**Examples of Qualifiers for Curricular Areas**

(Adapted from Nanaimo Ladysmith Public Schools, New Westminster Public Schools, & Burnaby School District 41, British Columbia)

|  |  |  |  |
| --- | --- | --- | --- |
| **Not Yet Meeting**  Student has not shown sufficient quality or quantity of evidence to demonstrate an acceptable level of understanding of the learning standard. | **Approaching Expectations**  Student has shown evidence of approaching expectations for the learning standard. Student demonstrates a partial understanding of the learning standard. | **Meeting Expectations**  Student is meeting expectations for the learning standard. Student demonstrates a thorough understanding of the learning standard. | **Exceeding Expectations**  Student demonstrates an advanced understanding of the learning standard. |
| Show some understanding of…  Is beginning to…  May be able to…  Starting to…  Requires support to…  Is not yet able to..  Is working to..  Needs assistance to…  Has difficulty with…  Has limited understanding of… | 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…  Sometimes…  With support…  With prompting…  Occasionally is/can…  Beginning to…  Is developing…  Is approaching…  Strives to..  Has a basic…  Sometimes demonstrates… | Is able to show…  Engages in…  Consistently demonstrates the ability to…  Is working on…  Identifies strategies when…  Is able to…  Often can…  Capable of…  Understands… | 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….  To a high degree…  Is skilled at…  Comprehensive…  Independently…  Clearly… |

**Words and Phrases to Support Comment Writing**

(Adapted from New Westminster School District, British Columbia)

|  |  |  |  |
| --- | --- | --- | --- |
| **Strengths** | **Stretches** | | **Goals/Next Steps** |
| Often uses..  Recognizes that..  Successfully….  Consistently makes….  Has learned…  Demonstrates a clear understanding…  Skillfully uses…  Understands how/that…  Uses a variety of…  Able to construct determine…  Able to extend/respond…  Able to support…  Accurately…  Is Capable….  Is able to…  Is competent..  Understands how/that/why…  Improved…  Displays strong/clear/effective… | Attempts to…  Continues to need support…  Demonstrates a limited ability to…  With support/encouragement…  Was difficult with…  Is working to demonstrate the ability to/understanding of…  Is encouraged to…  Is benefitting from…  Is learning to…  Is receiving support with…  Is working at….  Continues to need ongoing support…  Needs to develop…  Requires more time…  Tries to… | | Is encouraged to be/seek/work on/focus on…  It is recommended that….  With a greater focus on…  Can practice…  Needs to consider/continue/plan…  Would benefit from…  Requires additional practice…  Will have opportunities to…  Will be working towards…  It is suggested that…  At home, support can include… |
| **In your comment … Give Specific examples of student achievement.**  Say things like:  For example…  For instance…  Such as…  As shown in… | | **In your comment…Set a goal for areas of improvement.**  Say things like:  Needs to continue to…  Will have opportunities to…  With time to practice… | |
| **Verbs to consider and to support summative report card comment writing.** | | Applies Demonstrates Organizes Shows  Compares Explaines Participates Solves  Completes Expresses Interprets  Constructs Illustrates Organizes | |