

Module Course: Sample Feedback for Students

Grading Best Practices	1
Within Assignment Feedback	1
Sample from CM220 - College Composition II	1
Gradebook Feedback	3
Sample Gradebook feedback when revision is needed	3
Sample Gradebook feedback when a student passes a module:	4
Sample Gradebook Feedback when within assignment feedback is not possible:	4
Example 1 - Mastery	4
Example 2 - Proficiency/Competency	6
Example 3 - Not Yet Competent	8
Sample feedback that emphasizes key instructional goals	10
Sample Graduate level Gradebook/Email feedback	12
Sample Feedback with Coaching for the Next Module	12

Grading Best Practices

- **Grading and feedback should be guided by the Competency Assessment Rubric.** Assess each criterion listed in the checklist and then assign a grade based on the Grade Criteria Chart. Scoring of competency assessments should be done according to the guidelines on the CLA and Grade Criteria Chart. CLA scores (from 0-5) and points (0, 850, or 1000) must be entered separately when scoring each assessment.
- Assess CLAs, GELs, and PCs (if applicable) using the given rubrics and enter the corresponding 850, or 1000 in the gradebook when returning a passing paper to a student. Leave the score blank when returning an assessment that still requires revision. **Only enter a zero and the corresponding 0, 1, 2, or 3 below competency CLA score when finalizing grades at the end of the term.**
- If you return a paper to a student that has not been graded because it does not meet Minimum Submission Requirements, leave the grade blank. **Only add a zero if the student has not resubmitted the assignment by the end of the term.**

Please note the sample feedback included below provides course specific information. Please review the assessment and rubric information in your course and reach out to your manager or course lead with questions.

Within Assignment Feedback

Sample from CM220 - College Composition II

Hi [Name],

Thanks for sharing your Module 1 Competency Assessment.

You did a great job [Strengths]

I have posted some comments for you to consider as you revise the assessment. Here are the key priorities to focus on:

1. [Target area for improvement]

2. [Target area for improvement]

Let me know if you have any questions as you work on the revisions. I look forward to reading your next draft.

With Warmth,
[Name]

CM220M1 Competency Assessment Rubric [Fill in rubric as needed]

Assessment objective: Describe examples and characteristics of effective persuasive communication in personal, professional, and academic contexts.		
CRITERIA	MET	NOT YET MET
Identifies characteristics of effective persuasive communication in personal contexts.		
[Connects characteristics of effective persuasion in personal contexts to concepts from the reading or other resources on persuasion techniques.]		
Identifies characteristics of effective persuasive communication in professional contexts.		
[Connects characteristics of effective persuasion in professional contexts to concepts from the reading or other resources on persuasion techniques.]		
Identifies characteristics of effective persuasive communication in academic contexts.		
[Connects characteristics of persuasive communication in academic contexts to concepts from the reading or other resources on persuasion techniques.]		
Describes a specific example of effective persuasive communication in a personal context.		
Describes a specific example of effective persuasive communication in a professional context.		
Describes a specific example of effective persuasive communication in an academic context.		
[Explains how context (personal, professional, and academic) affects effective persuasion strategies].		
[Explains how a collaborative, teamwork process would enhance the effectiveness of persuasive communication in a professional or academic context.]		

Overall # Bold Criteria Met/Not Met		
[Overall # Mastery Criteria Met/Not Met]		

The criterion statements in **Bold** are the minimum requirement to show competent performance on the outcome. **All Bold** criteria must be met to pass this Competency Assessment.

Grade Criteria Chart

CRITERIA	Points
Meets all bold Criteria and 3-5 Mastery Criteria	1000
Meets all bold Criteria and 1-2 Mastery Criteria	850
Meets 3 bold Criteria	0
Meets 2 bold Criteria	0
Meets 1 bold Criteria	0
Meets 0 bold Criteria	0
No submission	0

Gradebook Feedback

Feedback in the gradebook should always include the date. The placement of the rubric may differ depending on the assignment and your department's recommendations.

If a student obtains competency or mastery in the first attempt, be sure to provide some feedback for continued growth and the rubric within the assignment. If a student completes multiple revisions, the level of detail in feedback should decrease with each revision and only address the revision areas.

Sample Gradebook feedback when revision is needed

Feedback: 11/20/18

Hi [Name],

Thanks for submitting your Competency Assessment for Module 1. For Module 1, our goal was to [fill in module goal here]. Your competency level for this assessment is [CLA Level]. I have reviewed your submission and uploaded a copy with the rubric and comments.

Please also use the following checklists to make sure you cover all of your bases in the revision process. This will reduce lost time from having a revision returned for additional changes:

[Revision Checklist](#)

[Editing Checklist](#)

Let me know if you have any questions after you review the feedback and thanks for your hard work!

Best regards,
[Name]

Sample Gradebook feedback when a student passes a module:

Feedback: 11/21/18

Hi [Name],

Thanks for submitting your Competency Assessment for Module 1. You did a wonderful job identifying the different writing environments and how to adapt your writing to fit each context. You earned [CLA Level] on this assessment and are ready to move on to the next module.

To access your feedback, please review the comments and rubric scoring provided on the copy I have uploaded here in the gradebook.

While you are waiting for the next module to open, you can use the Course Preview document posted under Course Policies in the Syllabus to get started.

Congratulations and I will see you in Module 2!

Best regards,
[Name]

Sample Gradebook Feedback when within assignment feedback is not possible:

MM207M2: Competency Assessment

Example 1 - Mastery

Here we will assume the student passed the CA with an A (earned 1000 points)

CLA Score: 5

PC – 1.2 Score: 5

Sample of Feedback:

Hello, {Student's name}:

Congratulations on having successfully completed your Module 2 Competency Assessment for MM207! Your work on the assignment demonstrated a strong comprehension of the construction, analysis, and interpretation of the visualization of data. You also exhibited the skills needed for the creation of frequency tables, including the relative and cumulative frequency values through your work on the assessment; very, very well done! I could sense your engagement with the material and your peers through your high level of activity in

the discussion analysis of the statistical graphs—that collaborative work and the sharing of ideas is a fundamental skill you will use throughout your career.

You earned an A for this module, I'm impressed! Note: your grade can take up to two days to show up. Congratulations, once again, and I am looking forward to working with you in your next module! Remember, you can always reach out to me with any questions or concerns you may have, at faculty@purdueglobal.edu, because my virtual door is always open to you!

While you are waiting for the next module to open, you can use the Course Preview document posted under Course Policies in the Syllabus to get started.

{Your name}

Competency Assessment Rubric

CRITERIA	MET	NOT YET MET
Analyzes data visualizations (graphs). 80% correct.	x	
[Analyzes data visualizations (graphs). 90% correct.]	x	
Interpret data visualizations. 80% correct.	x	
[Interpret data visualizations. 90% correct.]	x	
Construct data visualizations for quantitative and qualitative data using Excel. 80% correct.	x	
Construct data visualizations for quantitative and qualitative [data using Excel. 90% correct.]	x	
Create frequency tables including relative and cumulative frequency. 80% correct.	x	
[Create frequency tables including relative and cumulative frequency. 90% correct.]	x	
Overall # Bold Criteria Met/Not Met	5	0
[Overall # Mastery Criteria Met/Not Met]	4	0

Note: A “Met” mark is determined by a score of 80% or higher on criterion questions or through completion of the written assignment.

The criterion statements in **bold** are the minimum requirement to show competent performance on the course outcome; **all bold** criteria must be met to pass this Course Outcome.

The criterion statements in [Brackets] represent mastery achievement. At least one mastery criteria must be achieved to earn a B grade, and at least half the mastery criteria must be achieved to earn an A grade, indicating mastery of the Course Outcome.

CLA and Grade Criteria Chart

CRITERIA	CLA Score	Grade	Points
Meets all bold criteria and 50%-100% of mastery criteria	5	A	1,000
Meets all bold criteria and 0%-49% of mastery criteria	4	B	850
Meets 4 of bold criteria	3	Not yet competent (F at term end)	0
Meets 2-3 of bold criteria	2	Not yet competent (F at term end)	0
Meets 1 of bold criteria	1	Not yet competent (F at term end)	0
Meets no bold criteria	0	Not yet competent (F at term end)	0
No submission	NA	Not yet competent (F at term end)	0

Example 2 - Proficiency/Competency

Here we will assume the student passed the CA with an B (earned 800 points)

CLA Score: 4

PC – 1.2 Score: 4

Sample of Feedback:

Hello, {Student's name},

My congratulations to you for successfully completing your Module 2 Competency Assessment in MM207! Your work on the assignment demonstrated solid understanding of the construction, analysis, and interpretation of the visualization of data. You also exhibited the skills needed for the creation of frequency tables, including the relative and cumulative frequency values through your work on the assessment. I could sense your engagement with the material and your peers through your high level of activity in the discussion analysis of the statistical graphs—that collaborative work and the sharing of ideas is a fundamental skill you will use throughout your career. There were, however, some minor errors on the construction and interpretation of data visualizations—please see my remarks about these concepts in the document I returned to you. Note: I can't tell you what specifically you got wrong or what corrections you need to make, I can only point out when something is incorrect.

You met all the bold criteria, and one of four mastery criteria. The reasons I judged the three mastery criteria to be unmet were that you had an interpretative error on one of the data visualization problems, that the Excel-generated visualization of data had an error in the setup of the data bins, and that you had an error in the computation of relative frequency.

You earned a B for this module. Note: your grade can take up to two days to show up. Congratulations, once again, and I am looking forward to working with you in your next module! Remember, you can always reach out to me with any questions or concerns you may have, at faculty@purdueglobal.edu, because my virtual door is always open to you!

Also, while you are waiting for the next module to open, you can use the Course Preview document posted under Course Policies in the Syllabus to get started.

{Your name}

CRITERIA	MET	NOT YET MET
Analyzes data visualizations (graphs). 80% correct.	x	
[Analyzes data visualizations (graphs). 90% correct.]	x	
Interpret data visualizations. 80% correct.	x	
[Interpret data visualizations. 90% correct.]		x
Practice problems to review: #10-13		
Construct data visualizations for quantitative and qualitative data using Excel. 80% correct.	x	
Construct data visualizations for quantitative and qualitative [data using Excel. 90% correct.]		x
Practice problems to review: #5-10,15,16		
Create frequency tables including relative and cumulative frequency. 80% correct.	x	
[Create frequency tables including relative and cumulative frequency. 90% correct.]		x
Practice problems to review: #1-4		
Overall # Bold Criteria Met/Not Met	5	0
[Overall # Mastery Criteria Met/Not Met]	1	3

Note: A “Met” mark is determined by a score of 80% or higher on criterion questions.

The criterion statements in **Bold** are the minimum requirement to show competent performance on the course outcome; **all Bold** criteria must be met to pass this course outcome.

The criterion statements in [Brackets] represent mastery achievement. At least one mastery criteria must be achieved to earn an B grade, indicating mastery of the course outcome.

CLA and Grade Criteria Chart

CRITERIA	CLA Score	Grade	Points
Meets all bold criteria and 50%-100% of mastery criteria	5	A	1,000
Meets all bold criteria and 0%-49% of mastery criteria	4	B	850
Meets 4 of bold criteria	3	Not yet competent (F at term end)	0
Meets 2-3 of bold criteria	2	Not yet competent (F at term end)	0
Meets 1 of bold criteria	1	Not yet competent (F at term end)	0
Meets no bold criteria	0	Not yet competent (F at term end)	0
No submission	NA	Not yet competent (F at term end)	0

Example 3 - Not Yet Competent

Here we will assume the student did NOT pass the CA (a score of 0 points is assigned)

CLA Score: 2

PC – 1.2 Score: 3

Sample of Feedback:

Hello, {Student's name},

My thanks to you for completing your Module 2 Competency Assessment in MM207. You did well on the math calculations, but you had some minor errors on the construction and interpretation of data visualizations—please see my remarks about these concepts in the document I returned to you. Note: I can't tell you what specifically you got wrong or what corrections you need to make, I can only point out when something is incorrect.

You met most of the bold criteria, and two of the four mastery criteria. Unfortunately, all of the bold criteria must be met in order to demonstrate competence and receive credit for the module. It appears some additional work on the collaborative component of the interpretation of data visualizations is needed. This is assessed in your critique of a peer's submitted graphs to the shared Google document, where constructive comments for improvement needed to be offered.

Please do not be discouraged. You will get there. You just need to keep working! Let me know if you have any questions at all pertaining to your CA submission, or about any other concepts with which you feel I might be of assistance. You can reach me at: faculty@purdueglobal.edu, and please remember my virtual door is always open to you!

{Your name}

CRITERIA	MET	NOT YET MET
Analyzes data visualizations (graphs). 80% correct.	x	
[Analyzes data visualizations (graphs). 90% correct.]	x	
Interpret data visualizations. 80% correct. Practice problems to review: #10-13		x
[Interpret data visualizations. 90% correct.]		x
Construct data visualizations for quantitative and qualitative data using Excel. 80% correct.	x	
Construct data visualizations for quantitative and qualitative [data using Excel. 90% correct.] Practice problems to review: #5-10,15,16		x
Create frequency tables including relative and cumulative frequency. 80% correct.	x	
[Create frequency tables including relative and cumulative frequency. 90% correct.]	x	
Overall # Bold Criteria Met/Not Met	3	1
[Overall # Mastery Criteria Met/Not Met]	2	2

Note: A “Met” mark is determined by a score of 80% or higher on criterion questions.

The criterion statements in **Bold** are the minimum requirement to show competent performance on the course outcome; **all Bold** criteria must be met to pass this course outcome.

The criterion statements in [Brackets] represent mastery achievement. At least one mastery criteria must be achieved to earn an B grade, indicating mastery of the course outcome.

CLA and Grade Criteria Chart

CRITERIA	CLA Score	Grade	Points
Meets all bold criteria and 50%-100% of mastery criteria	5	A	1,000
Meets all bold criteria and 0%-49% of mastery criteria	4	B	850
Meets 4 of bold criteria	3	Not yet competent (F at term end)	0
Meets 2-3 of bold criteria	2	Not yet competent (F at term end)	0
Meets 1 of bold criteria	1	Not yet competent (F at term end)	0
Meets no bold criteria	0	Not yet competent (F at term end)	0
No submission	NA	Not yet competent (F at term end)	0

Sample feedback that emphasizes key instructional goals

(Thank you, Christopher Magnuson!)

Hello there

I hope that you enjoyed completing this assignment and that the exercise expanded your thoughts regarding the influence that technology may have in the workplace culture!

You created a visually captivating timeline that demonstrated (*personalized) four technological innovations (with referenced citations and within the last 25 years) that have made an impact in your workplace culture.

You then followed up with a 350-word essay (*personalized) that explained how each element of your timeline relates to your career field. Your essay should include an introduction made up of your values, beliefs, symbols, language and norms that are a part of your cultural workplace today. The body of your essay contains great detail (*personalized) of how technological innovations impact where and how we work. I see how each innovation is demonstrated and you described the effect of your chosen innovation.

Your conclusion summarizes your main points of your essay and you used appropriate APA format with two in-text citations with two academic references.

You did a great job! Please take a look at my comments and email me if I can be of any help!

Also, while you are waiting for the next module to open, you can use the Course Preview document posted under Course Policies in the Syllabus to get started.

Thank you again,

Dr M

SS250M1 Assessment Rubric

CRITERIA	MET	NOT MET
Timeline includes four (4) technology developments that influenced the workplace culture of today.		
[Each segment of the timeline includes the name of the technology, the name of inventor, and the year of invention.]		
Essay describes the present-day workplace culture.		
[Essay gives examples to illustrate the described workplace culture.]		
Essay describes the values, beliefs, symbols, language and norms of the present-day elements of workplace culture.		
[Essay provides examples of how three or more of the elements function in the workplace culture.]		
Essay explains how the individual's use of each technological innovation has affected present day workplace culture.		
[Essay describes why and how each innovation was developed.]		
[Essay describes the workplace use of each innovation in the timeline.]		
Essay explains how workplace culture would be different if these technological developments had never been introduced.		

[Essay explains what the culture was like before and after introduction of each innovation in the timeline]		
[Essay comments briefly on how the workplace culture is likely to change in the next decade because of current or future technological innovations.		
Overall # Bold Criteria Met/Not Met		
[Overall # Mastery Criteria Met/Not Met]		

Sample Graduate level Gradebook/Email feedback

Graduate level, GB530, follow up email example that emphasizes future applications of competency outcomes (Thank you, Bea Bourne!)

May 18, 2019

Hi [Student Name],

Congratulations on completing your [Eyefinity Virtual Exam BEMP] competency assessment. With this submission, you demonstrated mastery level competence of the module [3] outcomes. You provided ample detail and address each element of the plan with precision. I hope you were able to understand the basics of creating a marketing plan. Of course, there are many more elements to it....but at least you now (hopefully) have the basics well in hand. Often, those individuals who are very serious about starting a business will solicit expert advice for their financial section. Bankers, venture capitalists and others like them will spend a lot of time studying your financial estimates and predictions!

Overall, you did just fine, keeping in mind that you were given creative license with the numbers. The point here is that you were able to make reasonable assumptions and apply the overall concepts.

Best wishes as you move ahead to M4. While you are waiting for access to the next module, be sure to read the "Looking Ahead to Module 4" announcement that I have shared

Dr. Bourne

Sample Feedback with Coaching for the Next Module

This feedback provides a coaching video students can use for the next module and reminds them to access the Course Preview document. **(Thank you, Elaina Mahlan!)**

Thank you <STU> for your diligent work and congratulations. The ability to identify and navigate cultural conflict in a way that demonstrates respect for all stakeholders is valuable. It is also important that all professional nurses understand the correlation between communication barriers and conflict navigation.

Please download the attachments and review them. If you have any questions about your grade/feedback, please don't hesitate to contact me via email at <instructor email>

Press on!

Your ability to open the next module will process in the next 24 hrs. In the meantime, here's a link to the coaching video for the next module. In addition, you can always access the module previews from the Syllabus under Course Policies.