



Feedback planning record

Teacher or code: _____ Coach: _____ Date: _____

Prepare one comment with the teacher. Identify the work it addresses and how the learner will have a chance to use it.

Task and precise criterion

Name the class, task and one criterion. Keep the content goal visible rather than focusing only on presentation.

Original work and what to preserve

Use a secure local code. Include a short work excerpt and a specific idea or action that should remain.

One change worth making

Describe the next change in the work. If the learner needs a new concept or skill, plan instruction first.

Proposed comment and rehearsal

Write the exact comment. Rehearse a possible learner interpretation and the teacher follow-up.

Opportunity and access

When can the learner respond? Record oral, written or other planned response choices and needed materials.

Interpretation and evidence check

Ask what the learner thinks the comment asks them to change. Name the work you will revisit and the criterion you will check.



Feedback exchange record

Teacher or code: _____ Coach: _____ Date: _____

Record one observed exchange per page. Keep the teacher's words, learner interpretation and later work separate. Duplicate for more exchanges.

Local code and observation conditions

Code, class, date, task, mode of communication and where the observer was positioned.

Criterion and work before the comment

Name the criterion and the exact part of the work that led to this comment.

Teacher's words

Record the comment as heard or read. Mark a paraphrase clearly if exact wording is unavailable.

Learner interpretation or question

Record what the learner says the comment means or asks. A nod does not establish understanding.

Teacher follow-up and opportunity to act

What did the teacher add? What time, materials and response choices were available?

Work to revisit and limits

Name the revision or later attempt to inspect. Record missing evidence and observation limits separately.

Revision comparison

Teacher or code: _____ Coach: _____ Date: _____

Compare one original and revised response against the same criterion. Use work evidence to justify a judgment; keep missing records separate.

Criterion and comparable conditions

Code, task, dates, criterion and changes in task or response conditions that affect comparison.

Original and revised work

Original work	Revised work
Copy a short relevant excerpt, or cite a secure local work location.	Copy the matching revision. Note which version and date this is.

Comment and learner interpretation

Record the comment and the learner's explanation of what to change. Separate first and revised support if both occurred.

Judgment and work evidence

Demonstrated, Partial, Not yet demonstrated or No comparable work? Explain the judgment using the actual response.

Assistance and next check

Record teaching, help or modeling between drafts, then plan a new independent try to check what the learner can do without that help.

Return plan and response check

Teacher or code: _____ Coach: _____ Date: _____

Check what was implemented, how learners used the feedback and what the teacher wants to try next. State how many matching work records were reviewed.

Agreed change and implementation

What was planned and what actually happened? Name the task, dates and teacher action.

Coverage and usable records

Enrollment, comparable records, absences, incomplete sequences and not-selected records. Keep distinct reasons visible.

Interpretation compared with revision

What did learners think the comment asked for? What did the matching work show?

Criterion results and limits

Enter counts over reviewed comparable records. Identify specific changes, remaining needs and assistance that limits the conclusion.

Teacher-selected next action

Keep, adjust, teach a needed concept or collect more evidence. Record why the teacher chose this action.

Later independent task and return arrangement

Name the task, criterion, access supports, observer and date. Label planned checks as planned.

Student revision check

Name or class code: _____ Date: _____

Use one comment to improve your work. Show what changed.

You can write, draw, say it out loud, or point to your work.

Assignment / what I am working on: _____

What does the comment ask me to change?

What I changed

Where the change shows in my work

CUT OR FOLD HERE

Student revision check

Name or class code: _____ Date: _____

Use one comment to improve your work. Show what changed.

You can write, draw, say it out loud, or point to your work.

Assignment / what I am working on: _____

What does the comment ask me to change?

What I changed

Where the change shows in my work

Feedback exchanges compact

Teacher or code:

Coach:

Date:

Record up to three exchanges in one visit. Use detailed F02 when a single exchange needs more space. Keep learner words separate from observer guesses.

Criterion and visit conditions

Class, task, date, response mode and observer position. Use secure local codes and the agreed note audience.

Local code	Comment Exact or marked paraphrase	Learner interpretation Heard words or unavailable	Time and support Follow-up and access	Work to revisit Location, date and limits

Pattern across exchanges and one thing to discuss

Describe only these exchanges. Mark missing evidence as unavailable. Revisit the actual revision before judging what changed.