

COMPILATION OF REPORT COMMENTS FROM the following sources

http://atozteacherstuff.com/Tips/Grade_Card_Comments/index.shtml

<http://www.teachnet.com/how-to/endofyear/personalcomments061400.html>

http://www.gigglepotz.com/report_general.htm

http://www.hartfordjt1.k12.wi.us/cen_indx/bkieckheferC/comments.html

<http://www.teachersnetwork.org/ntol/howto/align/reportsam/>

<http://www.teachervision.fen.com/report-cards/educational-testing/6914.html>

<http://www.teachingtips.com/articles/WWreportcards1.html>

<http://www.bigwave.com.au/reports/bigsample.html>

WORK RELATED COMMENTS

Academic Achievement & Improvement

Comments

- If _____ will continue to put forth the effort he has shown in the past two reporting periods, he will receive a great deal from his schooling.
- The following suggestions might improve his _____.
- I am hoping this recent interest and improvement will continue.
- _____ is making progress in all academic areas. She is having some difficulty with _____, but if she continues to work hard she will see improvement soon.
- _____ takes great pride in all of the work he does and always does a neat job.
- _____ volunteers frequently and makes wonderful contributions to class. She does tend to work too quickly, which results in many careless errors. We can help her to correct this at home and at school.
- _____ is a very hard worker and has excellent vocabulary skills for his age. He enjoys reading and writing.
- _____'s excellent attitude is reflected in the work she does. Thank you for your efforts.
- Although _____ tries to do his best, he often has difficulty keeping up with the rest of the class. Can we meet to discuss this?
- I am concerned about _____'s progress this year. She has shown some improvement but her growth is not where it should be at this point in the school year. Please call to schedule a conference so we can discuss this.
- As we discussed in our recent conference, _____'s work is below grade standards. I am sure with that more effort and concentration he will show rapid improvement.
- _____ has great enthusiasm for everything we do in class. However, she is having some difficulty with _____. Please continue to review this with her nightly.

Academic Achievement

- _____ is strong in _____.
- _____ has earned a very fine report card.
- _____ has a vast background knowledge of _____.
- _____ is a very fine and serious student and excels in _____.
- _____ is working well in all basic subjects.
- _____ is working above grade level in _____.
- _____ is especially good at _____.

- _____'s low rate of achievement makes it difficult for her to keep up with the class.
- _____ is capable of achieving a higher average in the areas of _____.
- _____ has had difficulty with learning _____, so in the coming term we will focus on _____.
- _____ is capable of much better work.
- _____ still needs guidance and support from both you and me.
- _____ has been most cooperative and only needs strengthening in social studies skills to bring her up to _____ grade level.
- _____ has been receiving low quiz/test scores.
- _____ does not work up to her ability.
- _____ has difficulty understanding the material.
- This subject is being modified to better match _____'s ability.

Improvement

- _____ is continuing to grow in independence.
- _____ has improved steadily.
- _____ has been consistently progressing.
- _____ has shown a good attitude about trying to improve in _____.
- _____ seems eager to improve.
- _____ has shown strong growth in _____.
- _____ is making steady progress academically.
- _____'s quality of work is improving.
- _____ has strengthened her skills in _____.
- _____ has shown an encouraging desire to better herself in _____.
- _____ would improve if he developed a greater interest in _____.
- _____ has made nice progress this reporting period.
- _____ is maturing nicely, and I hope this continues.
- _____'s classroom attitude shows improvement.

Personality & Attitude

Comments

- Although there has been some improvement in _____'s attitude toward his schoolwork, it is not consistent. He will need continual guidance from home and school throughout the rest of the year.
 - This report card is a reflection of _____'s attitude in school. He could improve if he decided to work harder and cooperate more.
 - _____'s attitude toward our school rules, the other students, and myself is reflected in this reporting quarter. She is capable of being a successful student with effort.
 - As my past reports have indicated, _____ does not do his schoolwork. He can do better if he makes his mind up to work harder and complete his assignments.
 - Although there has been some improvement with _____'s attitude toward her classmates, she frequently needs to be reminded to be respectful.
 - As we discussed in our last conference, _____'s attitude toward the basic skills is poor. Please continue to do a nightly review with her, especially focusing on _____.
 - Thank you for your interest in our class. I am pleased to report that _____ is showing positive development in regards to his attitude in our classroom.
 - _____ continues to make nice progress this year concerning her attitude in the classroom and on the playground.
 - I will continue to need your help and support if _____ is to overcome her attitude and social difficulties. She will find school a much more pleasant place if she can make a positive effort in this area.
 - _____'s attitude has continued to improve. Thank you for your support and cooperation
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- _____ is a very pleasant student to work with.
 - _____ is a very thoughtful student.
 - _____ has a pleasant disposition.
 - _____ is pleasant and friendly.
 - _____ is cooperative and happy.
 - _____ is cooperative and well mannered.
 - _____ has a pleasant personality.
 - _____ is a pleasure to have around.
 - _____ is friendly and cooperative.
 - _____ is a sweet and cooperative child.
 - _____ is a very happy, well-adjusted child, but _____.
 - _____ is self-confident and has excellent manners.
 - _____ has a sense of humor we all enjoy.
 - _____ has a sense of humor and enjoys the stories we read.

- _____ gets upset easily.
- _____ cries easily.
- _____ often seems tired at school.
- Although _____'s growth in social maturity is continuing, it is not consistent.

Attitude

- _____ displays an excellent attitude.
- _____'s attitude toward school is excellent.
- _____ has a good attitude toward school.
- _____ assumes responsibility well and has a fine attitude.
- _____ shows initiative and thinks things through for himself.
- _____ is developing a better attitude toward ____ grade.
- _____ needs to improve classroom attitude.

Behaviour and Work Habits

Comments

- As I have explained in my previous reports, _____ does not use his time wisely in class. Please help him to understand that we study in class and play at only certain times in school.
- When _____ is able to settle down, she does much better work. However, she is often seeking the attention of her classmates, which causes distraction for everyone.
- As we have discussed in previous meetings, _____ must continue to improve his work habits. We need to encourage him to be much more serious about the work he does.
- _____ loves artistic activities. However, I am concerned about the amount of time she spends drawing when she has other work to do. Can we please meet to discuss strategies to help _____ correct this issue?
- _____ is doing grade-level work at this time. However, I am sure he is capable of turning in better work. When he improves his concentration abilities, I know the work will improve.
- _____ misuses much of his work time daydreaming and then does not complete the work in time. He is capable of finishing the work in the allotted time and needs to start doing so.
- _____ has been doing good work at times, but it is not consistent. She can be very social and restless and often does not finish her work on time. Thank you for your help at home. Please continue to work with her on this issue.
- _____ is very anxious to get her work done, yet she tends to be bothersome to other students around her. Although she has shown progress in this area over the past month, she still needs to work on it.
- _____ is having difficulty because he frequently talks out loud and disturbs the other students. He is trying to improve this bad habit and has shown some growth in the past few weeks

Work Habits

- is a conscientious, hard-working student.
- works independently.
- is a self-motivated student.
- consistently completes homework assignments.
- puts his (or her) best effort into homework assignments.
- exceeds expectations with the quality of his (or her) work.

- readily grasps new concepts and ideas.
 - generates neat and careful work.
 - checks work thoroughly before submitting it.
 - stays on task with little supervision.
 - displays self-discipline.
 - avoids careless errors through attention to detail.
 - uses free minutes of class time constructively.
- creates impressive home projects.

Disposition and Attitudes

- # shows an interest in classroom activities through observation and participation.
 - # dresses undresses and manages own personal hygiene with adult support.
 - # displays high levels of involvement in self-chosen activities.
 - # dresses and undresses independently and manages own personal hygiene.
 - # selects and uses activities and resources independently.
 - # continues to be interested, motivated and excited to learn.
 - # is confident to try new activities, initiate ideas and speak in a familiar group.
 - # maintains attention and concentrates.
- # sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion

Time Management

- tackles classroom assignments, tasks, and group work in an organized manner.
- uses class time wisely.
- arrives on time for school (and/or class) every day.
- is well-prepared for class each day.
- works at an appropriate pace, neither too quickly or slowly.
- completes assignments in the time allotted.
- paces work on long-term assignments.
- sets achievable goals with respect to time.
- completes make-up work in a timely fashion.

Attitude

- is an enthusiastic learner who seems to enjoy school.
- exhibits a positive outlook and attitude in the classroom.
- appears well rested and ready for each day's activities.
- shows enthusiasm for classroom activities.
- shows initiative and looks for new ways to get involved.

- uses instincts to deal with matters independently and in a positive way.
- strives to reach his (or her) full potential.
- is committed to doing his (or her) best.
- seeks new challenges.
- takes responsibility for his (or her) learning.

Behavior

The student:

- cooperates consistently with the teacher and other students.
 - transitions easily between classroom activities without distraction.
 - is courteous and shows good manners in the classroom.
 - follows classroom rules.
 - conducts himself (or herself) with maturity.
 - responds appropriately when corrected.
 - remains focused on the activity at hand.
 - resists the urge to be distracted by other students.
 - is kind and helpful to everyone in the classroom.
 - sets an example of excellence in behavior and cooperation
 - shows respect for teachers and peers.
 - treats school property and the belongings of others with care and respect.
 - is honest and trustworthy in dealings with others.
 - displays good citizenship by assisting other students.
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- joins in school community projects.
 - is concerned about the feelings of peers.
 - faithfully performs classroom tasks.
 - can be depended on to do what he (or she) is asked to do.
 - seeks responsibilities and follows through.
 - is thoughtful in interactions with others.

Quality of Work

- _____'s hand work is beautifully done.
- _____ enjoys doing neat, careful work.
- _____'s work is neatly and accurately done.
- _____ does colorful and interesting art work.
- _____ takes pride in work well done.
- _____ makes careless errors.
- _____ is disorganized.
- _____ needs to proofread work.

Time Management

- _____ is learning to occupy his time constructively.
- _____ always uses her time wisely.
- _____ never completes assignments in the allotted time.
- _____ is becoming more dependable during work periods.
- _____ is gaining independence.
- _____ is becoming more self-reliant.
- _____ works independently on assignments.
- _____ fails to finish independent assignments.
- _____ comprehends well, but needs to work more quickly.
- _____ needs to be urged.
- _____ lacks independence.
- _____ is too easily distracted.
- _____ works too slowly.
- _____ does not complete assignments in the allotted time.
- _____ seems unable to finish required work.
- _____ often completes work early.
- _____ is not very appreciative of the value of time.
- _____ is sacrificing accuracy for unnecessary speed in his written work.

Work Potential and Effort

- _____ has great potential and works toward achieving it.
- _____ is working to full capability.
- _____ is a steadfast, conscientious worker.
- _____ is enthusiastic about work in general.
- _____ seeks information.
- _____ is a hard-working student.
- _____ is extremely conscientious.
- _____ is a pleasant, conscientious student.
- _____ is a hard worker.
- _____ is an enthusiastic worker during the _____ period.

- _____ is a polite and conscientious pupil.
- _____ must improve work habits if he is to gain the fundamentals needed for _____ grade work.
- _____ is inconsistent in her efforts, especially in _____.
- _____ makes little effort when not under direct supervision.
- _____ is anxious to please.

Behavior Comments

1. Your child is a joy to have in class. He/she is an excellent student with above average behavior.

2. Arguing with the other students has become a norm for your child. I ask that you talk to him/her and let's work together to find more positive ways for your to channel his/her frustrations.

3. _____ is very mannerly and has been recognized by the other teachers on our wing for being so respectful. He/she is a model student.

4. Unfortunately, I have found that _____ has had a hard time following the rules and directions. When asked to do a specific task, he/she will hesitate before executing and will often refuse to do what he/she has been told. I have not issued a formal warning as yet, but if this behavior continues, I will have to escalate this until the behavior improves.

Positive Descriptions of Student Behavior

<p>attentive alert calm cheerful well-groomed coordinated makes appropriate eye contact understandable speech animated spontaneous fluent engaging articulate thoughtful open stays on task consistent goal-directed</p>	<p>well-mannered uses trial and error approach orderly deliberate persistent inquisitive variable motivation level accepts mistakes adaptable transitions well learns from doing notes detail willing to try again applies him- or herself shows effort thinks before acting asks for help cooperative</p>	<p>follows one-step directions follows two-step directions follows multi-step directions requires repetition of directions ignores distractions needs time to transition recognizes errors able to spell creatively spells memorizes words passive learner actively involved in learning requires information in a variety of modes needs visual cues requires auditory cues requires preparation for transition helpful takes initiative</p>
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COMMUNICATION

The student:

- has a well-developed vocabulary.
- chooses words with care.
- expresses ideas clearly, both verbally and through writing.
- has a vibrant imagination and excels in creative writing.
- has found his (or her) voice through poetry writing.
- uses vivid language in writing.
- writes clearly and with purpose.
- writes with depth and insight.
- can make a logical and persuasive argument.
- listens to the comments and ideas of others without interrupting.

Listening Skills

- _____ is learning to listen to directions more carefully.
- _____ is learning to be a better listener.
- _____ is learning to share and listen.
- _____ listens carefully.
- _____ is a good worker and an attentive listener.
- _____ evaluates what she hears.
- _____ needs to listen to all directions.
- _____ has difficulty following directions.

TEAMWORK AND PARTICIPATION

- offers constructive suggestions to peers to enhance their work.
 - accepts the recommendations of peers and acts on them when appropriate.
 - is sensitive to the thoughts and opinions of others in the group.
 - takes on various roles in the work group as needed or assigned.
 - welcomes leadership roles in groups.
 - shows fairness in distributing group tasks.
 - plans and carries out group activities carefully.
 - works democratically with peers.
 - encourages other members of the group.
 - helps to keep the work group focused and on task.
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- _____ is enthusiastic about participating.
 - _____ participates well in class.
 - _____ volunteers often.
 - _____ is willing to take part in all classroom activities.
 - _____ is showing interest and enthusiasm for the things we do.
 - _____ makes fine contributions.
 - _____ takes an active part in discussions pertinent to _____.
 - _____ responds well.
 - _____ speaks with confidence to the group.
 - _____ takes turns talking.
 - _____ enjoys participating in conversation and discussion.
 - _____ needs to actively participate in classroom discussion.

Interests and Talents

- has a well-developed sense of humor.
- holds many varied interests.
- has a keen interest that has been shared with the class.
- displays and talks about personal items from home when they relate to topics of study.
- provides background knowledge about topics of particular interest to him (or her).

- has an impressive understanding and depth of knowledge about his (or her) interests.
- seeks additional information independently about classroom topics that pique interest.
- reads extensively for enjoyment.
- frequently discusses concepts about which he (or she) has read.
- is a gifted performer.
- is a talented artist.
- has a flair for dramatic reading and acting.
- enjoys sharing his (or her) musical talent with the class.

Participation

- listens attentively to the responses of others.
- follows directions.
- takes an active role in discussions.
- enhances group discussion through insightful comments.
- shares personal experiences and opinions with peers.
- responds to what has been read or discussed in class and as homework.
- asks for clarification when needed.
- regularly volunteers to assist in classroom activities.
- remains an active learner throughout the school day.

Social Skills

- makes friends quickly in the classroom.
- is well-liked by classmates.
- handles disagreements with peers appropriately.
- treats other students with fairness and understanding.
- is a valued member of the class.
- has compassion for peers and others.
- seems comfortable in new situations.
- enjoys conversation with friends during free periods.
- chooses to spend free time with friends.

SOCIAL EMOTIONAL

Social Development

- # plays alongside others.
- # builds relationships through gestures and talk.
- # takes turns and shares with adult support.
- # works as part of a group or class, taking turns and sharing fairly.
- # forms good relationships with adults and peers.
- # understands that there need to be agreed values, and codes of behaviour for groups of people including adults and children, to work together harmoniously.
- # understands that people have different needs, views, cultures and beliefs with respect.
- # takes into account the ideas of others.

Emotional Development

- # separates from main carer with support.
- # communicates freely about home and community.
- # expresses needs and feelings in appropriate ways.
- # responds to significant experiences, showing a range of feelings when appropriate.
- # has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
- # has a developing respect for own culture and beliefs and those of other people.
- # considers the consequences of words and actions for self and others.
- # understands what is right, what is wrong, and why.
- # displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

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K and U

Knowledge and Understanding of the World.

- # shows curiosity and interest by exploring surroundings.
- # observes, selects and manipulates objects and materials. ^ identifies simple features and significant personal events.
- # identifies obvious similarities and differences when exploring and observing. ^ constructs in a purposeful way, using simple tools and techniques.
- # investigates places, objects, materials and living things by using all the senses as appropriate. ^ identifies some features and talks about those features ~ likes and dislikes.
- # asks questions about why things happen and how things work. ^ looks closely at similarities, differences, patterns and change.
- # finds out about past and present events in ~ own life, and in those of family members and other people ^ knows. ^ begins to know about own culture and beliefs and those of other people.

finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support ~ learning.

builds and constructs with a wide range of objects selecting appropriate resources, tools and techniques and adapting ~ work where necessary.

communicates simple planning for investigations and constructions and makes simple records and evaluations of ~ work. ^ identifies and names key features and properties, sometimes linking different experiences, observations and events. ^ begins to explore what it means to belong to a variety of groups and communities.

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Creative

General

1. As seen in previous report cards, _____ is having a hard time using their time wisely while they are in class. I suggest that you speak with your child about study time while in class.
2. Your child is constantly seeking attention from his or her classmates, which has caused many distractions within the classroom. His or her work is suffering from their eagerness to talk with his/her neighbors, however, when he or she settles down, their work is much better.
3. _____ is improving in their overall work habits, however, he or she is still needing encouragement in strengthening their work ethic.
4. Your child is extremely artistic, and he or she enjoys drawing, however, he or she needs to learn there is a time to draw and a time to study.
5. _____ has been consistently turning in work on time, and it is at his or her current grade level. Yet, I am convinced that he or she is able to do better within their schoolwork. I suggest working with your child on concentrating more during their work.
6. Your child is capable of completing the assigned tasks on time, however, he or she is constantly wasting time daydreaming or doing other activities instead of working on the current assignments.
7. _____ is not consistent when with his or her schoolwork. Even though they are able to turn in satisfactory work, it seems that he or she becomes restless during study times. I suggest working with your child on helping to build their concentration skills.
8. _____ is constantly disturbing other students by talking with them during study time. Because of this they are having difficulty with their schoolwork. He or she is improving with this habit; however, I suggest that you continue to work with your child with this issue.

9. Your child works great in group settings, however, when he or she is on their own their work begins to suffer. While having the ability to work well with others is important, _____ needs to learn how to work individually.
10. _____ is having a hard time paying attention in class, and their work habits are consistently declining.
11. While _____ was having a difficult time keeping up with the class at the beginning of this reporting period, he or she has been steadily improving over the past couple of weeks.
12. Your child has a great work ethic and is always eager to begin school assignments.
13. _____'s work habits are well above their current grade level, and are consistently improving.
14. Your child needs to learn better work ethics concerning home study and home work assignments.
15. _____ is improving; however, they require an incentive to work harder.
16. This student has excellent work habits concerning group activities. He or she is willing to undergo challenges and is eager to solve problems. They are an inspiration to other student's in the class.
17. Your child needs to be encouraged at home to work on his or her own.
18. _____ has a decent work ethic; however, he or she needs to work better on creating a sense of responsibility for their actions.
19. _____ enjoys having responsibilities and consistently follows through with duties given to them.
20. Your child is learning to become a better listener and is taking directions better than in the past.
21. This student is a great worker, and is eager to learn new techniques.
22. Your child has wonderful handwriting and is greatly improving their writing abilities.
23. _____ is constantly handing in careful work that is free of numerous errors.
24. _____ seems to be focusing in class, but he or she is turning in work with careless errors.
25. This student needs to learn better organizational skills, which I believe will help his or her work ethic.

26. Overall _____'s work is satisfactory; however, they need to take more time to proofread their completed assignments.
27. Your child is constantly occupying their downtime with constructive activities.
28. _____ is learning independence and enjoys working alone.
29. Your child has to be urged to work harder.
30. While _____ work is improving, he or she is working at a much slower pace than the rest of the class.
31. This student is easily distracted and is also an easy distraction for other students.
32. _____ enjoys getting their work done quickly, however, with this speed they are experiencing many careless mistakes. _____ needs to learn that they can slow down with their work. Try to encourage your child to double-check their work.
33. _____ is constantly enthusiastic about their schoolwork.
34. It takes a long time for _____ to comprehend their work, however once they do, the work is error-free. I would like to meet with you to discuss ways we can help _____ increase their comprehension time.
35. _____ is always seeking information.
36. Your child works very hard to get their assignments done accurately and quickly.
37. _____ is very polite to other students and is more than willing to help them with their schoolwork.
38. Your child is very anxious to please the teacher.
39. _____ has been inconsistent with their efforts to increase their abilities in schoolwork.
40. Your child is a very polite student.
41. _____ seems to understand work within the classroom, but is unable to complete homework or self-study assignments.
42. Your child is a great problem solver.
43. _____'s work habits are getting better; however, I would like to see him or her have more dedicated work habits at home.
44. _____ is very observant and can take directions very well.

45. _____ is a very dependable student, and is constantly turning in assignments on time.
46. Due to _____'s work habits, he or she has made a very fine report card.
47. Shows eagerness to improve their work habits.
48. _____ is always willing to take direction and directly apply it to their schoolwork.
49. Excels in his or her work habits.
50. _____ has great work ethics in most of their school subjects, however, they need improvement with the following subjects:

SUBJECT AREAS

ART & AESTHETICS

- # finds art activities motivating and works hard at tasks.
- # finds art activities absorbing and concentrates well on tasks.
- # displays interest in art
- # gets satisfaction from ~ work
- # especially enjoys 3D work
- # particularly enjoys drawing
- # very much enjoys painting
- # likes handling textiles
- ^ beginning to use images and artefacts to provide ideas for ~ work.
- ^ can use images and artefacts to provide ideas for ~ work.
-
- ^ has experimented with and begun to develop skills in drawing/painting/print making/collage/sculptures/textiles.
- ^ has experimented with pattern/texture/colour/line/tone/ shape/form/space.
- ^ is beginning to review ~ own work.
- ^ can review ~ own work
- ^ has experimented with and begun to develop skills in drawing and painting
-
- ^ is beginning to develop skills in drawing and painting
-
- ^ has experimented with texture.
- ^ has experimented with pattern and texture.
- ^ has experimented with colour and tone.
- ^ has experimented with shape and form.
-
- ^ is beginning to review ~ own work.
- ^ can review ~ own work.
-
- ^ is starting to produce recognisable shapes in ~ drawings.
- ^ can now draw more detailed pictures.
- ^ draws detailed pictures.
- ^ is beginning to develop ~ observational skills.
- ^ is displaying better observational skills.
- ^ displays good powers of observation.
-
- ^ is slowly developing refined skills
- ^ has developed more refined skills
- ^ has developed very refined skills
- ^ has begun to work more carefully
- ^ works very carefully

- ^ works well alongside others to produce collaborative work
- ^ needs to show more care with ~ work
- ^ finds it difficult to work alongside others
- ^ cares for and organise materials and equipment well
- ^ finds it difficult to care for and organise equipment

- ^ has looked at the work of various artists and designers.
- Is beginning to/can recognise visual elements in images and artefacts.
-
- ^ is beginning to/can recognise similarities/differences in art from different times/places.
-
- ^ can respond to different styles/traditions in art and can make links with own work.

- ^ produced some particularly good work using
- ^ produced some particularly good work on
- ^ worked hard on
- ^ worked well on
- ^ tried hard at
- ^ tried hard on

- Creative Development.
- # explores different media and responds to a variety of sensory experiences. ^ engages in representational play.
- # creates simple representations of events, people and objects and engages in music-making.
- # tries to capture experiences, using a variety of different media.
- # sings simple songs from memory.
- # explores colour, texture, shape, form and space in two or three dimensions.
- # recognises and explores how sounds can be changed. ^ recognises repeated sounds and sound patterns and matches movements to music.
- # uses imagination in art design, music, dance, imaginative and role-play stories. ^ responds in a variety of ways to what ~ sees, hears, smells, touches and feels.
- # expresses and communicates ideas, thoughts and feelings using a range of materials suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
- # expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. ^ responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.
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MATHEMATICS

Kindergarten - Math Comments

1. _____ is still unable to count beyond 20. As that is a primary standard, we will need to work with your child more closely to ensure that he/she masters these skills. You can help him/her to master this skill by incorporating math into your playtime at home, and have him/her count larger quantities of fun items such as small snack foods or cards.
2. Your child is confusing the terms "beside", "between", and "below". You can help him/her to understand this concept using stuffed toys, and placing them according to the positional word that you want to demonstrate. Books that focus on position could also be helpful.
3. _____ is showing great progress in math. He/she is starting to understand time related terminology, and is finally able to really tell time! Way to go!
4. He/she finds it hard to differentiate between a circle and a triangle. Have your child identify shapes in your travels and play shape drawing and counting games that focus on those two shapes. We should see improvement with practice.

Mathematics

Numbers as labels and for counting.

says some numbers in familiar contexts, such as nursery rhymes.

counts reliably up to three everyday objects.

counts reliably up to six everyday objects.

says number names in order.

recognises numerals 1 to 9.

counts reliably up to ten everyday objects.

orders numbers, up to 10.

uses developing mathematical ideas and methods to solve practical problems.

recognises, counts, orders, writes and uses numbers to 20.

Calculating.

responds to the vocabulary involved in addition and subtraction in rhymes and games.

recognises differences in quality when comparing sets of objects.

finds one more or one less from a group of up to five objects.

relates addition to combining two groups.

relates subtraction to taking away.

In practical activities and discussion, # begins to use the vocabulary involved in adding and subtracting.

- # finds one more and one less than a number from 1 to 10.
- # uses developing mathematical ideas and methods to solve practical problems.
- # uses a range of strategies for addition and subtraction, including some mental recall of number bonds.

Shape, space and measures.

- # experiments with a range of objects and materials showing some mathematical awareness.
- # sorts or matches objects and talks about sorting.
- # describes shapes in simple models, pictures and patterns.
- # talks about, recognises and recreates simple patterns.
- # uses everyday words to describe position.
- # uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- # uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- # uses developing mathematical ideas and methods to solve practical problems.
- # uses mathematical language to describe solid (3D) objects and flat (2D) shapes.

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LANGUAGE AND LITERACY

Kindergarten - Language Arts Comments

1. Your child is doing a fantastic job recognizing "popcorn" or high frequency words. Use the popcorn cards that we sent home to continue to build on this skill, which will be a huge help in improving his/her reading skills.

2. _____ continues to skip steps or mix the order when retelling stories. He/she needs to pay attention when reading or listening to stories. One way to foster more concentrated reading is to read in a quiet spot without distractions. Have your child provide you with the sequence of events when you do the daily reading assignments.

3. I am concerned that _____ is not able to fully write his/her last name. Have him/her practice writing and identifying each letter in the name until he/she can do it without assistance.

4. Writing books is his/her specialty! We may have a budding author here. Continue to provide him/her with supplies to make books over the summer. By the end of the summer, _____ may have his/her very own library of literary works! Writing is an important skill that he/she will further develop in first grade.

Literacy

Language for communication and thinking

listens and responds.

initiates communication with others, displaying greater confidence in more informal contexts.

talks activities through, reflecting and modifying actions.

listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.

uses language to imagine and recreate roles and experiences.

interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversations.

uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.

speaks clearly with confidence and control, showing awareness of the listener.

talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. ^ uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.

Linking sounds and letters.

joins in rhyming and rhythmic activities.

- # shows an awareness of rhyme and alliteration.
- # links some sounds to letters.
- # links sounds to letters, naming and sounding letters of the alphabet.
- # hears and says short vowel sounds within words.
- # uses phonic knowledge to read simple regular words.
- # attempts to read more complex words, using phonic knowledge.
- # uses knowledge of letters, sounds and words when reading and writing independently.

Reading.

- # is developing an interest in books.
- # knows that print conveys meaning.
- # recognises a few familiar words.
- # knows that, in English, print is read from left to right and top to bottom.
- # shows an understanding of the elements of stories, such as main character, sequence of events and openings.
- # reads a range of familiar and common words and simple sentences independently.
- # retells narratives in correct sequence, drawing language patterns of stories.
- # shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
- # reads books of own choice with some fluency and accuracy.

Writing.

- # experiments with mark making, sometimes ascribing meaning to the marks.
- # uses some clearly identifiable letters to communicate meaning.
- # represents some sounds correctly in writing.
- # writes own name and other words from memory.
- # holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.
- # attempts writing for a variety of purposes, using features of different forms.
- # uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- # begins to form captions and simple sentences, sometimes using punctuation.
- # communicates through phrases and simple sentences with some consistency in punctuating sentences.

"

PHYSICAL

Physical

moves spontaneously, showing some control and co-ordination.

moves with confidence in a variety of ways, showing some awareness of space.

usually shows appropriate control on large and small-scale movements.

moves with confidence, imagination and in safety. ^ travels around, under, over and through balancing and climbing equipment. ^ shows awareness of space, of self and others.

demonstrates fine motor control and co-ordination.

uses small and large equipment, showing a range of basic skill.

handles tools, objects, construction and malleable materials safely and with basic control.

recognises the importance of keeping healthy and those things that contribute to this. ^ recognises the changes that happen to ~ body when ^ is active.

repeats, links and adapts simple movements, sometimes commenting on ~ work. ^ demonstrates co-ordination and control in large and small movements, and in using a range of tools and equipment.

CONCLUDING REMARKS

Comments

- There has been noticeable improvement in _____'s study habits this year. Please continue to work on these skills over the summer.
- Thank-you for your interest in _____'s schoolwork this year. With her continued effort, she will receive much satisfaction from her work.
- _____ is a fine citizen and a hard worker. I have thoroughly enjoyed having him in my class this year. Have a wonderful summer.
- _____ has matured nicely this year. His progress during this last quarter was impressive. I hope this effort and attitude will carry over into the next school year.
- Thank you for your support and interest in our class this year. _____ is a very hardworking boy and should have much success in the _____ grade.

Phrases

- _____ has matured nicely this year, both academically and socially.
- _____'s friendly, sincere way has made him a very popular member of the _____ grade.
- _____ would benefit from reading many library books this summer.
- _____ needs to improve his reading speed and comprehension if he is to have success in the _____ grade.
- _____ continued to blossom as the year progressed.
- _____ helped to make my year a pleasant one.
- _____ takes a keen interest in all her work and is a most agreeable and willing worker. It has been wonderful having her in my room.
- Thank-you for the help I know you have given her.
- Please continue during the summer with _____ review and as many reading experiences as possible.
- Thank-you for your interest in _____'s attitude.
- I'm sorry I didn't get to meet you this year.
- Thanks for your cooperation.
- With _____'s friendly, cooperative attitude, she will always be a pleasant addition to any class.
- I have enjoyed the association I have had with _____.
- I enjoyed having _____ in my class.
- It has been a pleasure to have _____ in my class

MISCELLANEOUS GENERAL COMMENTS

1. Is a good citizen
2. Is learning to share and listen.
3. Is becoming more dependable during work periods.
4. Is developing a better attitude toward ____ grade.
5. Is showing interest and enthusiasm for the things we do.
6. Is learning to occupy his time constructively.
7. Wants responsibilities and follows through.
8. Can be very helpful and dependable in the classroom.
9. Always uses her time wisely.
10. Has strengthened her skills in ____.
11. Has great potential and works toward achieving it.
12. Working to full capability.
13. Is strong in _____.
14. Is learning to be a better listener.
15. Is learning to be careful, cooperative, and fair.
16. Is continuing to grow in independence.
17. Enthusiastic about participating.
18. Gaining more self-confidence.
19. Has a pleasant personality.
20. Has earned a very fine report card.
21. Has improved steadily.
22. Is learning to listen to directions more carefully.
23. Now accepts responsibility well.
24. _____'s work habits are improving.
25. Has been consistently progressing.
26. Has shown a good attitude about trying to improve in ____.
27. The following suggestions might improve his _____.
28. I am hoping this recent interest and improvement will continue.
29. Seems eager to improve.
30. Has shown strong growth in _____.
31. Is cooperative and happy.
32. Volunteers often.
33. Is willing to take part in all classroom activities.
34. Works well with her neighbors.
35. _____'s attitude toward school is excellent.
36. Has the ability to follow directions.
37. Hand work is beautifully done.
38. Learns new vocabulary quickly.
39. Has a sense of humor and enjoys the stories we read.
40. Is a steadfast, conscientious worker.
41. Is very helpful about clean-up work around the room.
42. Anxious to please.
43. Brings fine contributions.
44. Has a pleasant disposition.
45. Works well.
46. Is hard-working.
47. Is pleasant and friendly.

48. Needs to increase speed and comprehension in reading.
49. Needs to apply skills to all written work.
50. Gets along well with other children.
51. Your constant cooperation and help are appreciated.
52. Has shown an encouraging desire to better herself in ____.
53. Making steady progress academically.
54. Quality of work is improving.
55. Responds well.
56. Is maintaining grade-level achievements.
57. Works well in groups, planning and carrying out activities.
58. Seems to be more aware of activities in the classroom.
59. Takes an active part in discussions pertinent to ____.
60. Accepts responsibility.
61. Extremely conscientious.
62. Bubbles over with enthusiasm.
63. Has a sense of humor we all enjoy.
64. Has an excellent attitude.
65. Work in the areas of ____ has been extremely good.
66. Is an enthusiastic worker during the ____ period.
67. Needs to work democratically with others in groups.
68. Possible for ____ to exceed grade expectations.
69. Grasps new ideas readily.
70. Needs to develop a better sense of responsibility.
71. Enthusiastic about work in general.
72. Performs well in everything he undertakes.
73. Unusually mature.
74. Seeks information.
75. Mature vocabulary.
76. Doing strong work in all areas.
77. Is a clear thinker.
78. Excels in writing original stories and poems.
79. Is a good student who appears to be a deep thinker.
80. Reads extensively.
81. Has good organization of thoughts.
82. Has a vast background knowledge of ____.
83. Is a very fine and serious student and excels in ____.
84. Rate of achievement makes it difficult for ____ to keep up with the class.
85. Must improve work habits if ____ is to gain the fundamentals needed for ____ grade work.
86. ____'s academic success leaves much to be desired.
87. Handwriting needs to be improved.
88. Cooperative, well mannered.
89. Is a very happy, well-adjusted child, but ____.
90. Makes friends quickly and is well liked by classmates.
91. Cries easily.
92. Good worker and attentive listener.
93. Good adjustment.
94. Good attitude.
95. Capable of achieving a higher average in areas of ____.

96. Has difficulty retaining process of addition, etc.
97. Is inconsistent in his efforts, especially in ____.
98. Sacrificing accuracy for unnecessary speed in his written work.
99. Needs to listen to directions.
100. Never completes assignments in the allotted time.
101. Fails to finish independent assignments.
102. Would improve if he developed a greater interest in ____.
103. Comprehends well, but needs to work more quickly.
104. Needs to be urged.
105. Can follow directions.
106. Enjoys listening to poetry.
107. Enjoys listening to stories.
108. Listens carefully.
109. Evaluates what he/she hears
110. Phonics - (is able to distinguish, has difficulty distinguishing) sounds in words
111. Now knows and is able to use _____ consonant and vowel sounds
112. Confuses the sounds ____ and _____
113. Is able to blend short words using the vowel(s) _____ with /without assistance
114. Is learning to attack words independently
115. Uses the phonics skills to attack new words
116. Reading is (smooth, jerky, hesitant, rapid, irregular, or fluent)
117. Comprehends what he/she reads
118. Is interested in books and reading
119. Can read to follow directions
120. Can now recognize _____ sight words
121. Reads for pleasure
122. Needs lots of repetition and practice in order to retain reading vocabulary
123. Is still confusing words which look alike
124. Is beginning to read words in groups (phrases)
125. Reading is becoming (not yet becoming) automatic
126. Enjoys discussing the stories
127. Has had difficulty with learning _____ so in the coming term we will focus on _____.
128. Speaks in good sentences
129. Speaks clearly
130. Has difficulty using (pronouns, verbs) correctly
131. Enjoys dramatization
132. Enjoys participation in conversation and discussion
133. Expresses ideas clearly
134. Has a good oral vocabulary
135. Takes turns talking
136. Speaks with confidence to the group
137. Uses punctuation correctly
138. Is able to place periods and question marks correctly
139. Uses colorful words
140. Uses (complex, simple) sentences

141. Is now able to write a complete sentence independently
142. Participates in group story telling (composition)
143. Can write an original story of (one or two sentences, of a few sentences)
144. Puts words in the appropriate order
145. Is able to read his sentences back
146. Shows self confidence in writing
147. Can compose several related sentences
148. Is building a good spelling vocabulary
149. Uses his individual dictionary to find unfamiliar words
150. Enjoys learning to spell new words
151. Is able to learn to spell words easily
152. Sometimes reverses letters in a word
153. Has difficulty remembering the spelling of non-phonetic words
154. Is helped by using hand or body motions to remember spelling
155. When printing, often reverses letters, such as __, __, etc.
156. Has good (poor) fine-motor skills
157. Is able to print on the lines
158. Spaces letters and words correctly
159. Some printing is excellent but is often untidy in daily assignments
160. Enjoys doing neat careful work
161. Can work with numbers up to ___ with understanding
162. Understands the signs +, -, = and uses them to make number statements
163. Understands and uses basic facts of addition and subtraction to _____
164. Reverses some numbers still
165. Understands place value up to _____
166. Can use manipulatives to add and subtract
167. Can use manipulatives to show place value to _____
168. Understands money (pennies, dimes, nickels)
169. Relies heavily on concrete objects
170. Knows the basic shapes
171. Can count to _____
172. Is able to create graphs using simple data
173. Understands several methods of graphing
174. Is beginning to memorize the number facts
175. Is friendly and cooperative
176. Cooperates well
177. Helps others
178. Has a sense of humor
179. Has a good attitude towards school
180. Is working well in all subjects
181. Lacks independence / Is gaining independence
182. Is too easily distracted
183. Is becoming more self-reliant
184. Is an attentive student
185. All work is neatly and accurately done
186. Is a polite conscientious pupil
187. Is working above grade level in _____.

188. Works too slowly
189. Does not complete assignments in the allotted time
190. Seems unable to finish required work
191. Does colorful and interesting art work
192. Is especially good at _____
193. Requires too much supervision.
194. Please encourage him to do things on his own.
195. Should be encouraged to _____
196. Needs frequent encouragement
197. Is maturing
198. Is learning to concentrate
199. Is learning to listen carefully
200. Is gaining self-confidence
201. Often completes work early
202. Is very thoughtful
203. Takes pride in work well done
204. Is eager to learn
205. Makes little effort when not under direct supervision
206. Often seems tired at school
207. Is not very appreciative of the value of (time, courtesy, sharing, neatness, accuracy)
208. Shows initiative; thinks things through for himself/herself
209. If a child is having difficulty - say so! Say what you have tried already to help him/her, and what you are going to do differently in the term to come to help the child.
210. Never say the child is having problems without giving a possible solution you are going to try and what has already been tried.
211. This shows you are doing everything in your power to change the situation.
212. _____ has matured nicely this year, academically and socially.
213. He/She assumes responsibility well and has a fine attitude.
214. He/She still needs strengthening in the concept of long division.
215. Thanks for the help I know you have given her.
216. There has been a noticeable improvement in _____'s study habits this reporting period, which is very encouraging.
217. Please continue during the summer with _____ review and as many reading experiences as possible.
218. _____ would benefit from reading many library books this summer.
219. He needs to improve his reading speed and comprehension if he is to have success in the _____ grade.
220. If _____ will put forth in the future the effort he has shown in the past two reporting periods, he will receive a great deal from his schooling.
221. With _____'s ability to apply herself to each task, she should receive much satisfaction from her school experiences.
222. _____ continued to blossom as the year progressed.
223. _____'s oral reading is very expressive and her oral reporting is excellent.

224. Thank you for your interest in _____'s attitude.
225. Although he has had some difficulty adjusting to our room and various duties, he usually tries to cooperate.
226. _____ has had some problems adjusting to our room, as you know from my reports to you.
227. Many of her difficulties occur on the playground and she then carries a poor attitude in the classroom.
228. This hurts her academically.
229. She is capable of much better work.
230. I'm sorry I didn't get to meet you this year.
231. _____ has made nice progress this reporting period.
232. He is maturing nicely and I hope this continues.
233. Although _____'s growth in social maturity is continuing, it is not consistent.
234. She still needs guidance and support from both you and me.
235. Thanks for your cooperation.
236. _____ is a wonderful girl and I'm happy to have had her in my room.
237. she has made many fine contributions to our class and is an inspiration to her classmates.
238. With _____'s friendly, cooperative attitude, she will always be a pleasant addition to any class.
239. I have enjoyed the association I have had _____.
240. His friendly, sincere way has made him a very popular member of the _____ grade.
241. Regardless of how busy _____ is, he still has time to do something nice for someone. For this reason, he is one of the best-liked members of my class.
242. I enjoyed having _____ in my class.
243. She is a sweet and cooperative child.
244. _____ is a pleasant, conscientious student.
245. He is self-confident and has excellent manners.
246. It has been a pleasure to have him in my class.
247. I enjoyed having _____ in my room.
248. She assumes responsibility well, excels on the playground and is well liked by her peers.
249. She's helped to make my year a pleasant one.
250. She is a big help in seeing that our room looks clean and pleasant.
251. She has been most cooperative and only needs strengthening in social studies skills to bring her up to _____ grade level.
252. _____ is a fine citizen and takes a keen interest in school.
253. I hope you enjoy your new home!
254. _____ takes a keen interest in all work and is most agreeable and a willing worker. It has been wonderful having her in my room.
255. Exhibits excellent attitude
256. Possesses good self discipline
257. Respectful of others
258. Works independently on assignments
259. Exhibits creativity

- 260. Does good work
- 261. Always cooperative
- 262. Classroom attitude shows improvement
- 263. Pleasant student to work with
- 264. Quality of work has improved
- 265. Hard worker
- 266. Participates well in class
- 267. A pleasure to have around
- 268. Experiences difficulty following directions-when unsure needs to ask for questions
- 269. Needs to actively participate in classroom discussion
- 270. Needs better study skills
- 271. Requires incentives
- 272. Low quiz/test scores
- 273. Assignments/Homework incomplete/late
- 274. Needs to pay attention in class
- 275. Disruptive in class
- 276. Needs to improve classroom attitude
- 277. Excessive tardiness
- 278. Excessive absences
- 279. Failure to turn in make up work
- 280. A conference is requested
- 281. This subject modified/ leveled according to ability
- 282. Does not work up to his/her ability
- 283. Student will be retained in current grade next year. Please contact the school to arrange a conference.
- 284. Subject has been taught but no grade issued
- 285. Makes careless errors
- 286. Difficulty understanding the material
- 287. Does not know math facts well
- 288. Interrupts others
- 289. Gets upset easily
- 290. Work is not neat
- 291. Disorganized
- 292. Needs to proofread work
- 293. Does not form letters correctly
- 294. Assignments are not neat
- 295. Excessive talking
- 296. Needs to spend time on task
- 297. Does not put enough time into assignment
- 298. Needs to improve self discipline
- 299. Needs to improve respect for others
- 300. _____ works well in groups, planning and carrying out activities.
- 301. _____ needs to work democratically with others in groups.
- 302. _____ needs to develop a better sense of responsibility.
- 303. _____ wants responsibilities and follows through.
- 304. _____ now accepts responsibility well.
- 305. _____ is an attentive student.
- 306. _____ is gaining self-confidence.

307. _____'s work habits are improving.
308. _____ has the ability to follow directions.
309. _____ requires incentives.
310. _____'s assignments and/or homework are incomplete and/or late.
311. _____ needs to pay attention in class.
312. _____ needs better study skills.
313.

Thesaurus

Adjectives

attentive
capable
careful
cheerful
confident
cooperative
courteous
creative
dynamic
eager
energetic
generous
hard-working
helpful
honest
imaginative
independent
industrious
motivated
organized
outgoing
pleasant
polite
resourceful
sincere
unique

Adverbs

always
commonly
consistently
daily
frequently
monthly
never
occasionally
often
rarely

regularly
typically
usually
weekly