Feedback Evaluation Checklist

Before the assignment / module / course - do you:-	Yes / No
Explain to the students' what feedback is for and how to use it?	
Provide a copy of the marking scheme and explain it – if possible using examples of work?	
Talk to students about commonly made mistakes?	
Introduce students to generic guidance on academic writing, essays, oral presentations, and where appropriate undertaking final year projects / dissertations?	
Provide examples of previous assignments of differing grades?	
Quality of feedback	
Do you provide a brief summary of your view of the assignment?	
Do you balance positive and negative comments?	
Do you pose questions that encourage reflection?	
Do you explain all your comments?	
Do you provide specific ways to improve the assignment?	
Do you explain the mark or grade and why it is not higher or lower?	
Do you offer students' an opportunity to discuss the assignment and your feedback?	
Is feedback based on written and agreed assessment criteria?	
Does the feedback cover omissions as well as errors?	
Is feedback motivational?	
Does feedback highlight strengths of the work?	
Timeliness	
Do you inform students the date when they can expect feedback on an assignment?	
Do you provide generic feedback within one week of students submitting their assignments?	
Do students receive more detailed individual based feedback on their assignments within three weeks of submitting their assignment?	
Is the size and frequency of assignments within the module reasonable in relation to your ability to provide timely feedback?	
Do you use technology to support feedback provision?	

Do you use feedback templates to speed up (and standardize) feedback provision?	

Engagement	Yes / No
Do you separate the mark or grade from the feedback comments, for example providing comments with no marks and then asking students to work their mark out based on the feedback and marking criteria?	
Do you provide feedback in different formats (eg verbal group, one-to-one, written, self and peer based feedback)?	
Have you asked students what aspects of the feedback within the module have helped them understand things that they had not yet grasped?	
Have you asked students what feedback they value most / least?	
Have you talked to students about their prior feedback experiences before attending university? Have you considered how this might affect their ability to engage with feedback?	
Do you know that all students within the module access the feedback provided?	
Are students performing poorly counseled on a one-one basis?	
Do you ensure that students know that you are providing feedback (i.e. their and your perceptions of what feedback is may differ)?	
Do you ask students to comment on feedback provision in the end of module evaluation?	
Do you use specific techniques to ensure students engage with their feedback?	

Now that you have completed the checklist – identify three areas where you would like to improve feedback provision.

1.

2.

3.