Would you like to manage your assessment and feedback workload better? In recent interviews with coordinators of units in the University’s case studies of good assessment practice, colleagues revealed that they manage their workload by:

- Giving whole-class, in place of individual, feedback at different times during their unit;
- Using combinations of standardised and personalised comments in individual feedback, in particular by using online rubrics;
- Discussing their expectations about the quality of students’ work for assessment in class;
- Providing explicit instructions to students for completing assessment tasks; and
- Team-teaching with casual tutors.

Some coordinators also use tests with automated feedback systems, and readers can find out more about one type of system used in Science here.

Good assessment practice at the University exemplified in the case studies includes five main features, irrespective of the types of assessment tasks used, course year level, and discipline or professional teaching context. The features are:

- Relevance;
- Alignment;
- Phased design;
- Integration of feedback; and
- Clarity of expected standards.

Overall, good practice is characterised by integration of instruction, assessment and feedback, and by teachers’ views of assessment as support for learning.

If you would like to find out more about these features with concrete examples from the case studies, and how you could apply them in your course context, then please don't hesitate to contact Dr Graham Hendry via graham.hendry@sydney.edu.au or 9351 4820, or just drop in to the ITL in Fisher Library, Level 2 South. Or if you recognise the name of someone from your Faculty amongst the assessment case studies, then please get in touch. These colleagues have all indicated that they are happy to be contacted.