

Rubric assessing peer feedback

	Good	Sufficient	Insufficient	
Quality of given peer feedback	Feedback consistently encourages thinking in the form of a helpful question, compliment or critical comment. Feedback contains the elements of good feedback, namely judgment, explanation, suggestion for improvement and, if relevant, a reference to literature or learning goals.	Feedback frequently prompts thought, but sometimes remains superficial or under-substantiated.	Feedback is frequently superficial and unsubstantiated and contains little to no of the elements of good feedback.	
	Feedback is accurate, substantiated and in-depth. It demonstrates that the peer has knowledge and understanding of the topic and can translate that into useful, informed feedback.	Feedback is largely correct, but could be better substantiated and deepened. It shows sufficient degree of knowledge and understanding of the topic, but the translation into informed feedback could be stronger.	Feedback is incorrect or superficial, indicating a lack of knowledge and understanding of the topic.	
	Feedback focuses primarily on key elements and the work as a whole. It considers relevance, logical structure and coherence, the common thread, strength of reasoning and overall understanding.	Feedback covers relevance, strength of argument and comprehension, but focuses mostly on individual parts of the work, such as the introduction or method, thus missing feedback on the whole.	Feedback mainly focuses on details, such as spelling errors, writing style and the title.	
Communication of given peer feedback	Feedback is constructive, clear, critical, friendly and presented as opinion in the I form . It is consistently stated to which part of the work the feedback refers and includes an explanation or example.	The five characteristics of good communication are applied but not consistently in every feedback or one or two elements are completely missing.	Feedback is not or hardly constructive, clear, critical, written in the I form and friendly in nature, making the feedback unhelpful or useful or evoking negative emotion in the peer.	

Quantity of given peer feedback	The minimum number of feedback comments established by the teacher was met. At the same time, there has not been an abundance of feedback that overloads the peer. The feedback was balanced across different aspects of the work.	The minimum number of feedback comments was met. There is some imbalance in distribution across different aspects of the work or a slight tendency to overload.	The minimum number of feedback comments is not met or there is an abundance of feedback that causes the peer to become overloaded and the essence of the feedback is lost.	
Implementing received peer feedback	Action plan demonstrates that all feedback received has been considered and feedback from different peers is being linked; clear arguments are given as to why feedback is or is not included in the final version of the work. There is reflection on how giving peer feedback contributed to one's own work and clarification questions for the peer demonstrate a willingness to learn.	Action plan shows that most feedback has been considered, but consistency between feedback from multiple peers is not consistently sought. Persuasive reasoning as to why feedback is or is not included could be stronger or is missing here and there. There is reflection on how giving peer feedback has contributed to one's own work and clarification questions for the peer are asked, however there is room for more depth and curiosity.	Action plan contains little or no argumentation for incorporating or not incorporating the feedback received or the argumentation is of poor quality; connections between feedback from different peers are not sought. There is little or no reflection on how giving peer feedback has contributed to one's own work, and clarification questions for the peer are not asked or show no commitment to learning to better understand the feedback received.	
	The action plan has been visibly implemented. The student demonstrates good ability to use the feedback received to their advantage by visibly submitting an improved final version of the work.	The action plan has been partially implemented. The student demonstrates adequate ability to apply planned improvements in the final version of the work, but there is room for completeness, depth or refinement.	The student shows no or insufficient evidence of being able to apply planned improvements described in the action plan in the final version of the work.	