**

*Figure 1*. Four level model of feedback. Reprinted from “The power of feedback,” by J. Hattie and H. Timperley., 2007. Review of Educational Research, 77(1), 87. <https://doi.org/10.3102/003465430298487>

Intrinsic Motivation and Perseverance Enhanced

Adaptive Attributions

e.g. praise for process or other controllable features of performance

**What performance attributions are fostered?**

Maladaptive attributions

e.g. praise for easy tasks, or praise that is focussed exclusively on ability

Autonomy enhanced

e.g. praise that minimizes perceptions of external control or is endogenous

**To what extent is perceived autonomy promoted?**

Autonomy undermined

e.g. praise that is overjustified or controlling

Competence enhanced

e.g. praise that provides positive information about individual competence

**How are competence and self-efficacy affected?**

Competence undermined or only normatively enhanced

e.g. praise that conveys competence solely through social comparison

High but realistic

e.g. praise that is descriptive, to guide and regulate task engagement

**What standards and expectations are conveyed?**

Low or unrealistic

e.g. praise that conveys low expectations or invokes impossibly high standards

Intrinsic Motivation and Perseverance Undermined

*Figure 2****.*** Conceptual variables moderating the effects of praise on subsequent intrinsic motivation and perseverance provided that praise is perceived as sincere. Reprinted from “The effects of praise on children’s intrinsic motivation: a review in synthesis”, by J. Henderlong and M.R. Lepper., 2002. Psychological Bulletin, 128(5), 788. <https://doi.org/10.1037/0033-2909.128.5.774>