	1	2	3	4	
I rarely provide opportunities for various channels of feedback in my courses.	1	2	3	4	I provide multiple opportunities for all channels of feedback in my courses.
I rarely see the impact of my feedback on student learning.	1	2	3	4	My feedback serves as an integral element for student learning.
I assume students will understand and use the feedback provided to them.	1	2	3	4	I invest time ensuring students understand my feedback and how to use it to improve future performance.
My feedback is not associated with defined evaluative criteria (rubric).	1	2	3	4	My feedback is goal-referenced because it is based on clearly defined evaluative criteria
I find myself overwhelmed with the volume of grading I have to do, so I am always a week or so behind.	1	2	3	4	I realize the importance of timely feedback and strive to give feedback to students within a reasonable time frame.
My feedback focuses on weaknesses within student work—errors they should not repeat.	1	2	3	4	My feedback focuses on strengths and weaknesses—errors they should not repeat and elements worth repeating.
I consistently focus on grades as my main source of feedback.	1	2	3	4	Grades are necessary to communicate movement toward mastery, but feedback is so much more than a grade.
My feedback does not incorporate the 7 keys: goal-referenced, tangible, actionable, user-friendly, timely, ongoing, and consistent.	1	2	3	4	I plan my feedback so that it is goal-referenced, tangible, actionable, user-friendly, timely, ongoing, and consistent.

Where are the opportunities to incorporate different channels of feedback within my courses?

Identify one goal for providing effective feedback to students: