

Feedback and Marking

Dr Charles Martin

Plan for this session

In this session we will:

1. Understand a bit about the goals and design of assessments
2. Look at the features of effective feedback
3. Evaluate some different approaches to feedback
4. Look at how rubrics can support assessment

Task: Worries and Questions (5mins)

What worries and questions do you have about feedback and marking?

Use the sticky notes from your table and answer these two questions:

1. What questions do you have about **feedback**?
2. What questions do you have about **marking**?

One question per sticky note! We will hear some together from each table.



Assessment and Feedback

Purpose of assessment

Diagnosing

- Focus on what is known
- Beginning of topic/course
- Identifies prior learning

Monitoring

- Focus on learning process during a course
- During a topic/course
- Promotes reflection and improvement

Evaluating

- Focus on evaluation
- End of topic/course

Discussion: What are your course's assessments? (5mins)

What are the assessments in the course(s) you'll be tutoring in?

With others tutoring the same course, list them and note:

- What each assessment involves
- When the assessments are due
- Your role as a tutor

Then discuss: **are these assessments opportunities for feedback? What is their purpose?**

COURSE

Macroeconomics 1

An undergraduate course offered by the Research School of Economics.

ECON1002

[Overview](#) [Study](#) [Fees](#) [Class](#)

Indicative Assessment

1. Assessment will consist of a Final Exam, mid-semester exam(s), quizzes, assignments or some combination thereof. See the Class Summary for details. (100) (LO 1,2,3,4,5)

COURSE

Introduction to Population Health

An undergraduate course offered by the NAI Centre for Epidemiology and Population Health.

HPH2001

[Overview](#) [Study](#) [Fees](#) [Class](#)

Indicative Assessment

1. Tutorial and Presentation (10) (LO 1,2,3,4,5)
2. Mid-Semester Online Quiz (20) (LO 1,2,3,4)
3. End-of-Semester Exam (50) (LO 1,2,3,4,5)
4. Written Assignment – A literature review of a public health initiative in action (2000 words) (40) (LO 1,2,3,4,5)

COURSE

Medical Physiology and Pharmacology

An undergraduate course offered by the School of Medicine and Psychology.

MEDN2001

[Overview](#) [Study](#) [Fees](#) [Class](#)

Indicative Assessment

1. Online pre-practical assessments (15) (LO 1,2,3,4)
2. Lab reports (n=3) (20) (LO 1,2,3,4)
3. Take home assessment (10) (LO 1,2,3,4)
4. Class test (15) (LO 1,2,3,4)
5. Group assignment (15) (LO 5,6,7)
6. Exam (35) (LO 1,2,3,4,5,6)

COURSE

Regression Modelling for Actuarial Studies

An undergraduate course offered by the Risch Sch of Finance, Actuarial Studies & App Stats.

STAT2014

[Overview](#) [Study](#) [Fees](#) [Class](#)

Indicative Assessment

1. The research-based assessment will consist of assignments. (40) (LO 1,2,3,4,5,6,7)
2. The other assessment may include but is not restricted to exams, quizzes, presentations and other assessments as appropriate. (60) (LO 1,2,3,4,5,6,7)

Task: Effective Feedback (5mins)

By yourself, reflect on your experiences *giving* and *receiving* learning feedback. *What does effective feedback look like?*

Individually write down 3 adjectives, one per sticky note: *Effective feedback should be...*

Share your 3 adjectives with your group and explain why you chose them.

We will make a big list together on PollEverywhere.



Figure 1: Reflect on feedback.

Principles of effective feedback

Feedback is *not* just a judgement, nor a list of everything that went wrong. It is **information that helps a learner improve.**

Effective feedback tends to share nine qualities — grouped here by *what it does*, *how it's delivered*, and *how it builds over time*.

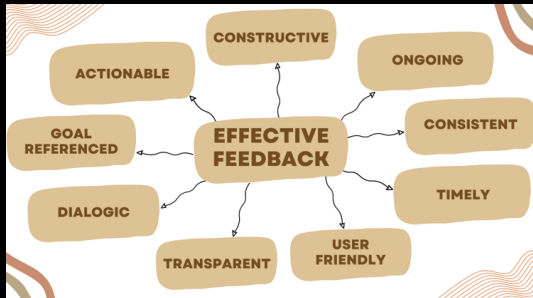


Figure 2: Aspects of feedback

What effective feedback *does*

- **Actionable:** gives the student concrete steps to take next; it is future-focused, not just a verdict on the past.
- **Goal referenced:** measured against the task's stated goals, criteria and standards.
- **Constructive:** names strengths *and* areas to develop; objective, evidence-based, and respectful of the student.

How effective feedback is *delivered*

- **Timely:** arrives soon enough that the student can still act on it, and respects their time and effort.
- **User friendly:** clear, understandable and relevant to the learner; avoids jargon and marker shorthand.
- **Transparent:** shows how the mark follows from the criteria, and says clearly what to improve and how.

How effective feedback *builds over time*

- **Ongoing:** happens across the semester to guide progress, not just once at the end.
- **Consistent:** fair and equitable across all students; comments and marks line up with each other.
- **Dialogic:** a two-way conversation where students can ask questions, clarify, and engage.

Applying the principles

Consider this approach below when providing feedback:

1. **Strengths:** Comment on what the student did well and why.
2. **Areas for development:** Indicate where there is room for improvement and why.
3. **Next steps:** Suggest steps to improve, but be selective.

You may also apply facilitation techniques where appropriate.

Discussion: Challenges with feedback (5mins)

"But the tutor told me my project is *great!*"

- Managing time and resources for providing and following up on feedback
- Potential student over-reliance on teacher feedback
- Managing class sizes or marking loads
- Managing student expectations about feedback.
- Effectively tailoring feedback to learner needs
- Potential miscommunication or misunderstanding

What might you do to overcome or address these?

Tips from a Convenor

Some students will attack feedback and use the content to appeal a grade.

- Know the ANU grading rubric (more later): don't write "excellent work" when it's at the credit level. A credit is "good".
- Write why the work was at the grade level, and what areas prevent it from being higher.
- If it's a fail, be clear: "This work does not meet our standards... (some parts) show developing understanding (these parts) could be improved".
- Always address the work, not the student.

Be careful about providing feedback in person (e.g., in labs) on assessment items outside of written communication. Students can (and do) use casual conversations as a basis for appeal.

Takeaways

- Focus on the task, not the learner.
- Remain objective and measure the student's work against the task objectives, marking criteria and standards.
- Ensure feedback is clear, specific and tailored to the learner.
- Avoid personalisation, e.g. "I..." and "you..." but also personally *judgemental* and *emotive* words.
- **Be careful** when discussing marking guidelines, systems, processes or organisation with students. Any student questions or concerns should go to convenors so that messaging is consistent.
- Encourage students to engage with feedback.

Evaluating Feedback

Task: Evaluating Code Feedback (10mins)

(zoom in on each example...)

1.1 Feedback by marker one for student solution

```
1 def read_data_file(file_name):
2     """
3     Read a given file and add the values to exchange_rate variable
4     (parse file_name: Name of the file
5     returns: list of numbers
6     """
7     exchange_rate = []
8     data = open(file_name, "r")
9     for i in data:
10         exchange_rate.append(float(i.strip()))
11     return exchange_rate
12
13 def maxProfit(sequence):
14     """
15     The input sequence must be a sequence with elements that are numbers;
16     integers or floats.
17     Returns maximum profit as a non-negative number.
18     If there is no increasing pair in the sequence, the function will return
19     0.
20     """
21     n = 1 # n is the higher index
22     m = 0 # m is the lower index
23     list_of_differences = [] # list of all differences
24
25     while b < a:
26         a = b + 1 # for each b, always to make a greater b
27         while a <= len(sequence) - 1:
28             list_of_differences.append(sequence[list(a)] - sequence[list(b)])
29             a = a + 1 # for each b, calculate all the max profits from
30             sequence[list(a)]-sequence[list(b)]
31             b = b + 1 # repeat for every value of b
```

Inconsistent naming styles.

File not closed.

Inconsistent naming styles.

Inconsistent naming styles.

single letters?

for loop?

??

1

2.1 Feedback by marker two for student solution

```
1 def read_data_file(file_name):
2     """
3     Read a given file and add the values to exchange_rate variable
4     (parse file_name: Name of the file
5     returns: list of numbers
6     """
7     exchange_rate = []
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30             sequence[list(a)]-sequence[list(b)]
```

Good docstring format. Yet what are the key information that you need to add to a function docstring?

You have used "open()" to open and read the while. If you open a file, what do you have to do after reading the necessary data?

Is there another way (syntax) that you learn to open and read file?

Have you stick to one naming style throughout the code? See Camel case and snake case style

Good docstring. However, have you look at common formats used for docstrings? E.g. python

Is it a good practice to use single letter variable names? What do you think about intuitive variable names?

Is here what are the types of a and b? Is casting necessary?

2

3.1 Feedback by marker three for student solution

```
1 def read_data_file(file_name):
2     """
3     Read a given file and add the values to exchange_rate variable
4     (parse file_name: Name of the file
5     returns: list of numbers
6     """
7     exchange_rate = []
8     data = open(file_name, "r")
9     for i in data:
10         exchange_rate.append(float(i.strip()))
11     return exchange_rate
12
13 def maxProfit(sequence):
14     """
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18     If there is no increasing pair in the sequence, the function will return
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30             sequence[list(a)]-sequence[list(b)]
31             b = b + 1 # repeat for every value of b
```

Good. Is a function docstring, you really need to add the functions, input and output parameters, any assumptions (for this script). There are specific docstrings formats like Google docstring, Pylint etc. Try to be consistent through out a program

File is not closed after opening it. It's best practice to explicitly close it for various reasons. Otherwise, use "with open" to keep it short and explicit. Refer to lectures on the read/write with Python.

Again consistency. Use triple double-quote string form to be consistent.

Use intuitive variable names. This improves the readability of your code. If you want to know more read PEP 8 style guide for Python code.

Converting a and b to int is not required here as their type has not changed since initialization.

5

- Which marker's feedback is the most effective?
- What makes it effective?
- What impact would the feedback have on the student?

Task: Evaluating Essay Feedback (10mins)

Does the development of accurate computer translators make learning a second language obsolete?

Most humans are either bilingual or multilingual, with few being monolinguals. Constantly exchanging between different sounds, concepts, grammatical structures and words when utilizing multiple languages is a form of mental training (Ola & Vissersma, 2016). Consequently, being bilingual or multilingual has advantages in delaying the onset of cognitive decline and memory fatigue (loss of ability to interpret noises after prolonged exposure).

Research shows that bilinguals cognitive advantages include enhanced cognitive abilities, problem solving, symbol manipulation, memory awareness and improved memory (Ola, 1986; Ellis, Weaver, Smith & Loewen, 2014). Additional advantages manifest in non-verbal tasks involving a bilingual person having to ignore misleading information to decipher a message correctly. Bilinguals are thought to excel at these tasks due to their ability to ignore one language whilst using their other language (Ola & Majumder, 1999; Rodriguez, Peter, Helmer & Martin 2002).

Extending this knowledge to investigate how second languages can enhance memory recognition and delay or slow down the onset of memory fatigue reveals that being bilingual has significant effects for brain structure and brain functioning where memory is concerned (Wood, Cook, Lee & Xia, 2013). For example, Martin (2013) conducted MRI brain scans on monolinguals and bilinguals and discovered that bilingual participants had significantly larger hippocampi in areas of the brain responsible for memory (Belton & Patterson, 2014). Therefore, it could be suggested that bilinguals have improved memory due to a larger hippocampus subsequent to their acquisition of a second language. Learning a second language could delay the onset of memory fatigue.

You have made an argument and developed with the use of evidence that the structure of your essay was unclear, making it hard to follow your main argument. There were some references missing and some grammatical errors. The next step is to check the essay structure and think about how you can write clearly, critically, and in more detail. There are important skills that you will need to perform well in future assessments. Have a look at the website I have suggested and use the guides to help you develop your skills.

Commented [DPS1]: An introduction needs to contain a thesis statement - a sentence that states the main argument that you will be following in your essay. How can you apply your own opinion to this introduction and your thesis statement?

Commented [DPS2]: Give a link to this about brain structure. You've got the links and information, now take the next step and incorporate how a working memory structure has a more clear and detailed paragraph. <https://www.researchgate.net/publication/260404040>

Commented [DPS3]: Your paragraphs have good headings to evidence - maybe this one should have a good one too for the next paragraph.

Commented [DPS4]: The next step is to have confidence in your judgment and give a critical assessment of the research. Are there limits? What are the implications? Try to go beyond just stating the facts and discuss the implications of the facts.

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Good references that you need to provide more detail.

Commented [DPS1]:

Commented [DPS2]: Your introduction doesn't quite make sense. You need to make an introduction, try to get your main argument.

Commented [DPS3]: Think about the order.

Commented [DPS4]: Can you dig a little deeper here?

Commented [DPS5]: Explain.

Commented [DPS6]: Good.

Commented [DPS7]: This needs more work.

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For some assessment, a basic level of research and a general comment to make the student think more about this. This is good and also to start with conducting research and developing an essay. Nevertheless, there is very little analysis or critical thinking demonstrated in your paragraphs.

Commented [DPS1]: Reference? Your first sentence should contain a thesis statement to be kept.

Commented [DPS2]: Relative clause should be provided to the sentence.

Commented [DPS3]: This is a clear statement - it is clear what you are arguing. The next step is to think about how you are arguing in your paragraph (e.g. 'Using bilingual or multilingual has cognitive advantages because...').

Commented [DPS4]: Your introduction should contain a thesis statement and clear of the key points you are going to explore. And reference?

Commented [DPS5]: Previous paragraph.

Commented [DPS6]: A paragraph requires a topic sentence which explains what you are going to argue. The next step is to think about how you are arguing - which appears to be the final sentence and is not always clearly stated.

Commented [DPS7]: Reference?

Commented [DPS8]: To what?

Commented [DPS9]: Where is the argument here? Where is the evidence? You've got a lot of evidence but it's not clear what you are arguing. Try to make a clear statement to be kept.

Commented [DPS10]: Phrasing. This isn't knowledge, it is a statement of fact and it's not clear what you are arguing. Try to make a clear statement to be kept.

Commented [DPS11]: More evidence - maybe a quote.

Commented [DPS12]: Good.

Commented [DPS13]: This is a clear statement to be kept. Try to make a clear statement to be kept. Try to make a clear statement to be kept. Try to make a clear statement to be kept.

Commented [DPS14]: Explain the statement indicating the importance of conducting research in an essay for Peter's research.

- Which marker's feedback is the most effective?
- What makes it effective?
- What impact would the feedback have on the student?

Task: Evaluating Maths Feedback (10mins)

Marker 1

Area D

$D = P + Q$

Area P

$P = Q + D$

Area Q

$Q = D + P$

You could supplement with further exploration using precise mathematical notation. See Wk 1 notes on Module for similar examples.

Superimpose a kite:

Therefore:

$P = Q + D$

Given: Sector Area = $\frac{r^2\theta}{2}$ & Kite Area = $\frac{PQ}{2}$

THIS IS INCORRECT. HAVE A LOOK WHY IT WON'T HOLD. CAN YOU WORK OUT THE AREA SOMEHOW? WHY? WHAT OTHER SHAPES MAKE UP A KITE?

Area D

$D = P + Q$

Area P

$P = Q + D$

Area Q

$Q = D + P$

Can you use THIS To FIND θ IN: $\frac{y^2(\pi - 2\theta)}{2} + x^2\theta = \frac{y^2x^2\pi}{2}$ RELATIONS TO x AND y ?

Repeat for

using x & θ instead of x & y

You can ADDITION more unknown VARIABLES here. Ask you what you have set up. AND SUBSTITUTE x AND y VALUES FOR BOTH. LESS 2 more VALUES ARE KNOWN. BATTER BACK TO PROPERTIES OF CIRCLES (CHORD IN WK 2 TUTORIALS)

5. $D = \frac{b^2(\pi - 2\theta)}{2} + a^2\theta = \frac{b^2a^2\pi}{2}$

Can you find θ in terms of a and b ?

Marker 2
Area D



$D = \text{Sector} - \text{Triangle}$

$P = \text{Sector} - \text{Triangle}$

Concave Notations?

Superimpose a kite:



Therefore:

$P = \text{Sector} - \text{Triangle}$

$P = \text{Sector} - \text{Triangle}$

Given: Sector Area = $\frac{r^2 \theta}{2}$ & Kite Area = $\frac{Pq}{2}$

$D = \text{Sector} - \text{Triangle}$

$P = \text{Sector} - \text{Triangle}$

$P = \frac{r^2 (\pi - 2\theta)}{2} + r^2 \theta - \frac{r^2 \sin 2\theta}{2}$

Repeat for D using a to instead of x & y

$a = \frac{b^2 (\pi - 2\theta)}{2} + b^2 \theta - \frac{b^2 \sin 2\theta}{2}$

$x = 5$

$y = 5$

$a = \frac{b^2 (\pi - 2\theta)}{2} + b^2 \theta - \frac{b^2 \sin 2\theta}{2}$

[illegible]

- Which marker's feedback is the most effective?
- What makes it effective?
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Rubrics and Marking Criteria

Rubrics and Marking Criteria

What is a rubric?

The word “rubric” is used loosely: it can mean anything from a *secret scoring sheet* held only by the marker, to a shared, student-co-created *articulation of quality* (Dawson, 2017).

Most rubrics share **three essential features**:

- **Evaluative criteria** – the qualities the work is judged on.
- **Quality definitions** – what each criterion looks like at each level.
- **A scoring strategy** – how those judgements become marks or a grade.

Clarity about what a task’s rubric actually provides helps you mark consistently.

Do you look at rubrics or marking criteria as a student? Do you know how to find them for the course you’ll tutor?

How rubrics differ

Dawson (2017) identifies **14 design elements** that make one rubric different from another. Here's a few highlights:

- **Specificity** – *generic* (reusable across tasks) vs *task-specific*.
- **Secrecy** – *shared* with students up front vs a private marking sheet.
- **Scoring strategy** – *analytic* (score each criterion, then combine) vs *holistic* (one overall judgement).
- **Quality levels** – how many levels, and how they map to grades.
- **Users and uses** – planning, self/peer assessment, feedback, summative grading.

Naming these choices helps a marking team reach a **shared understanding** of the same rubric.

Rubrics in the assessment process

- **Before assessment:**
 - Unpack what is required.
 - Understand expectations and approaches.
 - Focus learning and set goals.
- **During assessment:**
 - Students examine and evaluate own progress.
 - Teachers use rubrics as focal point for moderation (e.g., in a larger cohort)
- **After assessment:**
 - Give feedback against specified criteria.
 - Identify strengths and weaknesses and areas to improve
 - Understand the standards and how grades are allocated

<https://www.uow.edu.au/student/learning-co-op/assessments/rubrics/>

ANU Grade Standards

Grade	Letter Grade	Mark (%)	Standards
High Distinction	HD	80-100	exceptional quality...
Distinction	D	70-79	superior quality...
Credit	C	60-69	good quality...
Pass	P	50-59	satisfactory quality...
Fail	N	0-49	Attainment of learning outcomes has not been demonstrated

Task: Reading a Rubric (10mins)

The next slides show **example rubrics** — the first four are generic samples (including a generic programming rubric), and the last two are from real ANU computing courses (COMP1720 and COMP4350) — note both assess *creative, music-themed* work rather than conventional code. In pairs, pick **one** — ideally the closest to a task you'll mark — and work out:

1. **The three essential features** – where are the *evaluative criteria*, the *quality definitions*, and the *scoring strategy*? Is any missing or unclear?
2. **Two design choices** – is it *generic* or *task-specific*? *Analytic* or *holistic*? How many *quality levels*?
3. **As a marker** – what would be easy, and what would be hard to judge consistently?

We'll hear from a couple of pairs.

Rubric: Programming Assignment

CRITERIA	Exceptional	Acceptable	Amateur	Unsatisfactory
Specifications	Works and meets all specifications.	Works and produces correct results; meets most other specs.	Produces correct results but displays them incorrectly.	Produces incorrect results.
Readability	Exceptionally organised and very easy to follow.	Fairly easy to read.	Readable only by someone who knows what it should do.	Poorly organised and very difficult to read.

Rubric: Blog

Analytic Rubric		Performance Levels		
Criteria		Exceptional	Admirable	Marginal
Data storytelling-Narrative is there that a common person can understand	Content and Creativity	The blog post provides comprehensive insight, understanding, and reflective thought about the topic. All text in the blog is creatively and fluently written in appropriate academic language. The content demonstrates a focused and cohesive viewpoint. [2 marks]	The blog post provides moderate insight, understanding, and reflective thought about the topic. Some text in the blog is generally well written. The content briefly demonstrates a viewpoint. [1 mark]	The blog post provides minimal insight and understanding about the topic. The text in the blog is difficult to understand. The content does not demonstrate a viewpoint. [0.5 marks]
	Use of Data and Visualisations	The blog includes data and high-quality visualisations when appropriate to enhance the content's visual appeal and increase readability. Acknowledges all visualisations with captions. [1 mark]	The blog includes few data and/or low-quality visualisations which slightly enhance the content. Acknowledges only a few visualisations with captions. [0.5 marks]	The blog includes only data and/or low-quality visualisations which do not enhance the content. Does not acknowledge any visualisation/s with captions. [0.25 mark]
Questions are included regarding what you are looking for in the data	Blog Question/s	The blog post includes thought-provoking question/s or statements to further the discussion. [2 marks]	The blog post includes a question and/or statement but does not support it with further discussion. [1 mark]	The blog post does not include a question and/or statement but there is a personal opinion reflected in the text. [0.5 marks]
Reference/s	References	Very good use of research from varied sources. All resources have been cited. [1 mark]	Good use of research from varied sources. Citations for some of the resources used were included. [0.5 marks]	More thought could be given to the resources used. No citations of the resources used were included. [0.25 mark]
Feedback and comments on TWO blogs posted by their peers	Feedback & Comments on Other Blogs	Very constructive feedback provided on TWO blogs posted by the peers within the review period. [4 marks]	Very constructive feedback provided on ONE of the blogs posted by the peers within the review period. [2 marks]	No feedback (or No useful feedback) provided on any blog posted by the peers within the review period. [0 marks]

Rubric: Essay

Assessment rubric

Criteria	Weightings (Marks)	Descriptors		
Content		Excellent	good	Poor
	50	Information very relevant to the questions. All aspects of question fully addressed.	Information relevant to question. All aspects of question addressed.	Information not always relevant. Some aspects of questions not addressed.
Organisation	20	Paragraphs skilfully organised. Arguments are skilfully sequenced.	Paragraphs clearly organised. Arguments are clearly sequenced.	Paragraphs disorganised or missing.
Style	10	Appropriate style used with competence. Very few errors in punctuation, grammar and spelling.	Appropriate style used. Occasional errors in punctuation, grammar and spelling.	Appropriate style inconsistency or absent. Frequent errors in punctuation, grammar and spelling affecting readability.
Scholarship	20	APA referencing format used correctly. All sources acknowledged using correct APA format for in-text citations. APA reference list is in correct format.	APA referencing format mostly used correctly. All sources acknowledged using mostly correct APA format for in-text citations. APA reference list mostly in correct format.	APA referencing format often incorrectly used. Sources not acknowledged and/or incorrect format for in-text citations. APA reference list is formatted incorrectly or absent.

Rubric: Presentation

Below is a sample of a rubric used for an oral presentation. The two criteria included are organisation (structure) and language (presentation).

	High Distinction	Distinction	Credit	Pass
Organisation	Organisational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organisational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable within the presentation.	Organisational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is intermittently observable within the presentation.	Organisational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

Adapted from: Association of American Colleges and Universities n.d.

Rubric: Sonic Artwork (COMP1720)

CRITERIA	HD	D	CR	P	N
Sophistication of articulation and application of concepts of computer-based art. (50%)	The artwork applies highly sophisticated concepts. The statement describes and critically engages in these	The artwork that applies sophisticated concepts. The statement that describes and discusses these	Some concepts have been applied but there may be gaps in sophistication. The statement describes these qualities	The artwork that may only apply some concepts or apply them in a simplistic way. The statement describes these	The artwork does not sufficiently apply these concepts and the statement may not describe them sufficiently

Rubric: Solo Computer Music Work (COMP4350)

CRITERIA	HD	D	CR	P	N
Sophistication of application of fundamental concepts in sound and music computing. (50%)	Excellent to outstanding SMC implementations going beyond learning materials.	Very good application of SMC concepts, but not beyond learning materials.	Application of SMC at level of learning materials. May have gaps in some areas.	Some effort to replicate SMC learning materials resulting in functional SMC software. May have only	Very little SMC software or software that is below the level of learning materials.

Scoring strategies for code

How do these rubric levels turn into a mark?

- **Weighted criteria** – each criterion carries a percentage (like the programming rubric earlier, and UChicago's CMSC 12100). Many ANU coding assessments are marked this way.
- **Automated tests** – fast and consistent for *correctness*, but on their own a **weak form of feedback**: they tell a student *what* failed, not *why* or *how to improve*.
- Strong marking usually **combines both** – autograders for correctness, human judgement for design, readability and documentation.

Even with a shared rubric, markers often disagree — and disagree with their own earlier marks — so **assessor training and moderation matter**, not just the rubric (Messer et al., 2025).

Takeaways

- Understand (and practice) the tools and approaches for feedback and marking expected in your School or College.
- Where possible, ask for guidance or an opportunity to work or mark as a team.
- Use available rubrics, criteria documents, task descriptions and standards.
- Attend any assessment orientation, benchmarking or moderation meetings organised for the team.
- Set a timer for each stage of the process and stick to it!
- Take regular breaks to avoid fatigue or getting stuck.
- Be selective, deliberate and learning-focused with your feedback.
- Be clear about your feedback *before* assigning a grade or marks.

More Resources

- ANU L&T Designing and Using Rubrics
- High Impact Teaching Strategies (Victoria State Government)

Questions: Who has a question?

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It's time for a break so we can remember questions for when we come back or for discussion over tea...

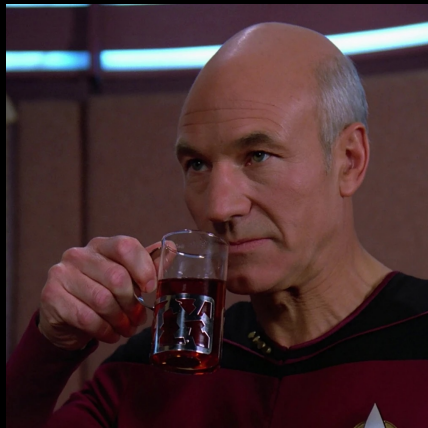


Figure 3: Time for tea.

References

References i

- Dawson, P. (2017). Assessment rubrics: Towards clearer and more replicable design, research and practice. *Assessment & Evaluation in Higher Education*, 42(3), 347–360. <https://doi.org/10.1080/02602938.2015.1111294>
- Messer, M., Brown, N. C. C., Kölling, M., & Shi, M. (2025). How consistent are humans when grading programming assignments? *ACM Transactions on Computing Education*, 25(4). <https://doi.org/10.1145/3759256>