



MODULE 4

ANALYZING EVIDENCE AND PROVIDING EFFECTIVE FEEDBACK

MODULE 4 LEARNING TARGETS:

- Know how to use methods of assessment formatively in order to analyze evidence of student learning.
- Understand what makes feedback effective.
- Know how to provide effective feedback.


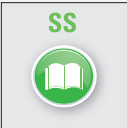
Reference Information

Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: Doing it right—using it well* (2nd edition)
- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:

	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). <i>Classroom assessment for student learning</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education.
	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). <i>Seven strategies of assessment for learning</i> . Upper Saddle River, NJ: Pearson Education.

List of references:

Module 4 Facilitation Guide: Section I, Activity 3

Characteristics of Effective Feedback and Success and Intervention Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56-68). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 2

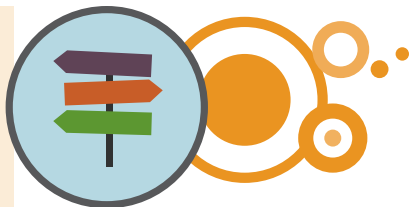
Formative and Summative Assessment Data Recorded Together. J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 308). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 3

Record Keeping: Tracking Student Learning. J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., chapter 9). Upper Saddle River, NJ: Pearson Education.

Module 4 Facilitator Answer Key: Section I, Activity 3

Success and Intervention Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 57-68). Upper Saddle River, NJ: Pearson Education.



MODULE 4 FACILITATION AGENDA

MODULE 4: Analyzing Evidence and Providing Effective Feedback Facilitation Agenda

TOTAL TIME: 3 hours

MODULE 4 LEARNING TARGETS:

- Know how to use methods of assessment formatively in order to analyze evidence of student learning.
- Understand what makes feedback effective.
- Know how to provide effective feedback.

Section I: Confirming Our Learning

Activity 1: What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback

Purpose: The purpose of this activity is to clarify common educator misconceptions or pitfalls about analyzing evidence and providing effective feedback by critiquing what teachers and students might say. **Time: 30 minutes**

Activity 2: Analyzing Formally Documented Evidence

Purpose: The purpose of this activity is to analyze formally documented evidence of student learning. **Time: 30 minutes**

Activity 3: Analyzing Evidence and Providing Effective Feedback

Purpose: The purpose of this activity is to analyze evidence in the form of student artifacts and provide effective feedback. **Time: 30 minutes**

Section II: Confirming Our Practice

Activity 1: Using Methods of Assessment Formatively

Purpose: The purpose of this activity is to assess how you use the methods of assessment formatively to move learning forward. **Time: 30 minutes**

Activity 2: My Feedback Practices

Purpose: The purpose of this activity is to determine if the feedback we give is effective feedback or something else. **Time: 30 minutes**

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Analyzing Evidence and Providing Effective Feedback

Purpose: The purpose of this activity is for the team to establish some specific and challenging individual or team goals around analyzing evidence and providing effective feedback. **Time: 20 minutes**

Activity 2: What Comes Next in Our Learning?

Purpose: The purpose of this activity is to preview what comes next in the learning and prepare for the completion of Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More. **Time: 10 minutes**

Prior to Facilitating Discussion about Module 4: Analyzing Evidence and Providing Effective Feedback

The following checklist can help you plan for a successful meeting about Module 4: Analyzing Evidence and Providing Effective Feedback.

READY TO GO

NEED TO DO THIS

- Ensure that all teachers have access to the *Foundations of Formative Instructional Practices* modules.
- Ensure that all teachers have completed Module 4.
- Review Module 4. This includes reviewing reflection questions and video that might be discussed or incorporated into your discussions.
- Review the Module 4 facilitation materials.
- Determine an agenda based on the available time you have to meet. You may need to adapt the provided agenda based on the time available to you. Note that each section may take more than one meeting to get through.
- Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they took Module 4 and to bring the handouts they downloaded. For this module, they will also need samples of completed assessments they currently use. **Ask them to bring copies of assessments with feedback already on them.**
- One week before the scheduled meeting, send copies of the agenda to colleagues.
- Make copies of resources as needed.
- Review Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More. Section III of this facilitation includes a preview of Module 5.
- Arrange internet access if you want to be able to refer to the Module 4. The activities in this guide do not require internet access.

SECTION I

CONFIRMING OUR LEARNING

ACTIVITIES 1-3

This section includes three activities designed to ensure that teachers have met the learning targets of Module 4: Analyzing Evidence and Providing Effective Feedback

Total Section I Time: 90 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Activity 3: 30 minutes

What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback

PURPOSE: The purpose of this activity is to clarify common misconceptions or pitfalls about analyzing evidence and providing effective feedback by critiquing what teachers and students might say.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback Answer Key*

Participant Resources: Handout: *What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback*

INSTRUCTIONS:

1. Review the learning targets of Module 4: Analyzing Evidence and Providing Effective Feedback.
2. Provide each teacher a copy of the handout *What Leaders, Teachers, and Coaches Might Say About Analyzing Evidence and Providing Effective Feedback* and share the purpose of the activity.
3. Working in pairs, have the teachers follow the directions on the handout, deciding whether they agree or disagree with what teachers and students might say about analyzing evidence and providing effective feedback. They must also provide a justification for their choice.
4. After the pairs have selected their answers, ask each pair to share its responses along with justification of its choices.
5. Use the handout *What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback Answer Key* to help facilitate the conversation as needed.



FIP TIP

Discuss learning targets and connect them to prior learning. Students (and adult learners) need to understand each learning target and how it connects to what they already know. Just posting a learning target doesn't ensure students know where they are going.

THINGS TO CONSIDER:

- Remember to listen to make sure the groups support their choices with sound and sufficient reasoning.
- Because this is a blended learning experience, feel free to go back into Module 4 as needed.

Analyzing Formally Documented Evidence

PURPOSE: The purpose of this activity is to analyze formally documented evidence of student learning.

WHAT YOU'LL NEED


Facilitator Resources: Handout: *Analyzing Formally Documented Evidence Answer Key*

Participant Resources: Handout: *Analyzing Formally Documented Evidence*

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Analyzing Formally Documented Evidence*.
2. Working in pairs or small groups, have teachers follow the directions on the handout. They will examine the assessment information and answer the discussion questions that follow the chart.
3. After giving them some time to work, ask the pairs or groups to share their answers.
4. Use the handout *Analyzing Formally Documented Evidence Answer Key* to help facilitate the conversation as needed.

THINGS TO CONSIDER:

- **Evidence** is the term we use to refer to the information about student learning gathered through formal and informal assessment events. It can be in the form of data that is documented formally on a chart, student artifacts that are used formally and informally, and the observations made as teachers and students assess learning within a lesson itself.
-  **Assessment event** is the term we use to describe an activity that serves as a source of information providing evidence of student learning.
- **Remember:** As we learned in Module 3, there are many options for documenting evidence. This activity is an example of formally documenting formative and summative data together.



FIP TIPS

Analyze evidence of learning in order to:

- Provide effective feedback
- Make sound instructional choices

Collect the evidence you need in order to *confirm* your questions about student learning. Too often data are collected and then questions are generated.

Analyzing Evidence and Providing Effective Feedback

PURPOSE: The purpose of this activity is to analyze evidence in the form of student artifacts and provide effective feedback.

WHAT YOU’LL NEED

Facilitator Resources: Handout: *Analyzing Evidence and Providing Effective Feedback Answer Key*

Participant Resources: Handout: *Analyzing Evidence and Providing Effective Feedback*

INSTRUCTIONS:

1. Review Module 4 learning targets. This activity addresses all three learning targets.
2. Provide each teacher a copy of *Analyzing Evidence and Providing Effective Feedback*.
 - a. Working in pairs or small groups, have the teachers analyze the assessment information informally collected during a discussion by an instructional coach who is learning and working with teachers to advance their understanding and use of formative instructional practices.
 - b. Have them complete the three exercises that follow the information, classifying each learning target and providing effective feedback to the learners.
3. After allowing some time to work, ask the pairs or groups to share their answers.
4. Use the handout *Analyzing Evidence and Providing Effective Feedback Answer Key* to help facilitate the conversation as needed.

THINGS TO CONSIDER:

- **Effective feedback:**



- Directs attention to the intended learning, pointing out strengths, and offers specific information to guide improvement
- Occurs during the learning, while there is still time to act on it
- Addresses partial understanding
- Does not do the thinking for the student
- Limits corrective information to the amount of advice the student can act on

- **Success feedback** helps students focus on what was done well.
- **Intervention feedback** helps the student focus on what needs work and provides guidance for what to do about it.



FIP TIPS

Provide learners both success and intervention feedback. However, both types of effective feedback are not always called for at the same time.

Use tools like rubrics and checklists (made in advance) to provide effective feedback.



Consider your options for providing success feedback:

- Identify what is done correctly.
- Describe a feature of quality present in the work.
- Point out an effective use of strategy or process.



Consider your options for providing intervention feedback:

- Identify a correction.
- Describe a feature of quality needing work.
- Point out a problem with strategy or process.
- Offer a reminder.
- Make a specific suggestion.
- Ask a question.

SECTION II

CONFIRMING OUR PRACTICE

ACTIVITIES 1-2

This section includes two activities designed to facilitate reflection and discussion about teacher practice related to analyzing evidence and providing effective feedback.

Total Section II Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Using Methods of Assessment Formatively

PURPOSE: The purpose of this activity is to assess how you use the methods of assessment formatively to move learning forward.

WHAT YOU'LL NEED

Participant Resources: Participants need to bring the notebook or journal they used to record answers to reflection questions as they completed Module 4.

INSTRUCTIONS:

1. Have teachers take out the notebook or journal they used to record responses to the reflection questions found on pages 13 and 27 of Module 4.
2. Have teachers share their responses to the following:
 - How do you use evidence gleaned from selected response formative events? (page 13 of Module 4)
 - How do you use written response assessment evidence formatively? (page 27 of Module 4)
 - How do you use performance assessment evidence formatively? (page 27 of Module 4)
 - How do you use evidence from personal communication formatively? (page 27 of Module 4)
3. Record teachers' responses as they share.
4. Summarize for the group how they use different methods of assessment as part of the teaching process. Acknowledge good practices already in place.

THINGS TO CONSIDER:

- If teachers seem to share many examples of the same method of assessment, ask them how they could use others (if the other methods are a good or strong match, of course!).
- When using personal communication, especially oral questioning, ask teachers how they ensure that the questions they pose elicit high level thinking. **Module 4 Download D Verbs and Question Stems that Elicit Different Types of Thinking is a great resource.**



FIP TIP

Share how you have used different methods of assessment to move their learning forward. For example, with this activity we are using personal communication to advance our learning.

My Feedback Practices

PURPOSE: The purpose of this activity is to determine if the feedback we give is effective feedback or something else.

WHAT YOU'LL NEED

Participant Resources: Handout: *My Feedback Practices*

Participants also need their own samples of student assessments with feedback already on them.

INSTRUCTIONS:

1. Ask teachers to take out their samples of student assessments that already have feedback on them.
2. Provide teachers with the *My Feedback Practices* handout to gauge the effectiveness of their feedback.
3. Have teachers work together and discuss the samples, sharing their critiques of their own feedback to students.
4. Encourage teachers to offer success and intervention feedback to each other during this process.
5. Ask teachers to identify two strengths and two areas for improvement in their own feedback practices.
6. Share strengths and, weaknesses and have teachers help each other by generating suggestions for overcoming challenges.

THINGS TO CONSIDER:

- Remind teachers that although we are looking at written feedback, much of the feedback we provide students is done orally.
- If time is available, ask teachers to discuss how often they use tools like rubrics and checklists to provide their students effective feedback.



FIP TIPS

Remind teachers of the characteristics of effective feedback.

Have teachers practice offering success and intervention feedback with each other. Peer feedback is a key formative instructional practice and is important for both students and adult learners.

SECTION III

CONFIRMING OUR COMMITMENT

ACTIVITIES 1-2

This section includes two activities designed to help teachers set goals and take action based on what they've learned about analyzing evidence and providing effective feedback.

Total Section III Time: 30 minutes

Activity 1: 20 minutes

Activity 2: 10 minutes

Setting Goals for Analyzing Evidence and Providing Effective Feedback

PURPOSE: The purpose of the activity is for the team to establish some specific and challenging individual or team goals on analyzing evidence and providing effective feedback.

WHAT YOU'LL NEED

Participant Resources: Handout: *Setting Goals for Analyzing Evidence and Providing Effective Feedback*

INSTRUCTIONS:

1. Ask teachers to complete the *Setting Goals for Analyzing Evidence and Providing Effective Feedback* handout.
2. Ask teachers to share their goals with the group.



FIP TIP

Encourage teachers to set specific and challenging goals.

What Comes Next in Our Learning?

PURPOSE: The purpose of the activity is to preview what comes next in the learning and to prepare for the completion of Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More.

WHAT YOU'LL NEED

Participant Resources: Handout: *Module 5: Student Ownership of Learning Preview*

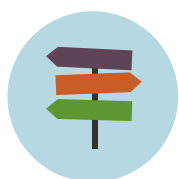
INSTRUCTIONS:

1. Provide team members with the *Module 5: Student Ownership of Learning Preview*. Review as a team.
2. Establish a commitment to proceed with further learning by completing Module 5. Make this doable by agreeing on a reasonable timeline.
3. Invite any closing remarks. Recognize the good work they have done and your eagerness to continue with them on this journey.



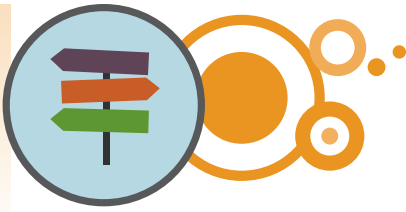
FIP TIP

Share what comes next in the learning. By previewing Module 5, participants have the opportunity to begin to understand the learning targets that come next.



MODULE 4

FACILITATOR ANSWER KEYS



What Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback

DIRECTIONS: With a partner, read what some teachers and students might say about analyzing evidence and providing effective feedback. Based on what you've learned so far, do you agree or disagree that each statement aligns with formative instructional practices? Be prepared to defend your choice. Feel free to return to Module 4 as needed.

1. A teacher might say: "When analyzing student work samples, I put them in order—the best one on the top. This way I compare the others against it."

- Agree
 Disagree

Defend your choice.

What defines high-quality work should not be determined by the best of what students produce. As assessment expert Rick Stiggins says, "Students can hit any target that holds still for them." What defines high-quality needs to be determined, shared, and understood by both teachers and students at the outset of learning.

2. A student might say: "My teachers put lots of comments on assignments, but by the time we get them back, we are already studying something else."

- Agree
 Disagree



Defend your choice.

A characteristic of effective feedback is that it needs to be timely so that the student has time to act upon the feedback *during* the learning and not after it has occurred. Because students see the learning as over, the teacher spends time providing feedback that students often dismiss.

3. A teacher might say: "I believe that my students should have lots of descriptive feedback about their work, but I don't always give it because writing it all out takes too long."

- Agree
 Disagree

Defend your choice.

There are multiple ways for effective feedback to occur—it can be written, but it can be oral or given/received with rubrics and checklists, too. Feedback does not all have to be given by the teacher either. If they are taught how, students can give themselves feedback and provide it to each other as well.



4. A student might say: “I get comments on my papers telling me to work harder or give more effort, but I am working hard. I don’t know what to do to get better grades.”

- Agree
 Disagree

**Defend your choice.**

One of the characteristics of effective feedback is that the feedback needs to be about the learning and NOT the learner. This evaluative feedback does not provide useful information for the student to use to move his learning forward.

5. A teacher might say: “I reteach learning targets often. It is up to students, however, to practice on their own before being assessed again.”

- Agree
 Disagree

Defend your choice.

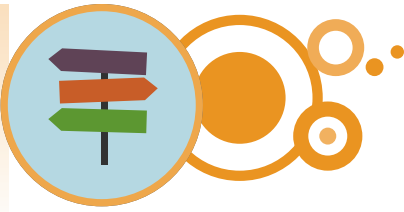
A key part of the formative process is practice. Planned practice needs to be included as part of focused reteaching, as part of focused revision, and part of focused enrichment. Teachers and students alike should know that further learning has resulted prior to assessing again.

6. A teacher might say: “When we come together to analyze assessment information in our building, we are collectively responsible for the results. This means that we have a school-wide plan for how to intervene with struggling students and how to enrich for students who are meeting the standards. All students have access to a rigorous curriculum regardless of their room assignment.”

- Agree
 Disagree

Defend your choice.

In a formative learning system, all educators have a shared responsibility for the learning of all members of the learning community. At the building level, teachers plan formative events in their classrooms, and often entire teams or grade levels plan a formative event, known as a common formative assessment. Especially with these common formative events, a collective response to the information they produce is critical. The entire team needs to know what happens when learners master the learning targets. Likewise, when students don’t master learning targets, they have a plan for what THEY need to do to move learning forward.



Analyzing Formally Documented Evidence

DIRECTIONS:

A group of teachers is working with an instructional coach to advance its understanding and use of formative instructional practices—specifically, it is spending time studying clear learning targets and effective feedback. The instructional coach has formally documented evidence of each teacher’s learning below, organized by learning target for each topic.

With a partner, examine the evidence recorded in the chart below. Then, answer the discussion questions.

Clear Learning Targets

Target #1: Know how to deconstruct standards.
Target #2: Know how to create student-friendly versions of learning targets and organize them into logical progressions for learning.

Effective Feedback

Target #1: Understand the characteristics of effective feedback.
Target #2: Know how to prepare and provide effective feedback.

	Clear Learning Targets					Effective Feedback				
<i>Learning Target(s)</i>	1	1	1 and 2	1 and 2	1 and 2	1	1 and 2	1 and 2	1 and 2	1 and 2
<i>Date</i>	Sept. 7	Sept. 21	Oct. 5	Oct. 18	Oct. 31	Nov. 14	Dec. 1	Dec. 14	Jan. 3	Jan. 17
<i>Assessment Event</i>	Deconstructing Standards	Deconstructing Standards	Creating Targets	Creating Targets	Conducting Gallery Walk of Targets	Defining Feedback	Practicing Feedback	Feedback Conference	Practicing Feedback	Feedback Conference
<i>Formative/Summative</i>	F	F	F	F	S	F	F	F	F	S
<i>Teacher</i>										
1. Mark	2	3	3	3	3	3	2	2	3	3
2. Jessica	2	3	2	3	3	3	2	2	2	2
3. Sarah	2	3	2	3	3	3	1	2	3	3
4. Robert	2	3	3	3	3	3	2	2	2	3
5. Maria	1	2	2	3	3	3	2	2	3	3
6. Anthony	1	2	2	3	3	3	2	2	3	3
7. Dwayne	2	2	2	3	3	3	1	2	3	3
8. Becca	2	2	2	3	3	3	1	2	3	3
9. Taylor	0	1	2	2	3	3	2	2	3	3
10. Oscar	1	2	2	2	2	3	2	2	2	3

3—Demonstrates Mastery; 2—Approaching Mastery, minimal errors;
1—Demonstrates Partial Understanding, many errors; 0—Does not demonstrate even partial understanding



Discussion Questions

1. **Overall, what is the pattern in teacher progress from early in the learning to later in the learning of the same learning targets?**

The overall pattern is that teachers improve. For example, with knowing how to deconstruct standards, all of the teachers except Dwayne and Becca improve from the first formative assessment event to the next. By the time the gallery walk of learning targets occurs, most teachers have demonstrated mastery; only Oscar's work is still displaying minimal errors. The same pattern holds true when looking at teacher progress in effective feedback.

2. **If grades were to be assigned, are there any formative uses where the assessment information could have been used summatively for individual or groups of teachers?**

Absolutely. For both clear learning targets and effective feedback, several teachers demonstrated mastery prior to the planned summative event.

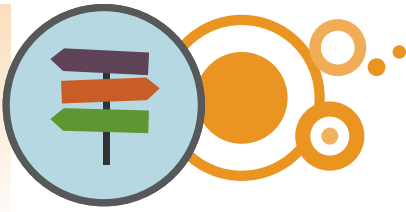
What, however, is the advantage of relying on more than one assessment event prior to making a “judgment” about student learning?

Depending on the sampling of targets within each event, a second or even third event can validate the information.

3. **Revisiting what you learned in Module 3, what are the advantages of documenting formative and summative data together (for both students and adult learners)?**

Advantages include:

- *Able to track progress towards mastery and beyond*
- *Provide a view of which learning targets are areas of strength or areas of challenge*



Analyzing Evidence and Providing Effective Feedback

DIRECTIONS:

Mark, Jessica, and Sarah are teachers working with their instructional coach to practice classifying learning targets. Their instructional coach collected and documented evidence of their learning in the chart below. With a partner, complete the exercises by pretending you are the instructional coach. How would you provide effective feedback to each teacher? (Hint: Use the Success and Intervention Feedback Options table on the next page for ideas.)



Learning Targets:			
1. Create a timeline to show the order of early explorations and settlements. 2. Measure properties of objects using balances and thermometers. 3. Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest.			
TEACHER	LEARNING TARGET #1: Classification and Justification	LEARNING TARGET #2: Classification and Justification	LEARNING TARGET #3: Classification and Justification
Mark	Product; because the student is making something.	Skill; because the student is doing something.	Skill; because the student is doing something.
Jessica	Product; because an artifact is the heart of the learning.	Knowledge; because the student needs to know how to measure.	Skill; because the key word is “use.”
Sarah	Skill; because the student must physically make the timeline.	Skill; because the word “using” tells me that I could only measure the learning by having the student do something.	Reasoning; because this learning target is about making an inference.

EXERCISE I

Correct Answer: Learning Target #1 is a **product** target.

Possible feedback options are below:

Mark (Success): *Correct. A product target calls for something to be made—it is the learning.*

Jessica (Success): *Yes, Jessica. The timeline is the artifact—the learning.*

Sarah (Success and Intervention): *Yes, students must physically make the timeline, but this is not a skill target. Refer back to the definitions of skill and product targets.*



EXERCISE II

Correct Answer: Learning Target #2 is a **skill** target.

Possible feedback options are below:

Mark (Success and Intervention): *Yes, Mark, this is a skill target. However, what is the definition of a skill target? Is it more than “doing something?”*

Jessica (Success and Intervention): *A knowledge target does underpin this target, but it is not “the” target. Refer back to the definitions of the other target types.*

Sarah (Success): *Yes, it is a skill target, and your explanation is accurate. Doing the physical demonstration is the only strong assessment match for this learning target.*

EXERCISE III


Learning Target #3 is a **reasoning** target.

Possible feedback options are below:

Mark (Success and Intervention): *Yes, you are doing something. However, pay attention to the word “inference.”*

Jessica (Intervention): *“Use” is not the key word in this target. What target would “to draw inferences” be?*

Sarah (Success): *Correct. This target is about making an inference, which makes it a reasoning target.*

 SUCCESS AND INTERVENTION FEEDBACK OPTIONS	
SUCCESS	INTERVENTION
<ul style="list-style-type: none"> • Identify what is done correctly. • Describe a feature of quality present in the work. • Point out an effective use of strategy or process. 	<ul style="list-style-type: none"> • Identify a correction. • Describe a feature of quality needing work. • Point out a problem with strategy or process. • Offer a reminder. • Make a specific suggestion. • Ask a question.