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_idx/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

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

- ______ 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 find 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 and 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.
• 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

<table>
<thead>
<tr>
<th>Attentive</th>
<th>Well-mannered</th>
<th>Follows one-step directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert</td>
<td>Uses trial and error approach</td>
<td>Follows two-step directions</td>
</tr>
<tr>
<td>Calm</td>
<td>Orderly</td>
<td>Follows multi-step directions</td>
</tr>
<tr>
<td>Cheerful</td>
<td>Deliberate</td>
<td>Requires repetition of directions</td>
</tr>
<tr>
<td>Well-groomed</td>
<td>Persistent</td>
<td>Ignores distractions</td>
</tr>
<tr>
<td>Coordinated</td>
<td>Inquisitive</td>
<td>Needs time to transition</td>
</tr>
<tr>
<td>Makes appropriate eye contact</td>
<td>Variable motivation level</td>
<td>Recognizes errors</td>
</tr>
<tr>
<td>Understandable speech</td>
<td>Accepts mistakes</td>
<td>Able to spell</td>
</tr>
<tr>
<td>Animated</td>
<td>Adaptable</td>
<td>Creatively spells</td>
</tr>
<tr>
<td>Spontaneous</td>
<td>Transitions well</td>
<td>Memorizes words</td>
</tr>
<tr>
<td>Fluent</td>
<td>Learns from doing</td>
<td>Passive learner</td>
</tr>
<tr>
<td>Engaging</td>
<td>Notes detail</td>
<td>Actively involved in learning</td>
</tr>
<tr>
<td>Articulate</td>
<td>Willing to try again</td>
<td>Requires information in a variety of modes</td>
</tr>
<tr>
<td>Thoughtful</td>
<td>Applies him- or herself</td>
<td>Needs visual cues</td>
</tr>
<tr>
<td>Open</td>
<td>Shows effort</td>
<td>Requires auditory cues</td>
</tr>
<tr>
<td>Stays on task</td>
<td>Thinks before acting</td>
<td>Requires preparation for transition</td>
</tr>
<tr>
<td>Consistent</td>
<td>Asks for help</td>
<td>Helpful</td>
</tr>
<tr>
<td>Goal-directed</td>
<td>Cooperative</td>
<td>Takes initiative</td>
</tr>
</tbody>
</table>
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.

- ______ 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.

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.

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. You 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. You 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:
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/scultures/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 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 ans 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 aand feels.
• # expresses and communicates ideas, thoughts aand 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.

• "

21
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.
"


**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 in 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 find 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.
Thank you for your interest in _____________’s attitude.

Although he has had some difficulty adjusting to our room and various duties, he usually tries to cooperate.

___________ has had some problems adjusting to our room, as you know from my reports to you.

Many of her difficulties occur on the playground and she then carries a poor attitude in the classroom.

This hurts her academically.

She is capable of much better work.

I’m sorry I didn’t get to meet you this year.

___________ has made nice progress this reporting period.

He is maturing nicely and I hope this continues.

Although _____________’s growth in social maturity is continuing, it is not consistent.

She still needs guidance and support from both you and me.

Thanks for your cooperation.

___________ is a wonderful girl and I’m happy to have had her in my room.

She has made many fine contributions to our class and is an inspiration to her classmates.

With ____’s friendly, cooperative attitude, she will always be a pleasant addition to any class.

I have enjoyed the association I have had _____________.

His friendly, sincere way has made him a very popular member of the ___ grade.

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.

I enjoyed having _____________ in my class.

She is a sweet and cooperative child.

___________ is a pleasant, conscientious student.

He is self-confident and has excellent manners.

It has been a pleasure to have him in my class.

I enjoyed having _____________ in my room.

She assumes responsibility well, excels on the playground and is well liked by her peers.

She’s helped to make my year a pleasant one.

She is a big help in seeing that our room looks clean and pleasant.

She has been most cooperative and only needs strengthening in social studies skills to bring her up to _____ grade level.

___________ is a fine citizen and takes a keen interest in school.

I hope you enjoy your new home!

___________ takes a keen interest in all work and is most agreeable and a willing worker. It has been wonderful having her in my room.

Exhibits excellent attitude

Possesses good self discipline

Respectful of others

Works independently on assignments

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. ______ needs ______

**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