SECONDARY INSTRUCTIONAL COACHING / FOCUS SECTION

FEEDBACK TO STUDENTS

Inspect what a learner understands and changes.

Follow the comment into the work

ORIGINAL WORK

Plant A grew more. It had more water.

FIRST COMMENT

Explain your evidence.

FIRST REVISION

Plant A grew more. It had more water. The growth was 6 cm and 2 cm.

Fictional S02 record. The learner adds numbers after the first comment, but the response still lacks the agreed explanation and limit.

Five focus tools plus a compact observation option

For coaches and mentors supporting secondary teachers.

AGREE
Choose one criterion

OBSERVE
Hear the interpretation

TRY
Make time to respond

RETURN
Inspect the work

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Choose the smallest useful set of tools

For instructional coaches and mentors supporting secondary teachers, this section examines how learners understand and use one comment to improve a specific part of their work. Choose a criterion together, observe a small number of exchanges and inspect matched work after time to respond.

Need	Focus tool
Prepare one comment and a usable response opportunity	F01 Feedback planning record
Hear the comment and the learner's interpretation	F02 detailed / F02B compact exchanges
Compare original and revised work against one criterion	F03 Revision comparison
Check implementation and plan a new independent attempt	F04 Return plan and response check
Let a student interpret and show a revision	F05 Student revision check / two per sheet

Use the shared coaching records

The included Shared Coaching Core provides C01 Working agreement, C02 Coaching conversation, C03 Week planner, C04 Teacher feedback and coach reflection, and C05 Optional coaching summary. These neutral forms work across subjects and focus sections. The teacher's feedback about coaching belongs in C04; feedback to students belongs here. F05 is a student-facing response slip.

> Where to find the worked case
> Small first cycle: page 3. Comment choices and response planning: pages 5-6. Science case: pages 9-13. Eight work sequences: pages 14-17. English example: page 18. Completed tools: pages 22-26. Teacher introduction: page 21. Blank and editable forms include optional F02B in the separate files.

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A small first coaching cycle

You do not need every form or every student to learn something useful. Start with one criterion and a few matched work samples. Interpretation and revision both need time; this route can span more than one visit.

Stage and tools	A manageable first cycle
Agree / C01 and F01	Choose one criterion with the teacher and prepare one comment students can use. Confirm who may see the notes.
Observe / F02B or F02	Listen to two or three exchanges. Record the comment, what the learner says it asks, and the chance and support to respond.
Try / F05	Students say or write what the comment asks, revise, and show where the change appears. Allow the time and access support the task needs.
Return / F03 and C02	Inspect three or four matching originals and revisions. Record help between drafts and agree on one next teaching step.

Choose samples against the criterion

For example, select a response that already shows the criterion, one that shows part of it, and one where the comment may not have been clear. Use work evidence rather than labels such as strong or struggling. Record why you chose each sample and any missing matching work.

> Limits of a small sample
> What you find describes the selected work, not the whole class. A revision made with help does not show what the learner can do independently. Plan a later independent attempt when that is the question.

The eight-student science case makes every judgment inspectable. It is not a requirement to collect 24 drafts in every coaching cycle. The teacher introduction on page 21 offers a team route; compact F02B is the final page of the separate focus-tool files.

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Make the criterion specific enough to inspect

Start with the work, rather than a preferred comment format. Ask the teacher which part of the intended learning is visible already and which part remains uncertain. Select one change the learner can attempt during this lesson or the next planned response period.

Too broad to check

Improve your explanation leaves the reader guessing about what would count as an improvement.

A criterion for this case

Name the water and growth comparison, explain how it supports a cautious claim about these two plants, and state a limit on the conclusion.

Prepare a comment with the teacher

Read one excerpt aloud. Point to the evidence for the concern, identify something to preserve and rehearse a possible learner interpretation. If the learner cannot make sense of the content yet, a discussion, demonstration or smaller task may be more useful than another written instruction.

> Try the interpretation question
> What do you think this comment asks you to change in this part of your work? The learner can explain orally, show the intended change or use their planned communication format. Use the response to decide what to clarify.

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Choose feedback the learner can use

Read the work with the teacher first. Preserve a useful idea and choose one change that matters for the stated criterion. These are practical options to rehearse, not a required sequence or a fixed script.

Option and when it helps	Original comment to rehearse
Question / the learner has an idea but has not explained a connection	You compared the two growth amounts. How does the water comparison support your claim?
Cue / the learner knows the move but has missed it	Your measurements are here. Add the link between this comparison and your claim.
Worked comparison / the learner confuses listing evidence with interpreting it	Compare “A grew 6 cm; B grew 2 cm” with “More growth occurred with more water in these two observations.” What does the second statement do that the list does not?
Model to compare against / the move is unfamiliar	Read this different example: “The warmer tray sprouted sooner in this observation; one tray per condition is too little to generalize.” Find the comparison, connection and limit. Then write your own explanation using the plant data.

Vague and usable are about the work

“Explain your evidence” leaves the required move unclear. “Keep your water comparison; explain how it supports your claim about these two plants” names what to preserve and what to add. In English, “Add detail” can become “Choose one action and explain how it supports your inference.”

> Choose a small comment load
> Start with one priority comment for the current revision. That is a practical starting point, not a universal maximum. Add another only when the learner can explain and use the first, and time remains. Address essential misunderstandings before optional editing.

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Plan time and decide when to teach

Comment can help

The learner understands the concept and can explain the requested change, but has missed a useful move.

Teach before another comment

The learner cannot interpret the data, connect evidence to a claim or explain the idea after a clarification.

Make room for a response

Agree on when the learner will revisit the same work. A few minutes during the lesson may suit a short change; a new explanation may need a later work period. Match the time to the task rather than assigning a fixed number of minutes. Keep the original work and necessary materials available.

Check access and understanding

Read the comment aloud if that helps, chunk the language and point to its location in the work. Preserve required accommodations and planned oral, written or other response formats. Ask the learner to say or show what they will change. If the interpretation is unclear, clarify once and check again; if the underlying idea is missing, demonstrate or teach it.

> Use F05 without extra paperwork
> The student records or explains what the comment asks, what changed and where the change shows. A teacher may scribe or accept an oral response. If the comment is not understood, use the question space before asking for a revision. The slip is a conversation aid, not a compliance grade.

A manageable coach check

Observe a few exchanges and inspect their matching revisions. Teachers can collect the work between visits. Use C02 for the coaching conversation and C05 for an agreed summary that leaves out individual student work.

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Observe the exchange and the chance to respond

F02 records one exchange with a secure local code. Observe the teacher’s words and the learner response, then name the work that will be inspected. Record a paraphrase as a paraphrase. Leave unavailable evidence labeled unavailable.

Teacher words
A comment can be heard or read. Record its specific wording and the work it refers to. Avoid replacing an observed comment with what the observer thinks the teacher intended.

Learner interpretation
Listen for what the learner thinks the comment asks them to change. A nod, quick response or confident tone does not tell you whether that interpretation matches the criterion.

Opportunity to act
Record time, task materials and planned response choices. Note any further teaching or help. A comment that cannot be used yet may need a different response opportunity.

Keep the conversation small

Ask the teacher which part of the exchange is most useful to revisit. Check what the observer missed and agree on one next action. A short sample of exchanges does not establish what every learner experienced.

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Judge the work against the stated criterion

Use the same criterion for the original and revision. These judgments help plan teaching for the selected work. Make the reason visible so a colleague can disagree with evidence.

Judgment	What it means in this case
Demonstrated	Both measures are compared, their connection to a cautious claim is explained, and a limit is stated.
Partial	Some relevant correct evidence or a plausible directional claim is present, but one or more required elements are incomplete. An unsupported generalization prevents Demonstrated.
Not yet demonstrated	No usable relevant comparison is offered, the supplied comparison is contradicted, or the response is unrelated to the measured evidence.
No comparable work	A matching usable record is unavailable. Record why; do not score it as low achievement.

Interpret revision with its support
A response completed after discussion, modeling or extra help is work completed with help. It can guide the next lesson; a new independent task is needed to check use of the skill without that help. Keep the support record beside the work comparison.

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An original fictional science case

Jordan Vale teaches Grade 8 science. Coach Casey Morgan helps Jordan examine explanation writing. The supplied observations record water and growth for two young plants over two weeks, with one plant per water amount. Other growing conditions were not recorded. The fictional numbers provide a task for interpreting limited observations.

Plant	Daily water	Growth over two weeks
A	50 mL	6 cm
B	10 mL	2 cm

What learners are asked to explain

Explain what these observations suggest and a limit on the conclusion. The criterion is: Name the water and growth comparison, explain how it supports a cautious claim about these two plants, and state a limit on the conclusion. Planned written, oral and other accessible response formats remain available; every format is judged on the same content criterion.

Oct 27 and Oct 29

Inspect the original, then the revision after the first comment.

Nov 3 and Nov 5

Add a comparison discussion, clarify the prompt and allow another revision.

> Keep the conclusion cautious
> The water difference is associated with a growth difference in these two observations. One plant per water amount and unrecorded growing conditions leave other explanations untested. The task supports a claim about these observations, not a general rule about plant growth.

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After the first comment: numbers without reasoning

S02 original on Oct 27
Plant A grew more. It had more water.

Jordan’s comment on Oct 29
Explain your evidence.

S02 interpretation
I think I just need to add the numbers.

S02 first revision on Oct 29
Plant A grew more. It had more water. The growth was 6 cm and 2 cm.

Why the judgment remains Partial

The response contains some relevant evidence, but does not explain the measured water comparison or state a limit. Adding correct numbers is a visible revision without demonstrating the full criterion. The first comment did not make that missing reasoning clear to this learner.

> Check before adding another comment
> Ask Jordan what S02 understood the comment to mean. Use the actual response and interpretation rather than assuming low effort. Then decide whether clarification or instruction is needed.

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Add teaching and let the learner use the comment

Jordan chooses a discussion of the comparison

On Nov 3, Jordan asks what is the same and different in the two observations. Learners locate the water amounts and growth values, discuss the claim those pairs support and consider what two observations cannot establish. This is additional teaching, not a change of wording alone.

The revised prompt
Compare the two water amounts and growth measurements. How do they support your claim about these two plants? What can we not conclude?

S02 interpretation after discussion
I need to say how the two measurements fit my claim and what they cannot show.

A response opportunity is part of the plan

Jordan keeps the original data table available and gives revision time on Nov 5. Planned response formats and access supports remain. Casey records the teaching, task conditions and any additional help rather than treating all revisions as unaided work.

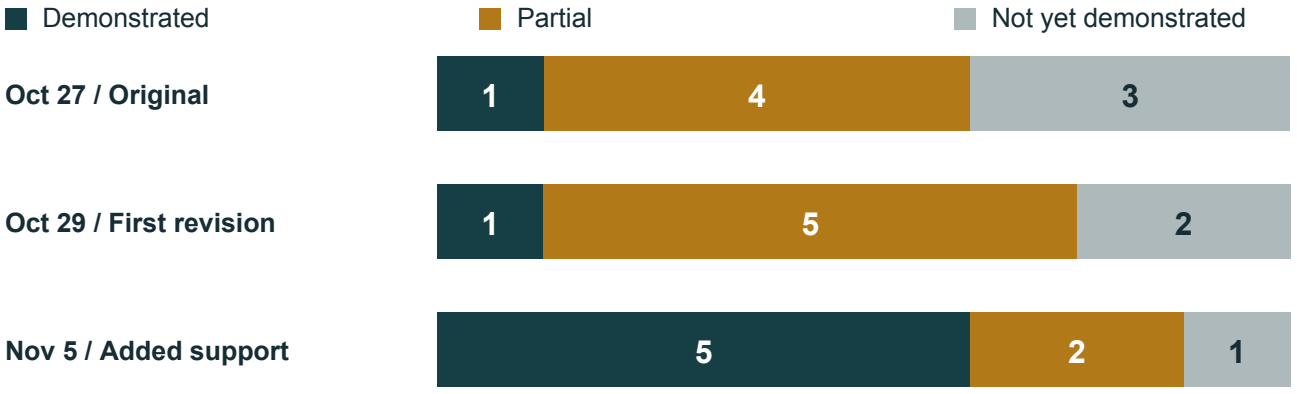
A later check remains planned
Jordan and Casey plan a new independent comparison for Nov 10. No later result has been collected in this fictional case. An improved supported revision is not proof that the learner can apply the reasoning independently.

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Read the counts with their coverage

Local record group	Count	What is available
S01-S08	8	Comparable original and both revision records
S09-S10	2	Absent at one collection; complete sequences unavailable
S11	1	Original present; revision sequence incomplete
S12	1	Not selected for this focused review

The roster has 12 learners. Eight have a usable original and both revisions. Two were absent at a collection, one has an incomplete sequence and one was not selected for this focused review. These four distinct records are excluded from the eight matching work sequences, without achievement judgments.



Each bar totals eight comparable records. Numbers label record counts; the three stages use the same eight records.

Demonstrated: 1/8 initially (12.5%); 1/8 after the first comment (12.5%); 5/8 after added support (62.5%). All three checks use the same eight complete work sequences.

> What the numbers can tell us
> Four selected records moved to Demonstrated after added teaching and response time. The eight selected sequences describe revisions after added teaching. They do not show results for the whole class or use on a new independent task.

Follow the eight matching work sequences

Code	Oct 27 original	Oct 29 first revision	Nov 5 added support
S01	D	D	D
S02	P	P	D
S03	P	P	D
S04	N	P	D
S05	P	P	D
S06	N	N	P
S07	P	P	P
S08	N	N	N

D = Demonstrated; P = Partial; N = Not yet demonstrated. The four records without complete comparable sequences are in the separate coverage table, not this judgment matrix.

The four records that change to Demonstrated

S02, S03, S04 and S05 move to Demonstrated. S01 already demonstrated the criterion, so it is not an improvement attributed to the comment. S06 has correct comparisons but an unsupported general claim; S07 lists data without interpreting it; S08 still does not use the supplied comparison.

> Every judgment has visible work evidence
> Pages 14-17 contain all three excerpts and a reason for each judgment. Review the criterion beside the excerpts. A disagreement about a score is a reason to examine the work together, not to hide the criterion.

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Work evidence for S01 and S02

S01 / three drafts against one criterion

ORIGINAL / OCT 27

Demonstrated

A received 50 mL daily and grew 6 cm; B received 10 mL and grew 2 cm. More water went with more growth in these two observations. There are only two plants, so this does not tell us what all plants will do.

Evidence: Both measures are compared, linked to a cautious claim and limited to these observations.

FIRST REVISION / OCT 29

Demonstrated

A received 50 mL daily and grew 6 cm; B received 10 mL and grew 2 cm. More water went with more growth in these two observations. There are only two plants, so this does not tell us what all plants will do.

Evidence: The criterion remains demonstrated; no change was needed for this criterion.

ADDED SUPPORT / NOV 5

Demonstrated

A received 50 mL daily and grew 6 cm; B received 10 mL and grew 2 cm. More water went with more growth in these two observations. There are only two plants, so this does not tell us what all plants will do.

Evidence: The criterion remains demonstrated. This does not show improvement from the comment.

S02 / three drafts against one criterion

ORIGINAL / OCT 27

Partial

Plant A grew more. It had more water.

Evidence: A relevant directional comparison is present; measured support and a limit are missing.

FIRST REVISION / OCT 29

Partial

Plant A grew more. It had more water. The growth was 6 cm and 2 cm.

Evidence: Growth numbers were added without a clear explanation of the water comparison or a limit.

ADDED SUPPORT / NOV 5

Demonstrated

A had 50 mL each day and grew 6 cm; B had 10 mL and grew 2 cm. The larger water amount went with the larger growth in these two plants. We cannot conclude that every plant would respond the same way.

Evidence: Water and growth are compared and linked; the conclusion is explicitly limited.

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Work evidence for S03 and S04

S03 / three drafts against one criterion

ORIGINAL / OCT 27

Partial

A got 50 mL of water and B got 10 mL. A grew 6 cm and B grew 2 cm.

Evidence: Correct measurements are listed, but the claim connection and limit are absent.

FIRST REVISION / OCT 29

Partial

A got 50 mL of water and B got 10 mL. A grew 6 cm and B grew 2 cm. This is my evidence.

Evidence: Calling the list evidence still does not explain its connection or the limit.

ADDED SUPPORT / NOV 5

Demonstrated

A got 50 mL and grew 6 cm, while B got 10 mL and grew 2 cm. Those paired measurements support more growth with more water in these observations. They do not prove water caused the difference or that all plants would grow this way.

Evidence: The measurements are interpreted and the claim is cautious, with a clear limit.

S04 / three drafts against one criterion

ORIGINAL / OCT 27

Not yet demonstrated

Both plants grew 2 cm. All plants grow the same.

Evidence: The supplied growth comparison is contradicted; no usable evidence supports the claim.

FIRST REVISION / OCT 29

Partial

A grew 6 cm and B grew 2 cm.

Evidence: The growth comparison is corrected. Water, interpretation and a limit are still missing.

ADDED SUPPORT / NOV 5

Demonstrated

A received 50 mL daily and grew 6 cm; B received 10 mL and grew 2 cm. The plant given more water also showed more growth here. Only two plants were observed, so this is not a rule for all plants.

Evidence: The complete comparison supports a limited claim about these observations.

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Work evidence for S05 and S06

S05 / three drafts against one criterion

ORIGINAL / OCT 27

Partial

The one with more water grew more.

Evidence: A relevant claim is present, but measurements and a limit are missing.

FIRST REVISION / OCT 29

Partial

A grew 6 cm and B grew 2 cm. This proves water always makes plants taller.

Evidence: Some correct growth evidence is present, but the universal causal claim is unsupported.

ADDED SUPPORT / NOV 5

Demonstrated

A had 50 mL daily with 6 cm of growth, and B had 10 mL with 2 cm of growth. More water was associated with more growth for these two plants. Two observations cannot prove that water always increases growth.

Evidence: Both measures are linked to a cautious claim and the earlier overclaim is corrected.

S06 / three drafts against one criterion

ORIGINAL / OCT 27

Not yet demonstrated

Plants need sunlight, not water.

Evidence: No usable comparison from the supplied water and growth observations is offered.

FIRST REVISION / OCT 29

Not yet demonstrated

They grew because of sunlight.

Evidence: The response still does not interpret the supplied comparison.

ADDED SUPPORT / NOV 5

Partial

A got 50 mL and grew 6 cm. B got 10 mL and grew 2 cm. More water always gives more growth.

Evidence: Correct comparisons now appear, but the universal claim has no limit and is unsupported.

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Work evidence for S07 and S08

S07 / three drafts against one criterion

ORIGINAL / OCT 27

Partial

A grew 6 cm and B grew 2 cm.

Evidence: The correct growth comparison supplies some evidence; water, connection and limit are absent.

FIRST REVISION / OCT 29

Partial

A grew 6 cm and B grew 2 cm. These are the numbers.

Evidence: The same comparison is repeated without the missing reasoning.

ADDED SUPPORT / NOV 5

Partial

A got 50 mL and grew 6 cm; B got 10 mL and grew 2 cm.

Evidence: Both measures are listed, but their connection to a claim and a limit are still absent.

S08 / three drafts against one criterion

ORIGINAL / OCT 27

Not yet demonstrated

The pots are green.

Evidence: The statement does not use the supplied measurements.

FIRST REVISION / OCT 29

Not yet demonstrated

Pots help them grow.

Evidence: The revision remains unrelated to the measured comparison.

ADDED SUPPORT / NOV 5

Not yet demonstrated

The pots make the plants grow.

Evidence: The supplied data still are not used. Check reading of the table and the meaning of growth before another comment.

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A second subject: inference in English

A fictional Grade 9 English teacher, Mara Bennett, asks learners to connect a story detail to an inference. The short scene below and all responses are original examples.

> The scene
> At the classroom door, Eli folds a note twice, checks the clock and puts the note in a pocket before joining the discussion.

Criterion: Use a specific story detail and explain how it supports an inference about a character; keep the inference within what the detail supports.

Original	First revision after “Add more detail”
Eli is nervous because he has a note.	Eli is nervous. He folds a note twice and checks the clock.

> A question after a short comparison discussion
> Keep your inference. Which action makes it plausible, and how does that action support it? What does the scene leave uncertain?

Learner interpretation: I need to connect an action to my inference, not just list the actions.

> The supported revision
> Folding the note twice and checking the clock suggest Eli may be uneasy or waiting for something. Repeatedly checking the time can show anticipation. The scene does not tell us what the note says, so nervous is a possibility rather than a certainty.

The revision connects a specific action to the inference and leaves the note’s meaning uncertain. It demonstrates this criterion after a brief teacher discussion; no later independent result is supplied.

A completed English F05 slip appears beside the science slip on page 26.

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Use the teacher view to plan the next check

Jordan
The numbers are present in more responses, but I want to see whether students can explain the comparison on their own. I also need different help for the three responses still missing parts of the criterion.

Casey
Which part of the work should we inspect next, and what support should remain so that we are checking the content rather than access to the task?

Jordan selects the next teaching actions

Discuss cautious claims with S06, connect the measurements to a claim with S07, and check reading of the table and the meaning of growth with S08. Invite the learner's explanation before choosing the support. Preserve usable ideas and existing access arrangements.

A new independent attempt is planned for Nov 10

Use a new supplied comparison: Plant C receives 30 mL daily and grows 4 cm over two weeks; Plant D receives 15 mL and grows 3 cm, with no further growing-condition information supplied. Ask for a cautious claim supported by the comparison and a limit. Keep planned response formats and record any extra help. Casey and Jordan inspect the work after the attempt; no outcome is recorded here.

> Close with an arrangement the teacher can use
> Jordan prepares the task and confirms the response period. Casey brings F03 and F04, checks the coverage record and schedules the discussion. Revisit the note audience and storage agreement if the purpose changes.

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Professional context and responsible use

This section includes the Feedback to Students guide and focus tools. The accompanying Shared Coaching Core provides the working agreement, conversation record, planner, reflection and optional summary used across toolkit sections. Use the shared working agreement for who may see notes, teacher choice and local storage arrangements. Use secure local codes and follow school requirements. All example names, codes, dates, work, comments and results are fictional.

Acknowledgment of professional influence

Mike McManamen has drawn on University of Michigan and TeachingWorks high-leverage practices in his coaching experience. The forms, case work, dialogue and diagrams in this section are independently authored Pole Mountain Learning materials. No affiliation, certification or endorsement by a university, publisher, district or referenced organization is claimed.

Optional further reading

TeachingWorks, University of Michigan. Providing feedback to students. Professional context on feedback as a teaching practice.
https://library.teachingworks.org/curriculum-resources/teaching-practices/providing-feedback-to-students/

Education Endowment Foundation. Teacher Feedback to Improve Pupil Learning (2021). Guidance on teacher feedback across subject areas.
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback

Files and classroom use

The printable PDF forms are for writing by hand. Use the editable Word forms for typed entries. Header fields and response areas expand with longer entries; check pagination before printing. These files are sections of the broader toolkit.

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AGREE | OBSERVE | TRY | RETURN

Looking at feedback together

We will look at whether one comment helped improve one part of the work. You choose the focus. This is professional learning, not a teacher rating.

Bring a small set of matching work

Bring one task, what successful work should show, and three or four original responses with your comments. Add matching revisions if available. If learners have not revised, plan time to respond.

Look at how the comment was understood

What did the comment ask? What did learners say it asked? What time and support were available? Inspect what changed in the matching work; a prediction is not the learner's explanation.

Choose one adjustment

Clarify a comment, teach a needed idea or allow more response time. If the work stays unchanged, check the underlying understanding before adding another comment.

Before we start

We will agree in writing who can see notes, where they are stored and what may be shared. Follow required school reporting and privacy rules. Use only the student details needed. Offer planned language and communication supports, including a private response or the option to pass.

Team option for a 30-minute session

5 minutes	Name a shared task and criterion. In pairs, read an original response and its comment.
10 minutes	Predict an interpretation, then check the learner's actual words and matching revision. Label unavailable evidence.
10 minutes	Share a finding, including teaching or help. Rehearse a clearer comment or teaching move.
5 minutes	Each teacher chooses one change and a date to bring the next matching work.

For an individual conversation, begin with one observation, one agreed change and the next date. The optional ten-minute debrief keeps the record short. Share a summary only with agreed readers after teacher review; keep individual student work in approved school storage.

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Feedback planning record

Jordan Vale | Coach Casey Morgan | Fictional Grade 8 case

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.

Grade 8 science, Jordan Vale, Oct 30, 2026. Criterion: Name the water and growth comparison, explain how it supports a cautious claim about these two plants, and state a limit on the conclusion.

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.

S02: Plant A grew more. It had more water. Preserve the relevant direction of the comparison and the learner voice.

One change worth making

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

Connect the measured water and growth differences to a cautious claim. Jordan will first discuss what the two observations do and do not show.

Proposed comment and rehearsal

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

Proposed comment: Compare the two water amounts and growth measurements. How do they support your claim about these two plants? What can we not conclude? Rehearsal: if the learner says add more numbers, Jordan asks what the comparison suggests and what remains uncertain.

Opportunity and access

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

Jordan teaches the comparison Nov 3. Learners revise Nov 5 with the same data table, time to respond and their planned written or recorded-oral response formats.

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.

Ask S02 to explain the requested change before revising. Revisit the linked water and growth comparison and the limit in the response. Plan a later independent task.

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Feedback exchange record

Jordan Vale | Coach Casey Morgan | Fictional Grade 8 case

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.

S02, Grade 8 science, Oct 29, 2026. Written comment followed by a short oral exchange. Casey observes from the side; the original table remains available.

Criterion and work before the comment

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

Criterion: Name the water and growth comparison, explain how it supports a cautious claim about these two plants, and state a limit on the conclusion. Original: Plant A grew more. It had more water.

Teacher's words

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

Jordan writes: Explain your evidence. Casey records this exact comment.

Learner interpretation or question

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

S02 says: I think I just need to add the numbers. This is the learner's interpretation, not proof of understanding the criterion.

Teacher follow-up and opportunity to act

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

Jordan points back to the table and says: Use the measurements. S02 has revision time and the planned response choices. No explicit comparison discussion occurs in this first exchange.

Work to revisit and limits

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

First revision: Plant A grew more. It had more water. The growth was 6 cm and 2 cm. Partial: numbers were added, but the explanation and limit remain absent. One exchange does not describe every learner.

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Revision comparison

Jordan Vale | Coach Casey Morgan | Fictional Grade 8 case

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.

S02, same plant table and criterion. Original Oct 27; supported revision Nov 5. Name the water and growth comparison, explain how it supports a cautious claim about these two plants, and state a limit on the conclusion.

Original and revised work

Original work	Revised work
Copy a short relevant excerpt, or cite a secure local work location. Plant A grew more. It had more water.	Copy the matching revision. Note which version and date this is. A had 50 mL each day and grew 6 cm; B had 10 mL and grew 2 cm. The larger water amount went with the larger growth in these two plants. We cannot conclude that every plant would respond the same way.

Comment and learner interpretation

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

First comment: Explain your evidence. S02 interpreted it as add the numbers. After Jordan discussed the comparison, the revised prompt asked for its connection and limits. S02 said: I need to say how the two measurements fit my claim and what they cannot show.

Judgment and work evidence

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

Original: Partial, with a relevant direction but no measured explanation or limit. Supported revision: Demonstrated, with both measures linked to a cautious claim and an explicit limit.

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.

Jordan discussed the same and different features Nov 3 and supplied time to revise Nov 5. This is supported work. A new independent comparison is planned Nov 10; no result is recorded.

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Return plan and response check

Jordan Vale | Coach Casey Morgan | Fictional Grade 8 case

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.

Jordan first used Explain your evidence on Oct 29. On Nov 3 Jordan discussed the comparison and rehearsed the clearer prompt. Revision time and planned response formats were available Nov 5.

Coverage and usable records

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

12 on the roster; 8 complete comparable sequences. Two absent at one collection, one incomplete sequence and one not selected are excluded for distinct reasons. These four are not scored as low achievement.

Interpretation compared with revision

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

S02 first understood the comment as add the numbers and added 6 cm and 2 cm. After discussion, the learner described connecting the comparison and limiting the claim; the Nov 5 work shows both.

Criterion results and limits

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

Demonstrated: 1/8 initially, 1/8 after the first comment, 5/8 after added support. Four records, S02-S05, moved to Demonstrated. The revisions followed additional teaching and help; a new independent attempt is still planned.

Teacher-selected next action

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

Jordan keeps time to interpret and use one comment. Teach cautious claims with S06, a claim connection with S07, and reading the supplied table with S08. Check the learner view before selecting help.

Later independent task and return arrangement

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

Planned Nov 10: new two-plant water and growth comparison, same criterion and existing access supports. Casey reviews work with Jordan after the attempt. Record any extra help. Use of the skill on a new independent task has not been checked.

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F05 / STUDENT TOOL / COMPLETED FICTIONAL EXAMPLE

Student revision check

S02 / SCIENCE

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: Plant comparison / explain a cautious claim.

What does the comment ask me to change?

Explain how the water and growth comparisons support my claim, and say what two plants cannot tell us.

What I changed

I compared both measurements, explained the connection and limited the claim to these two plants.

Where the change shows in my work

My revised explanation names 50 mL / 6 cm and 10 mL / 2 cm, then says not every plant will respond the same way. I want to try this with new data.

CUT OR FOLD HERE

F05 / STUDENT TOOL / COMPLETED FICTIONAL EXAMPLE

Student revision check

E01 / ENGLISH

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: Story detail / explain a cautious inference.

What does the comment ask me to change?

I need to connect an action to my inference, not just list the actions.

What I changed

I connected checking the clock to anticipation and kept my inference cautious.

Where the change shows in my work

The sentence beginning Repeatedly checking the time explains the link. The final sentence names what the scene does not tell us.

Optional coaching summary

Jordan Vale | Coach Casey Morgan | Fictional Grade 8 science case

Share agreed next steps with an authorized reader after teacher review. Include no student names, codes or identifiable work excerpts.

Focus and dates

Name the agreed teaching or learning focus and the dates covered.

Oct 27-Nov 5, 2026. Help learners explain how a water and growth comparison supports a cautious claim about two plants, including a limit on the conclusion.

Action and support provided

What did the teacher try? What preparation, observation or follow-up did the coach provide?

Jordan first used a broad comment. After reviewing the revisions with Casey, Jordan taught the difference between listing measurements and explaining their connection, modeled a different example, and gave time to revise.

Evidence and context

Summarize relevant class or group information. State what was reviewed and what remains unanswered; keep individual records local.

Eight matched work sequences were examined from 12 listed learners. Demonstrated counts were 1/8, 1/8 and 5/8; four records moved to Demonstrated after added teaching and support. These are supported revisions in a selected set. They do not establish an independent learning gain or show that feedback alone caused the change.

Next step and resources needed

Record the action, owner, next check and any time, materials or school support needed.

Jordan will offer a new independent comparison on Nov 10 using the same criterion and agreed access supports. Casey will review the work afterward. The check is planned; no result is available. Protect a short return conversation and preparation time.

Teacher review and intended reader

Record review date, agreed recipient, purpose and sharing limits. Use approved school storage and required reporting procedures.

Fictional example: Jordan reviewed this summary with Casey on Nov 5 and agreed to share it with the principal to arrange return-check time. Share this summary only, using approved school storage. Keep individual work and coaching notes with their agreed readers.

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