

## GROWTH MINDSET FEEDBACK FOR PARENTS

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Growth minded language guides and motivates students to ensure that they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth. Below are examples of some of the ways we use this language at BMS to interact with our students in the classroom -- you can modify this language for home use as well.

### **When they struggle despite strong effort**

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here, **yet**.
- When you think you can't do it, remind yourself that you can't do it, **yet**.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year).
- Of course it's tough! School is here to makes our brains stronger!
- If it were easy you wouldn't be learning anything!
- You can do it-- it's tough, but you can; let's break it down into steps.
- I admire your persistence and I appreciate your hard work. It will pay off.

### **When they struggle and need help with strategies**

- Let's think about how to improve the accuracy of this section/ paragraph/sentence/word choice/logic/description/problem/calculation
- Let me add new information to help you solve this.
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together out loud.
- Let's practice (\_\_\_ skill) so we can move it from our short-term to our long-term memory.
- Just try-- we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.

- Let's ask \_\_\_\_\_ for advice that s/he may be able to explain/suggest some ideas/recommend some strategies.
- If you make \_\_\_\_\_ changes, we can reassess your score. Let's discuss a plan for you.

### **When they are making progress**

- Hey, that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to \_\_\_\_\_. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while, and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

### **When they succeed with strong effort**

- I am so proud of the effort you put forth to/in/with \_\_\_\_\_.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations, you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began.
- Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning \_\_\_\_\_.

### **When they succeed easily without effort**

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills were not challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?