

Functional Skills Compact Feedback Report

Compact Feedback is a report that provides a report with the marks the learner has gained, against the total marks available. This is mapped to each individual Coverage and Range statement for English Writing, English Reading, and Mathematics.

Due to the nature of ICT assessments and their complexities, ICT feedback reports are mapped to the type of assessment task e.g. *'Work on Spreadsheet Data'*.

If your learner has sat a paper based assessment, or an ICT assessment, this will cover the Automated Feedback and also provide feedback to indicate how/why the learner did not gain marks. This feedback is high level, and does not go into exact detail.

If you would prefer a more extensive breakdown of the learner's responses, we suggest that you consider our alternative Feedback option which provides more detail at a higher fee.

Examples can be found on the pages below.

These reports cover one learner's responses, and each learner will require their own individual report.

We aim to complete and return reports within 6 working days of the request.

Examples:

- **Page 2 – English Writing**
- **Page 5 – English Reading**
- **Page 7 – Maths**
- **Page 9 – ICT**

Functional Skills Compact Feedback (Writing)

Request Details

Learner Name:	NCFE Learner
Centre Name & Number:	NCFE Test – 012345
Qualification Name:	Writing L1
Paper/Online	Online
Date of Assessment	20/06/2018

Feedback

Task 1	Writing a newspaper article			
	Coverage and Range	Feedback	Marks Gained	Total Marks Available
	Write clearly and coherently, including an appropriate level of detail	Content Error	3	5
	Present information in a logical sequence		2	2
	Use language, format and structure suitable for purpose and audience	Opening / Closing Error	2	4
	Ensure written work includes generally accurate spelling and that meaning is clear		2	3
	Ensure written work includes generally accurate punctuation and that meaning is clear		2	3
	Use correct grammar, including correct and consistent use of tense		1	3

Task 2	Writing a formal letter		
Coverage and Range	Feedback	Marks Gained	Total Marks Available
Write clearly and coherently, including an appropriate level of detail	Content Error	2	5
Present information in a logical sequence	Incoherent Sentences / Paragraphs	0	2
Use language, format and structure suitable for purpose and audience	Opening / Closing Error	1	4
	Formatting Error		
Ensure written work includes generally accurate spelling and that meaning is clear		1	3
Ensure written work includes generally accurate punctuation and that meaning is clear		1	3
Use correct grammar, including correct and consistent use of tense		0	3
Overall Mark		17	40

Feedback Details

Feedback	Description
Insufficient Detail	The response was too brief, and lacked the required information
Content Error	The content did not answer the question set
Incoherent Sentences / Paragraphs	Sentences were confused and/or incomplete. This can also cover if there were no paragraphs or if paragraphs had no meaning

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Inappropriate Language	The style and/or tone of language used was not suitable for the task, for example an informal response when the task required otherwise
Formatting Error	Format of response did not adhere to instructions. For example, if there is no introduction or conclusion, or if in a letter there is no date and/or address given
Opening / Closing Error	The opening or close of the response was not appropriate. For example if there was an inappropriate heading in an article, or if there was even no salutation/close at all
<i>If there are 0 marks awarded for an entire task, and there is no feedback provided, that is because the learner has not attempted the task</i>	

Spelling, Punctuation, and Grammar Feedback		
Mark awarded	Standard	
Spelling	3	Spelling correct throughout including some ambitious / irregular words. Errors stand out as one-off slips and are not repeated. These must be Level 1 words or above to access the 3 marks
	2	Spells correctly most common words and regular compound words. Errors appear as one-off slips and are not repeated
	1	Spells correctly simple, everyday words, including some plurals, but occasional errors in more complex words and words found in the source document/task
	0	Some attempt to spell very simple, everyday words correctly, but frequent errors and inconsistencies. Errors may affect meaning
Punctuation	3	Full stops, capital letters (beginning of sentences, proper nouns, personal pronoun), question marks, and exclamation marks used accurately. Any errors are one-offs and don't affect meaning
	2	Punctuation of sentences and use of upper case for proper nouns accurate. Upper case almost always used for personal pronoun. Errors do not undermine meaning.
	1	Sentences punctuated correctly most of the time. Some attempt at using upper case for personal pronoun
	0	Some attempt at end of sentence punctuation and/or use of capitals. Personal pronoun uncapitalised. Errors may affect meaning
Grammar	3	Competent in the use of subject-verb agreement and tense, at times within complex sentences. Syntax and sentence structure are accurate and effective
	2	Subject-verb agreement and tense accurate most of the time. Syntax and sentence structure is mostly accurate with only minor errors
	1	Tense used correctly in some cases but with some inconsistencies. Subject-verb agreement is correct most of the time. Some weakness in sentence structure although syntax is generally accurate
	0	Inconsistent use of tense and subject/verb agreement. Sentence structure/syntax weak. Errors may affect meaning

Functional Skills Compact Feedback (Reading)

Request Details

Learner Name:	NCFE Learner
Centre Name & Number:	NCFE Test – 012345
Qualification Name:	Reading L1
Paper/Online	Online
Date of Assessment	28/06/2018

Feedback

Coverage and Range	Marks Gained	Total Marks Available	Feedback
Identify the main points and ideas and how they are presented in a variety of texts	3	9	Identification Error
			No Response
Read and understand texts in detail	4	9	Insufficient Response
Utilise information contained in texts	3	6	Presentation Feature Error
Identify suitable responses to texts	4	6	Insufficient Response
<i>Overall Mark</i>	<i>14</i>	<i>30</i>	

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Feedback Details

Feedback	Description
No Response	The learner did not attempt at least one of the tasks
Insufficient Response	The learner's response was awarded part mark(s) for a task, but the learner did not identify enough key points from the source document to warrant the awarding of further marks. If the task requests learners explain or describe, the response must include more than a simple list
Identification Error	<p>The learner did not identify any key points from the source document, for at least one of the tasks. Learners must ensure their answers are taken from the source documents and not from their own opinion, ideas, or experience.</p> <p>Some tasks require identification of the document's purpose and it is important for the learner not to focus on content. Examples of identifying purpose correctly include: '<i>to advise about A</i>' and '<i>to persuade about B</i>'</p>
Language Feature Error	The learner did not identify the use of language. Learners are expected to recognise language features such as bias, irony, hyperbole, repetition, and rhetorical questions. If asked for an example from the text, they should provide a specific quotation from the text and not a paraphrase
Presentation Feature Error	The learner did not identify the presentational features of the source document. Presentation features may include images, bullet points, numbered lists, headings, and subheadings. Learners are expected to be able to identify these and to explain how they are used in reference to the document they have read
Insufficient Summarisation (Level 2 only)	The source documents were not summarised effectively. Learners who do not gain marks for this are often unsure of what a summary is. Specific requirements of these tasks must be read with great care, as the instructions will request that multiple documents are covered within the response
Insufficient Comparing and Contrasting (Level 2 only)	The final question in most Level 2 Reading papers requires learners to answer a question that involves comparing and contrasting information across all three documents. In answers to these questions, learners must show that they have considered all three texts when answering the specific task.

Functional Skills Compact Feedback (Maths)

Request Details

Learner Name:	NCFE Learner
Centre Name & Number:	NCFE Test – 012345
Qualification Name:	Maths L1
Paper/Online	Online
Date of Assessment	28/06/2018

Feedback

	Coverage and Range	Marks Gained	Total Marks Available	Feedback
N2	Add, subtract, multiply and divide whole numbers using a range of strategies	3	3	
N3	Understand and use equivalences between common fractions, decimals and percentages	2	3	Check Incomplete
N4	Add and subtract decimals up to two decimal places	0	1	Calculation Error
N5	Solve simple problems using ratio where one number is a multiple of the other	0	3	No Response
N6	Use simple formulae expressed, in words for one- or two-step operations	2	3	Unit Error
M1	Solve problems requiring calculation with common measures, including money, time, length, weight, capacity, and temperature	5	8	Calculation Error

M2	Convert units of measure in the same system	0	2	Task Not Understood
M3	Work out areas and perimeters in practical situations	2	6	Incorrect Response and No Working Out
H1	Extract and interpret information from tables, diagrams, charts and graphs	1	6	Task Not Understood
				Check Incomplete
H3	Find mean and range	3	3	
H4	Use data to assess the likelihood of an outcome	0	2	Unit Error
	Overall Mark	18	40	

Feedback Details

Feedback	Description
No Response	The learner did not attempt at least one of these tasks
Task Not Understood	The learner did not understand what was required of the task, and/or did not display the correct methodology
Incorrect Response and No Working Out	The learner has given an incorrect response with no working out included. Part marks cannot be awarded in these instances
Calculation Error	The learner has miscalculated in their working out, for example $2 + 2 = 5$
Unit Error	The unit was not as the task instructed, for example an answer in cm when the task asks for the final unit in metres
Check Incomplete	The task instructed the learner to provide a method of checking their response, and this was not completed successfully. This feedback is used when the learner has successfully completed the other parts of the task, but not the check

Functional Skills Compact Feedback (ICT)

Request Details

Learner Name:	NCFE Learner
Centre Name & Number:	NCFE - 0123456
Qualification Name:	ICT Level 1
Paper/Online	Online
Date of Assessment	06/06/2018

Feedback

Task	Marks Gained	Total Marks Available	Feedback	
Open email and complete instructions	4	5	Email Error	
Find information from the internet and send email	0	6	Information Not Found	No Response
Work on spreadsheet data	10	20	Incorrect Formulae	Chart Error
Develop a Word-processed or presentation document	10	15	Contains Errors	Incorrect Formatting
Answer ICT Knowledge Questions	0	4	Incorrect ICT Knowledge	
Overall Mark	26	50		

Feedback Details

Feedback	Description
No Response	The learner appears not to have answered the task, or a significant portion of the task instructions (for example if the instructions request the learner insert a chart or image, and the learner has not done this)
Email Error	Errors or omissions in email or email contact. This covers not saving the email, not having the correct title for an email, not attaching the correct file, missing a close to the email, and not using appropriate language.
Document Error	Document (or Folder) not saved, created, or titled correctly
Information Not Found	Correct search engine terms not given, resulting in correct information not found
Incorrect Formatting	Format and layout of document (or part of the document) is not appropriate or in accordance with task instructions
Incorrect Imaging	Images not displayed appropriately. If an image has not been included, this would come under 'No Response'
Contains Errors	Response contains errors (this covers all document types). Errors can be relating to spelling, numerical values, text omitted or text not deleted as per task instructions. If the learner does not insert text (such as a footer) this would be covered under 'No response'.
Incorrect Formulae	Correct formulae not used. Formula used either contains errors or is not appropriate
Chart Error	Chart not created in accordance with task e.g. incorrect data used, mislabelled data, incorrect/inappropriate title. If a chart has not been included, this would come under 'No Response'
Incorrect ICT Knowledge Answer	Learner has not demonstrated awareness of ICT systems e.g. safety, security, general ICT software/hardware knowledge
Printing Error (<i>Paper Based Assessments Only</i>)	Formulae/screenshots not printed or not to a readable quality.