**FEEDBACK PROCESS**

Effective feedback can do this by:

**FEEDBACK PRINCIPLES**

Effective feedback assists students to:

**GIVING EFFECTIVE FEEDBACK**

*Hi {name} I have read your assignment and provided pretty detailed comments on your work in relation to the 5 assessment criteria. In this video feedback, I will discuss how you addressed these two (or three) criteria – X and Y. This is because I feel that these are the most important for you to focus on and improve in your work at this stage. You can then have a think about these to help you develop your skills in this unit, and improve your work in Assignment 2.*

*“Make sure you offer evidence, not beliefs”* (advice)

*“Thinking critically involves examining assumptions”* (strategy)

*“The Library + DSL have resources on Critical thinking* (resources)

*“You have judged your own work in relation to this assessment criteria as being X {the second highest level} on the rubric. However in this section of your work I assessed you as demonstrating Y {highest level} because… {explanation}.”*

**Example comment:**

**X Categorising: “***This work is poor***”** or **“***Great work***”**

**X Defensive marking:** *“You lost marks because …”*

**✓ Feedback for learning:** “*Your work will improve if..”*   
or *“you will develop your skills in this area by…”*

**Providing feedback on the accuracy of students’ self-evaluation**

**Evaluate and calibrate their own judgements**

**Leads to actions the student takes to improve their performance**

**Providing the student with advice, strategies or resources on how to improve, and models or examples**

**BEHAVIOUR**

**Use feedback to improve**

**Believe they can learn and improve**

**ATTITUDE**

**Continuous learning**

**Framing feedback in terms of the student’s learning and progress in achieving the learning outcomes (rather than grades or marks)**

**Self-evaluation**

**CRITIQUE**

**Highlighting where in the student’s work, and stating factually how it does or does not address the assessment criteria.**

Provide feedback at the level and amount appropriate to the learner’s stage of development.

**KNOWLEDGE**

**Understand standards**

*“You have summarised the findings in the literature, which is a good start. But at the moment it reads as a list of disconnected facts. Have a look at the rubric: you will see that the highest level includes synthesis, which is the bringing together of all the different key facts into an integrated statement that represents them all accurately. At this stage you are not doing this.”*

**Referring to the key standards the feedback will address**

**Understand the standards** (assessment criteria)

**Appreciate the qualities of their work**

**Identify how their work varies from or meets the standard**

**Be a detective searching for evidence of the student’s level of achievement on each criteria**

**Differentiated: feedback is appropriate to student’s level of achievement**

**Relate**

**Evaluate**

**Feedforward**

**Feedback**

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

**Calibrate**

**HEPP ICCB**

**Inclusive Feedback project**

**2015**

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**Criterion referenced: Feedback provides specific, relevant information on the students’ level of performance in relation to the standard.** (A focus on grades can increase compliance and reduce students’ autonomy, risk taking and learning).

**Precise: Feedback is clear and precise, avoids vague judgemental terms that don’t describe the qualities of the student’s work or the standard** (e.g. *excellent*, *good work, poor*)

**Monitor and disarm your red buttons!** (For grammar + referencing errors - edit *once*, then Comment.)

**Personalised: acknowledges specific qualities of the students’ work and diversity of contexts**

**Feedforward: Provides advice, strategies or resources students can use to improve their performance**

**Targeted: Focusses on two or three key areas for improvement** (rather than every gap or error)

**Evaluative: teach students how to evaluate their work** (rather than edit it for them!)

**Undertake the comparability of assessment process**

**Review the assignment through the lens of each assessment criteria**

**Send the first three assignments you evaluate to Unit Chair for calibration**

**Discuss the assessment criteria with the Unit Chair and other markers**

Feedback tone is **Personalised & empathic**

Know and discuss the  **Rubric**assessment criteria and performance indicators

**Objectively evaluate**the student’s performance

Provide feedback that is **Performance oriented**

**Empathic: acknowledges students’ efforts and attempt**

Provide feedback that is **Developmental**

**What level has this student achieved?**

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

**What can I say to help the**

**student improve?**

**What are the standards?**

Feedback is ‘…*a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work*.’

Boud and Molloy, 2013

**EVALUATION & FEEDBACK PROCESS**

**INCLUSIVE FEEDBACK CHECKLIST**