Effective Feedback Rubric

Name of Student: **Date Completed:**

EFFECTIVE FEEDBACK OUTCOMES	NOVICE Awareness or Base Level Knowledge	TRANSITION From Novice to Intermediate	INTERMEDIATE Apply the concept somewhat	TRANSITION From Intermediate to Advanced	ADVANCED Intentional and Effective Application
Approachability	Both parties make no intentional effort to create an environment conducive to feedback		Both parties recognize the importance of creating an environment that is conducive to giving and receiving feedback, but neither consistently exhibit behavior that enforces this belief		Both parties consistently create an environment that is conducive to giving and receiving feedback including, but not limited to: being ready to engage in conversation, being relaxed, stating that they are working towards reciprocal feedback being confident and creating an environment to build confidence
Timely/Appropriate	Neither party takes time or context into account when giving or receiving feedback		Both parties have a general understanding of the importance of appropriateness and timeliness of feedback but sometimes fail to use good judgement and application		Both parties are consistently aware of timing and context when giving or receiving feedback; assess the who, what, when, where, and how of feedback and practices accordingly
Preparation	No preparation by any party before feedback is given or received		Minimal preparation by both parties; some thought or minimal action is taken to prepare for feedback conversation		Thought and action is taken to prepare for feedback including, but not limited to: talking points, specific examples of the behavior/action, conversation with the advisor to process the upcoming feedback conversation
Descriptive/Specific	Feedback is vague and is not focused on specific behaviors/actions; no examples are given; receiver does not ask for clarification.		Both parties understand the importance of descriptive and specific feedback but during the feedback conversation, may be vague or fail to offer/ask for specific examples		Constructively evaluate actions (not individuals) with specific, detailed information by describing the situation, the behavior, and the impact

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Objectivity	Focuses on personal characteristics and/or personality flaws; both parties allow feedback to be guided by emotions and personal biases rather than facts		Both parties understand the importance of being objective, but personal biases enter into the feedback conversation; may still focus on personal characteristics and/or personality flaws		Provides clear, nonjudgmental, and non-biased feedback by focusing on the actions/behaviors rather than on the individual; neither party focuses on personal characteristics and/or personality flaws discussion is fact-based rather than emotion-based
Active Participation - Nonverbal Communication	Neither party is aware of the non-verbal communication that occurs during the feedback conversation		Is aware of, but may ignore, non-verbal communication; may be attuned to certain aspects of non-verbal communication, but not all, of self and/or others involved		All parties are cognizant of body language, tone of voice, speaking manner, word choice, and eye contact and the impact on communication
Developmental and Constructive	Both parties fail to generate any further developmental or constructive methods as a result of the feedback; additional resources and need for follow-through are not discussed		Both parties are aware that alternatives and/or action plans need to be developed and attempt to create them; additional resources or proper follow-through are underutilized		Generates alternatives, appropriately delegates responsibilities and/or formulates a plan for continuation or improvement of actions; utilizes proper resources and follows up on feedback conversation

COMMENTS: