



DESCRIPTIVE FEEDBACK

Grades 8–12 Student Reporting Guidelines

DESCRIPTIVE FEEDBACK

Descriptive feedback includes concise, strengths-based, written comments that are aligned with the learning standards outlined in BC curriculum. The feedback describes student learning, as well as specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic and that students demonstrate their learning in different ways and at different rates.

The K – 12 Student Reporting Policy Guidelines (pp 39 – 44) provide detailed information related to meaningful feedback. Overall, comprehensive, descriptive feedback includes:

1. STRENGTHS

Focuses on what students can do now and what they are working toward

2. NEXT STEPS

Explains areas for future growth, as well as strategies to support student growth

3. ENGAGEMENT

Provides personalized feedback on student's learning habits and engagement. Please note that in addition to 1 and 2 above, policy mandates that reporting will include "a description of the student's behaviour, including information on attitudes, work habits, effort, and social responsibility."

SAMPLES OF DESCRIPTIVE FEEDBACK

The following sample comments are examples of descriptive feedback. They are for illustrative purposes. The intent is to emphasize that when communicating student learning, descriptive feedback can be provided in a variety of lengths, formats and, regardless of subject-area or grade level, each comment includes:

strengths-based
descriptive feedback
that highlights what a
student knows and
can do

what the student is
working towards

information related
to the student's learning
habits and engagement
(e.g., effort, attitude,
work habits, behaviour,
etc.)

ADST: FOODS

(Student) has demonstrated proficiency in (his/her/their) knowledge of nutrition and food preparation techniques, and (he/she/they) (have /has) shown a growing interest in trying new foods and experimenting with different recipes. (Student) has also shown a strong sense of responsibility in following safety and hygiene protocols in the kitchen. In particular, I really appreciated (his/her/their) food marketing project that focused on sustainable changes to our local food systems!

(Student) has shown a positive attitude and willingness to collaborate with (his/her/their) peers, which has contributed to a positive and supportive classroom environment.

I encourage (Student) to extend (his/her/their) culinary skills by exploring recipes from a variety of cultures and diverse flavour profiles (sweet, salt, sour, bitter and umami).

STRENGTHS

ENGAGEMENT

NEXT STEPS

CORE FRENCH

(Student) is an engaged and collaborative member of the classroom community and enjoys practicing speaking French in small groups with (his/her/their) peers and demonstrates an emerging level of competency in French. (He/She/They) (is/are) able to communicate orally and in written format using simple language with some details and explanations [add examples of classroom projects or language activities]. (Student) is beginning to use strategies to comprehend a variety of texts, both written and audio. (He/She/They) would benefit from more oral participation in class and continuing to seek help and ask questions. To support the learning, (student) is encouraged to increase (his/her/their) contact with French outside the classroom.

ENGAGEMENT

STRENGTHS

NEXT STEPS

ENGLISH LANGUAGE ARTS

(Student's) writing demonstrates (his/her/their) ability to work with complex ideas and provide supporting details with evidence. (His/Her/Their) next steps are using an outline to organize (his/her/their) writing and focus on improving clarity and fluency in communicating (his/her/their) ideas. (Student) is engaged when in-class and is working towards being more consistent with (his/her/their) attendance.

STRENGTHS

NEXT STEPS

ENGAGEMENT

MATHEMATICS

Overall, (Student) is developing in (his/her/their) understanding of the concepts and competencies in Mathematics 9.

- (He/She/They) (has/have) demonstrated a comprehensive understanding of multiplying and dividing fractions (i.e., is able to multiply and divide mixed numbers).
- (He/ She/They) (is/are) working towards a more comprehensive understanding of estimating and determining square roots (i.e., increased accuracy and additional strategies).
- (He/She/They) can use a single strategy to solve problems and is encouraged to develop and apply multiple strategies.
- (He/She/They) (is/are) an enthusiastic participant and is working on listening attentively.

STRENGTHS

NEXT STEPS

ENGAGEMENT



PHYSICAL AND HEALTH EDUCATION

Over the course of this semester, (Student) has grown in (his/her/their) confidence and is advocating for (him/herself/themselves) during different physical activities. (He/She/They) can:

- demonstrate the complete use of movement skills or game strategies that affect successful participation in game play;
- work in small groups to co-construct qualities (criteria) of a personal fitness goal;
- share (his/her/their) findings related to making healthier food choices when eating out in (his/her/their) community;
- apply (his/her/their) knowledge and skills to make healthy living choices and to advocate for self and others.

For next steps, (Student) could benefit from monitoring and adjusting (his/her/their) physical exertion levels (e.g., checking pulse).

ENGAGEMENT

STRENGTHS

NEXT STEPS

SCIENCE

(Student) is developing in (his/her/their) understanding of the content learning standards in electric circuits and ecosystems. (He/She/They) (is/are) able to explain the relationship between voltage, current, and resistance.

Currently, (he/she/they) (is/are) working on a deeper understanding of sustainability and

interconnectedness in ecosystems. (Student) uses strong planning skills to help design group experiments and works well with (his/her/their) peers.

STRENGTHS

NEXT STEPS

ENGAGEMENT

SOCIAL STUDIES

(Student) is an enthusiastic participant and is working on listening attentively and making connections between ideas. (He/She/They) (is/are):

- beginning to understand the historical competencies in Social Studies;
- demonstrating initial learning in the competency of Significance through the content of revolutions while attempting to identify how an event resulted in change;
- working towards using clear language and evidence from our course to justify (his/her/their) thinking.

ENGAGEMENT

STRENGTHS

NEXT STEPS

VISUAL ARTS

(Student) approaches Visual Arts and learning with an optimistic and positive attitude. (He/She/They) (has/have) shown evidence of being able to reason and reflect in (his/her/their) ideas and image development through the creative process.

(His/Her/Their) artwork shows proficiency in the exploration of materials, tools, techniques and the development of new ideas, and independently takes part in art room processes. (Student's) next steps include taking risks and following (his/her/their) instincts to push (his/her/their) ideas and use of materials in innovative ways.

ENGAGEMENT

STRENGTHS

NEXT STEPS

WRITING DESCRIPTIVE FEEDBACK

As highlighted in the sample comments from the previous section of this document, descriptive feedback notes significant events in the student’s growth, development, and learning. Feedback may include evidence of learning using appropriate pronouns and the student’s name; language that is easy for parents to understand; opportunities for further development in relation to the learning standards; and information about student engagement and behaviour. When writing comments, teachers are encouraged to use their professional judgment and deep understanding of their students. Below are sentence stems for descriptive feedback.

EMERGING

Is beginning to...

Is starting to...

Is trying...

Has a beginning understanding of concepts related to...

Is in the early stages of...

Is beginning to develop the skills and competencies relate to...

Is starting to develop functioning skills and concepts in...

DEVELOPING

Is able to _____ at a basic level/in familiar situations...

Shows an understanding of...

Is working towards...

Is developing in...

Is developing skills and competencies related to _____ and is continuing to practice and refine to achieve proficient

Applies understanding in specific situations...

Some aspects may benefit from more thorough investigation and/or detail...

Is able to apply foundational skills and concepts in...

PROFICIENT

Is able to demonstrate...

Demonstrates the ability to...

Is competent with...

Can describe _____ with detail and accuracy

Understands this concept and related competencies...

Demonstrates a comprehensive understanding of...

Can clearly communicate understanding of...

Applies understanding in many situations...

Has demonstrated learning in a thorough and complete manner...

Has included components of creation, evaluation and analysis...

Is able to apply skills and concepts in...

EXTENDING

Is innovative when...

In complex situations is able to creatively and insightfully...

Is strategic...

Extends learning by...

To a high degree...

Shows in-depth understanding...

Is highly skilled at...

Applies understanding in different situations...

Learning is thorough and unique...

Is applying advanced techniques and strategies in...

Is demonstrating sophisticated understanding...

SAMPLES OF LEARNING UPDATES

April 25, 2023

Firstname Lastname



Learning Update
Reporting Period: 28/1/2023 to 28/4/2023
Q3

Firstname Lastname

PEN: 123456789

Grade 08

School Logo

School Name

123 456 St

Surrey, BC

V1V 1V1

604-123-4567

School Message

For any questions related to your child's progress this term, please contact your child's teacher. A full list of teacher emails can be found on our website: <https://www.surreyschools.ca/schools/schoolname>

Student Plans and Programs

Individual Educational Plan

Annual Instructional Plan

Student Self-Reflection of Core Competencies

This is where a comment can be added with information on where to find the student's self-reflection. A link can also be provided: <https://surreyschoolsone.ca/teachers/csl/teacher-resources/core-competencies/>

ENGLISH LANGUAGE ARTS 8

Term: DEVELOPING

Teacher Name

(Student)'s writing demonstrates (his/her/their) ability to work with complex ideas and provide supporting details with evidence. (His/Her/Their) next steps are using an outline to organize (his/her/their) writing and focus on improving clarity and fluency in communicating (his/her/their) ideas. (Student) is engaged when in-class and is working towards being more consistent with (his/her/their) attendance.

Attendance:

Absent: 7

Late: 1

FRENCH 8

Term: EMERGING

Teacher Name

(Student) is an engaged and collaborative member of the classroom community and enjoys practicing speaking French in small groups with (his/her/their) peers and demonstrates an emerging level of competency in French. (He/She/They) (is/are) able to communicate orally and in written format using simple language with some details and explanations [add examples of classroom projects or language activities]. (Student) is beginning to use strategies to comprehend a variety of texts, both written and audio. (He/She/They) would benefit from more oral participation in class and continuing to seek help and ask questions. To support the learning, (Student) is encouraged to increase (his/her/their) contact with French outside the classroom.

Attendance:

Absent: 3

Late: 0

SOCIAL STUDIES 8	Term: EMERGING
Teacher Name	
<p>(Student) is an enthusiastic participant and is working on listening attentively and making connections between ideas. (He/She/They) (is/are):</p> <ul style="list-style-type: none">• beginning to understand the historical competencies in Social Studies;• demonstrating initial learning in the competency of Significance through the content of revolutions while attempting to identify how an event resulted in change;• working towards using clear language and evidence from our course to justify (his/her/their) thinking.	
Attendance:	Absent: 2 Late: 0

VISUAL ARTS 8	Term: PROFICIENT
Teacher Name	
<p>(Student) approaches Visual Arts and learning with an optimistic and positive attitude. (He/She/They) (has/have) shown evidence of being able to reason and reflect in (his/her/their) ideas and image development through the creative process. (His/Her/Their) artwork shows proficiency in the exploration of materials, tools, techniques, and the development of new ideas, and independently takes part in art room processes. (Student)'s next steps include taking risks and following (his/her/their) instincts to push (his/her/their) ideas and use of materials in innovative ways.</p>	
Attendance:	Absent: 0 Late: 0



Learning Update
 Reporting Period: 29/04/2023 to 30/06/2023
 Q2

Firstname Lastname

PEN: 123456789

Grade 09

School Logo

School Name
 123 456 St
 Surrey, BC
 V1V 1V1
 604-123-4567

School Message

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ADST: FOODS 9

Term: PROFICIENT

Teacher Name

Final: **PROFICIENT**

(Student) has demonstrated proficiency in (his/her/their) knowledge of nutrition and food preparation techniques, and (he/she/they) (have/has) shown a growing interest in trying new foods and experimenting with different recipes. (Student) has also shown a strong sense of responsibility in following safety and hygiene protocols in the kitchen. In particular, I really appreciated (his/her/their) food marketing project that focused on sustainable changes to our local food systems!

(Student) has shown a positive attitude and willingness to collaborate with (his/her/their) peers, which has contributed to a positive and supportive classroom environment. I encourage (Student) to extend (his/her/their) culinary skills by exploring recipes from a variety of cultures and diverse flavour profiles.

Attendance: Absent: 3 Late: 0

MA: MATHEMATICS 9

Term: DEVELOPING

Teacher Name

Final: **DEVELOPING**

Overall, (Student) is developing in (his/her/their) understanding of the concepts and competencies in Mathematics 9. (He/She/They) (has/have) demonstrated a comprehensive understanding of multiplying and dividing fractions (i.e., is able to multiply and divide mixed numbers).

- (He/She/They) (is/are) working towards a more comprehensive understanding of estimating and determining square roots (i.e., increased accuracy and additional strategies).
- (He/She/They) can use a single strategy to solve problems and is encouraged to develop and apply multiple strategies.
- (He/She/They) (is/are) an enthusiastic participant and is working on listening attentively.

Attendance: Absent: 5 Late: 3

PE: PHYSICAL AND HEALTH EDUCATION 9

Term: PROFICIENT

Teacher Name

Final: **PROFICIENT**

Over the course of this semester, (Student) has grown in (his/her/their) confidence and is advocating for (him/herself or themselves) during different physical activities. (He/She/They) can:

- demonstrate the complete use of movement skills or game strategies that affect successful participation in game play;
- work in small groups to co-construct qualities (criteria) of a personal fitness goal;
- share (his/her/their) findings related to making healthier food choices when eating out in (his/her/their) community;
- apply (his/her/their) knowledge and skills to make healthy living choices and to advocate for self and others.

For next steps, (Student) could benefit from monitoring and adjusting (his/her/their) physical exertion levels (e.g., checking pulse).

Attendance: Absent: 2 Late: 0

SC: SCIENCE 9

Term: PROFICIENT

Teacher Name

Final: **PROFICIENT**

(Student) is developing in (his/her/their) understanding of the content learning standards in electric circuits and ecosystems. (He/she/they) (is/are) able to explain the relationship between voltage, current, and resistance. Currently, (he/she/they) (is/are) working on a deeper understanding of sustainability and interconnectedness in ecosystems. (Student) uses strong planning skills to help design group experiments and works well with (his/her/their) peers.

Attendance: Absent: 5 Late: 0



Learning Update
Reporting Period: 20/04/2023 to 28/06/2023
Q4

Firstname Lastname

PEN: 123456789

Grade 12

School Logo

School Name
123 456 St
Surrey, BC
V1V 1V1
604-123-4567

School Message

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Anatomy and Physiology 12

Teacher Name

Term: 86% (A)

Final: **86% (A)**

- (Student) has demonstrated a strong ability to evaluate the social, ethical, and environmental impacts of scientific advancements in genomics and biotechnology. (He/She/They) are able to critically analyze information, identify bias in primary and secondary sources, and ask meaningful questions to deepen (his/her/their) understanding of the concepts.
- (Student) is an active participant in class discussions, often sharing insightful ideas to apply scientific concepts to real world problems. (He/She/They) takes a leadership role in group projects and labs with a keen attention to detail.
- (Student) should continue to work on skills for collaborating with other scientists during research and projects, using (his/her/their) leadership skills to encourage the group to consider all perspectives and build consensus.

Attendance: Absent: 2 Late: 0

Law Studies 12	Term: 77% (B)
Teacher Name	Final: 77% (B)
<p>(Student) is illustrating thorough understanding of the historical competencies in Law 12, especially through (his/her/their) work assessing the significance of the Constitution Act (1982) and the Canadian Charter of Rights and Freedoms to human rights in Canada. (He/She/They):</p> <ul style="list-style-type: none"> • (Is/Are) able to identify nuances in Canada's correctional system and principles of rehabilitation, punishment, and restoration. (He/She/They) delved especially deep into supportive reintegration of paroled offenders into society. • (Is/Are) working towards investigating points of contention and reliability of sources. • (Has/Have) great attendance but could be more participatory in small group and class discussions. <p>Attendance: Absent: 2 Late: 0</p>	

English First Peoples 12	Term: 88% (A)
Teacher Name	Final: 88% (A)
<p>(Student) has made excellent progress in English First Peoples 12. (He/She/They):</p> <ul style="list-style-type: none"> • (Has/Have) demonstrated proficiency in creating written texts, communicating complex ideas and opinions with supporting evidence. • (Has/Have) effectively used a variety of strategies to analyze diverse Indigenous texts from across Indigenous societies. • (Has/Have) demonstrated a deep understanding of how Indigenous texts reflect First Peoples' cultures and knowledge, as well as the role of story and oral traditions in expressing Indigenous values, beliefs, and perspectives. • (Is/Are) working on developing understanding of the significance of land/place in Indigenous cultures and strengthening (his/her/their) oral language skills. • (Is/Are) an enthusiastic learner. <p>Attendance: Absent: 2 Late: 0</p>	

ADST: Textiles 12	Term: 96% (A)
Teacher Name	Final: 96% (A)
<p>(Student) has demonstrated a strong ability to identify and apply sources of inspiration and information throughout the design process in Textiles 12. (His/Her/Their) creativity and willingness to take risks in generating and enhancing ideas is impressive. (Student)'s enthusiasm and desire to support and work with others will serve (him/her/them) well in the future. Moving forward, (Student) can continue enhancing (his/her/their) critical evaluation skills by further examining sustainability issues in the textile industry (social, ethical and economic).</p> <p>Attendance: Absent: 2 Late: 0</p>	

PE: Fitness and Conditioning 12

Term: 71% (C+)

Teacher Name

Final: **71% (C+)**

Overall, (Student) is developing (his/her/their) understanding of the concepts and competencies in fitness and conditioning. (He/She/They) (has/have) shown growth in (his/her/their) ability to develop and demonstrate a personalized fitness program that suits (his/her/their) individual needs and goals, and (he/she/they) (has/have) shown an understanding of the importance of safety practices in any physical activity. (He/She/They) (has/have) shown a positive attitude and willingness to collaborate with (his/her/their) peers. (Student)'s next steps include developing (his/her/their) understanding of proper form and technique, as well as expanding (his/her/their) repertoire of exercises to include a wider variety of fitness activities.

Attendance: Absent: 2 Late: 0

Physics 12

Term: 67% (C+)

Teacher Name

Final: **67% (C+)**

- (Student) consistently demonstrates the ability to describe relationships between variables and perform calculations, with attention to accuracy and precision, for uniform circular motion, gravitational field, and electrical field problems.
- (He/She/They) (is/are) an active participant in the daily warm-up question and takes advantage of the collaborative problem-solving interactions to consolidate and refine (his/her/their) understanding of physics concepts. (Student) demonstrates an openness to alternate solutions and is not afraid to ask questions to clarify or challenge the group's thinking.
- (Student) should continue to work on developing evidence-based arguments using appropriate scientific language, conventions, and labeled free-body diagrams when explaining the resulting motion of a body being acted upon by multiple forces.

Attendance: Absent: 2 Late: 0

Pre-Calculus 12

Term: 87% (A)

Teacher Name

Final: **87% (A)**

Overall, (Student) has demonstrated a very good understanding of the concepts and competencies in Pre-calculus 12. (He/She/They):

- (Has/Have) demonstrated a comprehensive understanding of various functions and their transformations.
- (Is/Are) working towards a sophisticated understanding of solving equations related to these functions.
- Can explain (his/her/their) ideas with examples and reasoning and is encouraged to consider alternative explanations.
- Approaches problems with curiosity and persists to solve them.

Attendance: Absent: 2 Late: 0



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