

Effective marking and feedback

Moderate

Requires knowledge of the criteria and standards

What are the standards?

- Discuss the assessment criteria with the Unit Chair and other markers
- Engage in moderation with the Unit Chair and other markers

Evaluate

Is objectively evaluated

What level has this student achieved?

- Review the assignment through the lens of each assessment criteria
- Be a detective searching for evidence of the student's level of achievement on each criteria
- Monitor and disarm your red buttons! (For grammar + referencing errors - edit once, then comment)

Personalise

Is personalised and empathic

How can I provide feedback that respects and acknowledges this student and their learning journey?

- Empathic:** Consider the emotional response students might have to your feedback
- Use language that acknowledges the person behind the work and focus on their learning
- Address students by name and sign off at the end with your name

Feedback

Is performance oriented

What can I say to assist this student in understanding their level of performance against the standard?

- Precise:** Feedback is clear and precise and avoids vague judgemental terms such as excellent, good or poor.
- Differentiated:** feedback is appropriate to each student's level of achievement
- Criterion referenced:** Feedback provides specific, relevant information on the student's level of performance in relation to the criteria

Feedforward

Is developmental

What can I say to help the student improve?

- Targeted:** Focus on two or three key areas for improvement (rather than every gap)
- Feedforward:** Provide advice, strategies or resources students can use to improve their performance
- Draw on the descriptor for the next standard to provide actionable steps