SD 72 Strength Based Comment Starters

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| **Strength based comments do...**  | **Strength based comments do not...**  |
| * Maintain a focus on the child
* Connect comments to learning standards

(curricular competencies and content) * Focus on what was learned/achieved
* Use “parent friendly” language and maintain a focus on that audience
* Provide examples to help clarify the broad statements
* Identify strengths, challenges
* Connect next step(s) to the challenge(s) identified

  | * List what was taught
* Use teacher jargon
* Over-emphasize the challenges
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| **Sample Comments:**  |
| **Please note:** * Comments use the proficiency scale only with relation to the areas of learning (NOT behaviour/engagement)
* Are specific to the child
* Are from the appropriate area of learning curriculum
* Link the strength, stretch and support
* In June, comments are a summary of their progress this year- with current evidence
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| English/Language Arts  | Jane has displayed proficiency in Language Arts this year. She has developed reading strategies such as using context clues and summarizing. Her next steps are to further develop her ability to make inferences which is the ‘reading between the lines’ that deepens our understanding of the author’s words. This could be supported at home by Jane reading a book or news article to you and then you asking her questions such as “Why do you think…”, “What might happen if…”, “What message is the author trying to give?”.  |
| Math  | Jane has a developing understanding of math. She is confident in counting numbers by 2, 5 and 10. She continues to practice her understanding of the relationship between digit places and their value. For example, in the number 37 362 the two 3s have a very different value. One way to support this understanding is by talking about numbers in the real world. For example, when at the grocery store asking her to explain how many dollars/cents something would cost and having her explain how she knows this.  |
| Science/ADST/Behaviour and Engagement  | Jane demonstrated proficient understanding of science and applied design, skills and technology. For example, her understanding of simple machines, as well her ability to improve designs by employing the design cycle, were evident through our inquiry about simple machines. She worked respectfully and constructively with her group who built a Rube Goldberg machine that contained 4 different simple machines (lever, inclined plane, wedge and wheel and axle). Please see Jane’s e-portfolio post on May 28th to see the video of her group’s Rube Goldberg machine and her self-reflection about her learning. |
| Core Competency  | Please see Jane’s (e-portfolio/paper post, Journal, diorama or…) of (June 12th) for her self-assessment of Core Competencies.  |
| Student on IEP/Learning Plan  | ​Joey​ ​is​ ​demonstrating developing skills with class writing​ assignments ​with​ ​the ​ ​use​ ​of​ the talk to text features of Google Read and Write. He is independent in accessing his laptop and is beginning to advocate for times when talk to text will assist him in completing assignments. We encourage Joey to continue to advocate for the tools that best assist him in being successful. Please see Joey’s Learning Plan for further information.  |
| Student on IEP/Learning Plan with significant adaptations  | ​Sandy​ ​is​ ​receiving​ ​significant​ ​adaptations ​to​ ​his​ ​reading​ ​program​ ​with​ ​materials ​designed​ ​to​ ​meet​ ​his learning​ ​needs​ ​and​ ​while​ ​he​ ​is​ ​making​ ​progress,​ ​he​ ​is ​ ​currently​ ​working​ ​below​ ​grade​ ​level expectations.​ ​ ​Sandy’s​ ​progress​ ​is​ ​in ​relation​ ​to​ ​the​ ​goals​ ​outlined​ ​in​ ​his​ ​IEP​. Sandy has demonstrated proficiency with his current reading goal and we will be updating his reading goal at our next IEP meeting. Please see Sandy’s IEP for further information. Continue to read to and with Sandy as a way to support his development; he is really enjoying the ​Captain Underpants​ series at the moment.  |

**Resources to support you in writing your comments include:**

* The curriculum documents [https://curriculum.gov.bc.ca](https://curriculum.gov.bc.ca/)​
* The Classroom Assessment Resource Packages <https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting>

*Adapted from Nanaimo School District:*

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| **Emerging** Acquisition of knowledge, skills, strategies and processes.  | **Developing** The ability to apply knowledge, skills, strategies and processes.  | **Proficient** Ability to apply knowledge, skills, strategies and processes consistently.  | **Extending** Ability to apply knowledge, skills, strategies and processes creatively and strategically.  |
| * Shows some understanding of...
* Is beginning to...
* May be able to...
* Starting to...
* Requires support to...
 | * Is able to... at a basic level; in familiar situations –
* With support, shows an understanding of...
* Sometimes is able to...
* Is working on...
* Needs reminders to...
 | * Is able to show...
* Engages in...
* Chooses appropriate texts...
* Consistently demonstrates the ability to...
* Self-corrects by...
* Identifies strategies when...
 | * Creatively / insightfully applies....
* Is innovative when...
* Shows in-depth understanding of...
* Can independently...in complex situation
* Is strategic...
* Can describe... with detail / accuracy / confidence
* Extends learning...
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*Adapted from Langley School District:*

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| **Strengths**  | **Stretches**-​ Please ensure ALL Stretches are strength based!!  | **Suggestions**​- Please ensure ALL Suggestions are ​**action**​ oriented  |
| * Able to construct, Able to determine, Able to extend, Able to research, Able to respond, Able to support
* Can accurately ...., Can adapt, Can consistently ...., Can easily ..., Can
* effectively ..., Can explain, Can identify, Can solve, Can successfully ....
* Consistently makes
* Continues to
* Demonstrates a clear understanding
* Demonstrates effective - Displays strong, Displays exceptional
* Has achieved
* Has a good grasp of
* Has successfully
* Has learned
* Has very good insight
* Improved tremendously
* Is able to
* Is capable of
* Is developing
* Is consistently able to
* Recognizes the importance
* Shows commitment
* Is competent in
* Is proficient at
* Is skillful at
* Is very good at
* Often uses
* Recognizes that
* Successfully interprets
* Skillfully uses
* Understands how,
* Understands that
* Uses a variety of
 | * Attempts to, Makes attempts
* Continues to need help with
* Could profit by
* Encouragement with
* Is encouraged to
* Is benefiting from practice with
* Is learning to/that
* Is receiving additional help with
* Is working at
* It is important that
* Needs more opportunities to
* Needs ongoing help with,
* Needs ongoing assistance with
* Needs support
* Needs to clarify
* Needs to develop
* Requires adult support for
* Requires more time
* Relies on
* Tries to, Makes attempts to
* Requires additional practice
* Requires guided instruction
 | * Can practice/apply at home by
* Is encouraged to
* Is encouraged to be more
* Is encouraged to seek
* Is encouraged to strive to
* It is recommended that
* It is suggested that
* Should continue to
* Could consider further practice
* Could consider using
* Could work towards
* Would benefit from

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| Some Action Verbs to Consider |
| * Using
* Applies
* Builds
* Compares
* Completes - Constructs
* Creates
* Describes
* Evaluates
 | * Experiments
* Explains
* Expresses
* Extends
* Illustrates
* Interprets
* Knows
* Solves
 | * Organizes
* Operates
* Participates
* Performs
* Produces
* Shows
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