

## COMMENT FRAMEWORK

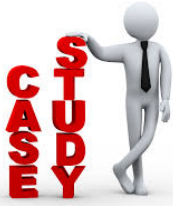
*Opening / anchor sentence	* State the level of overall achievement related to the subject area.
State the strengths	What the evidence shows the student achieved/ learned.
Identify challenges	What the evidence shows the student has not yet achieved/ learned.
Next steps	Plans to address the student's challenges



### CASE STUDY #1 – Secondary

Mathew is a 15 year old student new to the school. He is currently in a supportive foster home setting but has had half a dozen home placements in the past decade. This has also meant switching schools regularly. Though a grade 10 student by age, Mathew is assigned to grade 9 adapted classes. He is having difficulty adjusting to switching classes and being integrated into a regular high school day as he often spent time doing booklet spelling and math worksheets at his previous school. His written output is low, as is his math. It appears he is around a grade four level.

An eager learner, Mathew wants to participate but switches from being frustrated with being in a grade below, to wanting to go back to booklet work. At his best, Mathew shares and participates in class in a productive way and at his worst will put his head down, hood up and be unresponsive to interventions. In his file it is noted that he has been diagnosed with FASD, and ADHD. Mathew can become violent on occasion, will exaggerate or fabricate information, and is often socially isolated from his peers.



### **CASE STUDY #2 – Secondary**

Hailey is a delightful and diligent student who arrives prepared and ready to learn. She's a little timid, but pays close attention during all parts of the lesson. Hailey's binder is complete and well organized, and projects demonstrate a high degree of attention to detail, neatly coloured images & carefully written paragraphs. Mom reports that she's been an A student throughout elementary school. A recent reading assessment revealed that Hailey couldn't identify basic vocabulary: confusing *mère* (mother) with *soeur* (sister) and *chat* (cat) with *chien* (dog). When the class was asked to write a paragraph of five short sentences describing name, age, hair/eye colour, favourite sport and food, Hailey sat with her head on her desk and it was clear she was close to tears. Hailey's written response was limited to four or five words, of which two were spelled correctly.