

# STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

(5.2) Provide feedback to students on their learning.

*Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.*

Australian Professional Standards for Teachers

(5.3) Make consistent and comparable judgements.

*Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.*

## **Australian Professional Standards for Teachers**

During my second university practicum, I was tasked with assessing assignments for a Year 11 music class at a school in Brisbane's northern suburbs. The assignment required students to compose an original piece of music with two contrasting sections and include a written analysis. To ensure fair and meaningful evaluation, I collaborated with the students' primary music teacher, who provided detailed data on the compositional techniques and theoretical concepts covered during the year. By employing a range of evidence-based strategies, I was able to make consistent and comparable judgments (Standard 5.3) and provide timely, high-quality feedback (Standard 5.2).

## **Consistency and Comparability of Judgements**

To ensure consistency in grading, I employed several strategies aligned with best practices. Using content-related evidence, as outlined in the assessment instrument, improved the validity and reliability of my evaluations (Butlin & Maden, 2017). The assessment context explicitly linked the task to the learning completed throughout the year (Artifact 1), ensuring alignment between teaching objectives and assessment criteria (Standard 5.3).

Additionally, collaborative grading significantly enhanced the reliability of my judgments. Research indicates that when teachers grade assessments collaboratively, there is a notable increase in the consistency and comparability of their judgments (Connolly et al., 2012). To this end, I worked with the art department team to moderate and discuss grading criteria, which facilitated alignment in assessment standards and improved overall equity in grading.

## **Quality Feedback**

Providing quality feedback was central to fostering student growth and motivation. Effective feedback, as emphasized by Black and Wiliam (1998), identifies specific areas for improvement rather than offering simple correct or incorrect responses. For example, the

feedback provided (Artifact 2) highlighted how students could refine their use of compositional techniques to enhance contrast between sections while acknowledging their creative efforts. This approach aligns with research showing that actionable and targeted feedback supports deeper learning (Brookhart, 2008).

Additionally, maintaining a positive tone in feedback is critical to student motivation. By concluding feedback with encouraging remarks, students developed a stronger sense of accomplishment and confidence in their abilities (Piccinin, 2003). Such feedback contributes to building resilience and motivation, qualities necessary for tackling challenging learning goals across disciplines (Eldar, 2006).

Moreover, the feedback process included opportunities for student dialogue and peer review, which Nicol and Macfarlane-Dick (2006) identify as essential for increasing the value of feedback. Discussions among students helped them reflect on their work, clarify misunderstandings, and internalize learning goals.

### **Reflections and Future Goals**

The positive impact of these strategies was evident in the students' motivation and enthusiasm for music composition. Many expressed gratitude for the feedback and demonstrated increased confidence in their creative abilities. Reflecting on this experience, I aim to further refine my feedback strategies as I progress from a pre-service teacher to a proficient practitioner.

Specifically, I intend to explore ways to connect feedback to real-world applications, inspiring students to see the relevance of their learning beyond the classroom. This will involve professional development, ongoing research, and collaboration with colleagues to ensure my feedback practices remain effective and innovative.

### **References**

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