

Marking and Feedback

“Nothing that we do to, or for, our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence our students for the rest of their lives and careers – fine if we get it right, but unthinkable if we get it wrong.”

-Race, Brown, and Smith (2005)

Good Feedback Practice

As Teaching Assistants (TAs), it is important to ensure that the feedback we provide (whether formally or informally, in writing or verbally, in the classroom or in tutorials) is easily understood and improves the future performance of students. TAs should strive for feedback to be:

Timely and prompt: Feedback should occur at the appropriate point in the learning cycle. When feedback is not prompt, students may forget what was required in the assessment and move on without connecting the feedback back to their work.

Encouraging and constructive: Feedback should recognize areas of success as well as identify areas for improvement.

Supportive of learning: Feedback should clarify to a student where their learning is in relation to intended learning outcomes, what remains to be achieved, and how they can reach the learning outcomes moving forward.

Specific and direct: Feedback should clearly and explicitly state what students need to do in order to improve their work moving forward. Remember that it is the work that is being assessed, not the student!

Efficient and manageable:

