

Descriptive Feedback Templates for Secondary Teachers

- These are two slightly different templates which provide examples of how teachers could structure their descriptive feedback, in order to include all the required elements
 - It is not mandatory to use this template
 - It is generally understood that there may be a common format and/or common phrases used in descriptive feedback, but that it will still be individualized for each student
 - If you wish to use one of the templates below, replace the yellow highlighted parts with the information indicated in yellow
 - There are also sample comments that use this template, which follow the template
-

Sample Template #1 – Written Learning Update

One of the main learning standards we have focused on this term is Insert Curricular Competency when studying Insert Content. Insert student's name is currently at a(n) Insert Proficiency Scale Indicator level overall as evidenced through discussions, observations, and learning experiences. Insert student's name is currently able to:

- Description of what they're currently able to do with the curricular competency (using the content)*

I encourage Insert student's name to Identify specific area for future growth in relation to the curricular competencies and content by:

- Recommend specific strategies or supports to produce further growth*

Insert student's name is Individualized comment about the student in terms of general strengths, work habits, behaviour, engagement, interests, social emotional learning, and so on.

**These aspects could also be individualized*

See next page for examples



SCHOOL DISTRICT 46
SUNSHINE COAST

Example comment for sample template #1 – Social Studies 10:

One of the main learning standards we have focused on this term is examining the causes and consequences of major historical periods and events such as World War II. STUDENT is currently at a developing level overall as evidenced through discussions, observations, and learning experiences. STUDENT is currently able to:

- consider how specific people or groups can help cause events
- identify some of the impacts these events have had on Canada, including impacts on specific groups of people

I encourage STUDENT to deepen their discussions of topics by moving beyond explaining and identifying by:

- assessing and evaluating multiple aspects, such as multiple short-term and long-term consequences
- organizing all important information using the graphic organizers provided by the teacher

I encourage STUDENT to seek out regular feedback before handing in work and to take opportunities to apply teacher feedback and resubmit. STUDENT is very positive and engaged in their learning and they take on leadership roles when doing group work.

Example comment for sample template #1 – Science 8:

One of the main learning standards we have focused on this term is processing and analysing data and information, by applying First Peoples knowledge of geology as sources of information. STUDENT is currently at an emerging level overall as evidenced through discussions, observations, and learning experiences. STUDENT is currently:

- starting to become familiar with First Peoples knowledge of geology

I encourage STUDENT to work on developing their ability to apply First Peoples knowledge as a source of information by:

- discussing the viewpoints presented in the class with other classmates and the teacher
- spending more time reflecting on and responding to the learning experiences presented in class
- applying First Peoples knowledge as evidence when discussing geological events and local land formations

STUDENT has been working hard to try to stay focused in class and to not give up when faced with a challenging task. STUDENT is friendly and enjoys group activities.



Sample Template #2 – Written Learning Update

Insert student's name is currently at a(n) Insert Proficiency Scale Indicator level overall as evidenced through discussions, observations, and learning experiences. Insert student's name is currently able to:

- Description of what they're able to do with one of the curricular competencies and one content topic*

I encourage Insert student's name to:

- Identify specific area for future growth in relation to the curricular competency and content topic and recommend specific strategies or supports to produce further growth*

Insert student's name is Individualized comment about the student in terms of general strengths, work habits, behaviour, engagement, interests, social emotional learning, and so on.

**These aspects could also be individualized*

Example comment for sample template #2 – Social Studies 10:

STUDENT is currently at a developing level overall as evidenced through discussions, observations, and learning experiences. STUDENT is currently able to:

- Make ethical judgements about unjust policies such as sending Indigenous children to Residential Schools
- Suggest some ways to respond to injustices

I encourage STUDENT to:

- support ethical judgements with strong evidence
- work on being able to determine and assess appropriate ways to respond to injustices by: having discussions with others, thinking critically about ways governments can address wrongs, and looking at other examples from the past

STUDENT works cooperatively with other students and enjoys sharing their ideas during class discussions. STUDENT works hard to try to apply the teacher's feedback, which will help further their learning.



**SCHOOL DISTRICT 46
SUNSHINE COAST**

Example comment for sample template #1 – Science 8:

STUDENT is currently at a developing level overall as evidenced through discussions, observations, and learning experiences. STUDENT is currently able to:

- communicate some ideas using some scientific language when considering the impacts viruses have had on people through pandemics such as the impacts of smallpox on Indigenous peoples in Canada
- consider possible solutions to pandemics and epidemics

I encourage STUDENT to:

- practice using scientific language when discussing scientific problems
- work on coming up with potential solutions to scientific problems by continuing to ask questions, studying examples of solutions that have been tried in the past, and setting goals around critical thinking skills

STUDENT is very hard working, engages well with learning activities in class, and they are respectful to everyone in the class.

