

Providing Constructive Feedback Rubric

“Feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood.”
(Hattie, and Timperley 81-112)

Feedback is valuable and useful when...

| | |
|-------------|--|
| Who | Someone provides it with the appropriate audience in mind. <i>Who is going to receive this information: a peer, an instructor, the program director?</i> |
| When | It is given as soon as possible after performance and it allows for response and interaction. <i>Will the feedback still be relevant to the audience?</i> |
| Why | There is purpose awareness. <i>What is my audience going to do with this information: make changes in the draft, adjust teaching strategies, add a class to the program?</i> |
| What | It is focused and provides specific information with clear evidence of appropriate content. <i>What are the goals?</i> <i>What progress is being made towards that goal?</i> <i>What activities need to be undertaken to make better progress?</i> |
| How | It is perceived as well-intentioned, respectful (devoid of inflammatory language) and knowledgeable. <i>Is what I am saying specific and useful to the audience?</i> <i>Am I addressing the content in a focused, constructive, and respectful manner?</i> |

| Criteria and Examples for Providing Constructive Feedback | | | | |
|---|---|---|---|----------------------------|
| | Criteria | Exemplary | Limited | Weak |
| 1. | Include accurate and specific data that is clear about irrefutable evidence (focuses on observation rather than inference). | “Adding research data would make the argument stronger.” | “Include expert evidence.” | “Evidence seems weak.” |
| 2. | Focus on content rather than on the person. | “Does your thesis contain your topic and how you feel about it?” | “Do you think that you can narrow down your thesis?” | “Broad thesis.” |
| 3. | Keep comments non-judgmental and descriptive rather than evaluative (focus on description rather than judgment). | “Examples would help to understand the concept you were explaining.” | “You don’t give enough examples.” | “Poor work.” |
| 4. | Provide a balance of positive and negative feedback. For example, negative information can be “sandwiched” between positive information. | “You include a thought provoking topic, but it seems to me that it needs more elaboration with examples. Strong start.” | “Will you include more examples?” | “Needs elaboration.” |
| 5. | Attribute positive feedback to internal causes & give it in the second person (you). | “You worked hard to explain the material well using relevant sources.” | “Relevant source selection.” | “Good job.” |
| 6. | Give negative information in the first person (I) and then shift to third person (s/he), or shift from a statement to a question that frames the problem objectively. | “I thought I understood the organization of the material from the outline, but then I was not sure...” | “I was not sure where you were going in this assignment.” | “You lost me.” |
| 7. | Offer specific suggestions that model appropriate behavior. | “Have you considered trying...? How do you think that would work?” | “Why haven’t you tried...?” | “You shouldn’t include...” |