



Positive marking

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This is a summary of my ACAL conference presentation 2015

What is positive marking?

Three points to think about:

1. First response is to the content

2. Physical marking:

o no crosses

o no red pen

3. Respond to what the learner did well

How do you like to learn?

- My thinking is that no-one likes to learn by being told what they did wrong, or by being made to feel inadequate.
- There's a high probability that adult LLN learners (particularly those who were schooled in Australia) have had an educational experience that consisted of a marking regime of crosses, red pen, crossing out and lists of errors.
- If LLN is to be second chance learning it shouldn't be a repeat of what didn't work in the past – let's try something different.

First response is to the content

Respond firstly to what the message is. If you are following best practice you will be giving authentic tasks – so have an authentic response. We write to give information so comment on the information.

I really liked reading this - it's an interesting story.

That must be a happy memory, thanks for sharing it.

That's a clear message.

Your mum would be happy to get such a friendly card.

You wrote a lot of useful information on this form.

Activity 7

Write three sentences about how you keep fit. Start each sentence with a capital letter and end with a full stop.

1. I run after the goats around the yard.
2. I walk my two dogs around the BackYard.
3. I run around with some of my mates at the Rodeo. I do some things with the rough stock at the Rodeo in NOV 2015.



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These are interesting ways to stay fit.

Physical marking

Once a marker wrote 27 rhetoric (well I assume they were rhetoric...) questions on my essay. I read about five and then just flicked through. I didn't learn anything – if I had known the answers I would have written them in the essay and (more to the point) I didn't bother to read the feedback because I found it so annoying.

When you give a piece of work back to a learner make it something they want to read – otherwise why are you marking (surely it's not just for ASQA?). Feedback is a powerful learning tool so make the most of it.

What do learners want to see when you hand back their work?

They want to see that you think they are improving.

In this example I could have commented on the use of upper and lower case letters, punctuation and other details (name, time and date). By using positive marking the first thing my learner sees is that she's doing well – so it is worthwhile coming to class and continuing to have a go. In a follow-up activity I can address the finer points of writing this type of text.

C. Prepare a checklist – you can copy the features of a notice from the checklist in the lesson [Edit a notice to team members] or make up your own list.

Proofreading checklist	✓ if yes
Who is message for	✓
Does it have enough info	✓
Is it clear	✓

D. Go back to the draft you wrote and mark the bits you need to edit (use a different colour). If you need to see what this looks like, look back at the lesson. Remember – after you do this it will probably look pretty messy!

E. For the FINAL COPY – write out the notice neatly and correctly in the space below.

TO ALL STAFF
The main photocopier is broken
the repair man is fixing it so
please use the copier on the
first floor ✓
Thank you ✓

Well set
out.
Clear
message.

You are doing a great job in writing a
first draft and then improving it.

- o Use green pen (never red)
- o Write neatly
- o Make comments in language appropriate to the ACSF reading level of the student
- o Don't cross out
- o Even in numeracy I don't use crosses – I put a dot or just write the correct answer. I can't think of anything worse than getting a page of numeracy back covered in crosses – it would just fuel maths anxiety.
- o Correct the spelling in a different place – I often use a small squiggle under the word then write the correct spelling below. It is also useful to use the correct spelling in the response to the content.
- o Put teaching ideas in bubbles so they are 'hints' rather than corrections or directives

Activity 2

What outdoor jobs have you done?

Pull weeds out of the grass ✓
 Sweep grass ✓ Where did you weed and sweep the ground - was it at home?

What outdoor jobs would you like to do?

I would like to clean pool ✓
 Cleaning pools would be a good outdoor job.



Spelling: ground
 sweep

wsj

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Activity 12

Write a story about how you keep fit. Write in sentences. Start each sentence with a capital letter and end with a full stop.

I like to ride my bike around the suburbs.

Sometimes I'm gone for hours. On my ride I see other people jogging, running and riding.

I also like to go walking in the countryside, behobling all the beautiful landscape around me as I'm walking.

These are great sentences because:

- they make sense
- they are interesting because of the details
- they start with a capital letter
- they end with a full stop.

To:

RONtina@hotmail.com ✓ Insert addresses

Cc:

Bcc:

Subject:

[Redacted] @taten.v.net.au ✓

You could put 'Job' as the subject

[Attach Files]

I like the way you fixed this.

Plain text | Te

~~Hi~~ Hello Dad ✓ Good use of capital letters. ✓
IS there any job's in ~~at~~ available ✓
right now at the Police Station ✓

I like the way you started on a new line. It makes it easy to read.

Thank's RON ✓

Write an informal letter to a friend at work to give them some news. Use setting out and informal language features from Activities 15 and 16 in the Learning Resource.

Good capital to start →

Hello MAM

I like the way you changed this to a capital letter. Well done.

Can you meet me at the street in Orange Shopping Square.

This is a great start
Abbie.

Hint: use ? at the end for a question

But when do I teach them to do it correctly?

To teach them to do the action correctly I simply give them a new lesson addressing the areas that I see require work. For example, the next step for this student will be activities on planning an email and we will use his example here as the basis and redraft it with attention to spelling, grammar and formatting after exploring some models.

To: Ron@hotmail.com ✓ Insert addresses

Cc:

Bcc:

Subject: [Redacted] @aten5.v.net.au ✓

[Attach Files] Plain text | Te

I like the way you fixed this.

You could put 'Job' as the subject

Hello Dad Good use of capital letters.

IS there any sub's in a bill available ✓
right now at the police station ✓

Thank's RON ✓

I like the way you started on a new line. It makes it easy to read.

I have found that students repeat the features that I've told them are correct and they start to self-correct and take risks (eg have a go at a task they would previously have left blank) because they are not afraid of negative responses.

 Self-evaluation

How did you go with the work? Tick as many as you like:

- It was hard but I could do it
- It was easy, I got it first go
- It was hard so I checked back in the Learning Resource
- It was useful and I learned new skills
- I enjoyed reading it online
- I printed it out because that is easier for me

Other: NO help without Phi's help

Tell us how you are going with the course so far: It is every good and i did not need help without asking Phil at all.

You are working well. It's great to see you doing it by yourself.