Hi there!

I'm glad you're using this resource. Continue to check our website (realsciencechallenge.com) to find more resources. And, sign up for our newsletter to receive updates on materials that will be available soon.

I spend countless hours writing, researching, editing and generating graphics/charts for each question. I want to continue creating useful content for you to use - however, I also want to ensure my work is fairly compensated.

Therefore, below are the terms and conditions for use of our materials.

What is allowed:

- photocopying our content for your students to use.
- posting a copy of our content (ie. questions, rubrics) on a password protected site for your students to access and/or complete.
- copying our questions into your tests or assignments. Please give credit in this case.

What is not allowed:

- Selling our content.
- Repackaging our content in your own materials and then selling it. NOTE: giving credit to us still does not make this okay.
- Distributing and/or posting our content online (for example, on social media or a blog.

Thank you for supporting us. And, we look forward to helping you with your teaching practice. Please feel free to reach out to us if you have any questions or suggestions.

Sincerely,

Kent
REAL Science Challenge Founder
Science Department Head (Burnaby South Secondary)

Contact Kent at realsciencechallenge@gmail.com

Framework for Writing Descriptive Comments for Reports

The Framework

Table L1: Framework for Writing Descriptive Comments

Framework Component	Component Criteria
1: Strengths, with specific examples	• Describe student strengths and achievements in relation to learning standards (content and curricular competencies) • Focus on what the student knows, can do, and understands • Personalize for each student • Share evidence/examples of what the student has done to demonstrate their strengths
2: Areas for Further Development	• Communicate success criteria that the student has not yet demonstrated • Use strength-based (not deficit) language • Include areas for enrichment if appropriate
3: Ways to Support Learning at School and at Home (Next Steps)	• Identify ways that learning can be supported both at school and at home • Connect next steps to the learning standard(s), and make sure they are realistic and manageable • Identify student goals/area of focus for the next term that are linked to the areas for further development • Include any extra support the student receives/will receive at school

Table L3: Words/Phrases for Writing Descriptive Comments

The words/phrases are aligned with the framework components and should be used in relation to the curricular learning standards.

Strengths	Areas for Further Development	Ways to Support Learning (Next Steps)
Able to...construct, determine, extend, research, respond, support	Attempts to, Makes attempts	At home or at school
Can...accurately, adapt, consistently, easily, effectively, explain, identify, solve, successfully	Can continue to start	Can practice/apply at home by
Completely	Can participate	Continue to remind
Consistently	Can re-examine	Greater focus on
Continues to	Continues to need help with	Invite
Demonstrates a clear understanding	Could profit by	Is encouraged to
Demonstrates effective	Demonstrates a limited ability to	Is encouraged to be more
Displays strong, exceptional	Encouragement with	Is encouraged to seek

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Sample Range of Strength Based Comments

Strengths

- Demonstrates a clear understanding of biological processes regarding DNA and genetics
- Demonstrates a good understanding of biological processes regarding DNA and genetics
- Has improved in understanding of biological processes regarding DNA and genetics
- Continues to accurately solve physics calculations
- Has improved in solving physics calculations
- Can effectively explain science phenomena using scientific language/concepts
- Has improved in explaining science phenomena using scientific language/concepts
- Is skillful at building and testing multiple prototypes in projects.
- Shows potential at building and testing multiple prototypes in projects.

Areas for Further Development

- Needs to consistently demonstrate what he knows by completing all his assignments and tests
- Has not yet demonstrated the ability to apply multiple physics equations in solving problems
- Is encouraged to continue using frameworks when writing science arguments and explanations.
- Is encouraged to continue to build and test multiple prototypes in projects.

Ways to Support Learning

- Greater focus on being less easily distracted during class time
- Is encouraged to find connections between science and everyday life
- And, of course, have a restful summer!

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