

	Description	Good example	Bad example
Balancing Negative with Positive	When providing negative feedback or constructive criticism, the student begins by saying what aspect of the project they liked.	"I really like the second chart. It was clear and beautiful. One thought could be to make the first chart more like the second to help you drive your point home."	"The second chart was unclear and perhaps could be improved."
Welcoming Feedback	When receiving feedback, the student acknowledges the feedback and discusses ways to incorporate it. If they do not understand or agree with the feedback, they respectfully seek clarification or explain their decisions.	"Thanks for that feedback! You make a good point. We actually talked about that in our news team and decided that it wouldn't help us tell the storyline we wanted. However, knowing now that it could have helped you, the audience, it seems worth reconsidering."	"We talked about that but decided it would be better not to include that information."
Student language models respectful and collegial behavior	When giving or receiving feedback, the student takes care to provide constructive criticism without judgment. They recognize and respect that the team members invested heavily in the project, choosing to deliver feedback gently yet directly.	"Have you considered trying...." "I was following at the beginning but then I got a bit lost toward the end."	"You should try..." "You lost me at the end."