

Feedback and Marking

Dr Charles Martin

Plan for this session

In this session we will:

1. Understand a bit about the goals and design of assessments
2. Look at the features of effective feedback
3. Evaluate some different approaches to feedback
4. Look at how rubrics can support assessment

Task: Worries and Questions (5mins)

What worries and questions do you have about feedback and marking?

Use the sticky notes from your table and answer these two questions:

1. What questions do you have about **feedback**?
2. What questions do you have about **marking**?

One question per sticky note! We will hear some together from each table.



Assessment and Feedback

Purpose of assessment

Diagnosing

- Focus on what is known
- Beginning of topic/course
- Identifies prior learning

Monitoring

- Focus on learning process during a course
- During a topic/course
- Promotes reflection and improvement

Evaluating

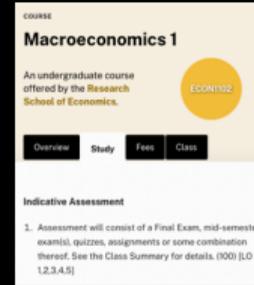
- Focus on evaluation
- End of topic/course

Course assessments

What are the assessments in the course(s) you'll be tutoring in?

- What each assessment involves
- When the assessments are due
- Your role as a tutor

Are these assessments opportunities for feedback? What is the purpose?



COURSE
Macroeconomics 1
An undergraduate course offered by the Research School of Economics.
ECON1002

Overview Study Fees Class

Indicative Assessment

1. Assessment will consist of a Final Exam, mid-semester exam(s), quizzes, assignments or some combination thereof. See the Class Summary for details. (100) [L.O 1,2,3,4,5]

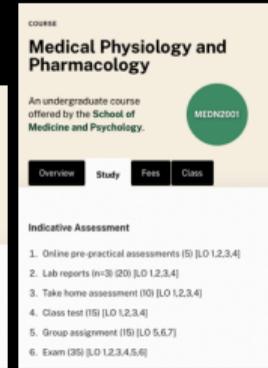


COURSE
Introduction to Population Health
An undergraduate course offered by the Mal Colson for Gerontology and Population Health.
HNSC2001

Overview Study Fees Class

Indicative Assessment

1. Tutorial Oral Presentation (50) [L.O 4,5]
2. Mid-Semester Online Quiz (20) [L.O 1,2,3]
3. End-of-Semester Exam (30) [L.O 1,4,5]
4. *Widening Engagement – A literature review of a public health initiative in action (2000 words) (100) [L.O 1,3,4,5]

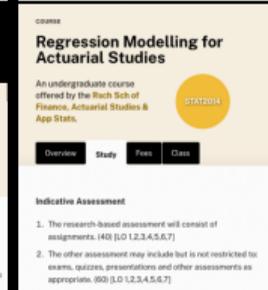


COURSE
Medical Physiology and Pharmacology
An undergraduate course offered by the School of Medicine and Psychology.
MEDN2001

Overview Study Fees Class

Indicative Assessment

1. Online pre-practical assessments (5) [L.O 1,2,3,4]
2. Lab reports (n=3) (20) [L.O 1,2,3,4]
3. Take home assessment (10) [L.O 1,2,3,4]
4. Class test (15) [L.O 1,2,3,4]
5. Group assignment (15) [L.O 5,6,7]
6. Exam (35) [L.O 1,2,3,4,5,6]



COURSE
Regression Modelling for Actuarial Studies
An undergraduate course offered by the Rich Sch of Finance, Actuarial Studies & App Stats.
STAT2014

Overview Study Fees Class

Indicative Assessment

1. The research-based assessment will consist of assignments. (40) [L.O 1,2,3,4,5,6,7]
2. The other assessment may include but is not restricted to exams, quizzes, presentations and other assessments as appropriate. (50) [L.O 1,2,3,4,5,6,7]

Task: Effective Feedback (5mins)

By yourself, reflect on your experiences *giving* and *receiving* learning feedback. *What does effective feedback look like?*

Individually write down 3 adjectives, one per sticky note: *Effective feedback should be...*

Share your 3 adjectives with your group and explain why you chose them.

We will make a big list together on PollEverywhere.



Figure 1: Reflect on feedback.

Principles of effective feedback

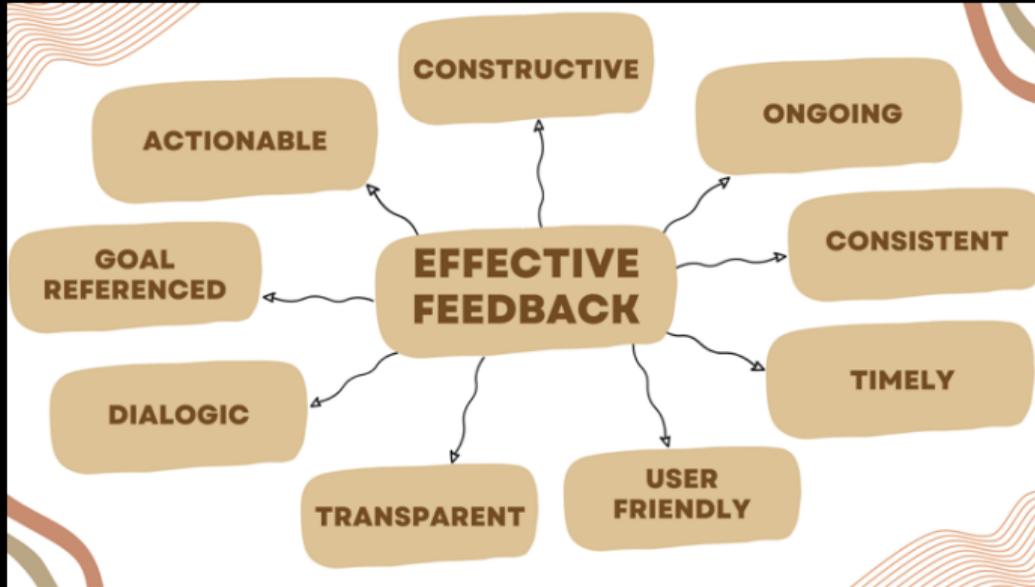


Figure 2: Aspects of feedback

Actionable

- Provides steps the student can take.
- Promotes learner autonomy.
- Is essential for active learning.
- Affects future performance (i.e. is future-focused).

Constructive

- Focuses on strengths and areas for development.
- Is respectful of the student.
- Is objective and evidence-based.

Ongoing

- Occurs across the semester.
- Guides students in their progress.
- Supports learning expectations.
- Maintains student engagement.

Consistent

- Is maintained for all students, teams and the semester.
- Shows clear connection between feedback and marks.
- Is fair and equitable.

Timely

- Is provided sooner rather than later.
- Respects students' time and effort.
- Allows students the time to reflect, adjust and improve.

User Friendly

- Helps ensure comprehensibility and understandability.
- Ensures that feedback is relevant to learner.
- Enhances the impact of feedback.

Transparent

- Is open and impartial.
- Demonstrates alignment between learning outcomes, feedback and marks.
- Advises clearly what and how to improve.

Dialogic

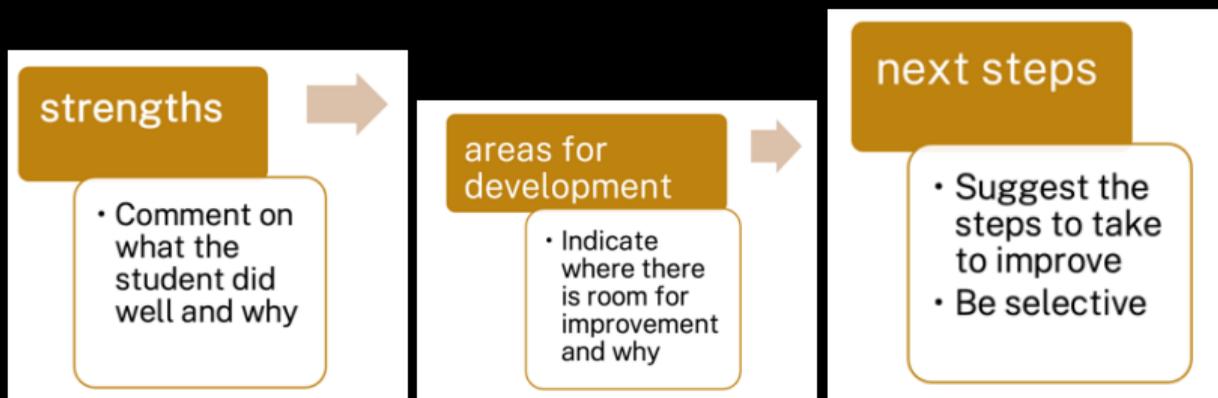
- Provides opportunity to ask questions or clarify.
- Takes the form of a discussion with the student.
- Encourages active engagement with the feedback process.

Goal Referenced

- Focused on specific goals and tasks.
- Clarifies expected standards or criteria for success.
- Is written with the student in mind.

Applying the principles

Consider this approach below when providing feedback:



You may also apply facilitation techniques where appropriate.

Challenges with feedback

“But the tutor told me my project is *great!*”

- Managing time and resources for providing and following up on feedback
- Potential student over-reliance on teacher feedback
- Managing class sizes or marking loads
- Managing student expectations about feedback.
- Effectively tailoring feedback to learner needs
- Potential miscommunication or misunderstanding

What might you do to overcome or address these?

Tips from a Convenor

Some students will attack feedback and use the content to appeal a grade.

- Know the ANU grading rubric (more later): don't write "excellent work" when it's at the credit level. A credit is "good".
- Write why the work was at the grade level, and what areas prevent it from being higher.
- If it's a fail, be clear: "This work does not meet our standards... (some parts) show developing understanding (these parts) could be improved".
- Always address the work, not the student.

Be careful about providing feedback in person (e.g., in labs) on assessment items outside of written communication. Students can (and do) use casual conversations as a basis for appeal.

Takeaways

- Focus on the task, not the learner.
- Remain objective and measure the student's work against the task objectives, marking criteria and standards.
- Ensure feedback is clear, specific and tailored to the learner.
- Avoid personalisation, e.g. "I..." and "you..." but also personally *judgemental* and *emotive* words.
- **Be careful** when discussing marking guidelines, systems, processes or organisation with students. Any student questions or concerns should go to convenors so that messaging is consistent.
- Encourage students to engage with feedback.

Evaluating Feedback

Task: Evaluating Code Feedback (10mins)

1.1 Feedback by marker one for student solution	2.1 Feedback by marker two for student solution	3.1 Feedback by marker three for student solution
<pre>1 def read_data_file(filename): 2 """ 3 Read a given file and add the values to exchange_rate variable 4 opens file_name base of the file 5 returns: list of numbers 6 """ 7 exchange_rate = [] 8 data = open(filename, "r") 9 for i in data: 10 exchange_rate.append(float(i.strip())) 11 12 return exchange_rate 13 14 15 def maxProfit(sequence): 16 """ 17 The input sequence must be a sequence with elements that are numbers; 18 integers or floats. 19 20 Returns maximum profit as a non-negative number. 21 If there is no increasing pair in the sequence, the function will return 0. 22 """ 23 24 a = 1 # a is the higher index 25 b = 0 # b is the lower index 26 list_of_differences = [] # list of all differences 27 28 while b < a: 29 a = b + 1 # for each b, always to make a greater b 30 while a <= len(sequence) - 1: 31 list_of_differences.append(sequence[int(a)] - sequence[int(b)]) 32 a = a + 1 # for each a, calculate all the max profits from 33 sequence[int(a)] - sequence[int(b)] 34 a = a + 1 # repeat for every value of b</pre>	<pre>1 def read_data_file(filename): 2 """ 3 Read a given file and add the values to exchange_rate variable 4 opens file_name base of the file 5 returns: list of numbers 6 """ 7 exchange_rate = [] 8 data = open(filename, "r") 9 10 for i in data: 11 exchange_rate.append(float(i.strip())) 12 return exchange_rate 13 14 15 def maxProfit(sequence): 16 """ 17 The input sequence must be a sequence with elements that are numbers; 18 integers or floats. 19 20 Returns maximum profit as a non-negative number. 21 If there is no increasing pair in the sequence, the function will return 0. 22 """ 23 24 a = 1 # a is the higher index 25 b = 0 # b is the lower index 26 list_of_differences = [] # list of all differences 27 28 while b < a: 29 a = b + 1 # for each b, always to make a greater b 30 while a <= len(sequence) - 1: 31 list_of_differences.append(sequence[int(a)] - sequence[int(b)]) 32 a = a + 1 # for each a, calculate all the max profits from 33 sequence[int(a)] - sequence[int(b)]</pre>	<pre>1 def read_data_file(filename): 2 """ 3 Read a given file and add the values to exchange_rate variable 4 opens file_name base of the file 5 returns: list of numbers 6 """ 7 exchange_rate = [] 8 data = open(filename, "r") 9 for i in data: 10 exchange_rate.append(float(i.strip())) 11 12 return exchange_rate 13 14 15 def maxProfit(sequence): 16 """ 17 The input sequence must be a sequence with elements that are numbers; 18 integers or floats. 19 20 Returns maximum profit as a non-negative number. 21 If there is no increasing pair in the sequence, the function will return 0. 22 """ 23 24 a = 1 # a is the higher index 25 b = 0 # b is the lower index 26 list_of_differences = [] # list of all differences 27 28 while b < a: 29 a = b + 1 # for each b, always to make a greater b 30 while a <= len(sequence) - 1: 31 list_of_differences.append(sequence[int(a)] - sequence[int(b)]) 32 a = a + 1 # for each a, calculate all the max profits from 33 sequence[int(a)] - sequence[int(b)]</pre>
<ul style="list-style-type: none">Inconsistent naming stylesFile not closedInconsistent naming stylesInconsistent naming stylessingle letters?for loop??	<ul style="list-style-type: none">Good dostring format. Try what are the key information that you need to add to a function dostring?You have used "open()" to open and read the while. If you open a file, what do you have to do after reading the necessary data?Is there another way (syntax) that you learn to open and read file?How do you stick to one naming style throughout the code? See Camel case and snake case styles.Good dostring. However, have you look at comment formats used for dostrings? E.g. <code>python</code>.Is it a good practice to use single letter variable names? What do you think about intuitive variable names?Is there what are the types of a and b? Is casting necessary?	<ul style="list-style-type: none">Good. In a function dostring, you usually need to add the function's input and output parameters, any assumptions (if this exists). There are specific dostring formats like Google dostring, Python etc. Try to be consistent through out a program.File is not closed after opening it. It's best practice to explicitly close it for various reasons. (Remember one "with open" to keep it short and explicit. Refer to lectures on the read/write with Python.Again consistently. Use triple double quote string for doc to be consistent.The integer variable names. This improves the readability of your code. If you want to know more read PEP 8 style guide for Python code.Converting a and b to int is not required here as their type has not changed since initialization.

- Which marker's feedback is the most effective?
- What makes it effective?
- What impact would the feedback have on the student?

Task: Evaluating Essay Feedback (10mins)

Does the development of accurate computer translators make learning a second language obsolete?

Most humans are either bilingual or multilingual, with few being monolingual. Constantly exchanging between different sounds, concepts, grammatical structures and words when utilizing multiple languages is a form of mental training (Ola & Vissersbach, 2011). Consequently, being bilingual or multilingual has advantages in delaying the onset of cognitive decline and memory fatigue (loss of ability to interpret newer after prolonged exposure).

Research shows that bilinguals cognitive advantages include enhanced cognitive abilities, problem solving, symbol manipulation, memory awareness and improved memory (Ola, 1986; Ellis, Messer, Smith & Loewen, 2014). Additional advantages manifest in non-verbal tasks involving a bilingual person having to ignore misleading information to decipher a more correctly. Bilinguals are thought to excel on these tasks due to their ability to ignore one language whilst using their other language (Ola & Majumdar, 1999; Rodriguez, Pater, Hesse & Mante 2002).

Extending this knowledge to investigate how second languages can enhance memory recognition and delay or slow down the onset of memory fatigue reveals that being bilingual has significant effects for brain structure and brain functioning where memory is concerned (Wood, Cook, Lee & Xia, 2011). For example, Mante (2011) conducted MRI brain scans on monolinguals and bilinguals and discovered that bilingual participants had significantly larger hippocampus in areas of the brain responsible for memory (Rodriguez & Patterson, 2014). Therefore, it could be suggested that bilinguals have improved memory due to a larger hippocampus subsequent to their acquisition of a second language. Learning a second language could delay the onset of memory fatigue.

You have made an argument and developed with the use of evidence but the structure of your essay was unclear, making it hard to follow your main argument. There were some references missing and some grammatical errors. The next step is to check the essay structure and check that there are no more errors, typos, and to save more detail. There are some important skills that you will need to perform well in future assessments. Here is a link of the website I have suggested and use the prompts to help you develop your work.

Comment 1 (P1): An introduction needs to contain a thesis statement - a sentence that expresses the main argument that you will be following in your essay. How can you apply your own ideas to this and how would you defend them?

Comment 2 (P2): Give a link at the end about translating cognitive. You've got the link and information, now take the next step and register how a writing strategy can be more clear and detailed. <https://www.researchgate.net/publication/318628000>

Comment 3 (P3): Two paragraphs have good foundations to evidence - have they got evidence? your own ideas before you finish your essay.

Comment 4 (P4): The next step is to have confidence in your judgment and give a detailed assessment of the research. Are there issues? What are significant? Do you defend your linking the link and show the implications of the link.

Does the development of accurate computer translators make learning a second language obsolete?

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Good references but you need to provide more detail.

Comment 1 (P1):

Comment 2 (P2): Your introduction doesn't quite work. It needs to be used to make an introduction. It's to get your

Comment 3 (P3): Think about the order.

Comment 4 (P4): Can you do a little deeper here?

Comment 5 (P5): Explain.

Comment 6 (P6): Good.

Comment 7 (P7): This needs more work.

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For more information, a link to my research and a general comment to explore the evidence link more research. This is a good place to start when conducting research and developing an essay. Nevertheless, there is very little analysis or critical thinking demonstrated in your paragraph.

Comment 1 (P1): Reference? For first sentence should contain thesis to be kept.

Comment 2 (P2): Relative clause should be provided to be correct.

Comment 3 (P3): This is a clear statement - it is a description and explains. The words relative clause which you are using in position language is a "being bilingual or multilingual has cognitive advantages because..."

Comment 4 (P4): An introduction should contain a thesis statement that sets out the key points you are going to explore and defend.

Comment 5 (P5): Paragraphs separate.

Comment 6 (P6): A paragraph requires a topic sentence which explains what you are going to discuss. The topic sentence should state the main point - which appears in the first sentence and is not discussed directly afterwards.

Comment 7 (P7): Reference?

Comment 8 (P8): To what?

Comment 9 (P9): Where the argument here? Where is the evidence? You've got the link a source of text without evidence to back it.

Comment 10 (P10): Phrasing. This isn't knowledge, it is a synthesis of ideas that will be used by doing the 'opinion' in the response.

Comment 11 (P11): More sentences - make it clear.

Comment 12 (P12): Good.

Comment 13 (P13): This is the first sentence statement in the essay. Try and improve this kind of sentence from your other essays.

Comment 14 (P14): This paragraph has the evidence including the link to my research. It's a good place to start when conducting research and developing an essay.

- Which marker's feedback is the most effective?
- What makes it effective?
- What impact would the feedback have on the student?

Rubrics and Marking Criteria

Rubrics and Marking Criteria

Question: Do you look at rubrics or marking criteria as a student? Do you know how to find them?

- Provide clear criteria for both student and marker.
- Allow consistency and clear feedback – where and how students can improve.
- Can be provide various levels of detail.
- Can be used before (**preparation**) , during (**production**) and after (**feedback, reflection, review and improvement**)

Rubrics in the assessment process

- **Before assessment:**
 - Unpack what is required.
 - Understand expectations and approaches.
 - Focus learning and set goals.
- **During assessment:**
 - Students examine and evaluate own progress.
 - Teachers use rubrics as focal point for moderation (e.g., in a larger cohort)
- **After assessment:**
 - Give feedback against specified criteria.
 - Identify strengths and weaknesses and areas to improve
 - Understand the standards and how grades are allocated

<https://www.uow.edu.au/student/learning-co-op/assessments/rubrics/>

ANU Grade Standards

Grade	Letter Grade	Mark (%)	Standards
High Distinction	HD	80-100	exceptional quality...
Distinction	D	70-79	superior quality...
Credit	C	60-69	good quality...
Pass	P	50-59	satisfactory quality...
Fail	N	0-49	Attainment of learning outcomes has not been demonstrated

Rubric: Blog

Analytic Rubric		Performance Levels		
Criteria	Exceptional	Admirable	Marginal	
Data storytelling: Narrative is there that a common person can understand	Content and Creativity	The blog post provides comprehensive insight, understanding, and reflective thought about the topic. All text in the blog is creatively and fluently written in appropriate academic language. The content demonstrates a focused and cohesive viewpoint. [2 marks]	The blog post provides moderate insight, understanding, and reflective thought about the topic. Some text in the blog is generally well written. The content briefly demonstrates a viewpoint. [1 mark]	The blog post provides minimal insight and understanding about the topic. The text in the blog is difficult to understand. The content does not demonstrate a viewpoint. [0.5 marks]
	Use of Data and Visualisations	The blog includes data and high-quality visualisations when appropriate to enhance the content's visual appeal and increase readability. Acknowledges all visualisations with captions. [1 mark]	The blog includes few data and/or low-quality visualisations which slightly enhance the content. Acknowledges only a few visualisations with captions. [0.5 marks]	The blog includes only data and/or low-quality visualisations which do not enhance the content. Does not acknowledge any visualisation/s with captions. [0.25 mark]
Questions are included regarding what you are looking for in the data	Blog Question/s	The blog post includes thought-provoking question/s or statements to further the discussion. [2 marks]	The blog post includes a question and/or statement but does not support it with further discussion. [1 mark]	The blog post does not include a question and/or statement but there is a personal opinion reflected in the text. [0.5 marks]
Reference/s	References	Very good use of research from varied sources. All resources have been cited. [1 mark]	Good use of research from varied sources. Citations for some of the resources used were included. [0.5 marks]	More thought could be given to the resources used. No citations of the resources used were included. [0.25 mark]
Feedback and comments on TWO blogs posted by their peers	Feedback & Comments on Other Blogs	Very constructive feedback provided on TWO blogs posted by the peers within the review period. [4 marks]	Very constructive feedback provided on ONE of the blogs posted by the peers within the review period. [2 marks]	No feedback (or No useful feedback) provided on any blog posted by the peers within the review period. [0 marks]

Rubric: Essay

Assessment rubric

Criteria	Weightings (Marks)	Descriptors		
		Excellent	good	Poor
Content	50	Information very relevant to the questions. All aspects of question fully addressed.	Information relevant to question. All aspects of question addressed.	Information not always relevant. Some aspects of questions not addressed.
Organisation	20	Paragraphs skilfully organised. Arguments are skilfully sequenced.	Paragraphs clearly organised. Arguments are clearly sequenced.	Paragraphs disorganised or missing.
Style	10	Appropriate style used with competence. Very few errors in punctuation, grammar and spelling.	Appropriate style used. Occasional errors in punctuation, grammar and spelling.	Appropriate style inconsistency or absent. Frequent errors in punctuation, grammar and spelling affecting readability.
Scholarship	20	APA referencing format used correctly. All sources acknowledged using correct APA format for in-text citations. APA reference list is in correct format.	APA referencing format mostly used correctly. All sources acknowledged using mostly correct APA format for in-text citations. APA reference list mostly in correct format.	APA referencing format often incorrectly used. Sources not acknowledged and/or incorrect format for in-text citations. APA reference list is formatted incorrectly or absent.

Rubric: Presentation

Below is a sample of a rubric used for an oral presentation. The two criteria included are organisation (structure) and language (presentation).

	High Distinction	Distinction	Credit	Pass
Organisation	Organisational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organisational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable within the presentation.	Organisational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is intermittently observable within the presentation.	Organisational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

Adapted from: Association of American Colleges and Universities n.d.

Rubric: Sonic Artwork (COMP1720)

CRITERIA	HD	D	CR	P	N
Sophistication of articulation and application of concepts of computer-based art. (50%)	The artwork applies highly sophisticated concepts. The statement describes and critically engages in these	The artwork that applies sophisticated concepts. The statement that describes and discusses these	Some concepts have been applied but there may be gaps in sophistication. The statement describes these qualities	The artwork that may only apply some concepts or apply them in a simplistic way. The statement describes these	The artwork does not sufficiently apply these concepts and the statement may not describe them sufficiently

Rubric: Solo Computer Music Work (COMP4350)

CRITERIA	HD	D	CR	P	N
Sophistication of application of fundamental concepts in sound and music computing. (50%)	Excellent to outstanding SMC implementations going beyond learning materials.	Very good application of SMC concepts, but not beyond learning materials.	Application of SMC at level of learning materials. May have gaps in some areas.	Some effort to replicate SMC learning materials resulting in functional SMC software. May have only	Very little SMC software that is below the level of learning materials.

Grade Level to Marks

Tip for marking from a rubric: Work out consistent marks for each grade level, e.g., for a criterion out of 10:

Total	HD	D	CR	P	N
10	8-10	7	6	5	0-4
5	4-5	3-4	3	2-3	0-2
4	4	3	2	2	0-1
2	2	2	1	1	0

Some LMS and paper approaches have a scale within each box.

Takeaways

- Understand (and practice) the tools and approaches for feedback and marking expected in your School or College.
- Where possible, ask for guidance or an opportunity to work or mark as a team.
- Use available rubrics, criteria documents, task descriptions and standards.
- Attend any assessment orientation, benchmarking or moderation meetings organised for the team.
- Set a timer for each stage of the process and stick to it!
- Take regular breaks to avoid fatigue or getting stuck.
- Be selective, deliberate and learning-focused with your feedback.
- Be clear about your feedback *before* assigning a grade or marks.

More Resources

- ANU L&T Designing and Using Rubrics
- High Impact Teaching Strategies (Victoria State Government)

Questions: Who has a question?

Questions: Who has a question?

Who has a question?

It's time for a break so we can remember questions for when we come back or for discussion over tea...



Figure 3: Time for tea.

References
