

Aligning assignment feedback to students' needs and expectations

Reflecting on your own practice

Giving feedback on strengths:

How often do you...

- use a standard feedback form? annotations on the script? other means?
- use general comments e.g. 'a good essay'? where? when?
- use ticks?
- cite the assessment criteria to tell students what they did well?
- give 'good' examples taken from their own assignment?
- explain why something they did well is a strength?
- explicitly acknowledge personal effort/progress?

Giving feedback on errors/weaknesses:

How often do you...

- use a standard feedback form? annotations on the script? other means?
- cite the assessment criteria to tell students what they got wrong?
- use codes to indicate error types on the script? with/without the relevant corrections?
- explain why something is wrong / explain a correction?
- refer students to the relevant study materials?
- leave errors uncorrected so that students can correct themselves?
- leave corrections unexplained?
- how do you indicate that you cannot make sense out of something the student wrote/said?

Balancing feedback:

How balanced is your feedback?

- is your feedback on strengths as 'deep' as your feedback on errors?
- is your feedback 'deeper' on some criteria than it is on others?
- is the balance of feedback on strengths and weaknesses comparable when you give feedback on all criteria?

Feeding forward:

Does your feedback give students explicit advice on what they can do in order to improve their performance?