

## Descriptive Feedback Templates for Elementary 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
  - The comment box at the top of a student report in MyEd is also a great place to give individualized strength based descriptive feedback about the whole child overall (including aspects such as: social emotional learning, behaviour, engagement, work habits, and so on)
  - 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
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### 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*

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See examples on next page.



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### **Example comment for sample template #1 – Social Studies 5:**

One of the main learning standards we have focused on this term is looking at evidence when studying Japanese Internment camps. STUDENT is currently at a developing level overall as evidenced through discussions, observations, and learning experiences. STUDENT is currently able to:

- Use some key sources as evidence

I encourage STUDENT to examine evidence more deeply and draw conclusions by:

- asking key questions and thinking critically about the hidden meaning, bias, and purpose, within multiple sources of evidence

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

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### **Example comment for sample template #1 – Math 6:**

One of the main learning standards we have focused on this term is using mathematical vocabulary when working with factors and multiples. STUDENT is currently at a developing level overall as evidenced through discussions, observations, and learning experiences. STUDENT is currently able to:

- Use some mathematical vocabulary to explain some of their thinking when solving problems

I encourage STUDENT to further their math vocabulary skills by:

- Working with peers to practice using appropriate math vocabulary to explain their thinking well when solving a variety of math problems

STUDENT has been working hard to try to stay positive when approaching challenging tasks. STUDENT is a friendly and polite student.

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*See second template on next page.*



## 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*

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### Example comment for sample template # 2 – Social Studies 5:

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

- Decide what's right from wrong when it comes to unjust policies such as sending Indigenous children to Residential Schools
- Suggest some ways to respond to injustices

I encourage STUDENT to:

- Determine (and assess) appropriate ways to respond to injustices by having discussions with others, thinking critically about ways governments can address wrongs, and by looking at other examples

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.

*See another example on next page.*



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**Example comment for sample template #2 – Math 6:**

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

- Use a variety of strategies to solve problems on ratios and percentages

I encourage STUDENT to:

- Practice applying their mental math strategies to future math problems in the upcoming unit on decimals

When STUDENT is struggling to stay focused in class, I recommend they continue to use the strategies that work for them to regain focus, such as taking a break to go for a quick walk. STUDENT is kind, friendly, and works cooperatively with other students. Student enjoys sharing their math strategies with others in class.

