

Feedback Profiling Tool

Category		Explanation	Examples
Praise	P1 Praise	<ul style="list-style-type: none"> Comments relating to positive aspects with a broader explanation relating to marking criteria 	<i>'You demonstrate a good understanding of learning theory...'</i> <i>'Your discussion is consistently reflective and the argument unfolds convincingly'</i> <i>'Your description of existing literature was excellent'.</i>
	P2 Limited praise	<ul style="list-style-type: none"> One word praise comments 	<i>'Excellent'</i> <i>'Good'</i> <i>'Correct'</i>
	P3 Qualified praise	<ul style="list-style-type: none"> A comment involving an indication of praise but the point is to offer critique 	<i>'It's a good essay but you need to improve.....'</i> <i>'your treatment of the question is competent but there is room for improvement.'</i>
	P4 Recognising Progress (ipsative feedback)	<ul style="list-style-type: none"> Comments that acknowledge progress from previous stage 	<i>'You have responded to previous feedback with a thoughtful essay'</i> <i>'this represents a considerable improvement on previous drafts...'</i>
Critique	C1 Correction of errors	<ul style="list-style-type: none"> corrections of spelling grammar errors referencing errors 	
	C2 Factual critiques (of content)	<ul style="list-style-type: none"> inconsistencies in the argument flaws in understanding of the content missed points 	<i>'It is not quite true that all sampling aims to be representative...'</i> <i>'Your opening paragraph says that you are going to examine mechanisms of how poverty impacts on cognition, which cannot be correct since none thus far was able to do so...'</i> <i>'Grounded theory is actually a research design...'</i> <i>'More could have been written about quantitative analysis...'</i>
	C3 Critique of approach (structure and argument)	<ul style="list-style-type: none"> How work is structured The structure of an argument The development of an argument 	<i>'By putting the research approach before the outline discussion, readers would have been provided with a more focussed outline of how these issues are applied to exploring the 'Accent Method' school experience and theory need to be interwoven and equal in balance'</i>
	C4 Critique of writing style	<ul style="list-style-type: none"> Critique of writing style (academic writing) 	<i>'There were few occasions where the clarity of your writing slipped'</i> <i>'Your style should be more formal.'</i>
Advice	A1 Advice specific to current assignment content	<ul style="list-style-type: none"> Advice that relates to the specific points of current assignment (related to content, what could be added to improve the work, i.e. push students further as opposed to aspect not covered that should have been covered) 	<i>'...try to bring some of the specific research references to your research context into the main discussion.'</i> <i>'you could add something here about social constructionism...'</i>
	A2 General points that refer to the current assignment	<ul style="list-style-type: none"> A more general points that are applicable to the assignment 	<i>'When you talk about different studies you need to be more consistent in providing more details (methods used, participant details).'</i> <i>'Broader reading around the topic and of studies that employ the approach would have helped create a more nuanced discussion.'</i>
	A3 General points for future learning and future assignments	<ul style="list-style-type: none"> Points that are true of this assignment but also will apply to the next one 	<i>'In future, if you talk about previous studies, you need to give more details...'</i> <i>'In your next assignment you should flag up something like this at the beginning....'</i>
Q Clarification requests or queries	<ul style="list-style-type: none"> Things that are difficult to understand in students' work 	<i>'Not sure what this means – influence in what ways?'</i> <i>'I am not clear what assumptions you refer to...'</i> '?'	
O Unclassified statements	<ul style="list-style-type: none"> Statements that don't follow into any other category (for example plagiarism concerns etc) 		

Adapted from JISC funded project 'Assessment Careers' www.ioe.ac.uk/assessmentcareers.