

The information in this document follows the SMMSN PGT Rubrics and Feedback session for staff involved in marking, delivered on 26 September 2018. It summarises key points made in the session to help inform best practice for marking and feedback across SMMSN PGT.

A recording of the session can be found [here](#)

The session covers two areas

1. Rubrics – what are they and how should they be used
2. Feedback – what are the key things to include

Rubrics

The SMMSN PGT rubrics are generic, standardised marking guides approved for use in marking PGT assessments. These rubrics are specific to various assignment types and some assignment types may not be covered. If the prescribed rubric is not suitable then a course-specific marking scheme can be developed.

Important points to note about the use of rubrics

They are generic by nature and should not be used in isolation when marking. Additional marking criteria as how to a rubric should be interpreted and the expectations of the assignment should be provided.

Rubrics are not the single source of how a student's grade is calculated. The following factors all contribute to the marker's awarded grade

- Mathematical score calculated by rubric
- CGS descriptors
- Marking guidance specific to the assignment
- Academic judgement

It is important to appreciate that MSc students are not PhD students or members of staff in terms of expectation in quality of work. Work should be marked with this in mind.

The full range of 0-22 grade points should be used. If a student's work reaches the top level of MSc work then a 22 should be awarded. Down-grading each criteria within a rubric can lower the overall grade unfairly.

Responsibilities

The following actions are the responsibility of the course coordinator or marker as listed.

Course Coordinator	Marker
Decides whether and which rubric should be used. Develops marking scheme if required.	Marks assignments using rubric or marking scheme
Chooses markers	Submits grade via MyAberdeen based on rubric, CGS, marking guidance and own judgement
Prepares additional marking guidance for each assignment	Provides individual feedback to students. May also provide group feedback.
Advises markers what format to use when providing feedback (annotations, rubric comments, etc.	Responds to requests about reconciliation discrepancies.
Advises markers of intended learning outcomes of course and assignment	Reports any suspected cases of plagiarism or cheating to course coordinator and SMMSN administration. Note that the marker should not make any adjustments to the mark on these grounds. These are applied later if required.
Checks plagiarism scores via Turnitin and advises SMMSN administration if penalties are required	

What you should know as a marker

If you have been asked to mark any assignment you should know or be aware of the following before you begin marking

- Which rubric or marking scheme is being used?
- What is the marking guidance?
- What are the intended learning outcomes for the course and for this assessment?
- Students are being marked against expectations at MSc level – they are NOT researchers
- Familiar with the UoA CGS
- The CGS is NOT a linear scale and % marks should NOT be mathematically converted into a proportion of 22. The pass rate for PGT equates to 50% or grade point 9.
- Markers should use the full scale – 22 should be achievable!

If you are not aware of any of the above then you should ask the course coordinator for further clarification.



Feedback

The information about feedback provided in the session was based on previous workshops with SMMSN staff and a small student survey. They are suggestions of how to ensure effective feedback is provided considering time constraints on marking and student expectations.

What to include in your feedback

1. What was done well
2. What can be done to move their grade up by 1-2 grade points
3. Correct mistakes in comprehension of topic

What to avoid in your feedback

1. Lengthy explanations
2. Vague comments – try to avoid using the overall band descriptors unless they apply according to the description
3. Grade with no justification

Other points for consideration

- Use the full grade point scale, especially with rubrics
- Clarity – be considerate when using terms that match the band descriptors i.e. Excellent, Very Good, Good etc. Do these mean to you what they mean to a student and / or the CGS?
- Balance of positives and negatives
- Video versus text – it can be quicker to speak than to write
- Group feedback for common errors – students want individual feedback, but if they all made the same mistake then it may be better to add group feedback as well
- Individual spelling and grammar corrections probably not required

