

Communicating Student Learning through Descriptive Feedback



December, 2022

prepared by:

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Go to the [BC Curriculum](#) and choose which **curricular competencies** and **content areas** you will focus on for your planning

Grade One ELA

Curricular Competency Learning Standards

Content Learning Standards

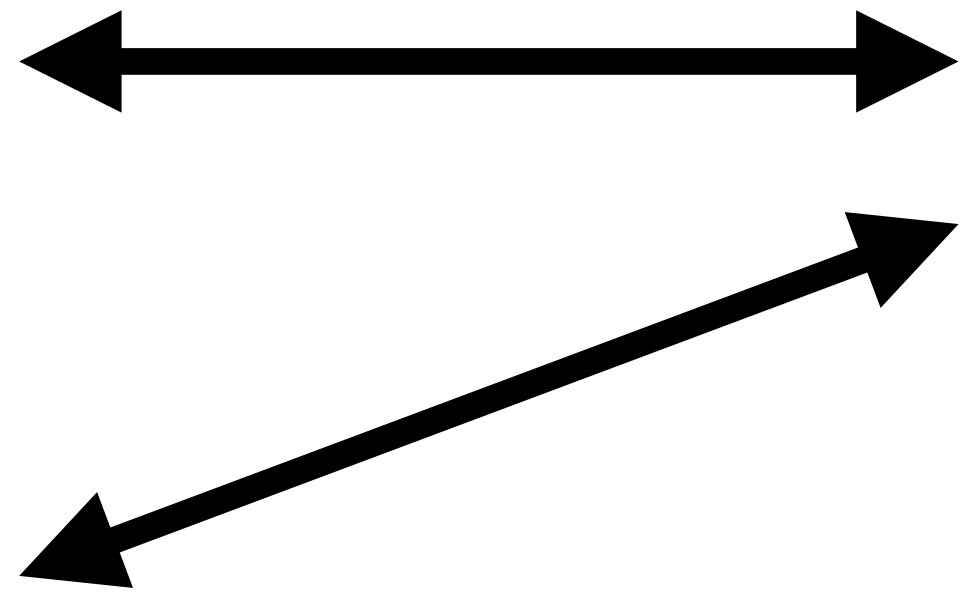
- ◆ [Read fluently at grade level](#)
reading with comprehension, phrasing, and attention to punctuation
- ◆ Use developmentally appropriate [reading, listening, and viewing strategies](#)
examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others

- ◆ Story/text
 - [elements of story](#)
setting, character, events (few details)

to make meaning

- ◆ Plan and create a variety of [communication forms](#)
examples include lists, journals, notes, simple stories, digital presentations, oral presentations, pictures, drama (e.g., puppet shows, dance, plays, storyboards) used to communicate ideas and information

using knowledge of language patterns and phonics to decode



Describe the learning goals
you will focus on in your planning

Grade One ELA - Learning Goals (term 1)

Teacher language

1. *Students will be able to identify and describe setting, characters, and events using a few details.*
2. *Students will be able to make connections and ask questions while reading texts independently.*
3. *Students will be able to represent a personal connection to a text through writing.*

Student-friendly language

1. *I can tell you about setting, characters, and events using some details.*
2. *I can make connections and ask questions while reading.*
3. *I can share a personal connection to a book through my writing.*

Clea - Grade One Student

Legend - parts of a strength-based comment

Areas of strength

Areas for growth

Next steps

ELA - Developing

Curriculum learning standard competency

Curriculum learning standard content

Clea is interested in reading stories about animals in our classroom. She makes meaningful connections when discussing her reading with educators and other students. She is able to read basic books and is working on developing her ability to read more complex books. She is able to discuss characters, setting, and events in detail. When writing words, Clea can usually write the first sounds and last sounds correctly.

Both at school and home, the next steps for Clea would be to practice saying words slowly and matching the words in books with the words she is saying. Moving forward, she needs to practice trying to write vowel sounds in her words.

Legend - parts of a strength-based comment

Areas of strength

Areas for growth

Next steps

Curriculum learning standard competency

Curriculum learning standard content

Clea - Grade One Student

ELA - Developing

Clea is interested in reading stories about animals in our classroom.

She makes meaningful connections when discussing her reading with educators and other students.

She is able to read basic books and is working on developing her ability to read more complex books.

She is able to discuss characters, setting, and events in detail.

When writing words, Clea can usually write the first sounds and last sounds correctly.

Both at school and home, the next steps for Clea would be to practice saying words slowly and matching the words in books with the words she is saying.

She can also practice trying to write vowel sounds in her words.

Legend - parts of a strength-based comment

Read fluently at grade level

Use developmentally appropriate [reading, listening, and viewing strategies](#)

examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others

Areas of strength

Areas for growth

Next steps

reading with comprehension, phrasing, and attention to punctuation

to make meaning

Curriculum learning standard competency

Curriculum learning standard content

Story/text
• [elements of story](#)
setting, character, events (few details)

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She makes meaningful connections when discussing her reading with educators and other students.

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Both at school and home, the next steps for Clea would be to practice saying words slowly and matching the words in books with the words she is saying.

She can also practice trying to write vowel sounds in her words.

using knowledge of language patterns and phonics to decode

Plan and create a variety of [communication forms](#)

examples include lists, journals, notes, simple stories, digital presentations, oral presentations, pictures, drama (e.g., puppet shows, dance, plays, storyboards) used to communicate ideas and information

Grade Three ELA

Go to the [BC Curriculum](#) and choose which **curricular competencies** and **content areas** you will focus on for your planning

Curricular Competency Learning Standards

Content Learning Standards

◆ Show awareness of how [story in First Peoples cultures](#)

Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:

- teaching (e.g., life lessons, community responsibilities, rites of passage)
- sharing creation stories
- recording personal, family, and community histories
- “mapping” the geography and resources of an area
- ensuring cultural continuity (e.g., knowledge of ancestors, language)
- healing
- entertainment
- (from *In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom*, FNEC/FNSA, 2012)

connects people to family and community

◆ [Exchange ideas and perspectives](#)

offering ideas related to the problem, asking relevant questions to find out and clarify others’ views, sharing opinions supported by reasons

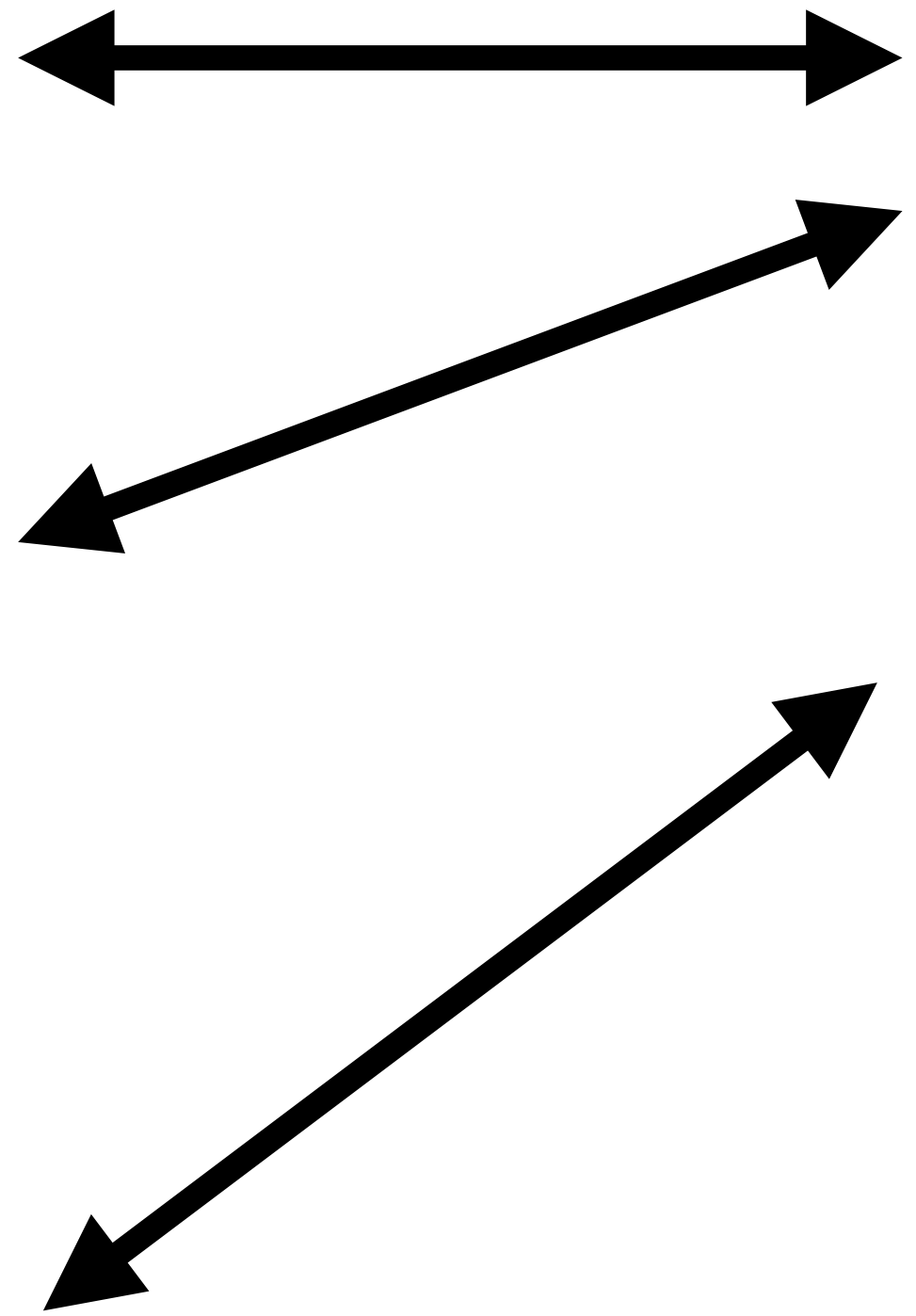
to build shared understanding

◆ Story/text

- [elements of story](#)

setting, character, events (few details)

using knowledge of language patterns and phonics to decode



*Describe the learning goals
you will focus on in your planning*

Grade One ELA - Learning Goals (term I)

Teacher language

- 1. Students will be able to represent a personal, family, or community history through poetry and/or descriptive language.*
- 2. Students will be able to actively listen to each other's presentations about their stories and ask relevant, respectful questions.*

Student-friendly language

- 1. I can represent a personal, family, or community history through poetry and/or descriptive language.*
- 2. I can actively listen to my classmates presentations about their stories and ask meaningful questions.*

Orin - Grade Three Student

Legend - parts of a strength-based comment

Areas of strength

Areas for growth

Next steps

ELA - Emerging

Curriculum learning standard competency

Curriculum learning standard content

Orin was interested in listening to his classmates personal and family history poems. He asked questions, but found it difficult to describe any personal history stories of his own. He is beginning to recognize when someone is telling a personal story. When prompted, he retold a story that he heard from his friend. He is working on being able to represent that story in a written format. Next steps at school are working on representing basic stories in writing. The goal moving forward is for Orin to practice telling personal stories at home.

Orin - Grade Three Student

Legend - parts of a strength-based comment

Areas of strength

Areas for growth

Next steps

ELA - Emerging

Curriculum learning standard competency

Curriculum learning standard content

Orin was interested in listening to his classmates personal and family history poems. He asked questions,

but found it difficult

to describe any personal history stories of his own.

He is beginning to recognize when someone is telling a personal story.

When prompted, he retold a story that he heard from his friend.

He is working on being able to represent that story in a written format.

Next steps at school are working on representing basic stories in writing. The goal moving forward is for Orin to practice telling personal stories at home.

Legend - parts of a strength-based commen

Areas of strength

Areas for growth

Next steps

Curriculum learning standard competency

Curriculum learning standard content

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Exchange ideas and perspectives

offering ideas related to the problem, asking relevant questions to find out and clarify others' views, sharing opinions supported by reasons

to build shared understanding

connects people to family and community

Orin was interested in listening to his classmates personal and family history poems. He asked questions,

but found it difficult to describe any personal history stories of his own.

He is beginning to recognize when someone is telling a personal story.

When prompted, he retold a story that he heard from his friend.

He is working on being able to represent that story in a written format.

Next steps at school are working on representing basic stories in writing.

The goal moving forward is for Orin to practice telling personal stories at home.

• oral language strategies

focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience

• literary elements and devices

descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration