

Descriptive Teacher Feedback Rubric

Adapted from *Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice* (FARROP)
Wylie & Lyon, 2016

This rubric is part of the set developed by the Council of Chief State School Officers' Formative Assessment for Students and Teachers State Collaborative (Wylie & Lyon, 2016). These rubrics are part of a more [extensive guidance document](#) that can serve as a companion reference to this document. These rubrics are designed to be used within the context of school-based professional development, with formal or informal groups of teachers, or by individuals who are interested in improving formative assessment practice.

Each of the rubrics showcases a specific dimension of formative assessment practice. The dimension in this document is focused on Descriptive Teacher Feedback. Other forms of pedagogical action are captured in various other rubrics in this series related to their area of focus, e.g., responding to evidence from discourse, asking questions, observing tasks.

Reading from left to right, the rubrics describe a novice or incomplete implementation to a more sophisticated level of implementation, using four levels or categories that indicate a progression of skills and abilities: 1) Beginning, 2) Developing, 3) Progressing, and 4) Extending.

The rubrics describe the level of implementation of particular aspects of practice (not the level of expertise of a teacher), and not every dimension (rubric) will be observed during every lesson. However, over time, as teachers develop formative assessment practice, it is likely to see instructional practice in a greater number of dimensions during each classroom visit.

When using the rubric, the evidence may not match exactly to the description of one level but rather cut across two. In such a case, one should use professional judgment to select the level that is most representative of the observed practice. Since each rubric row is equally important and no one should privilege any other, users should consider performance across all rows when trying to make any overall assessment about a dimension of practice. Users can record their notes in the text box following the rubric.

Descriptive Teacher Feedback (from Wylie & Lyon, 2016: p. 56)

Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success. This dimension focuses on the teacher's role to provide individualized feedback to students. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets and that provides guidance on how to improve work. The rubrics include three dimensions that address distinct aspects of feedback: this dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student/teacher conferences) by the teacher. Feedback does not have to be always about work products – feedback can also be provided on student thinking represented orally as it is emerging. For this dimension, the focus is on the teacher as the provider of feedback (student-to-student feedback is in the Peer Assessment dimension) but in order for the higher levels of the rubric to apply there must be evidence that the students attend to the feedback by revising work.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher provides evaluative feedback on a specific piece of work (e.g., a score, grade, or other summative feedback). <i>OR</i> <input type="checkbox"/> Feedback seems disconnected to the intended learning goals.	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success. <input type="checkbox"/>	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success. <input type="checkbox"/>	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success. <input type="checkbox"/>
Corrective feedback does all the thinking for the students; subsequent student actions consist solely of following directions. <input type="checkbox"/>	Corrective feedback sometimes does all the thinking for the students; other times it appropriately scaffolds the next steps that students are to take. <input type="checkbox"/>	Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students. <input type="checkbox"/>	Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students. <input type="checkbox"/>
The teacher does not have a systematic approach for providing feedback to most or all students. <input type="checkbox"/>	It is unclear whether the teacher has a systematic approach for providing feedback to most or all students. <input type="checkbox"/>	It is unclear whether the teacher has a systematic approach for providing feedback to most or all students. <input type="checkbox"/>	It is clear that the teacher has a systematic approach for providing feedback to most or all students. <input type="checkbox"/>
There is no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways. <input type="checkbox"/>	There is little or no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways. <input type="checkbox"/>	Students are provided with limited structures and supports (e.g., limited time is provided or students are confused about the process) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways. <input type="checkbox"/>	Students are provided with ample structures and supports (e.g., time, feedback structures, etc.) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways. <input type="checkbox"/>

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