there any doubts regarding the appropriateness of the exam level and grading scale?
→ 2.3.4	Did the need for new correction become apparent while reviewing the examination?
<b>5.1 Re-scoring</b>	<b>If measures are required:</b>
→ 2.3.4	Has the scoring chart been formally retained and only adjusted in content?
→ 2.3.4	Have the normal rules of good practice been retained in the new scoring procedure?
→ 2.3.4	Is the new scoring procedure consistent with the scoring criteria communicated to the students?
<b>5.2 New grading scale</b>	<b>If re-scoring is impossible or was unsuccessful:</b>
→ 2.3.4	Was the gauging of the new grading scale undertaken according to content-related criteria?
<b>6. Quality management</b>	
→ 2.3.2	Have any alterations been required and undertaken in the learning objectives?
→ 2.3.2	Have the most important findings of the examination review and the whole examination process been summarised in a report for next time?
→ 2.3.2, 2.3.4	If re-correction was necessary or the grading scale had to be adjusted, have preventive measures been taken to avoid a repetition?