

Handout 3 – Evidence-Based Feedback Guide and Practice Card

Useful encouragement is credible because it points to something the person actually did. It should support agency without fixing the person into a label.

Part	Sentence stem	Example
NOTICE	"I noticed you..."	"I noticed you changed your plan when the first idea did not work."
IMPACT	"That helped because..."	"That helped because the group could keep moving instead of getting stuck."
POSSIBILITY	"That suggests you can..."	"That suggests you can use adjustment as a strategy in another difficult task."
CHOICE	"Does that fit with how you saw it?"	The student may accept, change or decline the interpretation.

Avoid

- "You are so smart / talented / gifted."
- "See? There was nothing to worry about."
- "You can do anything if you believe in yourself."
- comparison with another student or sibling
- praise that is not supported by observable evidence
- interpreting the student's emotions for them ("You were only excited, not anxious").

Independent practice option

Write an evidence-based feedback statement for one fictional example:

- (A) A student asks for clarification before starting and then completes the first part independently.
- (B) A student receives feedback on a draft, changes two sections and explains why.
- (C) A student is nervous about joining a group but asks to begin with a defined role and stays for the activity.