



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 as outlined in BC's 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.

<u>The K – 12 Student Reporting Policy Guidelines</u> (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

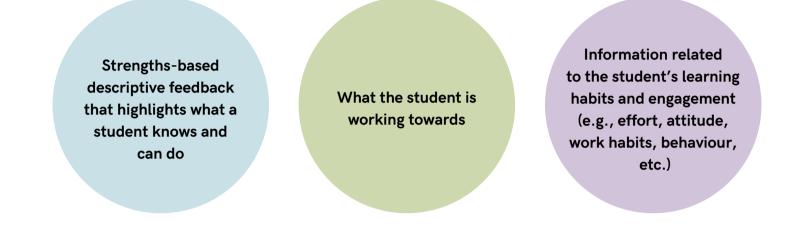
Explains areas for future growth, as well as strategies to support student growth

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:

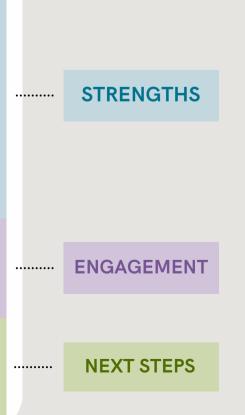


ADST: FOODS

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 (sweet, salt, sour, bitter and umami).



CORE FRENCH

Emerging

(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

Developing

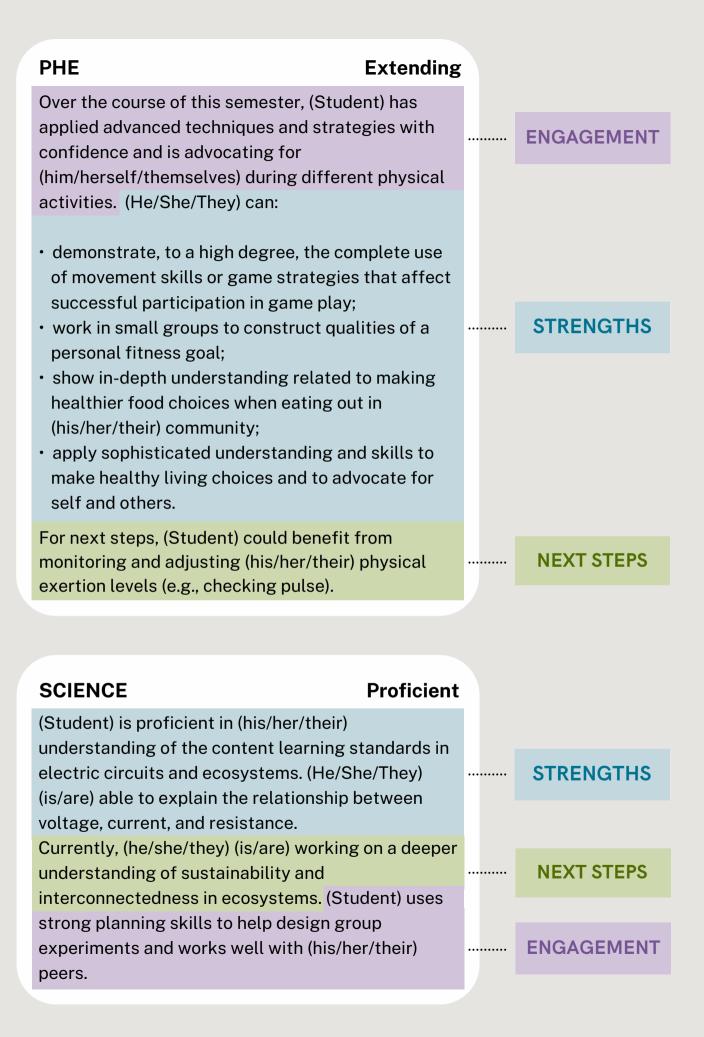
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(Student's) writing demonstrates (his/her/their) ability to work with some complex ideas and provide supporting details with evidence. (His/Her/Their) next steps are using an outline to organize (his/her/their) writing and focus on improving clarity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



MATHEMATICS Developing Overall, (Student) is developing in (his/her/their) understanding of the concepts and competencies in Mathematics 9. **STRENGTHS** · (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 **NEXT STEPS** 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) open to others' ideas in **ENGAGEMENT** collaborative groups.



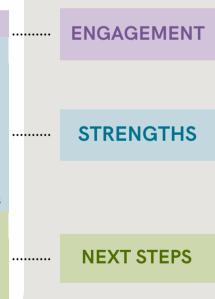


Emerging SOCIAL STUDIES (Student) is an enthusiastic participant and is **ENGAGEMENT** working on listening attentively and making connections between ideas. (He/She/They) (is/are): beginning to understand the historical competencies in Social Studies; STRENGTHS demonstrating initial learning in the 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) **NEXT STEPS** ••• thinking.

VISUAL ARTS

Proficient

(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.



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 some 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 related to...

Is starting to develop foundational 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...

The following 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 the concepts of _____ 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...

Is able to apply their skills, knowledge, and understanding in new and complex ways such as ...

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 LANG Teacher Name	UAGE ARTS 8		Term: DEVELOPING
(Student)'s writing demonstrates (his/her/their) ability to work with some complex ideas and provide supporting detail with evidence. (His/Her/Their) next steps are using an outline to organize (his/her/their) writing and focus on improvin 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 Teacher Name			Term: EMERGING
in small groups w (is/are) able to co examples of clas of texts, both writ	vith (his/her/their) p ommunicate orally a sroom projects or l ten and audio. (He k questions. To su	eers and demonstrates and in written format usin anguage activities]. (Stu /She/They) would benef	assroom community and enjoys practicing speaking French an emerging level of competency in French. (He/She/They) ng simple language with some details and explanations [add dent) is beginning to use strategies to comprehend a variety it from more oral participation in class and continuing to ent) is encouraged to increase (his/her/their) contact with
Attendance:	Absent: 3	Late: 0	

April 25, 2023			
SOCIAL STUD Teacher Name			Term: EMERGING
(He/She/They)	(is/are): ing to understand the istrating initial learnin iting to identify how a	e historical competencies in ng in the competency of Sig an event resulted in change	nificance through the content of revolutions while
VISUAL ARTS Teacher Name			Term: PROFICIENT
evidence of bei process. (His/H development of	ing able to reason ar ler/Their) artwork sh f new ideas, and ind	nd reflect in (his/her/their) id ows proficiency in the explo ependently takes part in art	tic and positive attitude. (He/She/They) (has/have) shown leas and image development through the creative pration of materials, tools, techniques, and the room processes. (Student)'s next steps include taking r) ideas and use of materials in innovative ways.

Attendance: Absent: 0 Late: 0

Learning Update

Reporting Period: 29/04/2023 to 30/06/2023

Q2

School Logo

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

Surrey Schools

Firstname Lastname PEN: 123456789

Grade 09

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) open to others' ideas in collaborative groups.

Attendance: Absent: 5 Late: 3

PE: PHYSICAL AND HEALTH EDUCATION 9 Teacher Name	Term: EXTENDING Final: EXTENDING
Over the course of this semester, (Student) has applied advanced advocating for (him/herself/themselves) during different physical advocation of the set o	
 demonstrate, to a high degree, the complete use of mover participation in game play; work in small groups to construct qualities of a personal fit show in-depth understanding related to making healthier for community; apply sophisticated understanding and skills to make healthighted to make healt	ness goal; bod choices when eating out in (his/her/their)
For next steps, (Student) could benefit from monitoring and adjusti checking pulse).	ng (his/her/their) physical exertion levels (e.g.,
Attendance: Absent: 2 Late: 0	

SC: SCIENCE 9
Teacher NameTerm: PROFICIENT
Final: PROFICIENT(Student) is proficient 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: 5Late: 0

Surrey Schools

Learning Update

Reporting Period: 20/04/2023 to 28/06/2023

Q4 Firstname Lastname School Logo

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

PEN: 123456789

Grade 12

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**

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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

Social Justice 12	Term: 35% (F)
Teacher Name	Final: 35 % (F)

(Student) has shown interest in engaging with complex social issues and challenging the status quo, although (he/she/they) did not pass Social Justice 12. To improve and pass the course, I encourage (Student) to focus on analyzing and understanding complex power structures that exist in society, including systems of oppression and priviledge and the impact on different groups. With (Student's) dedication to social justice and commitment to learning and growth, I am confident that (he/she/they) can pass the course and continue to make positive impact in the world.

Attendance: Absent: 2 Late: 0

Law Studies 12	Term: 77% (B)
Teacher Name	Final: 77% (B)

(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):

- (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.

Attendance:	Absent: 2	Late: 0
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English First Peoples 12	Term: 63% (C)
Teacher Name	Final: 63 % (C)

(Student) has made good progress in English First Peoples 12. (He/She/They):

- Is developing in (his/her/their) ability to create written texts, communicating ideas and opinions with supporting evidence.
- (Has/Have) practiced using strategies to understand diverse Indigenous texts from across Indigenous societies.
- (Has/Have) demonstrated a basic 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.

Attendance: Absent: 2 Late: 0

ADST: Textiles 12	Term: 96% (A)
Teacher Name	Final: 96% (A)
(Student) has demonstrated a strong ability to identify and apply sources design process in Textiles 12. (His/Her/Their) creativity and willingness to	

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).

Attendance: Absent: 2 Late: 0

Page 2 of 3

PE: Fitness and Conditioning 12	Term: 56% (C-)
Teacher Name	Final: 56% (C-)

Overall, (Student) has a beginning understanding of the concepts and competencies related to fitness and conditioning. (He/She/They) is beginning to develop and demonstrate a personalized fitness program that suits (his/her/their) individual needs and goals, and (he/she/they) (has/have) shown some understanding of the importance of safety practices in some physical activities. (He/She/They) (has/have) shown a positive attitude and willingness to collaborate with (his/her/their) peers. With improved attendance, (Student) would have more time to develop (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: 6 Late: 9

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
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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

