**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/Grade:\_\_\_\_\_\_\_\_\_\_\_\_ Rater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fidelity Score Directions:** Two scores will be developed from the active ingredients measure: Take home point score and delivery (pace/repetition/clarity) score.

The **take home point score** assesses the degree to which teachers are able to clearly evoke the key take home point of each session. Scores range from 0 to 4. The TAKE HOME POINT is not something teachers say as in “This is the Take Home Point” but rather something that teacher comments reinforce, by using student examples (to score a three). If the teacher does state the take home point, but does not reflect it back to student comments, then the teacher scores a two. If the teacher only partially evokes the take home point (does not mention all components of the take home point), the teacher receives a one, and if it is not mentioned at all, the teacher receives a zero. For each session, there is also a bonus point. Teachers receive a bonus point if they hit a three and then more, having fully mastered the take home point, hitting even parts that many teachers do not hit. What that extra is, is session-specific and is presented below. The take-home point rubric contains two components: (1) a description about what the take-home point feels like on the five-point scale; and (2) behavior indicators about what the teacher and students does to represent each level in the rubric.

The **delivery score** assesses the degree to which the teacher creates a fluid experience. Scores range from 0 to 2. A score of zero means that the pace was so slow and repetition so insufficient or uneven and master of the activity and clarity so low, that the take home message, even if presented, did not seem true. A score of one means that the take home point is somewhat lost, sometimes feeling true other times not feeling true either because the pace drags, or because repetition is insufficient, or because the delivery is not clear enough or simply not quite on target. To score a two, the teacher creates a fast pace, consistently mentions and reinforces the key take home point, and is clear with good mastery of the content. In combination, the fast pace, repetition and clear on target delivery makes students feel that the take home point must be true.

**Session 1: Introduction to Pathways to Success Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

You have some skills and abilities to help you succeed in the coming year. Others do too. *Pathways* is a place where your concerns and expectations will be heard; you will have some say in how *Pathways* is run. *Pathways* activities help you use your skills and abilities to succeed.

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| Take Home Point: You have some skills and abilities to help you succeed in the coming year and others do too. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home on skills and abilities is not at all evoked by activities | Take home on skills and abilities is partially evoked but framing was unclear or inconsistent | Take home on skills and abilities is clearly and consistently evoked | Take home on skills and abilities is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Your expectations and concerns will be heard, we’re going to work together |
| Behavior indicator | Teacher shares incorrect definition and examples of skills and abilities. | At times, definition and examples of skills and abilities is correct, but sometimes they are wrong. Teacher does not correct students when they share likes and dislikes instead of skills and abilities. | Everyone has skills and abilities to help them through the school year. This message should appear at set up and summary of activity. | All students get to share their skills and abilities. Teacher reinforces that everyone has skills and abilities. This is evoked at end of share out. | Students share their expectations and concerns. Teacher lists student responses. |

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**Session 2: Adult Images Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

We all have images of ourselves as adults in the far future. These images are in a number of domains (jobs/careers, family/relationship, material lifestyle and community engagement), with having a job being the basis for satisfying engagement in the other domains.

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| Take Home Point: We all have images of ourselves as adults in the far future. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home of everyone having adult images is not at all evoked by activities | Take home of everyone having adult images is partially evoked but framing was unclear or inconsistent | Take home of everyone having adult images is clearly and consistently evoked | Take home of everyone having adult images is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Adult images fall into four general domains (material lifestyle, family/relationship, community engagement, jobs/careers), the job domain fuels all of the others. |
| Behavior indicator | Teacher does not use correct language. | Teacher reinforces individual adult images instead of reinforcing that everyone has them. Teacher gives a few examples but does not say everyone has them. | Everyone has images of themselves as an adult. There are multiple images of who we want to be. Adult images do not have to be concrete, but they do fit across four domains. | Concept of everyone having an adult image is elicited from students sharing their examples and identifying domains (teacher does not state the domains). | Teacher helps students make connection between job and other three domains. |

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**Session 3: Positive and Negative Forces Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

Some adult images are possible selves. They are possible because positive and negative forces show the way. Positive forces lay out paths for success and for handling difficulties and setbacks. Negative forces lay out paths for failure and examples for how not to handle difficulties and setbacks make difficulties. Positive forces remind us that setbacks are a part of life and that important tasks often are difficult. Negative forces do the opposite, they make setbacks seem like signs that the goal is impossible to attain.

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| Take Home Point: Positive forces help us lay out paths for success and handling difficulties and setbacks; negative forces do the opposite, layout paths for failure and examples for how not to handle difficulties and setbacks. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home on positive and negative forces is not at all evoked by activities | Take home on positive and negative forces is evoked but framing and connections were unclear or inconsistent | Take home on positive and negative forces is clearly and consistently evoked | Take home is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Positive forces make you feel like you can ***persist*** in the face of difficulty; negative forces make you feel like you can’t ***persist*** when things get hard. |
| Behavior indicator | Teacher provides incorrect information about positive and negative forces. | Each part of take home point is evoked, but what exactly positive and negative forces are or how each works to influence motivation is not clearly stated or not consistently | Teacher consistently reinforces multiple components of positive and negative forces throughout the session. | Teacher uses student definitions and examples to elicit the multiple components of positive and negative forces. | Teacher helps students recognize that both positive and negative forces are motivating when things get difficult. |

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**Session 4: Timelines, Part I Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

The future is like a path, it has an order and there are forks (choices) and roadblocks (obstacles) along the way. Thinking of the future this way reminds us that: (1) the choices we can have in the far future are shaped by the choices we make in the near future. (2) Difficulties are normal; (3) ways around obstacles can be planned for.

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| Take Home Point: The future is a path, it has an order and there are forks and roadblocks along the way. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home about path, order, forks, and roadblocks is not at all evoked by activities | Take home about path, order, forks, and roadblocks is evoked but framing and connections were unclear or inconsistent | Take home about path, order, forks, and roadblocks is clearly and consistently evoked | Take home about path, order, forks, and roadblocks is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Difficulties are normal, everyone has setbacks so coming up with a plan for how to overcome setbacks is necessary |
| Behavior indicator | Teacher does not use correct definitions. | Teacher references forks and roadblocks, but does not connect those concepts to a path with ordered steps. | Teacher connects forks and roadblocks to the concept of a path with ordered steps. | Teacher elicits student examples of forks and roadblocks as they define those concepts and reinforces the concept of forks and roadblocks using student examples as they create their drafts (teacher shares out student examples). Teacher links these to the idea of a path with ordered steps. | Teacher reinforces that everyone will have roadblocks along their path. We can create ways to get around our roadblocks. |

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**Session 5: Timelines, Part II Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

The future is like a path, it has an order and there are forks (choices) and roadblocks (obstacles) along the way. Thinking of the future this way reminds us that: (1) the choices we can have in the far future are shaped by the choices we make in the near future. (2) Difficulties are normal; (3) ways around obstacles can be planned for.

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| Take Home Point: The future is a path, which has an order and there are forks and obstacles along the way. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home about path, order, forks, and roadblocks is not at all evoked by activities | Take home about path, order, forks, and roadblocks is evoked but framing and connections were unclear or inconsistent | Take home about path, order, forks, and roadblocks is clearly and consistently evoked | Take home about path, order, forks, and roadblocks is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Difficulties are normal, everyone has setbacks so coming up with a plan for how to overcome setbacks is necessary |
| Behavior indicator | Teacher does not use correct definitions. | Teacher references forks and roadblocks, but does not connect those concepts to a path with ordered steps. | Teacher connects forks and roadblocks to the concept of a path with ordered steps. | Teacher elicits student examples of forks and roadblocks as they define those concepts and reinforces the concept of forks and roadblocks and the future as a path with ordered steps using student examples as they create their timelines and share out. | Teacher reinforces that everyone will have roadblocks along their path. We can create ways to get around our roadblocks. |

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**Session 6: Possible Selves and Strategies (Pathways Board I) Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

To make a next year future image a possible self, link it to strategies. Strategies are actions you are taking now or could take to become like your next year expected possible selves and to avoid becoming like your next year to-be-avoided possible selves. The same strategy can help us move toward a positive and away from a negative next year possible self.

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| Take Home Point: Strategies are actions you are taking now or could take to become your next year possible self. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home about strategies making a future image a possible self is not at all evoked by activities | Take home about strategies making a future image a possible self is evoked but framing and connections were unclear or inconsistent | Take home about strategies making a future image a possible self is clearly and consistently evoked | Take home about strategies making a future image a possible self is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED The same strategy can help us move toward a positive and away from a negative next year possible self |
| Behavior indicator | Teacher uses incorrect definitions. | The concept of strategies and next year possible selves is elicited, but how they connect is unclear. | It is clear that strategies are actions you could take and to make future image a next year possible self, it should be connected to a strategy. | Teacher elicits student examples of next year possible selves and strategies as they define those concepts and reinforces them using student examples as they create their pathways board (teacher shares out student examples). | Teacher ensures that students know that a strategy can help them move toward a next year possible self and away from a negative next year possible self. |

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**Session 7: Pathways to the Future (Pathways Board II) Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

Strategies are actions you are taking now or could take to work on your next year expected and to-be-avoided possible selves. Strategies can form pathways to your adult possible selves by linking next year and adult possible selves through current action. Thinking about paths to the future, whether as timelines or as pathways helps us get going.

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| Take home point: Any strategies I’m doing (or could be doing) now to get to my next year possible self, also help me get to my adult possible self. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home about using strategies for next year possible selves to move on path to adult possible selves is not at all evoked by activities | Take home about using strategies for next year possible selves to move on path to adult possible selves is evoked but framing and connections were unclear or inconsistent | Take home about using strategies for next year possible selves to move on path to adult possible selves is clearly and consistently evoked | Take home about using strategies for next year possible selves to move on path to adult possible selves is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Connect sessions 4 through 7: Thinking about paths to the future, whether with the timeline, or pathways poster boards helps us get going |
| Behavior indicator | Teacher uses incorrect definitions. | Teacher helps clarify that strategies help connect to their adult possible self, but it is not clear that there is a pathway. | Teacher makes explicit that strategies students are doing now or could be doing now link who they want to be next year and their adult possible selves – ones they want to become and ones they want to avoid becoming. | Students share multiple different types of pathways between next year possible selves and adult possible selves through strategies. | Teacher makes explicit connections between timelines and pathways boards in helping students think about paths to the future and thinking that our path starts now and helps us get going. |

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**Session 8: Action Paths Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

Action paths are more specific than pathways. Action paths remind you of your goal – your adult possible selves and work back from that to next year possible selves and to your current choices by breaking down strategies into something concrete –where and when during the day you will take action. By linking possible selves to action paths, we can plan for stumbling blocks and attend to our choices.

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| Take Home Point: Action paths are more specific than pathways, they remind you of your goal –your adult possible self – and link that to a time and place in which you will take action to work toward it. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home about action paths being more specific and linking adult possible self to specific action in a time and place is not at all evoked by activities | Take home about action paths being more specific and linking adult possible self to specific action in a time and place is evoked but framing and connections were unclear or inconsistent | Take home about action paths being more specific and linking adult possible self to specific action in a time and place is clearly and consistently evoked | Take home about action paths being more specific and linking adult possible self to specific action in a time and place is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED By linking possible selves to action paths, we can plan for stumbling blocks and attend to our choices. |
| Behavior indicator | Definition of action path is not correct. | Teacher defines action path correctly, but it is unclear how it connects to the strategies discussed earlier. | Teacher ensures that students know that action paths are taking the pathways board a step further by connecting their strategies and actions to a specific time and place. | Students share multiple different types of pathways between next year possible selves and adult possible selves through strategies. Based on the examples, teacher states that they are more likely to get moving when they state a time and place for the action. | When we think about our actions now, we can better plan for roadblocks that could stop us and plan for our choices. |

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**Session 9: Puzzles Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

Just like people get shots to protect themselves from germs, you can protect yourself from giving up by remembering that things that seem impossible and too difficult often can be solved by breaking them down and looking for alternative ways to set up what the problem is. A feeling of difficulty is like a roadblock and breaking down the problem is a way of attaining important possible selves. Positive and negative forces in our lives can help by reminding us that difficult things can be important or by setting us up to just quit when it gets hard

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| Take home point: You can protect yourself from giving up by remembering that things that seem impossible and too difficult often can be solved by breaking them down and looking for alternative ways to set up what the problem is. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home on protecting yourself from giving up by remembering that breaking down and looking for alternatives makes difficult things possible is not at all evoked by activities | Take home on protecting yourself from giving up by remembering that breaking down and looking for alternatives makes difficult things possible is evoked but framing and connections were unclear or inconsistent | Take home on protecting yourself from giving up by remembering that breaking down and looking for alternatives makes difficult things possible is clearly and consistently evoked | Take home on protecting yourself from giving up by remembering that breaking down and looking for alternatives makes difficult things possible is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Explicitly connect take home point to prior sessions (positive and negative forces, timelines). A feeling of difficulty is like a roadblock and breaking down the problem is a way of attaining important possible selves. Positive and negative forces in our lives can help by reminding us that difficult things can be important or by setting us up to just quit when it gets hard. |
| Behavior indicator | Definition of inoculation is incorrect. | Each part of take home point is elicited, but not together. Parts of take home point are elicited in isolation of other parts. | Teacher consistently reinforces multiple components of interpretation of difficulty throughout the session. | Teacher reinforces take home point by having students share the ways in which they persevered when things seemed impossible and too difficult. | Teacher connects student examples of ways to get around obstacles to former pathways concepts. |

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**Session 10: Solving Everyday Problems Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

You can use the skills you learned in Pathways to break up everyday problems and make progress more likely. Positive and negative forces can be supports to draw on. Choice points (forks) and obstacles (roadblocks) require decision-making strategies to keep going. You can ask yourself how does this relate to my next year and adult possible selves to figure out what is really important. You can think of strategies and action paths, what strategy to take and when exactly to do it. You can remind yourself that difficulty sometimes signals importance so you protect yourself from just giving up.

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| Take home point: You can use the skills you learned in Pathways to break up everyday problems and make progress more likely. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home on using skills from Pathways is not at all evoked by activities | Take home on using skills from Pathways is evoked but framing and connections were unclear or inconsistent | Take home is clearly and consistently evoked | Take home on using skills from Pathways is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Explicitly make connections to each of the prior sessions.  Positive and negative forces can be supports to draw on. Choice points (forks) and obstacles (roadblocks) require decision-making strategies to keep going. You can ask yourself how does this relate to my next year and adult possible selves to figure out what is really important. You can think of strategies and action paths, what strategy to take and when exactly to do it. You can remind yourself that difficulty sometimes signals importance so you protect yourself from just giving up. |
| Behavior indicator | Teacher does not connect to previous pathways lessons. | Teacher helps students break up everyday problems, but does not mention that it makes progress more likely. | Teacher helps students recognize that by using pathways concepts, they can make progress on their everyday problems more likely. | Students help identify that the strategies that they are thinking about are connected to previous pathways skills. | Teacher summarizes that strategies to solve everyday problems explicitly connect to previous pathways concepts, making clear definitions about how it does that. |

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**Session 11: Solving Everyday Problems II: Graduation Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

It is possible to know the steps to get from the present to the future. Some of these steps can be hard and failures along the way can happen. That is okay; important steps are often hard. Roadblocks can be gotten around, for example, by going to community college.

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|  | Take home point: You can identify the steps to get from 8th grade to graduating high school. | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home about steps from 8th grade to high school graduation is not at all evoked by activities | Take home about steps from 8th grade to high school graduation is evoked but framing and connections were unclear or inconsistent | Take home about steps from 8th grade to high school graduation is clearly and consistently evoked | Take home about steps from 8th grade to high school graduation is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED Some of these steps can be hard and failures along the way can happen. That is okay; important steps are often hard. Roadblocks can be gotten around, for example, by going to community college. |
| Behavior indicator | It is not clear how you can start planning now to graduate high school or it seems already too late. | Teacher takes different parts of the lesson (i.e. 8th grade, high school, college), but does not connect them. | Teacher takes different parts of the lesson (i.e. 8th grade, high school, college), and connects them so students see that there is a path. | Teacher allows students to dominate the discussion and helps them connect what they do now about path to what is new information. | Teacher helps students see that by creating a path from 8th grade to graduation, they can plan for potential roadblocks and identify their choices. |

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| Did the pace, repetition and clarity together converge to create a fluent experience (e.g., a feeling that ‘this must be true’) | | |
| 1**C:\Users\nyoder.AIR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PGDA89P9\Thumbsdown[1].jpg** | **C:\Users\nyoder.AIR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PGDA89P9\Check for understanding Sign[1].jpg** 2 | **C:\Users\nyoder.AIR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PGDA89P9\Check for understanding Sign[1].jpg** 3 |
| Message feels untrue. | Sometimes feels true, sometimes feels untrue. | Message feels like it must be true |

**Session 12: Wrapping Up and Looking Forward Date\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

Everyone has images of what the future might hold. What I do now makes a big difference for what happens later because the future is like a journey. Just like on a path, there are forks (choices) and roadblocks (failures) along the way. It will be difficult and may feel impossible, but positive and negative forces in my life can help me translate adult images into possible selves by showing what to do and not to do. Actions I take now matter because they link my adult possible selves to my next year possible selves, making pathways and action paths if I focus on my future and connect actions to specifics like when and where I will do things. I have some skills and abilities and can plan for difficulties and come up with ways around failures along the way. I can use my Pathways language in my everyday thinking and that will help me remember to use my skills and abilities and keep going.

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| Take home point: Everyone has images of what the future might hold. What I do now makes a big difference for what happens later because the future is like a journey. Just like on a path, there are forks (choices) and roadblocks (failures) along the way. It will be difficult and may feel impossible, but positive and negative forces in my life can help me translate adult images into possible selves by showing what to do and not to do. Actions I take now matter because they link my adult possible selves to my next year possible selves, making pathways and action paths if I focus on my future and connect actions to specifics like when and where I will do things. I have some skills and abilities and can plan for difficulties and come up with ways around failures along the way. | | | | | |
|  | **0** | **1** | **2** | **3** | **4 (“Bonus” Point)** |
| Description | Take home is not at all evoked by activities | Take home is evoked but framing and connections were unclear or inconsistent | Take home is clearly and consistently evoked | Take home is clearly and consistently evoked AND concepts are connected to student-generated examples. | 3 PLUS ALSO HIGHLIGHTED I can use my Pathways language in my everyday thinking and that will help me remember to use my skills and abilities and keep going. |
| Behavior indicator | The class states the title of each lesson, but does not discuss the main points. | The class discusses the main point of each lesson; how lessons connect is not noted clearly or consistently | The class discusses each lesson and how each lesson is connected. | The class discusses each lesson and how each lesson is connected and does so by referring back to what they actually did in each session. | Teacher reinforces that they will continue to use pathways language in their everyday lives and in school. |

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| Did the pace, repetition and clarity together converge to create a fluent experience (e.g., a feeling that ‘this must be true’) | | |
| 1**C:\Users\nyoder.AIR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PGDA89P9\Thumbsdown[1].jpg** | **C:\Users\nyoder.AIR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PGDA89P9\Check for understanding Sign[1].jpg** 2 | **C:\Users\nyoder.AIR\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PGDA89P9\Check for understanding Sign[1].jpg** 3 |
| Message feels untrue. | Sometimes feels true, sometimes feels untrue. | Message feels like it must be true |