

Acknowledgement Ratio Tool

Use this observation tool to determine the ratio of positive feedback and acknowledgement provided to students by the teacher/staff member compared to redirects or corrective feedback (definitions and examples are on the next page). Use the table below to tally the number of each occurrence and determine the ratio of praise to redirects (a 4 to 1 ratio is ideal). Track for an individual student or for the class as a whole. Observe within one setting or observe across different settings and activities to compare rates.

	Observation 1	Observation 2	Observation 3
Content	☐ Reading ☐ Mathematics ☐ Writing ☐ Other:	☐ Reading ☐ Mathematics ☐ Writing ☐ Other:	☐ Reading ☐ Mathematics ☐ Writing ☐ Other:
Format	☐ Whole-group ☐ Small-group ☐ One-on-one ☐ Peer-to-peer ☐ Other:	☐ Whole-group ☐ Small-group ☐ One-on-one ☐ Peer-to-peer ☐ Other:	☐ Whole-group ☐ Small-group ☐ One-on-one ☐ Peer-to-peer ☐ Other:
Setting	☐ Core instruction (Tier 1) ☐ Intervention ☐ Other:	☐ Core instruction (Tier 1) ☐ Intervention ☐ Other:	☐ Core instruction (Tier 1) ☐ Intervention ☐ Other:
Activity			
Start and End Time			
General Praise			
Specific Praise			
Redirects			

Interpretation

Fill in the totals for each observation. Add the general praise and specific praise together. Then divide the total general praise and specific praise by the number of redirects to get a ratio.

Totals	Observation 1	Observation 2	Observation 3
Total General Praise			
Total Specific Praise			
Total General and Specific Praise			
Total Redirects			
Ratio	___ per 1 Redirect	___ per 1 Redirect	___ per 1 Redirect

Interpretation Key	
4:1 Ratio	= Acceptable Praise Ratio
< 4:1 Ratio	= Not Acceptable Praise Ratio

When interpreting the results, a ratio of 4:1 (4 praise statements per 1 redirect) is indicative of a more positive and supportive classroom for students. If the ratio is below 4:1, determine ways to increase the use and rate of praise.

Examples

General praise is non-specific language that communicates a student is doing something positive. It is effective in creating a supportive environment. **Specific praise** identifies a clear and accurate or desirable action. It's an instructional tool to strengthen student skills. **Redirects** are corrective statements that aim to stop a certain action and direct the student to more favorable responses. Consider the examples below when adjusting or examining praise rates for students.

	Examples
General Praise	“Way to go!”; “Nice work!”; “That’s a great job!”
Specific Praise	“I appreciate how you supported your argument with evidence from the text during the class discussion. That shows strong critical thinking and preparation.” “Thank you for helping your classmate understand the math problem without being asked. That shows leadership and kindness.” “I noticed you stayed focused and kept working even when the classroom got noisy. That kind of self-management is impressive and really helps you stay on track.”
Redirects	“Let’s focus on our work right now. There will be time to talk to each other after class.” “Remember that we have respectful discussions in our classroom. Rephrase that to be more constructive.”

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