

# TUTORS & DEMONSTRATORS

## Quick Tips and Resources for Assessment & Feedback

### Assessment

#### REMEMBER THE PURPOSE

Assessment can be formative, summative or diagnostic, and have different purposes. Assessments should be designed to assess if students have achieved the desired learning outcomes, and be appropriate to the level of the students. Remembering the purpose can help guide how you mark and what feedback you provide to aid that purpose. Understanding what the standard is is the first step.



#### STICK TO THE CRITERIA

If given a marking criteria, ensure you stick to these as much as possible. Focus on whether a student has achieved the learning outcomes as described in the criteria, and avoid getting stuck on smaller details such as spelling and language unless explicitly included in the criteria.



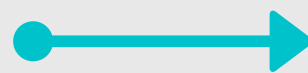
#### KEEP IT FAIR

Although you may be marking anonymously, bias still exists, and no instructor is immune to its affect. Try, within reason and according to the marking guidelines given, to mark on what the student is saying rather than how they are saying it. If you get frustrated, take a break. Check if any [adjustments](#) are needed for your students in advance, and seek advice from course organisers or disability services if you are unsure on how to assess a student fairly. If you are concerned bias may be influencing your marking, ask the course organiser or a colleague to check your marking.



#### KEEP IT CONSISTENT

When marking many assignments ensure you take regular breaks so that fatigue does not influence your marking. Don't leave too long a gap between marking as it can create marking drift. Check over your marks at the end to ensure they are consistent. If you are concerned your marking is inconsistent ask the course organiser or a colleague to check your marking.



#### INCLUDE THE STUDENTS

Ensure your students know what is expected of them to increase their [assessment literacy](#). Include students in assessment as much as possible through self or [peer assessment](#) or group marking activities to increase their understanding of assessment criteria. Ultimately students should be able to judge the quality of their own work.



#### PLAGIARISM

As a marker, it is your duty to report [plagiarism](#) to the course organiser. However, sometimes students plagiarise unintentionally, and you may want to use it as a learning opportunity. Use your professional opinion to decide if plagiarism has occurred. It can be helpful to include the course organiser early on if you are unsure of how to proceed.



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### Feedback

#### REMEMBER THE STUDENT

Students will react differently to assessment, and it is important to balance the good with the bad. Tailor your feedback to the individual and be kind and respectful in your comments. Make them feel encouraged rather than dejected by making any criticism constructive. Use the 'feedback sandwich' (positive, negative, positive) approach. Include a 'see me' option if needed.



#### FEEDFORWARD

Feedback is not just a commentary about what they did right or wrong, or about justifying the mark, but crucially needs to include how they can improve. It is an opportunity to provide further learning support specific to the students needs. Use feedforward and provide insights into how the student can progress next time.



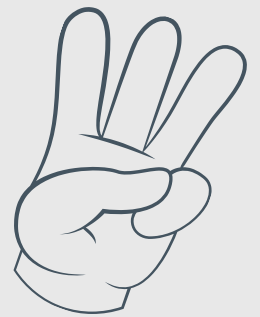
#### MAKE IT USEFUL

Using words such as "Great!" does little to explain why it is great. Try to make the feedback you give really meaningful – use examples to illustrate the points you want to make and be specific about what you think is good or bad. Link to the criteria and ensure the feedback is in harmony with the mark. Write it for the student, not the second marker or other colleagues.



#### MAKE IT SHORT

Rather than getting bogged down into correcting every small thing, such as spelling, focus on what top three things can they do to improve. Prioritise the things that are most important for their next steps. What top 3 things can they do to improve?



#### MAKE IT TIMELY

Feedback is only useful and relevant if it is timely. Ensure that students have time to reflect and act on your feedback to implement them for their next assignment. Under the [taught student assessment regulations](#) feedback must be given within 15 working days of submission.



#### DO THE BEST YOU CAN

Often we do not have as much time as we would like to spend on each assignment. Save time by sticking to the marking criteria and focus on the most important things that will help the student to progress. Consider providing common or generic feedback to everyone, and use the time to focus on specific needs for individuals.



[Tuts & Dems Handbook - Chapter 6: Marking and commenting on essays](#)

[Tuts & Dems Handbook - Chapter 4: Problem solving classes \(pp. 36-38\).](#)

[IAD Learn Resources - Assessment and Feedback](#)

[IAD guidance for assessment and feedback](#)

[University of Edinburgh Common Marking Schemes](#)

[Enhancing Feedback - University of Edinburgh](#)

[Practical advice for marking - Lakehead University](#)

[7 ways to enhance feedback - King's College London](#)

[Top tips for marking your 1st assignment video - Heriot-Watt University](#)