





## Giving Feedback at JCSRS

Effective **feedback** is designed to determine a learner's level of understanding and skill development in order to plan the next steps towards achieving the learning intentions or **goals**.

This tool is designed to provide consistency in giving written and verbal feedback on students achievement, engagement and level of support to access learning.

| 1. Achievement level            | Encounter / Limited Evidence   | Emerging  | Developing  | Mastered   |
|---------------------------------|--|---|---|--|
|                                 |   |    |   |   |
|                                 | Encounter  | Emerging  | Developing  | Mastery  |
| <b>1a. Knowledge and skills</b> | Limited knowledge and understanding.<br><br>Limited or not yet able to apply related skills.<br><br><i>This is hard for me</i>   | Emerging knowledge and understanding.<br><br>Emerging application of related skills.<br><br><i>This is new learning for me.</i> | Developing knowledge and understanding.<br><br>Developing the application of related skills<br><br><i>I can do this with practice</i>   | In-depth/ proficient knowledge and understanding.<br><br>Competent in the application of related skills<br><br><i>I can do this on my own</i>  |
| <b>1b. Description</b>          | The learner has been given the opportunity to work on a skill but due to their need or other reason they have not participated. Learners are present during activity without any obvious learning outcome. learners may show awareness that an activity has taken place. | The learner is learning new information whilst working toward consistent responses when taking part in an activity.             | Learners gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum, learners are working towards using their acquired skill across other contexts. | The learner has achieved the skill in a range of environments/ settings/ activities on a number of occasions.<br><br>Learners use their skill consistently which is generalized and transferable to any environment where appropriate. They will be able to display this skill independently within their physical capabilities. |
| <b>2. Engagement</b>            | <b>Minimal (not yet)</b>   | <b>Partially sustained (some)</b>   | <b>Mostly sustained (most)</b>  | <b>Fully sustained (full)</b>  |
|                                 | <i>I was hard to stay on task</i>  | <i>I was able to stay on task some of the time</i>  | <i>I was able to stay on task most of the time</i>  | <i>I was able to stay on task to complete this task</i>  |

### To provide evidence of process required to achieve product

| 3 Level of Support to access | PS<br>Physical Support              | VS<br>Verbal Support              | AS<br>Additional Support  | I<br>Independent                                    |
|------------------------------|-------------------------------------|-----------------------------------|---|---|
|                              | Adult has given physical assistance | Adult has given verbal assistance | Student has required additional supports outside of the learning objective to access task eg XXXXXX | Student was able to complete the task independently |