





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 student achievement, engagement and level of support to access learning.

Achievement				
	Encounter	Emerging	Developing	Mastered
Student Voice	This is hard for me	This is new learning for me	I can do this with practice	I can do this every time
Knowledge and skills	Limited knowledge and understanding. Limited or not yet able to apply related skills.	Emerging knowledge and understanding. Emerging application of related skills.	Developing knowledge and understanding. Developing the application of related skills	In-depth or proficient knowledge and understanding. Competent in the application of related skills
Description	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 the 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. Learners use their skills consistently which is generalized and transferable to any environment where appropriate. They will be able to display this skill independently within their physical capabilities.

Engagement	Minimal	Partially Sustained	Mostly Sustained	Fully Sustained
Student Voice	It was hard for me to stay on task	I was able to stay on task some of the time	I was able to stay on task most of the time	I was able to stay on task to complete this task

Level of support	Fully Supported	Some Support	Independent
Description	The learner needed 2 or more types of support to complete the task	The learner needed 1 type of support or	The learner would

Type of Support	FPS Physical Support	PP Physical Prompt	VP Verbal Prompt	GP Gestural Prompt