

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...**

<b>Who</b>	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>
<b>When</b>	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>
<b>Why</b>	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>
<b>What</b>	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>
<b>How</b>	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**

	<b>Criteria</b>	<b>Exemplary</b>	<b>Limited</b>	<b>Weak</b>
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 the thesis contain the topic and how you feel about it?”	“Do you think that you can narrow down the 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.”	“Please add more 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 elaborate on the topic?”	“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...”