

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

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