

Making marking and feedback manageable: Principles and processes

Associate Professor Suzi Syme

Associate Dean (Education), SCU College

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.

Making marking and feedback manageable: Principles and processes

- What word comes to mind when you think about “marking”?
- Use three (3) words to describe what made a piece of feedback helpful.
- Use three (3) words to describe what made the feedback unhelpful.



Introducing the Southern Cross Model: Module 3 Assessment Design

A key aim of feedback is to help students improve the quality of their work, so feedback is most usefully focused around two areas:

- How students have demonstrated achievement of the unit learning outcomes
- What students need to do to improve, using encouraging language

[Module 3: Assessment Design - ISCM Introducing the Southern Cross Model](#)



Link to SCU Policy and Procedures



Assessment, Teaching and Learning Policy Procedures (Section 2 Definitions):

7e: Feedback - one or more pieces of written, verbal and digital communication to students on their academic performance. Clear, helpful and timely feedback:

- i. is informative, beneficial and can **facilitate a positive attitude toward future learning;**
- ii. can assist students to judge and improve the quality of their learning and work; and
- iii. can guide students about how to improve the quality of their work. Formative feedback is delivered through formative assessment activities.

<https://policies.scu.edu.au/document/view-current.php?id=255>

Language matters – words matter

The SCU College template is:

- efficient, practical, and provides quality feedback at a glance for students to clearly see why they received their grade & how to improve.
- conversational using bullet points - easy to read.

Principles:

- Use positive language
- Focus on feedforward (three bullet points, specific and focused feedback)
- Make it personable
- Mark up one segment of an assessment, not the whole assessment
- Ensure grade matches the comments.

SCU College feedback template

Opening salutation with student's name

Positive comment - Identify specific criteria student has done or done well.

Feedforward with specific details:

“Now you need to:”

- 1.
- 2.
- 3.

Please see further comments on your assessment. I look forward to seeing how you have used this feedback to improve your next assessment.

Kind regards, {Name}

SCU College - example feedback



Hi xxx {Name}

You have made a good start on summarising the key points in the article and show some understanding of what is required in the evaluation and statement of relevance.

Next time be sure to:

1. Use the starter phrases provided in the Unit Content Module 2 to make your writing more academic
2. Add detail in your evaluation about the credibility of the author eg comment on peer review, author's qualifications
3. Check you have all required details of each reference eg date of publication, the name of journal, correctly formatted.

See further comments on your assessment. Take this feedback on board for your next assessment. I look forward to reading it. Kind regards, {Name}

Breakout Rooms

Move to Breakout Rooms with 3 colleagues (10 minutes).

Tasks:

- Share and talk through the feedback on your already marked assessment (or possible feedback on a soon-to-mark assessment).
- Think about and discuss how you would use the template if you marked this assessment again.
- One participant to report back:
 - A **positive** and a **challenge** for you in using the template.

How do we know our students are using our feedback?

- Class discussion on how to find feedback
- Unit Assessor (UA) posts announcement outlining how to find feedback
- UA provides group feedback outlining 3 positives and 3 things students need to work on
- Students open assessment and feedback in class; share a bullet point feedback with a peer and use feedback to improve work
- Class share.

Outcomes:

- Everyone benefits – sets students up in the future
- Tutor-student two-way feedback
- Students feel confident in moving to their final assessments.



Unit Assessor considerations

Assessment design:

- Clearly aligned to learning outcomes and class activities
- Well scaffolded to build up skills. Students have opportunity to use feedback from previous assessments to improve future assessments
- Carefully considered timing and number of assessments
- **Rubrics** – carefully constructed and clearly aligned to learning outcomes – *workshop forthcoming*
- **Word bank** of comments and QuickMarks – *workshop forthcoming*
- **Moderation** – follow new guidelines at [Assessment Moderation Guidelines / Document / Policy Library \(scu.edu.au\)](#)

UA Grades project Dashboards

Assessment design resources

Many useful SC Model resources at:

[Professional Learning for the Southern Cross Model – What's New](#)

Find out more about:

- [Design efficient and effective rubrics](#)
- [rubrics](#)
- [marking, feedback and grading](#)
- [a feedback template](#) (courtesy of SCU College)
- [assessing interaction and participation using Blackboard tools](#)
- [Assessing student learning and capabilities without an exam - what can we do instead?](#)
- [Making things easier: Strategies for managing large cohorts](#)

Key Tips for Marking – Getting started



Assessment Design Key Tips for Marking Assessments Southern Cross Model

Task	Tip	Benefit for markers	Example(s)
Designing assessments For: Unit Assessors and Unit Designers	1. Scaffold assessments across a unit, such that a task is part-completed or drafted in one assessment, and then built upon or refined in the next.	Formative feedback (i.e. identify three main areas for improvement, rather than proofread the whole assessment) is given in the earlier task, with only summary feedback or feedback on new sections required in the final task.	<ul style="list-style-type: none"> • A1 Draft report > A2 Final report • A1 Paraphrase articles > A2 Report incl. articles • A1 Short written response > A2 Presentation • A1 plan/outline or do part of a task > A2 Full task • See Interlinked assessments
	2. Where suitable, use a small, quicker-to-mark item as the first assessment	Markers can give greater time to the tasks that are most important for formative feedback.	<ul style="list-style-type: none"> • Short video blogs, infographics • Quizzes • See Manageable assessments
	3. Design focused rubrics (3-5 criteria) that are not overly text-heavy	Reduces time involved in making judgements against many, or very detailed, rubric criteria. Rubric can be used to provide feedback.	<ul style="list-style-type: none"> • See Rubrics • See Design efficient and effective rubrics
	4. Set the due date for major summative assessments no later than Friday of Week 6	Markers have more time to complete marking at a time-critical point in the term.	<ul style="list-style-type: none"> • See Manageable assessments
Marking within a 7-day turnaround For: Unit Assessors	5. Use the Moderation Guidelines (forthcoming) to guide approaches for moderation meetings and reviewing assessment samples	Markers are calibrated and clear about expectations	<ul style="list-style-type: none"> • ** New Assessment Moderation Guidelines
	6. Use pre-prepared resources or technologies to streamline the marking process where possible	Markers can use these tools to shape (and limit) their feedback, saving time and encouraging greater consistency.	<ul style="list-style-type: none"> • Use a template for summary feedback • Use a common set of QuickMarks for a unit • Use automated rubrics in Blackboard (see tip 3) • Use video or audio feedback
	7. Ensure that your marking team is clear about the expectations for marking volume and turnaround times*	Markers are clear about expectations and prepared to complete their marking in a timely way.	

Discussion and Questions



Image from <https://depositphotos.com/>

- What is the one takeaway you are going to share with a colleague from today?
- One thing you are surprised by?
- One question you still have?