



Comment-only Marking: The Details Providing Quality Analysis

“Making Improvements to the marked work”

This strategy has proven to show a great deal of success with equipping students with the ability to become more independent self-monitors.

1. At the very beginning of new assignment explain to the class that “We will be marking our written work in a new format so that we can make more progress with our writing skills.”
2. **Whole Class:** Read all of student’s written work through very carefully *before* making any annotation.
 - A. Next mark **3** places by highlighting or circling within the writing where the student **best** met the learning target.
(All students receive same number of markings.)
 - B. Then indicate with a star where **1** improvement can be made to the writing to meet the learning target.
(Avoid written comments.)
 - C. Draw an arrow from the star to a suitable space and write a “close the gap” prompt to support the student in making an improvement to their writing. (“how” to make the specific improvement)
This can be provided in a variety of different forms, such as: *reminder prompt, scaffolded prompt, or example prompt.*
(See: “Improvement Prompts Handout”)
3. It is vital that appropriate amount of class time be provided for students to read and respond to the “close the gap” comment(s). It is also important to allow time to follow up with students individual needs, and to remember, to provide supporting comments at first awareness of improvement.

Clarke, Shirley. Formative Assessment in the Secondary Classroom. London: Hodder Murray. 2005.