

Elementary Report Card - Considerations

Consider the following . . .

What does the student *know – do – understand*.
Use language that parents/guardians will understand.

Provide feedback that is clear and meaningful.

Provide information to parents so they can support learning at home.

Do . . .	Do Not . . .
<ul style="list-style-type: none"> • Maintain a focus on the child • Connect comments to learning standards • Focus on what was learned or achieved • Provide examples to clarify broad statements • Identify strengths & challenges • Connect strengths & challenges to next steps 	<ul style="list-style-type: none"> • List what is taught • Use teacher terminology • Over emphasize the negative • Mix your audience with comments like “good job Jason” or “Bravo” • State what the class focus will be during next term

Will a parent reading these comments . . .

Understand clearly how his/her child is doing in your class/subject?

Understand that his/her child has areas of strength?

Know what is being done to address any areas of weakness?

Be aware of your interest in his/her child as an individual learner?

Structure of Written Comment Section (Evidence Based)

1. Opening Sentence – State the level of overall achievement
2. State the **Strengths** – What the student has learned
3. Identify **Areas of Improvement** – What the student has not yet learned
4. Describe **Ways to Support Learning** – Plans to address the student’s challenges

Sentence Starters (Words to consider for Report Card Writing)

Strengths	Areas for Improvement	Ways to Support Learning
<p>Can consistently</p> <p>Consistently makes</p> <p>Demonstrates a clear understanding</p> <p>Has achieved</p> <p>Has successfully</p> <p>Has learned</p> <p>Improved tremendously</p> <p>Is consistently able to</p> <p>Shows commitment</p> <p>Often uses</p> <p>Recognizes that</p> <p>Successfully interprets</p> <p>Understands how</p> <p>Displays exceptional/strong</p> <p>Is able to construct/extend</p> <p>Uses a variety of</p>	<p>Attempts to</p> <p>Continues to need help with</p> <p>Demonstrates a limited ability to</p> <p>Experiences difficulty with</p> <p>Is encouraged to</p> <p>Is learning to</p> <p>Is seldom able to</p> <p>Lacks a clear understanding</p> <p>Requires adult support for</p> <p>Requires more time</p> <p>Makes attempts to</p> <p>Has difficulty with</p> <p>Has not yet demonstrated</p> <p>Has trouble with</p> <p>Is unable to explain</p>	<p>Can practice</p> <p>Greater focus on</p> <p>It is suggested that</p> <p>Needs more time to develop</p> <p>Needs to ask</p> <p>Needs to develop</p> <p>Needs improvement in</p> <p>Needs reinforcement in</p> <p>Should continue to</p> <p>Should take time to</p> <p>Would benefit from</p> <p>Will have opportunities to</p>

The following table is intended to support teachers in determining students' level of competency in each area of study. This language is for teacher use only and is not intended to be used in written descriptive comments.

<p>Emerging</p> <p>to acquire knowledge, skills, strategies and processes.</p>	<p>Developing</p> <p>the ability to apply knowledge, skills, strategies and processes.</p>	<p>Proficient</p> <p>knowledge, skills, strategies and processes consistently.</p>	<p>Extending</p> <p>knowledge, skills, strategies and processes creatively and strategically.</p>
<p>Student has an initial understanding of grade-level expectations</p> <p>Shows evidence that learner can demonstrate some progress towards the learning standards</p>	<p>Student has a partial understanding of grade-level expectations</p> <p>Shows evidence that learner can understand the learning standards in basic or familiar situations</p>	<p>Student has a complete understanding of grade-level expectations</p> <p>Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations</p>	<p>Student has a sophisticated understanding of grade level expectations</p> <p>Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations</p>



The following table is intended to support teachers in writing descriptive comments. These example sentence starters are aligned with the student’s level of competency and must be used in combination with curricular competencies from the curriculum.

<p>Emerging</p> <p>to acquire knowledge, skills, strategies and processes.</p>	<p>Developing</p> <p>the ability to apply knowledge, skills, strategies and processes</p>	<p>Proficient</p> <p>knowledge, skills, strategies and processes consistently.</p>	<p>Extending</p> <p>knowledge, skills, strategies and processes creatively and strategically.</p>
<p>Shows an initial understanding of ...</p> <p>Is beginning to...</p> <p>May be able to...</p> <p>Starting to...</p> <p>Starting to...</p>	<p>Is able to . . . At basic level/in familiar situations ...</p> <p>With support, shows an understanding of</p> <p>Sometimes is able to...</p> <p>Is working on ...</p> <p>Needs reminders to...</p>	<p>Is able to show...</p> <p>Engages in...</p> <p>Chooses appropriate texts ...</p> <p>Consistently demonstrates the ability to...</p> <p>Self-corrects by...</p> <p>Identifies strategies when ...</p>	<p>Creatively & insightfully applies...</p> <p>Is innovative when...</p> <p>Shows in-depth understanding of...</p> <p>Can independently...in complex situations...</p> <p>Extends learning...</p> <p>Can describe with accuracy/detail/confidence ...</p>

WRITTEN PROGRESS REPORT



School:	Student Name:
	Grade: School Year:
Principal:	Teacher:

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
Absent													
Late													

This report is a summary of student's progress, according to widely held grade level expectations, in relation to the learning standards of the BC Curriculum. The student's level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do.

Descriptive Written Comments