

**Print out the front and back of this card and keep it handy as you practice giving  
Mastery Oriented Feedback**

<b>Mastery oriented goals and feedback phrases to get you started:</b>						
<b><i>Model the commitment to learning and understanding that you want your students to exhibit.</i></b>	<b><i>Focus attention on students effort and strategy use, not on abilities or intelligence.</i></b>	<b><i>Teach adaptive learning strategies.</i></b>	<b><i>Encourage student involvement and a sense of personal responsibility.</i></b>	<b><i>De-emphasize the negative consequence of making errors.</i></b>	<b><i>Decrease emphasis on social comparison.</i></b>	<b><i>Foster the establishment of realistic, but challenging goals.</i></b>
<p>"When I first tried to do this, I had trouble with _____.</p> <p>I kept at it and I eventually figured it out. That helped me to better understand."</p>	<p>"I like how you tried _____ and then thought of other ways to answer the challenge."</p>	<p>"I notice that you are thinking deeply about _____. That kind of thinking is going to help you improve even more."</p>	<p>"This was your personal best so far. Keep using these strategies to keep improving."</p>	<p>"I like how you looked at your results and saw how you could use them to redesign your experiment."</p>	<p>"Look at all the areas where you made improvements. That shows how the strategies you've used are helping you grow as a learner."</p>	<p>"What goals would you like to set next? Let's think about the steps to take that will help you move forward toward those goals."</p>
<p>"I like that this isn't easy or obvious. It's fun to figure out the challenge."</p>	<p>"Your effort really shows in this."</p>	<p>"That's a really productive approach."</p>	<p>"It's important that we hear questions from as many people as possible. It's the questions that scientists ask that decide what research they will do next."</p>	<p>"It's good that, when it didn't come to you at first, you kept trying to figure it out. That's a great way to learn."</p>	<p>"It's good to see you taking responsibility for your learning this week."</p>	<p>"You've made improvements in _____. Now let's focus some time on the areas that are a little more challenging for you to build your strengths in those areas, too."</p>

**Feedback phrases to avoid, and why!** Adapted from Enhancing Adolescents Motivation for Science, Shumow & Schmidt, 2013, p. 90.

<b>Avoid this feedback!</b>	<b>Why avoid it?</b>
You are so smart!	This focuses on intrinsic qualities (being smart) rather than effort or persistence. Mastery oriented feedback refocuses students on the things they can control (their effort and hard work) rather than things they cannot.
You got a great grade on this.	Grades are good, but mastery feedback focuses on the process and effort of the students in order to build capacity. The grade should not be the ultimate goal; rather feedback should focus on personal improvement and progress toward high standards.
Hey everyone, see how this student did this? Do it like they did.	This uses public performance and display as the reward for good work. It is not mastery oriented because it does not focus on what each student can build on. Moreover, this type of feedback heightens many students' anxiety by creating social comparisons.
You got 9 out of 10 right.	This does not provide any actionable steps for students to build on. It focuses on outcome rather than on the work that went into making that outcome happen.
You did better than everyone else	This focuses students on public performance and display as markers of achievement. Mastery oriented feedback seeks to focus feedback and praise on student work, effort, and persistence rather than on social comparisons, which may boost some students but certainly discourages most others in a class. In addition, when this student does not do better than everyone in the class, it sends the message that they are a failure.
It's your lucky day—a perfect score!	This indicates that success is based on luck rather than effort, preparation, and hard work. That's definitely not the message mastery oriented feedback wants to send!
I know you didn't do as well as you wanted on this test. The next test has easier concepts, so I'm sure you'll do better next time.	This tells a student that the teacher does not see them as capable of reaching high standards. In fact, it sets low expectations for the student based on what he or she is considered capable of learning. Mastery oriented feedback sets high standards and provides feedback to support students building capacity and improvement toward those standards.