**Annotated Work Samples**

**Annotated work samples:**

* serve as an objective commentary on the student’s work
* provide clarification of the criteria and what they look like in student work
* reflect the proposed achievement standards and learning intentions as identified by the task specific descriptors and the criteria that describe evidence of the standard of work.

**Annotating student work:**

* substantiates on-balance judgements about the standard of student work
* ensures consistency and comparability between judgements of teachers
* contributes to formal and informal reporting

**Annotating allows teachers to:**

* differentiate between different standards of achievement
* shape future learning and teaching
* identify different needs of students
* provide feedback to students

**Annotations Checklist**

|  |  |
| --- | --- |
| Do your Annotated Comments: |  |
| make sense to the student? |  |
| consider the impact on the student? |  |
| focus on correction or instruction? |  |
| minimise comments on the person – i.e. “praise, rewards and punishment”? |  |
| invite more learner responsibility to improve? |  |
| refer to the requirements of the task? |  |
| refer to identified achievement standards/learning intentions? |  |
| refer to communication skills/expression/ punctuation etc? |  |
| use positive/respectful language? |  |
| comment on every fine detail in the response? |  |
| prioritise areas that can be improved? |  |
| provide constructive statements about what has been successfully achieved? |  |
| offer suggestions on how to improve? |  |
| provoke thinking in the student? |  |
| make explicit reference to a rubric or marking scheme? |  |
| provide some direction as to *where to next*? |  |
| require students to demonstrate in the next submission how they have responded to feedback? |  |
| encourage further discussion with the student about the submission? |  |

 ****