The following guidelines provide advice on giving students feedback in your context. There are several practices that you can use to help students make the best use of your feedback.

**GUIDELINE 1 – CLARIFY YOUR ASSESSMENT STANDARDS**
Develop a marking guide or ‘rubric’ for the assessment task – ideally with your markers’ and students’ involvement – that specifies the essential elements and standards of achievement or grade descriptors. For example, e.g. “The work shows a good appreciation of the general purpose of the topic. There is good coverage of the topic with relevant and accurate support and a well developed scholarly argument ...”. Use the grade descriptors when giving your feedback.

**GUIDELINE 2 – USE WHOLE-CLASS FEED ‘FORWARD’**
Summarise your feedback on an assessment task from last year into key things that most students did well, and key things that all students could have done to improve in relation to the grade descriptors. Discuss this feed forward with the class before they attempt their assessment task.

**GUIDELINE 3 – USE EXEMPLARS**
Select typical good and poor examples of past students’ work – exemplars – and ask students to mark them in class using the marking guide. (The examples should be anonymous or if not – used with the past students’ permission; a simple reply to an email requesting their permission will suffice.) Discuss with the class the reasons why the exemplars were awarded the grade they were. Provide examples of different styles, to show that creativity and diversity are welcomed.

**GUIDELINE 4 – SUPPORT SELF-ASSESSMENT**
Use a formative online quiz (i.e., one which doesn’t count toward students’ final mark) to provide immediate feedback to students about why their answers are correct/incorrect or could be better, with practical advice on how to improve their understanding, and links to relevant resources. Collated quiz results also allow you to identify common misconceptions and/or areas of difficulty for all students.

**GUIDELINE 4 – DELIVER USEFUL FEEDBACK**
Inquire about the wider context of learning beyond the current assessment task, and if you can, design well-aligned, staged assessment tasks: activities and tasks that build on the previous activity/task in consistent ways. Provide feedback in sufficient time for students to use it to complete their next task. In your feedback target what students have done well and include individualised, concrete suggestions for how they could improve some aspect of their work or performance.

“Teaching Insights” should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/