

Activity 2.1: Specific Positive Feedback: Possible Answers and Notes

	Your Specific Positive Feedback (Specific element is highlighted)	Notes
1. As you cruise the class during independent work time, you notice that Emil has correctly completed a problem.	<i>Emil, you set up this problem correctly, which really helped you get the correct answer.</i>	This could be even more specific if the teacher pointed out why it was set up correctly
2. Your entire class followed the expectations during the transition to reading stations.	<i>Great job class! You all went directly to your reading stations, brought the needed materials, and began working right away. This transition only took 2 minutes! Congratulations!</i>	If there is a particular student that usually has a hard time, can add personalized feedback
3. Javon, who has a habit of calling out answers, raised his hand and waited to be called on.	<i>Thanks for raising your hand and waiting to be called on, Javon. Now everyone can hear what you have to say.</i>	The second part states the value of the behavior. In this case, it was the value to Javon. One could also state the value to his classmates, or the teacher, if this would be more motivating to Javon.
4. Margarite and Jesse, whom you had to redirect due to talking, are working quietly.	Privately, to both: <i>I can see you are both working quietly. If you keep this up, you'll be able to finish this work before recess!</i>	Same as above regarding a value statement.
5. Jose has turned in all of his homework this week. This is a big improvement from the last month.	<i>Jose, I've noticed that you turned in all of your homework this week. The effort you put into this will definitely make a difference in your grade.</i>	Note the emphasis on Jose's effort.
6. Anthony, who has difficulty with transitions, went directly to the computers and began working.	<i>Anthony has gone directly to his station and has already started his work.</i>	This would be one in many specific feedback statements the teacher makes during the transition.
7. The blue table was the first table to clean up their materials and prepare for the next activity.	<i>Blue table, you really wasted no time in cleaning up and preparing for math. You're the first table ready. Well done!</i>	If other tables are talking during the transition, but the blue table did not, the teacher could point that out in their feedback as a way to redirect the rest of the class.

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8. Shelly has been on time to class for the past 2 weeks.	<i>Shelly, I appreciate your being on time to every class these past two weeks. What are you doing that is helping you get here on time?</i>	A great practice for older students is have them identify what they are doing that is helping them be successful.
9. As you return class work, you notice that Jason has improved his performance on math assignments.	<i>Jason, I noticed that your scores on the math assignments have improved. You're really mastering this concept.</i>	This is another place where effort could also be praised. Additionally, Jason could be asked to help other students, or demonstrate how he does a problem.