

TECHNOLOGY ENHANCED FEEDBACK ON ASSESSMENT

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8 Principles for effective assessment feedback

Principle	Description
1 be timely	Give feedback while details are still fresh, and in time to assist the student in future task performance.
2 be clear (unambiguous)	It is important to be unambiguous in communication. For example, do not assume students have the same understanding of academic language or discourse. Similarly phrases such as “good work” are unclear due to lack of specificity.
3 be educative (and not just evaluative)	Indicating something as incorrect is not as helpful as suggesting how it could be corrected or improved. It is also valuable to focus on strengthening, developing and extending what has been done well.
4 be proportionate to criteria/goals	More time should be spent providing feedback on the more significant goals of the assessment task.
5 locate student performance	in relation to: <ul style="list-style-type: none">• the goals of the task (feed-up)• clarifying what they did well and not so well (feedback)• and as a result what they can most productively work on in the future (feed forward) More emphasis should be placed on feed forward.
6 emphasise task performance	Feedback to students should be focused on the task rather than self or attributes of the learner. In particular the feedback should provide guidance on the process and metacognition (self-regulation) level.
7 be phrased as an ongoing dialogue rather than an endpoint	Instead of an end-point in the teaching and learning processes, feedback should be seen as an invitation and a starting point for reciprocal communication that allows students to continue developing skills and ideas through conversations with their teachers.
8 be sensitive to the individual	Feedback should reflect the individual student’s: <ul style="list-style-type: none">• context and history• emotional investment and needs• power• identity• access to discourse It should encourage positive self-esteem and motivation.

Extract from:

Henderson, M. & Phillips, M. (2014). *Technology enhanced feedback on assessment*. Paper presented at the Australian Computers in Education Conference 2014, Adelaide, SA. <http://acec2014.acce.edu.au/session/technology-enhanced-feedback-assessment>