

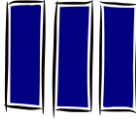
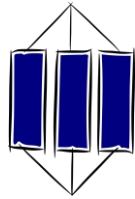
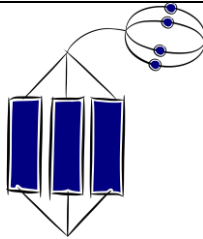




## HookED WRITTEN FEEDBACK RUBRIC

<p><b>WRITTEN FEEDBACK</b></p> <p>Note: Research suggests providing scores alongside careful diagnostic comments is a waste of time as effect of scores and comments is the same as that of giving scores alone. Butler 1988 cited in Wiliam 2011</p>	 <p><b>Prestructural</b></p>	 <p><b>Unistructural</b></p>	 <p><b>Multistructural</b></p>	 <p><b>Relational</b></p>	 <p><b>Extended Abstract</b></p>
	<p>Learning outcomes show unconnected information, no organisation. <i>E.g. "I need help or direction"</i></p>	<p>Learning outcomes show simple connections but importance not noted. <i>E.g. "I will have a tilt at it"</i></p>	<p>Learning outcomes show connections are made, but significance to overall meaning is missing. <i>E.g. I will use trial and error to find a solution"</i></p>	<p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning <i>E.g. "I plan to do X because it will ... I know what to do and why .."</i></p>	<p>Learning outcomes go beyond subject and makes links to other concepts - generalises <i>E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response"</i></p>
<ul style="list-style-type: none"> <li>▪ <b>Learning Intention</b></li> <li>▪ <b>Where to Next</b></li> <li>▪ <b>Action</b></li> </ul>	<p>I need help to give written feedback that targets a learning intention</p> <p><i>e.g Surface features/ deep features/structure/ content/ ideas/grammar/ audience awareness etc</i></p>	<p>I give written feedback that targets a learning intention if directed</p>	<p><b>I give written feedback that targets specific learning intentions.</b></p> <p>However, when this feedback fails to motivate students to achieve learning goals I don't know how I should do things differently</p>	<p><b>AND I identify specific, proximal, and hierarchical next learning steps</b></p> <p><b>AND explain how to go about achieving them.</b></p>	<p><b>AND I seek peer and student feedback about the effectiveness of my written feedback in helping students identify/achieve the next steps</b></p> <p><b>AND I use this feedback to inform my future practice.</b></p>
<p><b>Examples</b></p>	<p> "well done"</p> <p>"come and see me" </p> <p>"great work"</p>		<p>Y</p>	<p>Your strengths are ...</p> <p>Next time I suggest you concentrate on [X]</p> <p>You could do this by [Y]</p>	