

Feedback Scorecard

A tool to provide formative guidance following MSF feedback review

	Improvement needed	Completely satisfactory	Exemplary
Feedback was specific	1	2	3
To improve performance, feedback should be expressed in specific terms of observable performance. You should discuss what the learner did, not “who they are.”			
Notes:			
Feedback was based on program’s goals	1	2	3
The learner should know that feedback is based on goals, and not the personal preferences of the observer or the provider giving the feedback.			
Notes:			
Feedback was timed appropriately	1	2	3
Appropriate timing is important, and some observers’ comments may have been written several weeks ago or more. If an observer’s written comments are not concrete, you might ask the learner if he/she can recall what the comment might refer to. It is better to prompt reflection in the learner than to be over-emphatic. For instance, you may wish to ask questions such as, “can you think of what may have prompted that comment? How do you feel about the comment?” Low performers often need immediate feedback on specific behaviors. When the report does not include these, ask the learner what he/she might do to minimize negative comments on the next report.			
Notes:			
Feedback was balanced	1	2	3
Providing balanced feedback establishes that the system doesn’t just detect faults. Feedback reports will often include comments commending a learner on one or several behaviors while also indicating things to work on.			
Notes:			

Feedback Scorecard

Improvement
needed
1
Completely
satisfactory
2
Exemplary
3

Learner is allowed to react to feedback

1

2

3

The learner should always have the chance to respond, especially to comments that criticize behavior. They should have a chance to tell their side of the story.

Notes:

Feedback was supported by learning climate

1

2

3

The feedback provider should not approve of unprofessional behavior, but it is okay to make comments such as "I can understand that being up all night is difficult." Acknowledge challenges presented by the environment, and reinforce appropriate behavioral responses by the learner.

Notes:

Action plan included

1

2

3

It is important to have an explicit plan for follow-up and subsequent observations when negative comments or low ratings have been made about a learner's behavior. Remind the learner that this feedback is formative, not a grade, and that they will receive another report after several months. The learner should always be asked how the feedback provider or the training program can help the learner to meet the expected level of performance.

Notes: