

# Optimize Your Feedback

Identify the issue & writer stage

Find your feedback match

| Stage                           | Description  | Feedback should   | Notes  |
|---------------------------------|--|---|--|
| <b>1<br/>Unaware</b>            | Cannot sense the issue<br><br>When pointed out, have no idea why it is a problem or how to address it                                    | Help writer learn to identify the issue independently<br><br>Explain <u>why</u> the issue is an issue   |  |
| <b>2<br/>Semi-aware</b>         | May sense there is an issue, may be able to identify it when pointed out, BUT don't know how to address it.                              | Help writer consistently identify issue independently<br><br>Provide solutions for addressing the issue   | <i>Writers can often initially identify issues in someone else's writing more consistently than they can in their own writing.</i> |
| <b>3<br/>Aware</b>              | Can clearly identify an issue and generally understand it, label it and/or correct it after writing.                                     | Illustrate various options for addressing issue (how someone in the field might address it)<br><br>Encourage writer to revise and edit for this issue in particular in next & future drafts | <i>Getting closer to this stage often means consistently identifying issues in someone else's writing but not yet your own</i>     |
| <b>4<br/>Explicit Avoidance</b> | Can clearly identify an issue before it happens and explicitly or consciously avoid it or work around it during writing.                 | Provide praise for development on this issue if a previous stage on this issue had been noted<br><br>Feedback may not be needed   |  |
| <b>5<br/>Implicit Avoidance</b> | Has internalized the issue and ways to address it and changed writing techniques to implicitly or tacitly avoid the issue during writing | None needed   |  |

GOAL

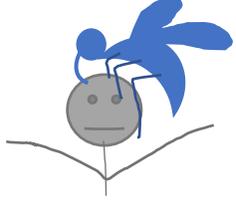
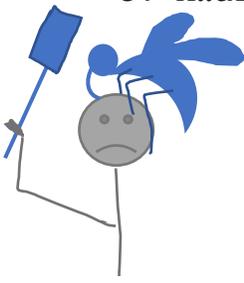
## Notes:

Issues can span sentence level (articles, subject-verb agreement) to organizational issues.  
Stages are issue specific.

# Identification & Avoidance of Monster Bugs

Identify the monster bug & stage

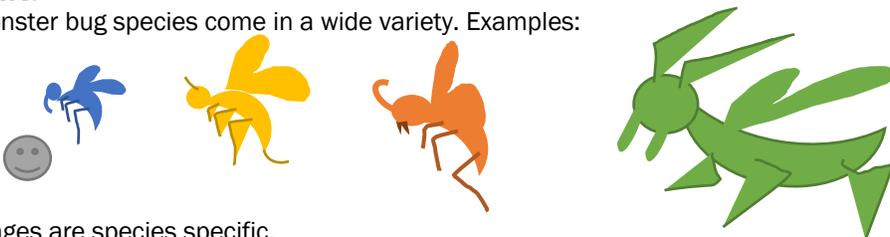
Training

| Stage   | Description  | Trainer should  | Notes   |
|---|--|---|---|
| <p><b>1: Unaware</b></p>               | <p>Has no idea there are monster bugs on their head</p> <p>When pointed out, have no idea why it is a problem or what one would do about it</p>  | <p>Help person learn to identify when a monster bug is on their head independently  </p> <p>Explain <u>why</u> a monster bug is an issue  +  = </p> |   |
| <p><b>2: Semi-aware</b></p>            | <p>May sense there is something off, may be able to identify it when pointed out, (hey is something on your head? Oh, is it a monster bug? I had one before...)</p> <p>BUT doesn't know what to do (get it off! Get it off!)</p> | <p>Help person consistently identify monster bugs independently </p> <p>Provide solutions for addressing the issue (here's a level 1 fly swatter) </p>  | <p><i>It's often easier to see when there's a monster bug on someone else than to know when one is on you.</i></p>                  |
| <p><b>3: Aware</b></p>                | <p>Can clearly identify when a monster bug is on their head and generally understand why it is a problem and what it is doing there, name it and/or get rid of it after the bug has landed and started to feed.</p>              | <p>Illustrate various options for addressing monster bugs (how someone in the field might address it)- sprays, protective gear, types of fly swatters, zappers, candles, environments, housing, etc. depending on needs &amp; context.  </p> <p>Encourage them to prepare for monster bugs and you hope you don't see any on them again.</p>  | <p><i>Getting closer to this stage often means consistently identifying monster bugs on someone else but not always on self</i></p> |
| <p><b>4: Explicit Avoidance</b></p>  | <p>Can clearly see a monster bug coming just before it lands and take measures to prevent it from feeding on them, always on alert for monster bugs, explicitly or consciously avoid it or work around it.</p>                   | <p>Provide praise for people who used to have monster bugs on them when you see them (good job swatting that bug before it landed, nice monster bug gear)</p> <p>Feedback may not be needed</p>   |   |
| <p><b>5: Implicit Avoidance</b></p>  | <p>Has internalized the issue and ways to address it and changed techniques to implicitly or tacitly avoid monster bugs (autoswat, better environment, pet bird/bat, etc.)</p>   | <p>None needed; there is no monster bug problem</p>   |   |

**GOAL**

**Notes:**

Monster bug species come in a wide variety. Examples:



Stages are species specific.