|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Construct** |  | **Strongly Disagree** |  | **Strongly Agree** |
| **1** | **Attitude** | Overall, I enjoy marking assessment items in this School Brookhart, 1995 | **1** | **2** | **3** | **4** | **5** |
| **2** | **Belief** | Overall, I find the marking criteria provided are easy to follow hence marking expectations are simplified Bloxham 2015 | **1** | **2** | **3** | **4** | **5** |
| **3** | **Belief** | I prefer face-to-face teaching to marking | **1** | **2** | **3** | **4** | **5** |
| **4** | **Belief** | The training I received to navigate the online marking system was sufficient Barrett 2001, Browne 1995, Daly 2017, Barrett 2001, Browne 1995, Daly 2017, Knott 2015,Bloxham et all 2011.Knott 2015 | **1** | **2** | **3** | **4** | **5** |
| **5** | **Practice** | ??I tend to avoid participating in marking Haswell | **1** | **2** | **3** | **4** | **5** |
| **6** | **Belief** | I am proficient in using the online marking system Dixon, 2015 | **1** | **2** | **3** | **4** | **5** |
| **7** | **Belief** | Having a briefing meeting about the marking criteria before marking each assessment item is important Grainger | **1** | **2** | **3** | **4** | **5** |
| **8** | **Practice** | I always attend pre-marking meetings Grainger | **1** | **2** | **3** | **4** | **5** |
| **9** | **Belief** | In general, there is sufficient time allocated to provide comprehensive feedback to students Andrew, 2010, Daly 2017, May 2013, Ryan 2013 | **1** | **2** | **3** | **4** | **5** |
| **10** | **Belief** | In general, I am provided with adequate support throughout the marking process Knott, 2015, Dixon 2015 | **1** | **2** | **3** | **4** | **5** |
| **11** | **Practice** | I spend as much time as necessary to ensure I understand the ideas students are attempting to communicate in their assessments Ryan, 2013, Daly 2017, Andrew 2010 | **1** | **2** | **3** | **4** | **5** |
| **12** | **Belief** | Providing quality feedback on assessment items is an effective approach to promote student learning Yost, 2015; MacLellan, 2010 | **1** | **2** | **3** | **4** | **5** |
|  | **Construct** |  | **Strongly Disagree** |  | **Strongly Agree** |
| **13** | **Belief/Practice** | Consistency among markers always occurs when markers adhere to marking criteria Meader, 2014, Johnson, 2008 | **1** | **2** | **3** | **4** | **5** |
| **14** | **Belief** | In general, my grades are evenly distributed (Bell curve) Wiley, 2010; Meader, 2014 | **1** | **2** | **3** | **4** | **5** |
| **15** | **Belief/Value** | My marking is always consistent, from the first assessment I mark, to the final assessment Meader, 2014 | **1** | **2** | **3** | **4** | **5** |
| **16** | **Practice** | I always make sure I review the first few assessments I mark after marking all my marking allocation. | **1** | **2** | **3** | **4** | **5** |
| **17** | **Practice** | I always ask the Unit or Campus Coordinator to review my marking after marking a few papers before I continue on with the rest of my marking | **1** | **2** | **3** | **4** | **5** |
| **18** | **Belief** | In my experience, assessment marking in this School is done strictly according to the prescribed marking criteria Bloxham 2009, Grainger | **1** | **2** | **3** | **4** | **5** |
| **19** | **Belief** | Bloxham 2009, Bloxham 2015There is no need for detailed marking criteria as a marker can accurately grade the quality of an assessment globally  | **1** | **2** | **3** | **4** | **5** |
| **20** | **Belief** | I am always confident that I have awarded an accurate mark for every assessment item I grade | **1** | **2** | **3** | **4** | **5** |
| **21** | **Attitude** | Knowing my students can influence how I mark the assessment  | **1** | **2** | **3** | **4** | **5** |
| **22** | **Belief** | The quality of my marking improves if I also teach in that unit Ecclestone | **1** | **2** | **3** | **4** | **5** |
| **23** | **Belief** | Dixon, 2015I think having experience improves the quality of my marking | **1** | **2** | **3** | **4** | **5** |
|  | **Construct** |  | **Strongly Disagree** |  | **Strongly Agree** |
| **24** | **Belief** | The quality of student’s writing (e.g. English grammar, spelling and sentence construction) influences the mark/grade I award | **1** | **2** | **3** | **4** | **5** |
| **25** | **Belief** | Mental fatigue of the marker by having too much to mark affects marking quality and consistency  | **1** | **2** | **3** | **4** | **5** |
| **26** | **Belief** | English proficiency influences marking O’hagan, 2015 | **1** | **2** | **3** | **4** | **5** |
| **27** | **Belief/Attitude** | Frustration with marking does impact on marking | **1** | **2** | **3** | **4** | **5** |
| **28** | **Belief** | I believe that adhering to the marking criteria is more important than the quality of the content in marking assessment items | **1** | **2** | **3** | **4** | **5** |
| **29** | **Practice** | I do all my marking at once (e.g. over a weekend) | **1** | **2** | **3** | **4** | **5** |
| **30** | **Practice** | I spread my marking out (e.g. over several weeks) | **1** | **2** | **3** | **4** | **5** |
| **31** | **Belief/Attitude** | Providing extensive feedback on assessment items is a waste of time because students are only interested in the mark/grade Maclellan, | **1** | **2** | **3** | **4** | **5** |
| **32** | **Practice** | I spend a lot of time providing feedback on students’ assessment items | **1** | **2** | **3** | **4** | **5** |
| **33** | **Belief/Practice** | Providing feedback on assessments is important when marking  | **1** | **2** | **3** | **4** | **5** |
| **34** | **Belief/Practice** | Anyone can mark assessment items if given clear guidelines and marking criteria Bloxham 2009 | **1** | **2** | **3** | **4** | **5** |
| **35** | **Belief** | Prolonged stretches of marking negatively impact on the quality of my marking | **1** | **2** | **3** | **4** | **5** |