

Progress Over Perfect

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Set useful revision criteria and a stopping point for a meaningful task.

Revision can strengthen an idea, but endless changes can hide the progress you made. You can choose a realistic finish line while keeping a challenging goal. A finished draft is a step, not your worth.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Define useful quality

Imagine explaining a science model. Choose two criteria that matter to understanding.

Quality criterion one

Quality criterion two

Progress Over Perfect

Useful revision or repeat?

Compare adding missing evidence with changing the title for the tenth time. Decide which advances the goal and why.

Revision that helps the goal

Change I can postpone or skip

Optional deeper thinking · Grades 6–8

Develop revision priorities for a complex argument, distinguishing evidence gaps from cosmetic changes.

Progress Over Perfect

Choose a finish and support

Set a check you can complete and a person who can help you stop revising if requested.

My finish-line check

Support or next step after finishing

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

Progress Over Perfect

Accessibility & alternative responses

Offer oral reflection and a scribe; do not make the worksheet's neatness a new perfection task.

Teacher facilitation

Avoid praising only flawless products. Model bounded revision and separate task quality from identity. Significant anxiety or distress may need individualized mental health support, not another worksheet.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.