

# Feedback, Feed-forward, and Ipsative

## Feedback, Feed-forward, and Ipsative

**Feedback** provides students with information about their current performance on a particular performance or assessment. An example of plain evaluative feedback would be:

“This is a good essay. I particularly liked your thoughtful analysis of Bonnard’s visual wit.”

“**Feed-forward** looks ahead to the next assignment” by offering “constructive guidance on how to improve” ([JISC](#)). An example of comments that feed-forward would be:

“It is better to cover a few points in depth than try to discuss everything in a shallow manner. The best passage in your essay was your detailed analysis of Bonnard’s visual wit. Try to include more analyses like this in your next essay.”

Here, the feedback provides advice on how to take the learning forward.

**Ipsative approaches** “allow tutors and learners to acknowledge personal progress by comparing previous and current work” ([JISC](#)). An example of ipsative feedback would be:

“You have included more detailed analyses than in your previous essay, which is very good. It was not always clear how they were related to one another and your core argument. In your next essay, try and spell out the logic of your argument more explicitly, particularly in the introduction and conclusion.”

Ipsative approaches can be difficult to achieve with work submitted anonymously and marked by different tutors. One way Goldsmiths’ Department of Psychology have achieved this is by designing an online coversheet for each assessment, which includes a text box for students to reflect on previous relevant assessment feedback and indicate what aspect of feedback on their current work they would like tutors to focus on.