

# IETC “Surviving Week 11” Survey Results

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## Executive Summary

The most popular week 11 activities according to our results are in-class, cumulative final exams (70/122 respondents) and project submissions (43/122 respondents).

Other tests (non-cumulative and/or take-home), papers, and critiques were also common responses. Several of you also indicated that you have some sort of discussion with students, either individually, online, or as a class.

In addition to asking about the type of week 11 activity each of you holds for your classes, we also asked you to share tips for making week 11 grading more painless and suggestions for creating a week 11 activity that balances an ideal assessment method with the reality of 2-hour scheduled blocks and a limited time for grading after the exam period.

Some common themes among grading tips were:

- Don't save all grading until the last minute
- Design at least part of an exam to be easy to grade
- Use rubrics or a clear exam key
- Work with a grader
- 28 respondents also said we just need more time to grade.
- 11 of you offered invaluable additional advice ranging from trips to the gym, to wine at a restaurant in the Finger Lakes, to music selections for grading!

Some tips for good week 11 activities were submitted related to:

- Timing of activities
- Presentations and projects
- Types of questions to pose on exams
- Essays and papers
- Different exam formats (take home, online, open book)
- ...and a series of other alternative week 11 activities.

Want to learn more? Take a look through the actual responses on the following pages!

## Raw Survey Results

### 1. What type of Week 11 activities do you do during your class(es)? Check all that apply.

#### Response summary (n = 122)

70 - Cumulative, in-class final exam

28 - Other non-cumulative test

8 - online exam/test

22 - take-home exam/test

43 - Project due

29 - Paper due

17 - Critique of final project

22 - Presentation

#### Other Responses (18)

- no class activity
- 2 hour final exam on an exam day
- semi-cumulative final
- homework due (solutions online)
- two-hour reflective writing
- Team meetings with instructor to debrief after week 10 presentations
- Public walkthrough
- Optional cumulative final exam for those students who are not satisfied with their grade.
- meet with students
- individual meetings
- none
- catch up on assignments
- Reflection paper
- online discussion
- I hold an 11th wk class discussion/ wrap up
- final exam review
- show a film related to the class
- "Final Activity" = Summary activity designed to demonstrate to themselves new skills & knowledge learned in this course.

## 2. What tip(s) can you offer for making the Week 11 grading period as painless as possible?

*"I don't think my strategy is working yet -- but I look forward to hearing tips from others."*

### Scheduling Tips

- Nothing to be done, but just start grading.
- Grade all you can before week 11.
- Collect final papers during Week 10.
- Start as early as possible.
- Don't get stuck with a Friday exam period!
- Hope your final is scheduled early in the week.
- Give us semesters and time for students and a class rapport to build and then have true closure.
- The only thing that would help is more time between quarters, so you don't end up feeling you spent your entire so-called break grading papers and/or exams. I resent grading essentially up to the Thanksgiving turkey, choking a meal down, and turning around to prep a syllabus over the pumpkin pie, to walk back to class somewhat prepared
- Make sure to look early in the quarter for when the exam is scheduled. This helps give you a better sense of what you can reasonably assign and grade.
- Spread out the grading but to keep things consistent, grade one section at a time all the way through and then take a break and then pick up again and grade another whole section for all the exams. Repeat till finished.
- In the past, I would decide whether to begin grading something based on the time that I have at the particular moment. If I only have a short period of time then I would not begin grade because I could not finish. I might do this same procedure several times until the assignment HAS TO be turned back the following day so I will spend long nights grading papers. What I need to do (have begun doing) is take advantage of the small amounts of time as they occur understanding that if I'm not able to finish everything in on sitting that's OKAY. This concept applies to week 11 grading as well.
- Would be nice if very large classes had preference to be scheduled early in exam week. I have 65 students taking an exam on Friday of exam week, making it exceedingly difficult for me to get grading done on time (1.5 work days is not sufficient).
- Review the Institute Policies: there is a clear procedure for deciding what to do in case of students with exams that conflict. Also, students have the right not to take 3 or more exams in a single day. Service courses (that is, gen ed courses) have priority when it comes to not needing to reschedule in order to accommodate conflicts.
- This is not a tip, but rather a plea to the schedulers of each college: please do not schedule final exams for large classes (80+ students) later than Wednesday of exam week. Having to grade 80+ exams and coordinate with my grading assistant during the last weekend of exam week is a nightmare.
- Schedule due dates early
- Have students finish up their work/exams by 12 noon on Wednesday, so you can do the grading, and submit them to SIS by Friday the latest.
- Have Institute to educate parents/students especially on making travel arrangements.  
<http://www.collegeparentcentral.com/2009/05/it%E2%80%99s-final-exam-time-what%E2%80%99s-a-college-parent-to-do/>
- None. There ought to be more time between the end of the finals grading period and the start of the new quarter. Grading, then preparation for the new quarter, kill any prospect of having a break.
- Have your exam early in the exam week, by the end students are brain-dead. How about an exam week that starts on Sunday, with Wednesday as a reading day, followed by R-F-Sat as exam days. Better yet, switch to a semester calendar and get rid of one exam period altogether. Summer would be a half-session....lib arts has followed a 5-week summer schedule for the past three years...

- Faculty members can often control the "pain" of grading by the assignments they give. The "pain" we cannot control is administration trying to rush through policy at the end of the quarter. We have a classic example currently underway ... the calendar discussions. Is it coincidental that it starts now when faculty are busy with end of quarter responsibilities?
- If it's for the instructor, don't make too much stuff due the last week, and try get as much other grading done before then.  
Also, don't be too generous with special deals for individual students. It can really slow you down.
- maybe have the classes with major final exams with many "work-out" problems earlier in the finals week? Grading for these can take between 8-12 hours. Having the test on Thurs or Fri makes for a pretty miserable weekend on the first weekend of break.
- To help faculty -Don't get behind in grading. To help the students offer office hours and review classes. Try to cement a relationship with the class and praise them for how much they learned and the projects they accomplished in class.
- Start grading immediately after the final exam
- For liberal arts folks who often give written, essay for tests, it would be nice to have a bit longer for grading purposes.
- don't put all intro physics exams at the same time, and make sure rooms for exams are big enough.
- Be prepared and set aside specific time to grade, where there will be no interruptions.
- Encourage some of the students to turn in the paper BEFORE it is due, if they have it completed; that way, you can get some of the grading done before everything comes in at once.
- stay up to date on grading throughout the quarter.
- Try to complete all other grade-related tasks prior to week 11--and get exercise!

### **Course/Exam Design**

- Review often with the students.
- Give quizzes often so that students know test style.
- Part I multiple choice and then Part II with longer problems make it as simple as possible
- Use carefully structured rubrics for qualitative assessments.
- I design the final exam in two parts: the first section must be completed in class on the last day of Week 10, and the second may be completed either on that same day in class or during the allotted time during Week 11.
- myCourses online quizzes are graded automatically if they are True/False or multiple-choice. They are a pain to set up, but that time can be expended over the entire quarter, making the administration of the exam and grading easy during the busy week 11.
- have good exam and thorough exam key
- Throughout the quarter, I emphasize the value of keeping up with the work during the quarter and of doing well on the weekly quizzes as a way of avoiding a comprehensive end-of-quarter, 2 hour final. There are 9 "weekly" quizzes and the two lowest quizzes are eliminated from the grading. MyCourses can be set up to do this automatically, thus saving me time and giving students feedback on how they are doing as we progress through the quarter. My experience has been that quiz scores improve as students begin to see the trend-one way or the other--and realize that studying 1-2 chapters at a time is easier than trying to study for a comprehensive exam.
- Answer the exam yourself and ask a graduate student (TA) to provide you feedback. Making sure that the questions in the exam are not ambiguous can definitely facilitate grading.
- Be clear on what students ought to take away from the course; have realistic expectations but be prepared with creative questions/projects.
- I try to give an exam that is ~60% basic knowledge, ~30% direct application and ~10% advanced understanding and synthesis. This separates the A's from the D's.
- Don't write exam questions that you really "like" -- they tend to be hard for the students and harder to grade. Write boring, straight forward questions instead.

- Caveat: These comments apply to the two introductory survey courses I'm teaching this quarter. My comments would be different for a more advanced class where several research papers comprise the bulk of the grade.

Exams constitute 70% of the grade for these introductory-level survey courses. Written responses to Weekly Discussion Board questions account for 20% of the grade (and satisfaction of the course writing requirement) and active in-class participation/attendance make-up the final 10%. If students are not satisfied with their performance on the weekly quizzes given during the quarter, they have the option to take the final exam, which will substitute for the quiz grades. If a student does well on the weekly quizzes given during the quarter, they are waived from taking the final exam.

- When you build your syllabi for the quarter place them side by side and stagger graded assignments. Do not have all classes submit work in week 11. Have a couple submit difficult grading in week 10 (e.g., papers) and have presentations (something you grade on the spot) in week 11.
- class camaraderie - building a community thru the qtr makes the final crits, presentations interesting to the other students and me. Letting students know from day 1 that it will be expected that they attend and participate in a final crit. Being sure that work is done thru the qtr so they are fully prepared for the 11th week experience. 10 weeks is such a short period of time - tough on all.
- Generate exam questions that require thought and calculation but put the answer format as multiple choice or fill in the blank or fill in the table. These are all easy to and quick to grade.
- Require students to do 3 or 4 interim assessments of points earned to date and grade to date.
- Plan ahead - setup assignments and exams with the amount of time you have in mind. For example: I always make an in-class presentation portion of a project due prior to week 11 so I am not seeing the materials for the first time when students turn in their final papers in week 11
- Exams requiring short answers are easier to create than multiple-choice exams. If the answers can be scored by checking key words or other indicators of understanding, grading can be quick, especially if the exams are not returned to the students
- I give traditional finals. In a programming courses, all material is cumulative, but I do focus on the newer concepts at the end of the quarter since the last exam. I post a practice final with answers. This gives the students a good idea of the type of questions that I will be asking and allows them to practice. The actual final has the same topics but has different questions. I try to eliminate surprises.
- I do the take home earlier, giving the students 8-10 days to work on it. Consequently make it more challenging for them, they have to work, its not an easy effort they can pull off as an all nighter. Some students finish sooner than the week 11 exam day deadline which is the deadline imposed for the take home exam so I am able to grade sooner and I need the time as the exams are not based on true/false or multiple choice.
- Objective questions
- Use myCourses to avoid grading. Make an on-line exam that corrects itself, e.g. multiple choice, true/false, etc.
- Use multiple-choice questions on the final. This makes grading easier and relieves some of the stress on students.
- Multiple choice!
- I often will put the most challenging question early in the exam and put relatively easy short answer problems at the end. The good students will skip the hard question, and be sure to answer the easy ones before coming back to complete the challenging question.
- Try to focus on testing topics that are most important to the course (and make them clear to the students), instead of trying to test the entire course material.
- Painless for the instructor? Just like we tell students, be prepared. make sure you have everything organized and check each student in week 9 to bring their grade up to date.
- The paper/presentation is actually due the week before and the course is usually a combined grad/undergrad course, so only the grad students have to do the paper/presentation.

- I wish I knew. I always find that my final is scheduled late and I end up in grading hell. I do make the take-home portion of the final OPTIONAL (their grade is based on the in-class only if they elect not to take it) and this cuts down on the grading somewhat. The students seem to like having choices.
- Devote final lecture /lab period to extra help/review. The students really don't need extra stuff to learn at this point
- I make the answer spaces on the final exam such that it is easy to find the answer on the page. I don't want to hunt for the answer in their calculations. Then when I grade, I grade one question at a time on all the tests so it goes rather quickly.

### Grading Strategies

- Use DFG (design for gradability) when writing exams.
- Review earlier drafts of the paper/project so you are familiar with them (and can offer the students constructive feedback).
- start as early as possible. When I have them turn in final papers in Week 11, I ask them to submit their earlier draft that I marked up as well. I let them know this is so I don't inadvertently ask them to do something (on the draft) then quibble with how it is done. However, having both makes it very easy to see the changes in the final version, and I can grade much more quickly.

Also, I've been frustrated when I spend a lot of time grading a final paper in detail, only to find that more than 3/4 of the students never pick it up. I've tried having them let me know if they want detailed comments on the final version, which works reasonably well. I have also shifted toward giving a longer, summative comment, engaging with their ideas, argumentation, and evidence, instead of a bunch of smaller ones on the paper itself. I can post this comment on each student's myCourses grade, which means they don't have to pick up the papers either.

- Use grade book in MyCourses
- Prepare a project report grading sheet and give it to the students so that they know what to do.
- For courses with large projects I offer 2 choices to students; one due about week 8 or another due at the final exam time. Students generally self select for the earlier project, but allows students choice of the later project if that better fits their schedule. Each is about 3 weeks from assignment to due date. 75% of that grading is done before week 11 because of student choice.  
Grading is never painless and probably should not be our goal to make it so. A significant assessment requires significant effort. I am dismissive of easy to grade multi-guess tests because they do not allow any meaningful feedback to the student (I know those words are infrequently read, but I feel better as an educator putting them on the exams). I teach technical courses in large sections (usually 3 classes 100-150 students each quarter), typically exams are problem and/or open ended design questions.
- Do not collect or leave grading of homework assignments or projects to week 11. In this way you can concentrate on the exam preparation and grading only.
- Graders!  
Short answer exams (at least a portion of it)
- Because students do not see these papers, I keep my remarks to a minimum and do not correct error, etc. I usually write only a final comment in case the student wants more information.
- Make papers/projects or other writing assignments due week #9 or week #10 so they are graded before the rush of finals.
- Set up a grading spreadsheet to show the score a student needs to move up to the next letter grade. Once the student has either crossed the threshold or is mathematically prohibited from crossing it, you can stop grading that student's exam.
- Pain comes when giving partial credit for worked problems, but multiple guess/scantron testing is merciless for STEM courses.

- Try not to put all your (eggs) grading in one (basket) time period of week 11. Grade over the qtr. so the finals week is a time for students to reflect on their successes not stress over the build-up.
- Hire a grad student to grade some of the more routine assignments (such as labs), but certainly not exams. For presentations, have students evaluate each others work and provide formal feedback from those students in addition to your own critique back to the presenter.!
- In a class whose objective is to learn techniques that analyze data, I write a short program to automatically grade the results submitted by the students.
- Have projects or papers due (and ideally graded) prior to taking final exam.
- Students who do poorly on my exams don't tend to lose points 1 or 2 at a time. Rather, they are flummoxed by problems here and there and so lose 8-10 points at a time. The grade distribution is largely affected by the number of problems that escape students entirely. So when grading, I've learned "not to sweat the small stuff." If it comes down to whether I award a student 85 or 90% of the points on a given problem, I just give the benefit of the doubt, and move on. Since adopting this philosophy, my grading has sped up but my distribution hasn't changed much (if at all).
- Brute force method:  
I have a large class with several teaching assistants. I will setup a block time for all of us to meet, discuss grading expectations, assign subsets of questions to myself and each of the teaching assistants, then grade all of the exams, input the results to myCourses, and assign final grades in SIS in one session.
- Have all of your grades done prior to week 11 and just have to finalize everything. Plus keep up with MyCourses grade book and it will make it easier.
- Space out the assignments from different classes, and even from different sections, so that you're not hit with everything at once.
- have draft versions of projects due earlier in the term so that you are familiar with the work-- have students present the material to the class
- I try to plan time on my calendar to do the grading as early in the week as possible - treat it like a meeting with myself that I have to go to, no excuses.
- Be prepared and organized. I have all my exams done 1 week ahead, with grading schemes worked out. For project presentation, I grade as I listen.
- No morning exams...extend them into the evening instead
- Try to hand back as many papers throughout the quarter (by week 11) as possible - so there is, at most, one assignment to grade before turning in grades. This allows them to kind of already know what their grade is - so there's less pressure and panic.
- I make parts of the project due every other week in the quarter, so when the final is turned in most of the parts have already been graded or at least looked at.
- I've pretty much read at least one draft of the work submitted during week 11 for grading, so it's not all new to me. It's grading, not responding in depth.
- Encourage early submissions of finals and projects (perhaps a bonus points package). Make the expectations for the projects and exams VERY clear, so that you can go down a checklist to make sure they have covered all the critical ingredients (I give them a grading matrix, which helps them develop a formula for the final project format).
- Unlike mid-quarter assignments, the goal of grading a final is assessment and NOT feedback. So, keep that in mind and don't spend time communicating feedback on the final if no one is going to read it.
- Work together with a grader.

#### **Use of food and beverages, and other random suggestions**

- Find a restaurant close to one of the lakes in the Finger Lakes region, ask for a table close to a window, a bottle of wine, and enjoy!

- Do martinis count?
- Offer rewards such as FOOD!
- Don't put off grading all quarter. It makes Week 11 pretty easy. As an alternative, I would suggest pain killers, be prepared
- Go to the gym after grading sessions.
- Avoid too many committee meetings. Stay home with a hot pot of coffee or tea.
- Sit down at a nice coffee shop and have at it.
- Spread assignments throughout the quarter. Take breaks. Exercise.
- Alcohol. Liberal amounts of alcohol. Kidding, just kidding
- I find that working alone on grading a set of exams is easier than working with a team of fellow faculty. Japanese anime soundtracks help, too.
- Look, admit defeat. Or accept reality, if you prefer thinking about it that way. That is the best thing you can do. There is nothing that can be done to make this better.

### **3. What tip(s) can you offer for creating an activity that balances your ideal assessment method with the time constraints of a 2-hour exam period and the reality of grading?**

#### **Timing**

- I do not utilize a comprehensive final exam, lessening the restriction of the 2-hour time frame.
- First, I get my own room for three hours and throw out the 2 hour limit. While my exam can be completed in two hours, I don't want time to be an issue.  
Know that you will have to make choices and don't try to test on everything!
- The time period is too short. We hold a day long event.
- Students are so stressed these days, they don't need the stress of a series of sit down exams compressed into a week's time. They've had 10 weeks to prove themselves. By week 11 their grade is pretty much established. Make the two hours low on affecting the grade but high in processing what they have learned.
- Two part exam. Part I is objective questions, closed notes, closed book. Part I is submitted and Part II distributed which is open notes, open book problems to be solved.
- I don't like limiting test to a 2 hour period.
- As I teach photography, my week 11 almost never coincides with 2-hr exam. It is problematic for SPAS. I often set up individual meetings during that time and end up spending much more than 2 hours with the students.

#### **Presentations/Projects**

- Students can do a PPT presentation on the last day of classes, providing that they fulfill the criteria of what they are supposed to do, on a subject related to the course.
- I don't think an alternative is necessarily necessary. All depends on the course. Final projects with presentations could be an 11 week activity.
- There should be a larger project based component that ties the course material together while pushing the student to apply it in novel ways. Give them enough time and support and they assimilate the course material and apply it to new situations.
- Final presentations which are evaluated real time
- I require a final project which students present in Week 10. I grade the presentation, but the final report and powerpoint is not due until Final Week, so they have a chance to make revisions. Take home exam is similar to a lab write-up.
- I like projects as an alternative to exams -- students can use the time to present their results to the class, which offers the class a learning opportunity, helps the students to reinforce class concepts and apply what they have learned, and may be a better measure of learning than an exam.

- Final presentations and final portfolios should just be a recap of all of the learning achieved over the quarter. The quality of these finals should be consistent with the quality of work over the quarter. This method works for smaller classes, probably not large lecture/heavy on exams types of courses.
- Collect final papers week 10 and use week eleven for a wrap-up activity, presentation, or other activity.
- My FYE class does a critical debate in 50 minutes.
- Use a combination approach with part of the exam being a project.
- The 2-hour slot is perfect for assessing group projects in presentation format. For individual assessment, I prefer to do one-on-one meetings during finals weeks.
- Assign a project with presentations during final exam period.
- Including some sort of oral presentation of the cumulative work either during week 10 or during finals week. Although the presentations take some time, this allows a fairly efficient assessment of the student's comprehension. Works best with projects. Have to take detailed notes (or use rubric) during the presentation so that assessment is done during the period.

### **Comprehensive Exams (or not)**

- Prepare a well balanced, comprehensive, fair, challenging final exam.
- It's not important to assess every topic covered in the course. Pick several topics, ask questions which require both a little knowledge (so that weak students can gain some credit) and a deep knowledge (to separate the weak from strong students). The goal of the exam is to rank the students -- don't try to make it into much more than that.

### **Types of Questions – Short Answer, Long Answer, Multiple Choice, T/F, etc**

- I write an exam that has a mix of short answers, multiple choice, and questions that require a sketch/illustration or other graphical response. I develop questions from both the lecture and laboratory parts of the class. To speed grading, I will avoid questions that require a long answer. Graphical answers can be graded almost as quickly as multiple choice.
- For a larger group, multiple choice. It's longer to prepare, but shorter to grade.
- I use a mix of multiple choice and short answer. The short answer questions include some that require the students to not just analyze but synthesize - they need to design something, or extend the application of something into another context. This is a key issue, I know I have not found the ideal blend yet, am still searching.
- I have no solution, I find that many students perform poorly on multiple choice and actually do better on essay and short answer questions, which makes me motivated to include those. The down side is that it gives me about 20 hours of grading to do, per exam, and that is onerous.
- Mix of short answer forced choice, combined with problems.
- Questions that test application of the course material can combine several topics and reduce the number of questions that need to be asked for reliable assessment
- I use a multi-method exam (multiple choice, T/F, short answer, essay). I'm not sure it is realistic with my time constraints but I feel it is fair.
- My exam includes three types of questions: 25 multiple-choice (machine scored), 5 short-answer, and 1 prepared question. Each category counts of 1/3 of the exam score. I use this method because there is enormous individual variation in the interaction between question type and performance. (I compute correlation coefficients for the three types of questions and the values are always  $< 0.2$ .)  
The number of short-answer and prepared questions I use is the best compromise I've found between not weighting any question too heavily (i.e., using many questions) and keeping the total number of narrative responses I must grade to something I can manage with a class of 120 students.
- Having two parts of the exam can let you grade the first part while they write the second part.
- Multiple choice/matching questions really can be good, if they're carefully planned!

- For exams, I try to include a few short-answer questions that can be graded pretty quickly, but require some out-of-the box thought on the part of the students - helps separate the A's from the B's. I would love to have students create their own exam questions and solutions and grade (or maybe use) those, but haven't yet gotten up the nerve to try it. I'm looking forward to reading everyone's responses!
- Use a variety of test question formats
- Write exams that consist of short answers with one or two comprehensive essays (class size < 40).

### **Essay / Papers**

- My ideal assessment method would include an essay exam, but there's no way to do that without everybody suffering -- so I don't do it.
- I think final papers are a good idea. They can work on them ahead of time and if you ask for earlier drafts, it lessens the final paper workload.
- I keep the assignment fairly brief but one that captures the main goals of the course. So, students in my Writing Seminar do a reflective essay on their progress in the course, improvements and remaining weaknesses. Students in my Arts of Expression class write a comparative essay treating four of the texts we have discussed. Because I do not "correct" the essays, they do not require as much time to grade but they still provide valuable information regarding the student's skills.
- Essay exams more accurately reflect a student's absorption of material; more so than multiple choice or somesuch.
- The paper that's due that week is a re-write, and I have them turn in the marked-up earlier draft at the same time. This saves a lot of time because I know what I said before and can compare it to what the student actually did.

### **Open Book / Take Home / Online Exams.**

- Open book exams (allow for more challenging questions and for students to study to learn the material and be able to apply it rather than memorize for the test).
- One idea is to have a take home exam. The students will sign up for a 5 or 10 minute one-on-one meeting during the allotted 2-hour session. During this meeting you would discuss their test with them, their procedure for solving the problems, and, if you feel comfortable, give them a grade on the spot.
- My class meets in a computer lab, so I use myCourses along with the Respondus Lockdown Browser (this prevents me from having to monitor their screens for cheating). Most of the questions are self-grading.

### **Other Alternatives**

- Make it reflective - or a sharing activity - where the majority of the points are related to completion of the assignment or presentation of a "Final Thought" rather than the quality and/or content of the assignment. Objective tests are easier to grade, but may not represent the broad applications you may wish students to be able to make by the end of the quarter. I like using the last class as a wrap up of the course - even a celebration with food and fun. They have stressed out enough - I don't want them worrying about how they did on a test. I want them to feel that they have "completed" the course with nothing hanging over their head. This probably comes from being a recent student at RIT myself. I wanted to enjoy my short breaks - not worry about my grade.
- Dividing up the final exam and allowing students the option of completing it on the last regular day or on the Week 11 day has worked well for me.
- If I find it necessary to do an in-class exam then I create a two-part process. One, a project assignment that has a series of questions that lead to completing that section of the assignment and that part starts week 10. It is required to be turned in on the day of the exam, then the day of the exam I will have an open book exam with not more than 5 extensive questions that spin off of the earlier assignment so the students are well prepared to do the critical thinking they need to achieve during the exam period.
- A discussion of what they have gained from the course--kind of like an assessment of what they got for their money...
- Ask the students at the very start of the quarter what their own expectations are and then ask them at the final class, if they have met these.

- I sometimes offer the class an opportunity to submit potential questions for the final exam. This forces those who participate to think about a subject area and the correct (and incorrect) responses. The reward for those whose questions are selected is that they already know the answer.
- Manufacture a "time turner," as in Harry Potter. Then assess each student's learning with a verbal interview at the same time.
- Allow students a choice of final exam questions in different categories so that all the course material is covered, you don't need to grade too many questions, and students can write to their strengths and not be penalized for missing one class.
- I like to create scenario based questions. They then get to answer a series of questions based on the scenario which they answer that allows them define an environment. I give them a table to fill out that guides them in construction of their answers. I also use fill in the blank questions or have them provide brief observations.
- Once I gave a final exam that consisted entirely of previously graded questions from homeworks and earlier exams (students knew this would be the format). This provided students with incentive to go back and thoroughly understand the earlier material and what fix what they missed, and was easy for me to grade because I already had the solutions to those problems.
- My experience is that assessing student learning in 1-3 major testing sessions provides a false assessment of that which is actually learned during a 10-week period. I favor on-going weekly assessments by the professor and self-assessments by the student, followed by a final summary activity