

VIEWING FEEDBACK/MARKS IN FEEDBACK STUDIO

AT A GLANCE

N.B You will only be able to view your feedback/marks after the 'Post Date' of the Turnitin assignment has been scheduled within KEATS.

1. Once in the KEATS course space where you want to view your grades, find the 'Turnitin assignment' link in the KEATS course space, click on the 'Submission title'.
2. Click on 'Grading layer icon' to view the feedback comments.
3. View in page feedback and comments issued by your instructor, including overall grade, strike through comments, inline comments, bubble comments and QuickMark comments.
4. View general Instructor Feedback including voice comment, general text comments and rubrics.

BEST PRACTICES AND SOUND ADVICE

- It is always a good idea, especially if accessing KEATS from a public computer room, to log off your session when you have completed your work. This prohibits other users from using KEATS through your account and accessing your courses and material.
- To access KEATS you will be using your official college credentials. Make sure your password is particularly tough to guess by including numbers, special characters and/or capital letters in it.
- Ensure that you are using a supported internet browser on a stable connection (e.g. Firefox, Chrome, Safari but NOT Internet Explorer).

GRADES IN FEEDBACK STUDIO

Turnitin gives your Instructor (marker/tutor) a suite of tools to grade your paper with. On your paper, you will find an overall grade, QuickMark comments, which might highlight areas of improvement (or areas of good work), and places where you have met the marking criteria for an assignment, using rubrics.

Once the 'Post Date' of a paper has passed, as a student, you are able to access the marked version of your paper and view any grades, comments, marks, or requested changes noted by your marker.

Click on the Turnitin assignment link, see below, followed by your assignment title:



Figure 1: Turnitin assignment

IN PAGE FEEDBACK

To activate the Grading layer, click on the  , when activated it should look like  ..

VIEWING YOUR OVERALL GRADE

You can view your paper's overall grade from the top right-hand corner of the Turnitin Feedback Studio. You can also see the maximum marks available for this assignment.

A blue-bordered box containing the text "75/100" in a large, bold, blue font.

Figure 2: Assignment grade

STRIKE THROUGH TEXT

Your marker may feel that parts of your paper are not entirely necessary. They may choose to strike through pieces of text to advise you that it should be removed or looked at again.

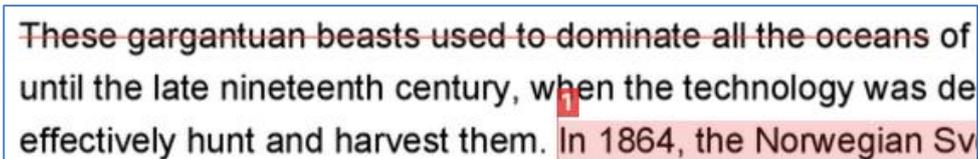
A text box with a blue border. The text inside is "These gargantuan beasts used to dominate all the oceans of until the late nineteenth century, when the technology was de effectively hunt and harvest them. In 1864, the Norwegian Sv". The first part of the text is crossed out with a red line. A red box highlights the word "effectively".

Figure 3: Strike through text

INLINE COMMENTS

Inline comments are comments made by a marker that appear directly on top of your paper. These comments are usually brief but can be as long as the marker requires.

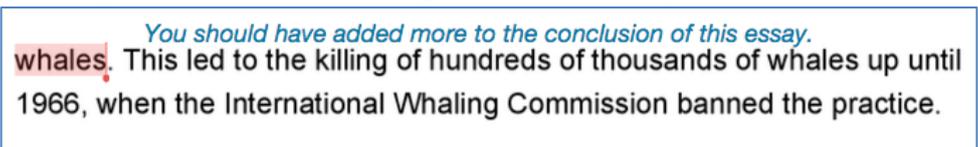
A text box with a blue border. The text inside is "whales. This led to the killing of hundreds of thousands of whales up until 1966, when the International Whaling Commission banned the practice." A blue comment bubble is positioned above the word "whales" with the text "You should have added more to the conclusion of this essay." inside it.

Figure 4: Inline text comment

BUBBLE COMMENTS

Bubble comments allow your instructor to provide you with more detailed feedback. A bubble comment may be highlighted and linked to a specific piece of text.

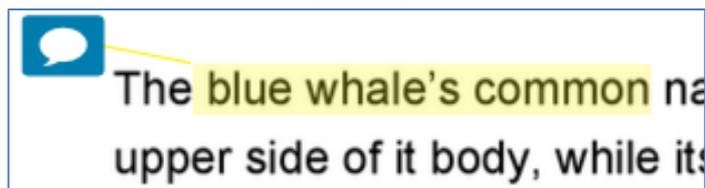
A text box with a blue border. The text inside is "The blue whale's common na upper side of it body, while its". The words "blue whale's common na" are highlighted in yellow. A blue comment bubble is positioned to the left of the highlighted text with a yellow line pointing to it.

Figure 5: Bubble comment with highlighted text

Alternatively, a bubble comment may be placed alongside a line or paragraph. This is usually the case if your marker is making a more general comment about your paper.

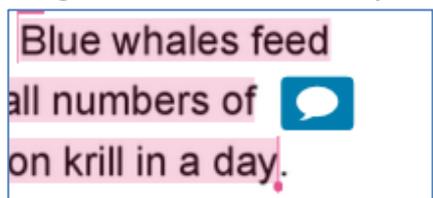
A text box with a blue border. The text inside is "Blue whales feed all numbers of on krill in a day." A blue comment bubble is positioned to the right of the text.

Figure 6: Floating bubble comment

1. Click the bubble comment icon on your paper to view your markers' comment.



2. Scroll through your markers' bubble comment, if necessary, then click anywhere outside of the comment window to close it.

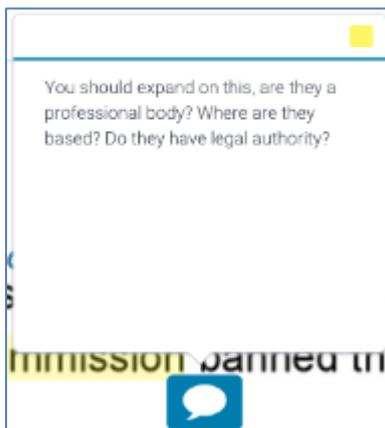


Figure 7: Floating bubble comment detail

VIEWING A CRITERION ASSIGNED TO A BUBBLE COMMENT

If your marker has attached a rubric to your assignment, they may have assigned a rubric or grading form criterion to a bubble comment left on your paper. The bubble comment will generally be linked to the theme or topic of the rubric or grading form criterion.

NB: Criterion can only be assigned to a bubble comment if a rubric or grading form is attached to the assignment, so don't be alarmed if your paper does not include this.

1. If a criterion has been assigned to one of your bubble comment, the bubble comment icon will be displayed with a rubric icon inside it. Click the icon to open the bubble comment and view the criterion attached to it.
2. The criterion assigned to the bubble comment is displayed in the top left-hand corner of the bubble comment box.

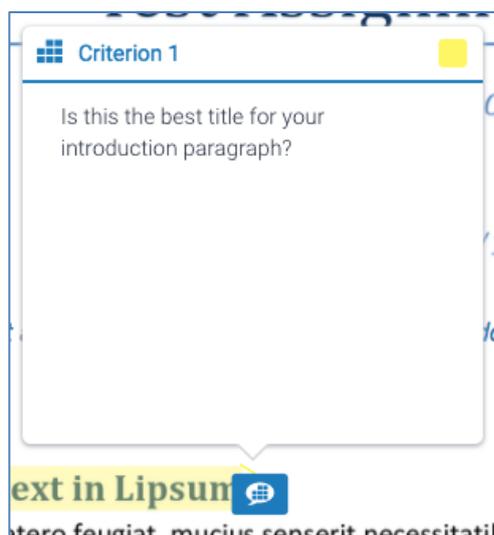


Figure 8: Bubble comment criterion

You can also view the bubble comments with assigned criterion in the rubric and grading form manager.

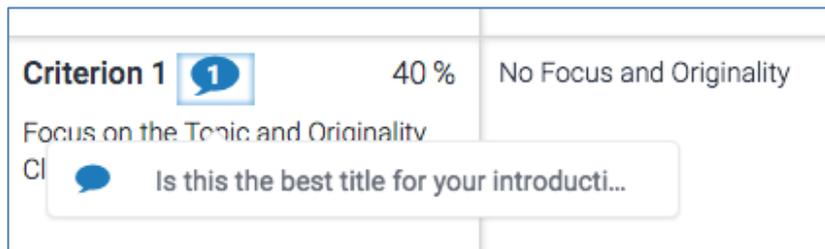


Figure 9: Bubble comment criterion details

QUICKMARKS

QuickMarks allow your marker to create a library of feedback that might be applicable, on multiple occasions, to multiple students, across multiple classes and assignments. A QuickMark may be a word or phrase, or may even be an abbreviation.

A QuickMark may be highlighted and labelled to refer to a specific piece of text.

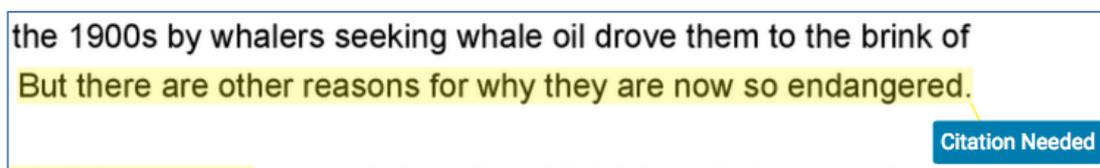


Figure 10: QuickMark on highlighted text

Alternatively, a QuickMark may be placed alongside a line or paragraph. This is usually the case if your marker is making a more general comment about your paper.

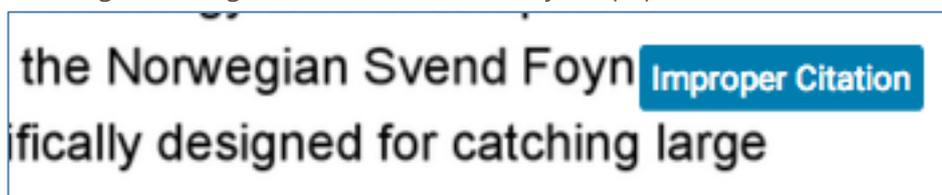


Figure 11: Floating QuickMark



1. Click on the QuickMark to view its definition.
2. Scroll through the QuickMark information, then click anywhere outside of the expanded QuickMark to close it.



Figure 12: Improper Citation floating QuickMark

GENERAL INSTRUCTOR FEEDBACK

The *Instructor Feedback* side panel allows your marker to give you more general feedback about your entire paper. They can do this in two ways: by leaving a voice comment or by leaving a text comment.

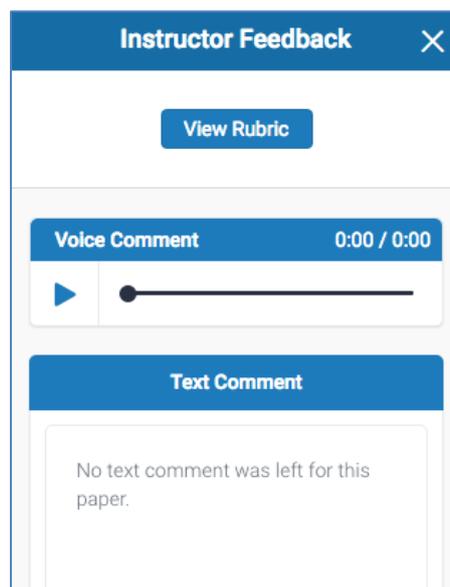


Figure 13: Instructor Feedback side panel

VOICE COMMENTS

To make your feedback more personalized, your marker may leave you a voice comment regarding your paper. This can save your marker time and can make explanations clearer and more detailed for you as a student.

1. To access voice comments, click the speech bubble icon from the right-hand side toolbar



2. The Instructor Feedback side panel will appear and will allow you to listen to your markers' voice comment. Press the triangular play icon to the left of the voice comment box to hear the feedback that has been left.

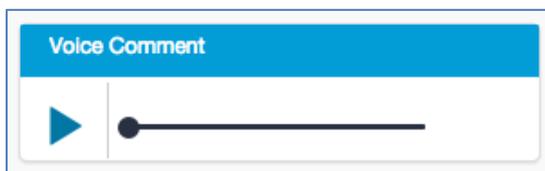


Figure 14: Voice comment

3. To pause the recording, click the pause icon to the left of the voice comment box.

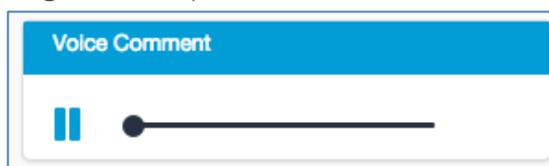


Figure 15: Voice comment playing

TEXT COMMENTS

A text comment is an overall comment given by your marker regarding your whole paper. This may include comments on positive aspects of your paper, how you can improve in future, or any issues with your paper.

3. To view your markers' text comment, click the speech bubble icon from the right-hand side toolbar .
3. Your markers' text comment is now visible from the Instructor Feedback side panel.

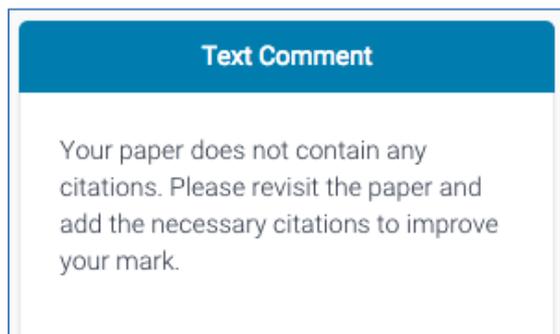


Figure 16: General comment

RUBRICS

Rubric scorecards can be used to evaluate student work based on defined criteria and scales. Grading forms can be used to provide free form feedback and scores to evaluate student work based on defined criteria.

If your marker has used a rubric scorecard to grade your paper, you can view the criteria and scale that they have used to grade.

1. To access the rubric for your assignment, click the speech bubble icon from the right-hand



side toolbar

3. Select the *View Rubric* button from the Instructor Feedback side panel to open the scorecard

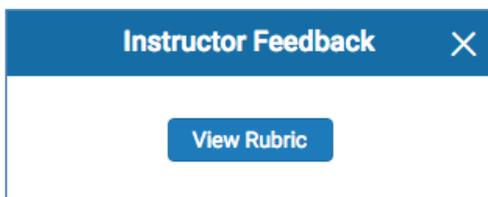


Figure 17: View Rubric button

3. A new window will appear where you can view the rubric scorecard that was used to grade your paper. Each blue highlighted box shows where you have been graded in each of the criteria of the assignment. You may need to scroll up and down or left and right to see all boxes, depending on the size of your browser's window

CCSS 9th-10th Grade Argument		Mario Jumpman The Blue Whale				
Criteria	Weight	Exceptional 5.00	Skilled 4.00	Proficient 3.00	Developing 2.00	Inadequate 1.00
Claim	20 % The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an undefinable claim or vague position. The text has limited structure and organization.
Development	20 % The text provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument.	The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and addresses counterclaims fairly. The conclusion effectively reinforces the claim and evidence.	The text provides sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
Audience	20 % The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.	The text consistently addresses the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
Cohesion	20 % The text uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explores the relationship between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases and clauses to link the major sections of the text. The text does not connect the claims and reasons.
Conventions	20 % The text presents a formal, objective tone that demonstrates standard conventions of academic writing.	The text presents an engaging, formal and objective tone. The text relationally uses standard English conventions of academic writing.	The text presents an appropriate formal, objective tone. The text demonstrates standard English conventions of academic writing.	The text presents a formal, objective tone. The text demonstrates standard English conventions of academic writing.	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of academic writing.	The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of academic writing.
Total score: 3.6/5						

Figure 18: Rubric detail

Click the *Close* button to exit the expanded rubrics window



NB: Rubric feedback can only be found when they have been linked to a Tii assignment. If no rubric is attached to the assignment, this is because your marker has not used it, so don't be alarmed if your paper does not include this.

REFERENCES

Feedback Studio: Viewing Instructor Feedback

https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio/13_Viewing_Instructor_Feedback

CONTACT CTEL

Please, feel free to contact us with regards to suggestions, project ideas and any issue relating to using technology in or out of the classroom.

	CTEL@kcl.ac.uk
	http://blogs.kcl.ac.uk/CTEL
	http://twitter.com/CTELKCL
	http://www.youtube.com/user/CTELKCL