

FIGURE 3. Designing and Using Rubrics as Tools for Effective Feedback

Feedback Qualities	Effective design and use of a rubric	Ineffective design and use of a rubric
Specific	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> objectively and precisely describes the most important qualities (the success criteria) of effective learning and performance. <p><i>Effective feedback...</i></p> <ul style="list-style-type: none"> specifically describes the most relevant aspects of student work as related to the most important aspects of a specific level of success criteria. affirms areas of strength and informs specific actions the learner should take to improve their learning and performance. 	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> uses general language like “good” or “excellent” to describe differences between levels. confuses quantity with quality by focusing on surface features (e.g., number of slides). <p><i>Ineffective feedback...</i></p> <ul style="list-style-type: none"> is ambiguous or vaguely worded. is presented as general praise (“good job!”) or a vague suggestion (“Try harder.”).
Understandable	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> is explained using tangible examples to illustrate the key traits, associated success criteria, and key differences in quality at each level. employs important academic language that’s been explicitly taught to students. <p><i>The feedback...</i></p> <ul style="list-style-type: none"> enables the learner to articulate (in their own words) the strengths and weaknesses of their work. shows the student specific actions that they can take to improve their learning and performance. 	<p><i>An ineffective rubric...</i></p> <ul style="list-style-type: none"> is based on hidden criteria “in the teacher’s head”. uses terms and jargon that have not been taught to the learner. <p><i>The feedback...</i></p> <ul style="list-style-type: none"> gives a numerical score or grade, but does not explain the relationship among the grade, their work, and the most important attributes of quality. leaves the student wondering what they could do to improve. overwhelms the student.
Timely	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> is presented in advance for learner to use formatively to guide strategy and effort to produce work of high quality or evidence of deep understanding. <p><i>The feedback...</i></p> <ul style="list-style-type: none"> is provided to the student while it can still be used to improve their learning or performance. 	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> is only revealed to the student when it is used to provide a summative judgment or grade. <p><i>The feedback...</i></p> <ul style="list-style-type: none"> is given solely as a summative grade or score. is given well after the student has done the work.
Actionable	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> is used by the student to describe the goal, the current level of quality or depth of understanding, and strategies he/she can use to improve. is used by the student to guide self-assessment and reflection. <p><i>The feedback...</i></p> <ul style="list-style-type: none"> is delivered with the expectation that it be used to make focused revisions, corrections, or other changes to improve the quality of learning or performance. includes opportunities for students to revise, practice, or refine their work in the future. 	<p><i>The rubric...</i></p> <ul style="list-style-type: none"> is solely used by the teacher, not shared with or used by the student. is really a “single use” set of specifications that can’t be transferred to any other task or learning goal. <p><i>The feedback...</i></p> <ul style="list-style-type: none"> is given with no expectation that the student does anything with it. is given with no opportunity for students to use the feedback to revise, practice, or refine their work. is given with only a vague statement of hope that the student might use it in the future.

Source: Adapted from Frontier, T. (2021). *Teaching with clarity*. ASCD. Used with permission.