

Olmsted Falls City Schools Rubric for PROVIDING EFFECTIVE FEEDBACK DRAFT #1—1/5/10

Feedback Construct	Exemplary Level	Proficient Level	Developing Level	Beginning Level
Modality of Feedback	<input type="checkbox"/> Feedback is consistently delivered orally or in written form that is appropriate to the learning target or assignment	<input type="checkbox"/> Feedback is often delivered orally or in written form that is appropriate to the learning target or assignment	<input type="checkbox"/> Feedback is sometimes delivered orally or in written form that is appropriate to the learning target or assignment	<input type="checkbox"/> Feedback is not delivered orally or in written form that is appropriate to the learning target or assignment
Focused	<input type="checkbox"/> Feedback is consistently provided that is related to the learning target criterion, tells the student the criteria was met (or not) and tells why.	<input type="checkbox"/> Feedback is often provided that relates to the learning target criterion, tells the student the criteria was met (or not) and tells why.	<input type="checkbox"/> Feedback is sometimes provided that relates to the learning target criterion, tells the student the criteria was met (or not) and tells why.	<input type="checkbox"/> Feedback is not provided that relates to the learning target criterion, tell the student the criteria was met (or not) and tells why.
Descriptive and Specific	<input type="checkbox"/> Feedback consistently provides specific strategies for the next steps in the student's learning.	<input type="checkbox"/> Feedback often provides specific strategies for the next steps in the student's learning.	<input type="checkbox"/> Feedback sometimes provides specific strategies for the next steps in the student's learning.	<input type="checkbox"/> Feedback does not provide specific strategies for the next steps in the student's learning.
Delivered in a Timely Manner	<input type="checkbox"/> Feedback is consistently provided to students while there is still time to act on it.	<input type="checkbox"/> Feedback is often provided to students while there is still time to act on it.	<input type="checkbox"/> Feedback is sometimes provided to students while there is still time to act on it.	<input type="checkbox"/> Feedback is not provided to students while there is still time to act on it.
Amount is Appropriate	<input type="checkbox"/> Enough Feedback is consistently provided to students so they can work against the assignment criteria and know what to do next.	<input type="checkbox"/> Enough Feedback is often provided to students so they can work against the assignment criteria and know what to do next.	<input type="checkbox"/> Feedback is sometimes provided to students so they can work against the assignment criteria and know what to do next.	<input type="checkbox"/> Feedback is not provided to students so they can work against the assignment criteria and know what to do next.

Effective Feedback: A response to student work using the criteria for good work that is part of the learning target; observes where the work did a good job of meeting the criteria and where it did not; suggests ways the student could go about understanding the reasons for these observations so that strengths can be built on and weaknesses improved (Moss & Brookhart, 2009).