

EVALUATION & FEEDBACK PROCESS

1 **What are the standards?**

2 **What level has this student achieved?**

3 **How can I assist this student understand their level of performance, and the standard?**

4 **What can I say to help the student improve?**

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

INCLUSIVE FEEDBACK CHECKLIST

Know and discuss the
Rubric
assessment criteria and
performance indicators

- Discuss the assessment criteria with the Unit Chair and other markers
- Undertake the comparability of assessment process
- Send the first three assignments you evaluate to Unit Chair for calibration

Objectively evaluate
the student's performance

- 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.)

Provide feedback that is
Performance oriented

- 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*)
- 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).

Provide feedback that is
Developmental

- Targeted:** Focusses on two or three key areas for improvement (rather than every error)
- Feedforward:** Provides advice, strategies or resources students can use to improve their performance
- Evaluative:** teach students how to evaluate their work (rather than edit it for them!)

Feedback tone is
Personalized & empathic

- Personalized:** acknowledges individual quality of the work
- Empathic:** acknowledges effort and attempt
- Differentiated:** Feedback adjusted to suit student's level of achievement

HEPP ICCB
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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

GIVING EFFECTIVE FEEDBACK

Effective feedback assists students to:

Effective feedback can do this by:

Example comment:

KNOWLEDGE

Understand standards

Understand the standards
(assessment criteria)



Referring to the key standards the
feedback will address



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 Assianment 2.

Appreciate the qualities of
their work



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



“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.”

Identify how their work varies
from or meets the standard

BEHAVIOUR

Use feedback to
improve

Leads to actions the student
takes to improve their
performance



Providing the student with
specific advice, strategies or
resources on how to improve



“Make sure you offer evidence, not beliefs” (advice)
“Thinking critically involves examining assumptions” (strategy)
“The Library + DSL have resources on Critical thinking (resources)

ATTITUDE

Continuous
learning

Believe they can learn and
improve



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



X **Categorising:** “This work is poor” or “Great work”
X **Defensive marking:** “You lost marks because ...”
✓ **Feedback for learning:** “You will improve your work if..”
or “you will develop your skills in this area by...”

CRITIQUE

Self-evaluation

Evaluate and calibrate their
own judgements



Providing feedback on the
accuracy of students’ self-
evaluation



“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}.”

DESIGNING EFFECTIVE FEEDBACK

Feedback design

Feedback process

Feedback outcomes

STANDARDS

Assessors understand and agree on the standards

Students' work is evaluated against the standards

Students understand the standards, and what is good work

ALIGNMENT

The assessment evaluates students' progress in achieving standards (learning outcomes)

The feedback addresses students' performance against the standards

Students understand how their work compares to the standards

APPLICATION

The assessment schedule designs in students' use of feedback

The feedback describes how students can improve subsequent work

Students take actions to close the gap between their work and the standards

VALUE & PURPOSE

The purpose, value and process of feedback is explained

Assessors are committed to supporting students' learning.

Students believe they can learn, value learning, and seek and use feedback

AGENCY & SELF REGULATION

Students set learning goals, and undertake, monitor and evaluate their learning

Students access, understand and reflect on the feedback

Students develop the capacity to evaluate their work and that of others