

Assessment Careers Feedback Analysis Tool

Programme..... Module

Student Name.....(to be anonymised) Grade if known.....

Assessor(s).....(to be anonymised) Formative or summative assessment.....

Category of feedback	Code	Sub-category	Examples	Score	Rank order
Giving praise	P1		'A well constructed argument...'		
Recognising progress (ipsative)	P2		'This represents a significant improvement...' 'You have taken on board critique...'		
Critical feedback	C1	Correction of errors	Spelling, grammar, referencing etc.		
	C2	Factual critiques (of content)	'I do not think you can say X.' ' this is not in enough depth'		
	C3	Critique of approach (structure and argument)	'It would have been better to conclude with Y...'		
Giving advice	A1	Specific (to current assignment)	'You might want to consider X...'		
	A2	General points (specific to current assignment)	e.g. on depth, argument and structure: 'There is scope to tease out further detail on X...'		
	A3	For future assignments	'In your next essay you should consider Y...'		
Clarification requests	Q		'What do you mean by Z?'		
Unclassified statements	O		Statements which do not make a judgement e.g. descriptions of the work.		

Assessment Careers JISC funded www.ioe.ac.uk/assessmentcareers

Orsmond, P. & Merry, S. 2011. Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback. *Assessment & Evaluation in Higher Education*. 36(2): 125-126.

Hughes, G. 2011. Aiming for Personal Best: a Case for Introducing Ipsative Assessment in Higher Education. *Studies in Higher Education*. 36 (3): 353 – 367.