More Information about Econ 135:

**Exams and Grading**

Grades are based on three multiple-choice quizzes and a final exam with problem questions. Quiz #3 is administered as part of the final.

- Quiz #1 and Quiz #2 each count for 25% of the course grade. The quiz part within the final (Part A) counts for about 20% (TBA, no more than 25%). The problem questions in the final (Part B) count for about 30%. Each of the four items is initially scored on a 0-100 point scale. Letter grades are based on the overall, combined distribution.
- Quizzes and the final are mandatory and there are no make-ups. Missing an exam without valid excuse means zero points. Missing with a valid excuse means that the weight of the quiz is moved to the problem part of the final.
- Normally I give at least 30% in the A range and about 75% for A+B together. However, I have taught this course often enough to know how well classes normally perform. That is, if the distribution is better than expected, I don’t hesitate to give better grades (especially more As when deserved); on the downside, I tend to assume tests were more difficult than I had planned and apply the curve.

**Exam Instructions**

*Bring (1) small scantron card* (green/white, 50 questions each side). (2) picture ID. (3) pencils (No.2). I provide exam copies—no need for a blue book.

- All exams are closed book. Phones and other wireless or networked devices are prohibited, must be turned off and out of reach. You cannot use your cell phone as watch or calculator.
- Bring a No.2 pencil for the scantron. I recommend a pen for problem questions (not red).
- You may use a simple pocket calculator, but not a programmable/graphing calculator. In problem questions, I usually give points for knowing what to do, not for numerical accuracy, and reasonably rounded answers earn full credit. You may use the back of the exam as scratch pad, no other papers.
- A bonus point is usually given for following all exam instructions promptly, if exam and scantron have all required information, and if your form scans properly without special processing or re-grading.


Cheating disadvantages honest students. To discourage cheating:

1. Exams may come in multiple versions, without further announcement. Make sure you put the number/letter code of your exam on your scantron.
2. Phones and other network-capable devices must be off and out of reach. Using or having access to a network-capable device is considered cheating. Calculators are permitted only if they cannot store text information. (That is: No graphing calculators. Single-number memory function is okay.)
3. No student may leave the room during a test. (Take a bathroom break before the test.)
(4) Every student must bring a picture ID and have it on display during the test.
(5) At the start, put your name and signature on your exam copy and scantron. I may walk up to randomly selected students to compare signatures on the exam and on their ID.
(6) Seating may be assigned if the room is small (TBA).

If you believe I could do more to maintain the integrity of tests, I would appreciate a hint.

Test Design and Expectations about Scores

The two midterms are multiple-choice quizzes. The final has two parts, a multiple-choice quiz (Quiz #3) and section with problem questions. Many of the multiple-choice questions are from a list suggested by the textbook publisher. The final exam problem questions are usually multi-part and specific to the class. Some questions will test topics covered only in class and not in the textbook. Some questions may be challenging even for A-students. (To give top grades fairly, there have to be some challenges.)

Exam FAQs

• Is the final cumulative? For the quiz part: no. For the problem questions: yes.
• Where do I stand? Quizzes are usually returned in the next class, with review of the answers and distributional information. If you missed class and hence did not get your quiz returned, see me during office hours.

Cautionary Note about Old Exams

When an exam approaches, I usually provide an old exam. However, your main study material should be your class notes, readings, and practice problems. Use old exams cautiously—keep in mind:

• Many questions look easy once you have seen the answers. Best do old exam problems without looking at the answers. To encourage this, answers are not provided until a few days before a test.
• Course content changes: Don’t “study” the old exams. Study your notes from this course. The timing and sequencing of the material varies from year to year, mostly because I like to address current issues and respond to student questions. If an old exam asks about a topic we never discussed, there is a very good chance it’s an irrelevant/outdated question.
• My write-in comments in old exams (if any) are not meant to be complete answers but hints how to proceed. In the exam, I expect to see intermediate steps for numerical problems and full-sentence answers for essay problems, or at least bullet points. The more explanations and/or intermediate steps I see, the more credit I can give, especially partial credit on answers that are not quite right.