

# The Green Pen response template

Type in the fields or print this sheet. Use one response for one consequential learning priority.

Start with the intended learning. What would a useful student response help you decide?

## 1 / Signal

What difficulty or promising question do you notice? Separate observation from explanation.

## 2 / Principle

What idea should guide the student's choice here and in another setting?

## 3 / Show me

Invite an inquiry, revision, explanation, or comparison. Leave its conclusion open.

## Instructor's return

After the response: what does it support, what remains uncertain, and what will you do next?

**Stop or change course:** Ask again only if the answer could change a meaningful educational decision. Consider assistance and the opportunity to respond. A recurring problem may require someone with authority over course design.

# Three responses to adapt

Illustrative examples; no actual student work reproduced. All tasks, sources, criteria, and exchanges below are invented.

## 01 / A question exceeds the rubric

**Task / rubric:** Argue for or against flexible deadlines. “Defend one clear position.”

**Signal:** “I began in favor. Now I’m asking: flexible for whom?” An unsettled position may reveal a distinction worth pursuing.

**Principle:** A defensible argument can become more conditional as inquiry deepens.

**Show me:** In your next scheduled draft, show what unsettled your position. What can you defend now, and what remains unresolved?

**Response and judgment:** The student contrasts caregivers’ need for time with teammates’ dependence on shared work. Reconsider the initial reading of indecision within the scheduled revision. Apply existing criteria and explain what they recognize or miss. Flag a rubric conflict for course review.

## 02 / A quotation needs interpretation

**Task:** Compare two readings. Criterion: explain how textual evidence supports the interpretation.

**Signal:** A quotation ends the paragraph without an explanation of how it supports the student’s claim.

**Principle:** Evidence needs an account of its relevance to the argument.

**Show me:** Identify the words that support your reading. Explain their connection to your claim.

**Response and judgment:** The student restates the quotation but cannot connect it to the claim. More sentence polishing would miss the problem. Return to the passage’s meaning before requesting another revision.

## 03 / Part of a project is missing

**Task:** Submit a source collection and essay. Criterion: include and develop both components.

**Signal:** The submitted file contains the essay but no source collection.

**Principle:** One component cannot supply the evidence required from another.

**Show me:** Locate the source collection in your submitted file or supply it within the permitted window.

**Response and judgment:** The student supplies an earlier source collection. Assess its quality. Recovery establishes a more complete submission, not new learning. Repeated omissions warrant examination of the assignment.