

Feedback profiling tool categories and examples

Hughes, G., Smith, H. and Creese, B. (2014). Not seeing the woods for the tree: developing a feedback analysis tool to explore feed forward in modularized programmes. Assessment and Evaluation in Higher Education, pp. 1-16.

Category	Explanation	Examples
P1 Praise	Praise is thought to be motivating for students , but if used indiscriminately it can appear insincere	<p>“ You demonstrate a good understanding of learning theory”</p> <p>“Your discussion is consistently reflective and argument unfolds convincingly”</p> <p>“Your description of existing literature was excellent”</p>
P2 Recognising Progress (i.e., ipsative feedback)	Acknowledging progress can be motivating and informs students about their learning. Lack of progress also serves as an early warning that action is needed	<p>“You have responded to previous feedback with a thoughtful essay”</p> <p>“ This represents a considerable improvement on previous drafts”</p>
C Critique	Students need to know how their work falls short of expectations or criteria; however, criticism can be discouraging especially when not accompanied by information on how to improve	
C1	Correction of errors- numerical or verbal mistakes, referencing errors, spelling, etc.	Correction of errors (C1) may be actual corrections of spelling or grammar written or typed onto a script, or comments about correct procedures for referencing
C2	Factual critiques (of content)	<p>“It is not quite true that all sampling aims to be representative”</p> <p>“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</p>



		to do so” “Grounded theory is actually a research design”
C3	Critique of approach (structure and argument)	“By putting the research approach before the outline discussion, readers would have been provided with a more focused outline of how these issues are applied to exploring the ‘Accent Method’ school experience and theory need to be interwoven and equal in balance”
A Advice	Important when the main purpose of feedback is to help students take future action to improve	
A1	Advice specific to current assignment content	<p>“More could have been written about quantitative analysis”</p> <p>“Try to bring some of the specific research references to your research context into the main discussion”</p> <p>“You could add something here about social constructionism”</p>
A2	General points that refer to the current assignment	<p>“ When you talk about different studies you need to be more consistent in providing more details (methods used, participants details)”</p> <p>“Broader reading around the topic and of studies that employ the approach would have helped create a more nuanced discussion”</p>
A3	General points for future learning and future assignments	<p>“In future, if you talk about previous studies, you need to give more details “</p> <p>“In your next assignment you should flag up something like this at the beginning”</p>



Q Clarification requests or queries	Asking learners to think more deeply about their work and generate actions themselves can be achieved through questioning and dialogue	“Not sure what this means- influence in what ways?” “ I am not clear what assumptions you refer to” “Why are you only looking at women in this analysis?”
0 Unclassified statements	Neutral comments, for example, that describe the piece of work but do not make any judgment, are unclassified	

Look back at the sample you have reviewed, put ‘x’ in the samples column for every comment you provided under each category and then add up totals to see which kind of feedback is most common.

Category of Feedback	Samples		Total/Rank
Praise			
Ipsative			
Critique	C1	Total	
	C2		
	C3		
Advice	A1	Total	
	A2		
	A3		
Questions and clarification requests			

