

The following is the typical work of a TA:

- attending all the lectures up to Exam 3 (that is, the first three-fourths of classes),
- counting the number of students in each lecture and noting the same,
- proctoring exams (Exam 1, Exam 3, surprise exams),
- evaluating scripts of exams,
- carefully listening to instructor’s videos on solutions to exam problems that the TA is intended to evaluate, and
- discuss possible variations of these solutions with the instructor before evaluating.

Evaluation of solution copies needs to be done concretely:

- Understand solutions crystal-clear so that you can evaluate them well.
- A good TA always minimizes the number of updates he/she has to do after returning evaluated answer sheets to students. The TAs need to keep this in mind while evaluating.
- Write on the student’s answer sheet, any point relevant to that solution. Give precise feedback if you deduct any marks. And the feedback must be answer-script specific; it cannot be generic. Students knowing their mistakes is of utmost importance; grading without textual feedback does not serve the purpose. Of course, if a mistake is done many students, you can also email it to all the students instead of writing it on every sheet.
- A student can request a change of marks only for one day after distributing evaluated scripts.

If there are any changes, email the respective roll numbers with the old and new marks to the instructor. To take responsibility of updation of marks, each TA must independently email this for each exam to the instructor.

- Since the final grading is going to be relative, correctly weigh each student’s solution by adhering to marks subdivision finalized in solution discussion sessions.
And, not to get biased in evaluating, just because a student did well in an earlier exam.
- To avoid monotonicity and lazy evaluations, it is strongly advised that each TA must not evaluate more than 25 papers on any day and 15 papers in any single stretch.
- If a student is approaching a (sub)problem in the right direction, marks given should be encouraging. For one to get a perfect score, the solution must be perfect as well. If the approach is diagonally opposite to what it should be or if it is irrelevant, give negative marks; typical places at which negative marking can be awarded are detailed in the course guidelines.
- Few sheets are checked by the instructor before returning sheets to students, esp., those with high scores. If any modifications are required, those modifications need to be applied to all the remaining sheets as well.
- If a solution in any script is not clear, discuss it with the instructor.

- Never increase marks of a student just because he is insisting; arguments on the answer sheet must be totally convincing and marks need be fair to all the students.
- Cross off the blank space in answer scripts before returning to students.

Evaluate using a red-ink pen.

Each TA needs to enter marks obtained in his question into the supplied excel sheet - the sum of these entries gives the total score of a student in that exam.

Mark zero marks of absentees in red foreground color.

After evaluating, sort the evaluated answer sheets in ascending order of roll numbers.

Sign on every additional sheet of each student.

- Typically, a non-surprise exam is evaluated together with one/two surprise exams. Hence, solution discussions and evaluations happen in only four stretches in a semester.

In invigilating exams, the TAs are expected to guard against copying and minimize browsing.