

Using feedback rubrics to provide consistent and efficient feedback

Providing standardisation of feedback through rubrics to enhance the student assessment experience, whilst providing time savings for staff

The aim

The module leader of Level 4 Business Analysis module introduced a feedback rubric to provide electronic feedback online to approximately 700 students.

The aim was to provide standardisation of feedback to students whilst at the same time providing time savings to a large teaching team with 15-20 tutors.

Benefits

- Consistent feedback to students, essential when running a large module
- More efficient way of producing feedback through associated time savings
- Submission, feedback and marks all in the same place for Module Leader to address any queries

The approach

This was a core Level 4 module within Sheffield Business School with approximately 700 students. With this number of students it was important that standardisation of feedback was provided to ensure a consistent student assessment experience. Coursework for this module was split into two tasks with a 20% weighting for a group poster and 40% for an individual report. All coursework was submitted online via Blackboard with separate feedback rubrics created for the two coursework elements. The feedback rubrics were set up with the help of the faculty TEL advisor, and the existing assessment criteria for each piece of coursework were copied into the rubric template.

1. Group Poster

The module leader set up student groups in Blackboard. A submission point was then set up by attaching the associated group and the feedback rubric.

During the marking process the tutor accessed each group's submission in the Blackboard Grade Centre along with the feedback rubric (Figure 1) for that submission. On the feedback rubric, against each criterion the tutor selected the appropriate mark for the student between 1 and 5, with 5 being excellent. Each cell in the feedback rubric allowed the tutor to enter feedforward comments underneath the relevant point rating. The points total was calculated automatically at the bottom of the feedback rubric with the option of overwriting this mark if required by the tutor. Each feedback rubric was automatically saved to the Blackboard Grade Centre and the mark calculated by the feedback rubric automatically added to the Blackboard Grade Centre spreadsheet. In addition, targeted comments to individual group members – taking account of peer feedback – were typed in to the 'Feedback to User' box against the submission in Blackboard.

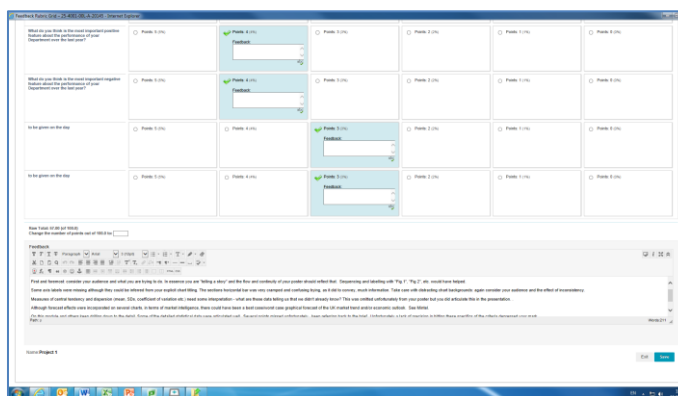


Figure 1: Points type feedback rubric

2. Individual Report

The process was repeated for the report but this time bandings were used in the feedback rubric against the assessment criteria (Figure 2, overleaf). During the marking process, when the tutor chose a banding this immediately went to the mid-range mark, e.g. 65. The tutor was able to adjust the mark up or down, together with the opportunity to add feedforward comments in each of the cells. Standard criteria was also included within the

The approach (continued)

generic feedback section that included headings from the report, allowing the tutors to provide specific feedforward comments for all sections of the student's submission, as these were slightly different to the learning outcomes.

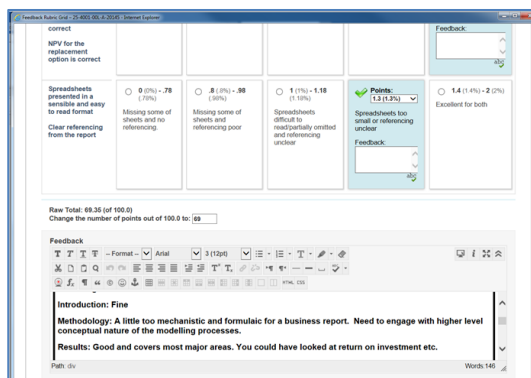


Figure 2: Point range type feedback rubric

After receiving a guidance session via the module leader, internal moderation was carried out online that reduced the need for separate moderation meetings. This provided time savings for the teaching team, as face to face meetings were no longer needed to be arranged.

The outcome

“Everyone got the same amount of feedback which is good”

*Level 4
Student*

The feedback rubric has helped with consistency, with tutors using the same criteria to mark students' work. This is particularly important when dealing with a large number of students over many seminar groups.

The marks were automatically calculated and transferred straight into the Blackboard Grade Centre spreadsheet, saving tutors' time in not having to enter the marks separately.

The module leader was able to view all submissions, feedback and marks in one location which then allowed her to download and analyse data via seminar groups or across the whole cohort. In addition this access assisted the module leader by being able to address any issues that arose over students' marks.

The teaching team have responded positively to the introduction of the feedback rubric – “the rubric expedites the feedback process and provides an objective element to marking through the grading criteria, whilst providing space for the tutor to provide narrative feedback within the comments section”.

One issue identified was that where a student did not submit online it was not possible to use the feedback rubric to provide feedback for that student.

Profile

Tutor names:
Jayne Revill

Faculty:
Sheffield Business School

Size of cohort:
700+ students

Technologies used:
Blackboard Rubric,
Blackboard Grade Centre

If you would like your assessment practice captured and shared in a similar case study, please email!
Assessment Journey Programme

Created: June 2015

Future Development

The tutor plans to continue to develop the Feedback Rubric's functionality in line with future Blackboard developments.

Recommendations

The tutor suggests that anyone interested in developing this approach:

- Contact your faculty TEL team to discuss the look and feel of the feedback rubric you want together with the teaching team. This is important as the design of the feedback rubric cannot be changed once marking has commenced
- Two screens are useful to view the student script and complete the feedback rubric simultaneously
- Explore 'list' and 'grid' views of the feedback rubric with the teaching team to identify the best view to suit personal preferences
- Buddy together new and experienced feedback rubric users
- When using group assignments, make sure that all students are in the associated groups before attaching the feedback rubric to the submission point in Blackboard. This will ensure all students can receive feedback in this way when marking