

How “Feedback Literate” Is Your Learner?

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This rubric to understand strengths/weaknesses of a learner’s feedback literacy was created using multiple sources. It has not been validated. Please bring it back to your institutions, modify it, and use it as a tool to evaluate your trainees and as an educational guide for trainees to use in learning how to be more effective in their role in the feedback process.

Rate your learner’s ability using the following scores: Never (0), Sometimes (1), Often (2), Always (3)

<u>Feedback Literacy Components</u>	<u># of points</u>
Appreciate Feedback	
1. Takes an active role in the conversation	
2. Seeks to understand the feedback received (asks clarifying questions)	
3. Proactively seeks feedback from multiple sources (360 degrees, not just supervisor)	
Make Judgments	
1. Seeks peer review to self-evaluate and adjust goals	
2. Identifies criteria to compare and monitor quality of own work (exemplars, peers, rubrics, assessment criteria) to identify learning needs	
3. Gives an accurate self-assessment of competencies discussed during a feedback conversation	
Manage Affect	
1. Demonstrates openness to receiving constructive feedback rather than appearing defensive, dismissive, or helpless	
2. Willing to ask for feedback on an area for improvement	
3. Acknowledges negative emotions and manages them in a productive way	
Take Action	
1. Uses feedback to identify goals and learning outcomes needed for improvement	
2. Actively participates in creating an action plan with timeline	
3. Identifies how progress will be tracked and measures of success	
<u>Total</u>	

Very limited (significantly below expectations) feedback literacy (0-9 points)

Limited knowledge, passive involvement in feedback process, focused on correcting errors, assumes that if right feedback conditions are in place, problems will be fixed, openly emotional during feedback process

Limited (below expectations) feedback literacy (10-18 points)

Processes feedback to drive learning, views learning outcomes as a product of the feedback message without significant self-evaluation, limited communicative process, reactionary as opposed to proactive regarding areas for improvement

Appropriate (meets expectations) feedback literacy (19-27 points)

Approaches feedback in a bidirectional manner, requires teacher to guide the feedback process and link to learning objectives, generates self-feedback and uses both internal and external feedback to process

Substantial (above expectations) feedback literacy (28-36 points)

Readily employs practices to self-regulate emotions, views feedback as a dialogue, proactively seeks, receives and provides feedback for areas of improvement/goals

Resources:

Elizabeth Molloy, David Boud & Michael Henderson. "Developing a learning-centred framework for feedback literacy." *Assessment & Evaluation in Higher Education*. 2018. 45:4, pages 527-540, DOI: [10.1080/02602938.2019.1667955](https://doi.org/10.1080/02602938.2019.1667955).

Fabienne M. Van der Kleij, Lenore E. Adie & J. Joy Cumming. "A meta-review of the student role in feedback." *International Journal of Educational Research*. 2020. Volume 98, pages 303-323, DOI: [10.1016/j.ijer.2019.09.005](https://doi.org/10.1016/j.ijer.2019.09.005).

Nicholas Tripodi, Jack Feehan, Rebecca Wospil & Brett Vaughan. "Twelve tips for developing feedback literacy in health professions learners." *Medical Teacher*. 2020. 43(2). DOI: [10.1080/0142159X.2020.1839035](https://doi.org/10.1080/0142159X.2020.1839035).

Zi Yan & David Carless. "Self-assessment is about more than self: the enabling role of feedback literacy." *Assessment & Evaluation in Higher Education*. 2022. 47:7, pages 1116-1128. DOI: [10.1080/02602938.2021.2001431](https://doi.org/10.1080/02602938.2021.2001431)