

Assignment Feedback

Student guide

Turnitin gives your instructor 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 instructor.

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.

75/100

Strikethrough Text

Your instructor 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.

~~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

Inline comments

Inline comments are comments made by an instructor that appear directly on top of your paper. These comments are usually brief.

You should have added more to the conclusion of this essay.
whales. This led to the killing of hundreds of thousands of whales up until
1966, when the International Whaling Commission banned the practice.

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.

 The blue whale's common na
upper side of it body, while its

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

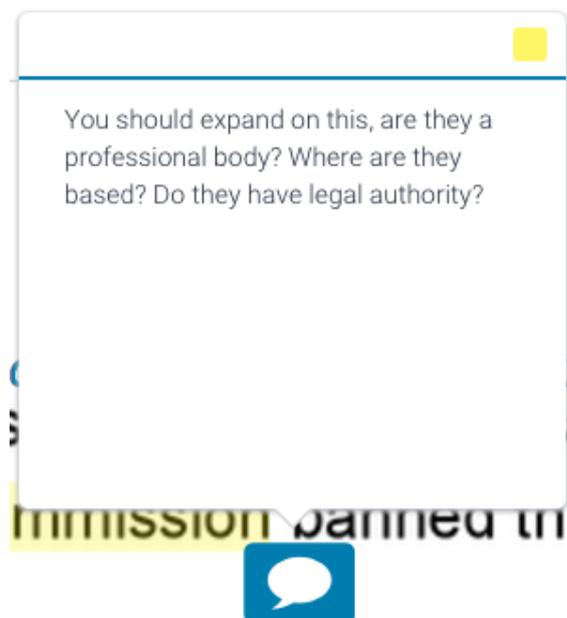
Blue whales feed
all numbers of
on krill in a day.



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



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



QuickMarks

QuickMarks allow your instructor 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.

the 1900s by whalers seeking whale oil drove them to the brink of
But there are other reasons for why they are now so endangered.

Citation Needed

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

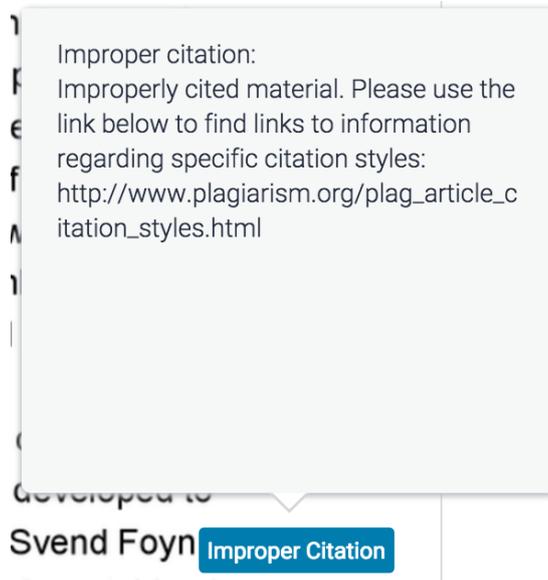
the Norwegian Svend Foyn
ifically designed for catching large

Improper Citation

1. Click on the QuickMark to view the definition of the mark.

Improper Citation

2. Scroll through the QuickMark information, then click anywhere outside of the expanded QuickMark to close it.

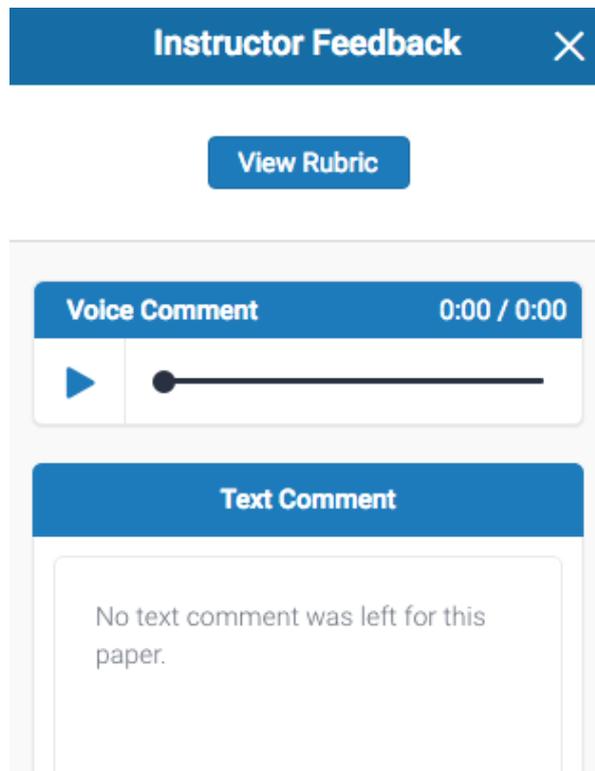


Improper citation:
Improperly cited material. Please use the link below to find links to information regarding specific citation styles:
http://www.plagiarism.org/plag_article_citation_styles.html

Developed to
Svend Foyrn **Improper Citation**

General Instructor Feedback

The *Instructor Feedback* side panel allows your instructor 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.



Instructor Feedback ✕

View Rubric

Voice Comment 0:00 / 0:00

▶ ●—————

Text Comment

No text comment was left for this paper.

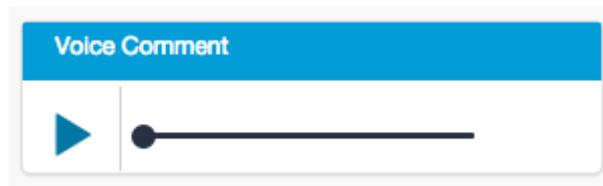
Voice Comments

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

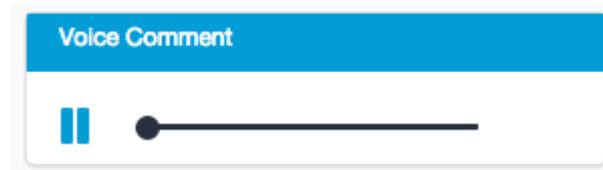
1. To access voice comments, click the speech bubble icon from the product toolbar



2. The Instructor Feedback side panel will appear and will allow you to listen to your instructor's voice comment. Press the triangular play icon to the left of the voice comment box



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



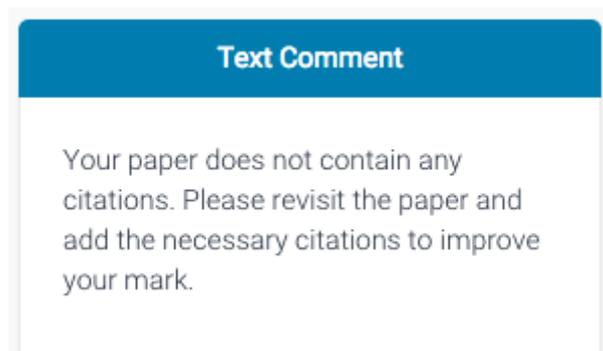
Text Comments

A text comment is an overall comment given by your instructor 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.

1. To view your instructor's text comment, click the speech bubble icon from the product toolbar.



2. Your instructor's text comment is now visible from the Instructor Feedback side panel.



Rubrics and Grading Forms

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.

Rubrics

If your instructor 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 product toolbar



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



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	Scale	Exceptional 5.00	Skilled 4.00	Proficient 3.00	Developing 2.00	Inadequate 1.00
Claims 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 underdeveloped 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 address counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempts to back up the claim and address counterclaims. The conclusion weakly 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. The text explores the relationships 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 English conventions of correct usage.	The text presents an engaging, formal and objective tone. The text demonstrates standard English conventions of correct usage.	The text presents an appropriate and formal, objective tone. The text demonstrates standard English conventions of correct usage.	The text presents a formal, objective tone. The text demonstrates standard English conventions of correct usage.	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of correct usage.	The text illustrates a limited awareness or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of correct usage.	
Total score: 3.6/5						

Note: If your browser has a pop-up blocker active, you may need to add Turnitin to its exceptions list in order to view the rubric scoring card.

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

Grading Forms

If your instructor has used a grading form to grade your paper, you can view the score and comments they have given for each criterion in the grading form.

1. To access the expanded grading form, click the online grading icon from the product toolbar



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



3. From this new window, you can view the grading form that was used to grade your paper. Each criterion will be followed with a score and an optional comment; this information displays the extent to which you have achieved each criterion. Your total score can be found at the bottom of the grading form

English 101		Mario Jumpman	The Blue Whale
Criteria			
Style This is the amount of style you brought to the piece of work. As well as being grammatically correct this includes how well did you engage me as a reader.	Score 40	Comment I really like how you have set out this assignment! The picture especially draws you in and truly lets you visualize this 'Goliath of the Sea.'	
Factual How well researched was your essay? Have you used citations correctly? Did you stick with information readily available on wikipedia or did you do actual research?	Score 15	Comment This is quite a factual piece but you don't reference anywhere. It is fine to use facts you have found else where but you should be following the citation methodology you were taught in orientation.	
Narrative How well does your piece of work read? Did I want to carry on reading after the first line or were you simply stating facts without thought for your audience?	Score 20	Comment I really liked how you grabbed my attention. Your opening line was great! However it ends so abruptly, it is great to leave your reader wanting more but you don't accomplish that by not writing half your paper.	
Total score: 75		Close	

Note: If your browser has a pop-up blocker active, you may need to add Turnitin to its exceptions list in order to view the grading form.

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