



Technique: **RIGHT IS RIGHT**

When responding to answers in class, hold out for answers that are “all-the-way-right” or all the way to your standards of rigor. There is a real risk of calling “right” that which is not truly or completely right. If we do not hold out for all-the-way right the likelihood is strong that students will stop striving when they hear the word “right”. **RIGHT IS RIGHT** is about the difference between partially right and all-the-way right – between pretty good and 100 percent.

One of the biggest challenges in implementing **RIGHT IS RIGHT** is striking the right balance in tone. On the one hand, we want to encourage and openly appreciate the work students put into developing their almost-there answers. On the other hand, we want to be honest about the fact that more work is needed. The best way to satisfy both needs is to have some back-pocket phrases ahead of time that accomplish both.

- I like most of that ...
- You’re almost there ...
- That’s getting us closer...
- I like where you’re going with that. Say a little more about ...
- I see that you (completed all the steps; nailed the first two parts of the question; used the vocabulary word ...), but can you tell me what final piece is missing?
- Good. We’re 80 percent of the way there ...
- That sets us up nicely to solve this. How do we ...?

Preparation is a key factor in making sure **RIGHT IS RIGHT** is established and maintained inside the classroom. If we aren’t sure of exactly what a great answer should contain, it’s hard to hold students to that high standard. Therefore, scripting not only your own questions, but also model answers you hope students will provide is paramount in the planning process.

See **RIGHT IS RIGHT** in action

<https://www.youtube.com/watch?v=YpSZoUzo7Ug>