

## Effective Feedback Rubric Student Leader Learning Outcomes (SLLO) Project

Name of Student:

Date Completed:

<b>EFFECTIVE FEEDBACK OUTCOMES</b>	<b><u>NOVICE</u> Awareness or Base Level Knowledge</b>	<b><u>TRANSITION</u> From Novice to Intermediate</b>	<b><u>INTERMEDIATE</u> Apply the concept somewhat</b>	<b><u>TRANSITION</u> From Intermediate to Advanced</b>	<b><u>ADVANCED</u> Intentional and Effective Application</b>
<b>Approachability</b>	Makes no intentional effort to create an environment conducive to feedback		Recognizes the importance of creating an environment that is conducive to giving and receiving feedback but does not consistently exhibit behavior which enforces this belief		Consistently creates an environment that is conducive to giving and receiving feedback including, but not limited to: being ready to engage in conversation, being relaxed, being confident, and stating that you are willing to give/receive feedback
<b>Timely/Appropriate</b>	Does not take time or context into account when giving or receiving feedback		Has a general understanding of the importance of timeliness and appropriateness of feedback, but sometimes fails to use good judgment and application		Is consistently aware of timing and context when giving or receiving feedback; assesses the who, what, when, where, and how of feedback and practices accordingly
<b>Preparation</b>	No preparation before feedback is given		Minimal preparation; 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

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<b>Descriptive/Specific</b>	Feedback is vague and is not focused on specific behaviors/actions; no examples are given		Understands the importance of descriptive and specific feedback but during the feedback conversation, may be vague or fail to offer specific examples		Constructively evaluates actions (not individuals) with specific, detailed information by describing the situation, the behavior, and the impact
<b>Objective</b>	Focuses on personal characteristics and/or personality flaws; allows feedback to be guided by emotions and personal biases, rather than facts		Understands the importance of being objective, but allows personal biases to enter into the feedback conversation; may still focus on personal characteristics and/or personality flaws		Provides clear, nonjudgmental, and non-biased feedback by focusing more on the action/behavior rather than on the individual; does not focus on personal characteristics and/or personality flaws. Feedback is fact-based rather than emotion-based
<b>Active Participation - Interpersonal Communication</b>	Is not aware of the non-verbal communication that occurs during the feedback conversation, both of self and others involved		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		Is cognizant of body language, tone of voice, speaking manner, word choice, and eye contact, both of self and others involved in feedback conversation
<b>Active Participation - Active Listening</b>	Is not attentive to the responses during feedback; only concerned with getting own message across without listening to others in conversation		Listens to others, but may only be defensive about their point of view		Actively listens during feedback sessions and is attentive to the responses of the individual giving or receiving feedback

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<b>Developmental and Constructive</b>	Does not generate any further developmental or constructive methods as a result of the feedback; is not aware of resources or need for follow-through		Is aware that alternatives and/or action plans need to be developed, and attempts to create them; but is not sure how to support the individual through utilizing resources or proper follow-through		Generates alternatives and/or action plan for continuation or improvement of actions; utilizes proper resources and follows up on feedback conversation

**COMMENTS:**

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