Southern Cross University

# Effective Marking and Feedback workshop

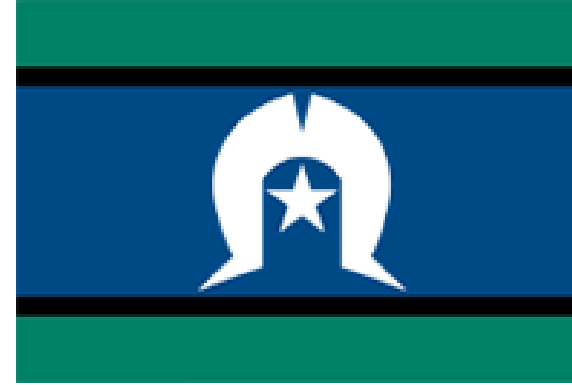With Mieke, Chris, Michelle, Shelley, Tim, and Tina

Centre for Teaching and Learning

March 2022

Today's Schedule

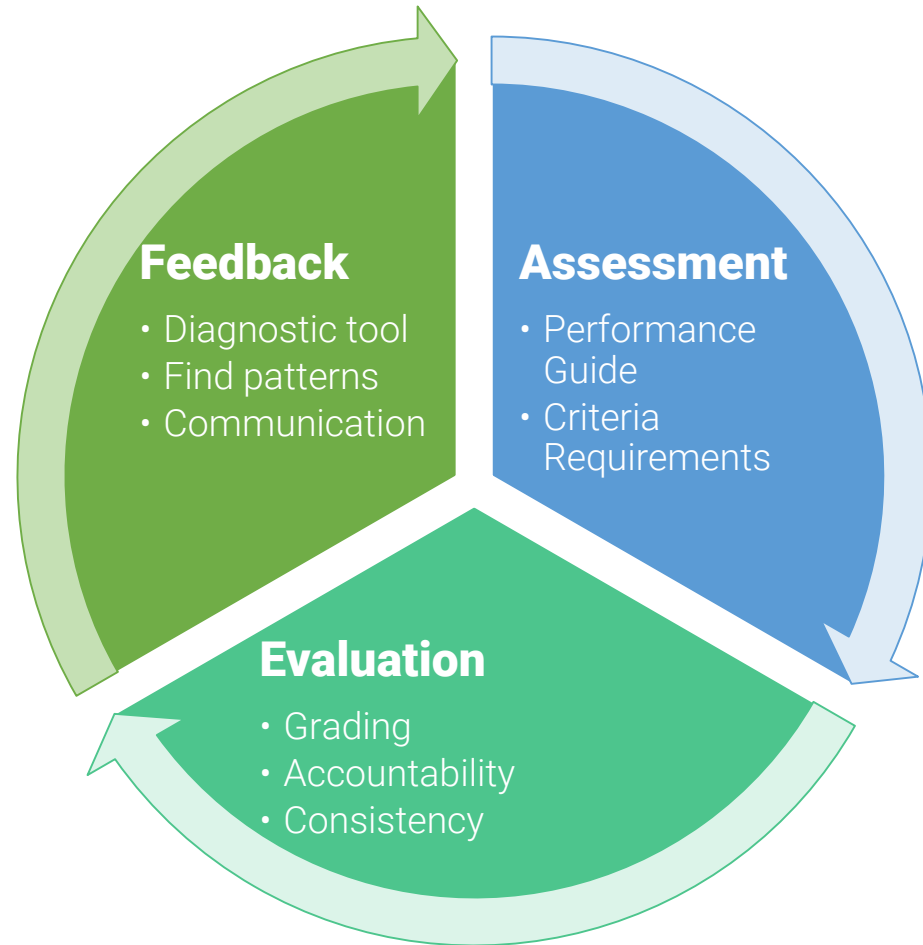| Time	Content
5 mins	Acknowledgement of Country and Introduction
8 mins	Policy and practice discussion
7 mins	Rubrics
15 mins	Grade Centre
15 mins	Practical session
10 mins	Q&A and how to contact the Technology Facilitators
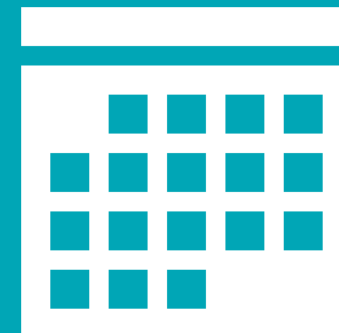
Acknowledgement of Country

I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

New moderation (involving calibration) policy

- Assessment, Teaching and Learning Procedures state "The Unit Assessor will develop, implement and articulate a consistent moderation process for each task, at all locations and partner collaborations, in line with the Assessment Moderation Guidelines."

- Good moderation is based on a framework of academic calibration.

- Unit Assessor must develop, implement and facilitate an ongoing calibration process for all academic staff involved in teaching and marking the Unit, including those from all locations and partner collaborations.

- Our new Assessment Moderation Guidelines explain *how to* and *what is involved*.

Purpose and role of rubrics

Feedback
- Diagnostic tool
- Find patterns
- Communication

Assessment
- Performance Guide
- Criteria Requirements

Evaluation
- Grading
- Accountability
- Consistency

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Analytic (Criteria Based) Rubrics

Each criterion (dimension, trait) is evaluated separately.
The scores are combined into a final mark.

Grade	HD (85%-100%)	D (75%-84%)	C (65%-74%)	P (50%-64%)	F (0%-49%)
Research 25%	Information is correct, complete, and from a wide range of sources	Information is correct and a range of sources provided	Information provided is correct and sourced appropriately	Some information is not provided or minor errors	Information is incorrect or not provided
Problem Solving 50%	Demonstrates a comprehensive and analytical understanding of the problem.	Demonstrates a complete understanding of the problem.	Demonstrates a considerable understanding of the problem.	Demonstrates a partial understanding of the problem.	Demonstrates little understanding of the problem.
Task Requirements 25%	All requirements included.	All requirements included but one incomplete.	One requirement missed.	Most requirements included.	Many requirements missing.

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Rows
Criteria being assessed with weighting

Columns
Levels of performance

Boxes
Detailed statements of each performance/criteria level

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What is Constructive Alignment?

Students **construct** or create meaning out of learning activities and what they learn (building on what they already know and can do).

Alignment is a curriculum design based around defining and achieving intended learning outcomes. Assessment, teaching and learning activities are all <u>aligned</u> with these learning outcomes.

Constructive Alignment is a learning design approach that focuses on what learning experiences can build the students ability to demonstrate learning outcomes.

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Learning Outcomes

Constructive Alignment

Assessment

Teaching and Learning Activities
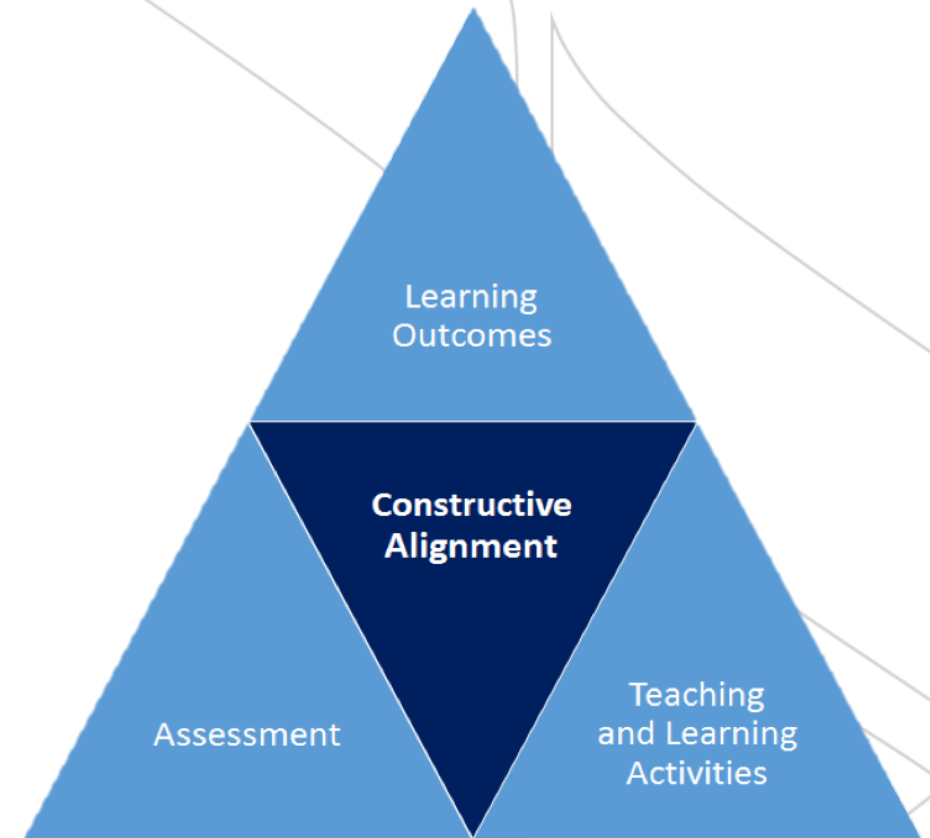
What Constructive Alignment looks like:

Unit learning outcomes

As a graduate of Southern Cross University, you will have developed skills, values and attitudes that are essential for gaining employment and advancing lifelong learning. The University refers to these as graduate attributes.

Learning outcomes for this unit

1. identify the key elements and relationships of entrepreneurial ecosystems and value chains
2. evaluate the structure and function of innovation systems and frameworks
3. develop strategies to sustain innovation ecosystems within business and society

Assessment Overview

To pass the unit, all assessment tasks must be completed and an overall mark of 50% or more must be obtained.
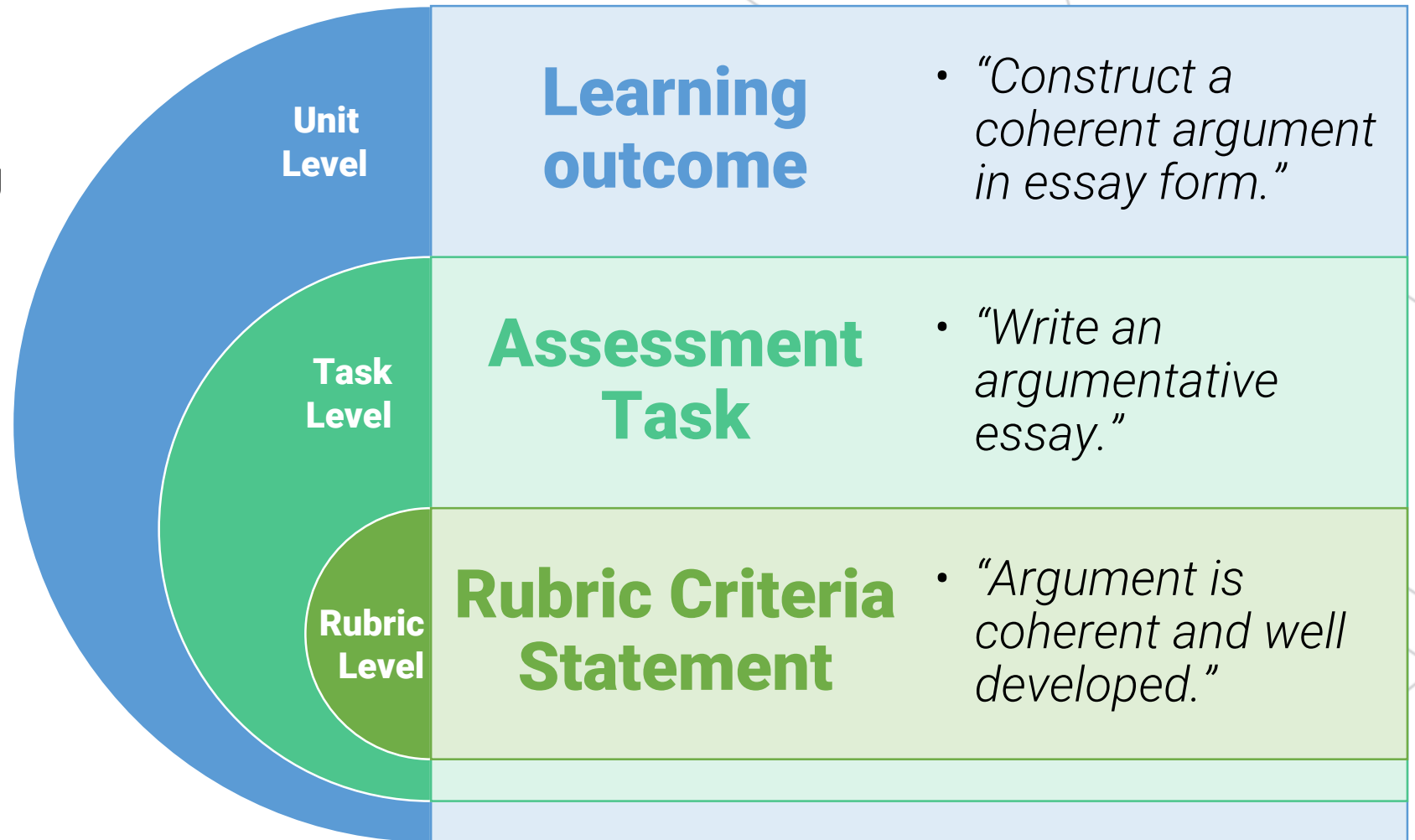
Assessment	Group/ individual	Learning outcomes	Grading indicator	Weight	Length/ duration	Week Due
1. Poster	INDIV	1	Graded	30%	Equivalent to A2 paper size, max. 500 words	2
2. Essay	INDIV	2	Graded	30%	1500 words	4
3. Business Case	INDIV	3	Graded	40%	1500 words	6

Criteria	Level of Student Performance				
	High Distinction	Distinction		Pass	Fail
Critical thinking and argument 45%	A clear, concise argument that effectively addresses alternative viewpoints. Applies perceptive critical thinking skills to build the argument. Succinctly defines and applies concepts relevant to the argument.	Well-supported argument. Applies well-developed critical thinking skills to build a cohesive argument. Thoughtfully defines and applies concepts relevant to the argument.	...d factually c... ...gument. Applies developed critical thinking skills to build a clear argument. Clearly defines and applies concepts relevant to the argument.	Argument is not based on all relevant facts, or has not been stated clearly. Basic critical thinking skills illustrate a limited insight. Defines and applies some concepts relevant to the argument.	No argument stated, or the argument relies on logical fallacies. Demonstrates a lack of critical thinking skills. Does not apply concepts relevant to the argument.
Research and evidence 40%	Skilled selection and use of highly relevant evidence. A wide range of key sources have been purposefully integrated into the essay.	Comprehensive selection and use of relevant evidence. A range of key sources integrated into essay.	Selection and use of relevant evidence. A range of relevant sources provided in the essay.	Selection and use of mostly relevant evidence. Several appropriate sources included in the essay.	Little selection or use of relevant evidence. Few or no sources provided.
Presentation structure 15%	Clear, concise and logically structured essay with a succinct, clear introduction and	Well-structured essay with clear introduction, logical paragraph structure and persuasive conclusion.	Essay includes a clear introduction and reasonable conclusion. Paragraphs in a logical	Essay includes an introduction and conclusion, however lacks clarity. Paragraph	Essay lacks structure with an unclear introduction and weak conclusion. Major

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Alignment

Rubrics should be aligned to the assessment task, learning outcomes and graduate attributes for the unit.

This will ensure that the rubric is a valid and reliable assessment instrument.

Unit Level — **Learning outcome** — • *"Construct a coherent argument in essay form."*

Task Level — **Assessment Task** — • *"Write an argumentative essay."*

Rubric Level — **Rubric Criteria Statement** — • *"Argument is coherent and well developed."*

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Turnitin or Blackboard (Bb) Rubrics?

Depending on what you are trying to achieve one marking tool may be a better fit.

Feature	Turnitin	Blackboard (Bb) Rubrics
Grading	Simplified result, requires and an extra column and midpoints to ensure accurate marking.	Atomised result, allows for 10 different marking divisions for each performance standard.
Academic Integrity	Supports AI policy on Similarity Reports for written work	Does not support AI policy for written work, so workarounds are required.
Comment Banks	Multiple built-in libraries, able to import and export comment banks.	One personal library, can't be exported.
Audio Feedback	Built in one click recorder.	File upload only, audio recording software required.
Integration	Students need to click on **My Paper** to view feedback, loads in a new window. Fully featured app is available for tablets.	Built into Bb, opens with a single click inside a Bb window. Instructor app available, bit clunky to use.

Remember …

- Rubrics are written on paper, not stone.

- Rubrics must be constructively aligned with unit learning outcomes.

- Calibrate the interpretation of rubric descriptors and evidence for achievement.

- Start with a basic rubric and improve it with each use.

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Thanks for listening!

Questions

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How to contact the Technology Facilitators?

Teaching technology assistance:

Please email ctl@scu.edu.au to log a job.

Michelle Metanoia, **Shelley** Barfoot, or **Tim** Magoffin will be in contact with you soon to help.