

Elementary Reporting (Intermediate): Communicating Student Learning



Effective report card comments will include:

1. academic strengths and achievement- what the student can do
2. what the student is still working towards
3. next steps - ways to support continued learning
4. written descriptive feedback on student learning behaviours specific to a subject if different from term overall comment (for example a student that is typically engaged but is withdrawn during writing activities)

* For students with IEPs, include a comment about effective strategies and adaptations when they are being used.

Top Tips

- maintain focus on the student
- provide parents/guardians with personalized, clear, precise, and meaningful feedback
- identify strengths and challenges
- connect next step(s) to the challenge(s) identified
- use language that parents/guardians will understand; avoid teacher jargon
- connect comments to curricular competencies but avoid a generic list of what was taught
- provide examples to help clarify the broad statements
- help parents/guardians understand how they can support learning at home

Learning Behaviours

Embed anecdotal comments on student learning behaviours using a frequency scale (**for example: not yet, sometimes, most of the time, consistently**). Report on learning behaviours that are appropriate for the student and the context. For example:

- participates actively in lessons and learning opportunities
- has materials ready and begins tasks independently
- uses class time productively
- cooperates well with others and is supportive of peers
- work shows effort and care
- is resourceful (seeks solutions independently, self-advocates)
- completes assignments and activities on time
- reflects on progress and uses feedback to improve work and set goals

Achievement

The following table provides stems which may be helpful when writing proficiency-based report comments:

<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<ul style="list-style-type: none"> ● shows some understanding of... ● is beginning to... ● may be able to... ● is starting to... ● requires support to... ● is not yet able to... ● does not yet... ● needs a great deal of assistance to... ● seldom... ● has not yet demonstrated... ● with direct support.... ● rarely... ● has difficulty with... ● struggles to... ● has a limited understanding of... 	<ul style="list-style-type: none"> ● is able to... at a basic level/in familiar situations ● with support shows an understanding of ● is working on... ● needs reminders to... ● sometimes... ● with support is able to... ● with prompting is able to... ● occasionally is... ● has some difficulty with... ● is developing... ● is aware of... but is not yet applying independently ● strives to... 	<ul style="list-style-type: none"> ● is able to demonstrate... ● engages in... ● consistently demonstrates the ability to... ● is able to... ● understands... ● is competent with... ● is capable of... ● demonstrates a solid understanding of... ● can describe...with detail/accuracy/confidence ● demonstrates a comprehensive understanding of... ● can independently... 	<ul style="list-style-type: none"> ● creatively/insightfully applies... ● is innovative when... ● shows in depth understanding of... ● in complex situations, is able to... ● is strategic... ● extends learning by... ● consistently... ● to a high degree... ● is highly skilled at...

Term Overall Comments:

- the term overall comment will be the first comment section on the report
- the purpose of the term overall comment is to provide an introduction or soft-landing to the report as well as share information about the student as a learner
- use this section to share information about students' social-emotional development, social responsibility and overall learning behaviours (work habits)
- term Overall Comments have a limit of 2500 characters

Term Overall Comments *COULD* Include:

1. an introductory statement about the student and how they have progressed or contribute to the classroom
2. individual successes, achievements, or highlights from the term
3. general statements about learning behaviours that are consistent across subject areas
4. student self-reflection, student voice, and goals


The following example can be used as a guide when writing Term Overall Comments:

STUDENT has made good progress this term, in both skills and confidence. HE/SHE is taking on more responsibility for HIS/HER own learning and is more willing to take the time to do HIS/HER best work. When focussed on HIS/HER work or task at hand, HE/SHE demonstrates the ability to be a creative thinker and capable learner. I encourage HIM/HER to continue to push HIMSELF/HERSELF just a little more. With continued effort, HE/SHE will accomplish HIS/HER goals.

STUDENT has had a strong transition to grade five. HIS/HER willingness to participate in class discussions is appreciated. HIS/HER questions and comments contribute to lessons and discussions and help other students engage. HE/SHE works hard and is becoming more willing to ask for help when HE/SHE needs it. STUDENT is making progress on HIS/HER IEP goals and is becoming more independent, especially in Math.

STUDENT has shown great progress in all areas of learning this term! HIS/HER efforts and perseverance to overcome the challenging parts of HIS/HER learning have been a great example of what good learners do to improve their thinking and skills. STUDENT understands that certain parts of HIS/HER daily work require extra focus and a powerful growth mindset and HE/SHE consistently shows that HE/SHE can be up for the challenge. This term, we have focused on improving our organizational habits, understanding the process of our learning by reflecting on our thinking and collaborating with others on projects to support our work on the curriculum. STUDENT is developing good organizational skills. One good habit HE/SHE has learned is keeping track of HIS/HER loose papers by using the systems put in place including HIS/HER binder, hand-in bins, and drawing folders at his desk. This is resulting in more time on task and less time looking for HIS/HER work. STUDENT is taking more time to reflect on HIS/HER learning process. Instead of saying HE/SHE doesn't understand what to do, HE/SHE is becoming more specific with what HE/SHE does not understand. As a result, HE/SHE is developing a more confident attitude about HIS/HER learning. HE/SHE effectively demonstrates the skills and traits needed to be a contributing member and often the leader of a workgroup. When HE/SHE shares HIS/HER ideas, HE/SHE does so respectfully. HE/SHE is willing to listen to and ensures that others have a say in the process, which makes HIM/HER an ideal group member. HE/SHE continues to be a responsible member of our class and is a kind friend to all of HIS/HER classmates.

In the curricular areas student achievement is reported on using a proficiency scale.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

The following examples can be used as a guide when writing proficiency-based report comments.

- Comments can be in the form of paragraphs or in point form. As MyEd does not allow for bullet formatting, start your points with a dash.
- Comments may be brief. The following examples are longer than what may be required for your circumstance.
- Subject areas have a limit of 1500 characters.

English Language Arts

<p>STUDENT is able to read and respond to fiction and non-fiction texts. HE/SHE is able to find specific details from a story or text. HIS/HER reading responses are becoming more developed. STUDENT'S written work is structured, and ideas are well-developed with evidence from the text, personal opinions or examples. HE/SHE consistently uses proper conventions for spelling, grammar and punctuation. I encourage STUDENT to focus on consistently using a variety of sentence structures and vocabulary in HIS/HER written work. STUDENT is receptive to feedback and works hard to incorporate these suggestions into HIS/HER work, resulting in solid progress this term.</p>	<i>PROFICIENT</i>
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English Language Arts

<p>STUDENT is beginning to explore a variety of just-right texts that give HIM/HER a broader perspective of HIS/HER world and exposing HIM/HER to richer plots and characters, expanding HIS/HER vocabulary and enhancing HIS/HER writing. STUDENT reads with expression at a reasonable pace for listeners to follow. To deepen comprehension, we will continue to work on drawing evidence from the text to form stronger responses.</p> <p>STUDENT is working to produce simple writing samples more independently. HE/SHE is learning to capture HIS/HER thoughts into basic sentences and working towards creating simple paragraphs. STUDENT is working on including basic and appropriate punctuation, stronger verbs and proper use of capital letters. STUDENT is able to use a narrative storyboard format to show creative writing ideas and basic story elements. HE/SHE is working towards transferring pictures into sentences to share their thinking with more clarity. STUDENT will practice creating sentences with a subject and strong verb and will work towards creating simple paragraphs independently.</p> <p>STUDENT makes some effort to use good listening and speaking strategies to determine and show understanding when listening to a story. HE/SHE will continue to have opportunities for sharing and listening to ideas through various class activities.</p>	<i>DEVELOPING</i>
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Français Langue

<p>- STUDENT is beginning to write basic, simple sentences in French, however, struggles to construct paragraphs that connect to the central idea of the writing topic.</p> <p>-is not yet able to read age appropriate text with fluency and expression</p> <p>-requires a great deal of support to speak French in class to teachers and peers</p> <p>In order to further develop HIS/HER skills, STUDENT needs to read at home on a daily basis. Having STUDENT share an oral summary of HIS/HER reading and make predictions about what might come next in the story will help HIM/HER practice the skills HE/SHE needs to develop. We will continue to support STUDENT with HIS/HER writing development, specifically with making sentences with a subject and strong verb and writing in clear paragraphs.</p>	<i>EMERGING</i>
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Math:

With support, STUDENT is developing a number sense and is able to add and subtract double digit numbers. STUDENT is able to represent HIS/HER understanding of these concepts using manipulatives and solve two-step equations. HE/SHE is developing the ability to apply an understanding of these concepts to problem-solving situations, and we will continue to support STUDENT to develop these skills in the upcoming term. STUDENT consistently uses HIS/HER class time productively and asks for help when HE/SHE needs it.	DEVELOPING
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The following subjects only need to be reported on once a year.

- If you are **not** reporting on a subject in a term **you will need to insert a comment** to indicate this (see samples below).

Science:

This term we focused on Socials Studies. We will focus on Science next term.	
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French:

Student's proficiency in French will be assessed next term.	
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Socials:

STUDENT has demonstrated an introductory understanding of mapping skills. With direct support HE/SHE is able to interpret information on simple maps using cardinal directions, symbols, and legends. HE/SHE is not yet able to independently use map grids (letter-number coordinates) to identify locations, label continents, oceans, and Canadian provinces. Next term, we will encourage STUDENT to work independently and to begin to access work that reflects grade level expectations.	EMERGING
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Science:

STUDENT demonstrates a sophisticated level of understanding in our unit on the diversity of life. HE/SHE uses natural curiosity to observe and record how plants and animals respond to their environment. STUDENT makes highly insightful connections between terms and concepts. Next term I encourage STUDENT to continue to fully engage in our classroom discussions.	EXTENDING
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Arts Education:

STUDENT demonstrates a solid understanding of the art techniques that we have been working on this term, including line, colour, texture, and shape. HE/SHE is learning to use more advanced elements such as balance and contrast to enhance HIS/HER work. HE/SHE consistently demonstrates respect for our materials. STUDENT has demonstrated enthusiasm for art, particularly when exploring watercolour techniques.	PROFICIENT
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Physical and Health Education:

This term, STUDENT was able to demonstrate competence in a variety of skills and activities that enhance and maintain health and which help HIM/HER accomplish HIS/HER fitness goals. STUDENT consistently demonstrates strong skills such as balance, hand-eye coordination, ball control and aim in basketball. HE/SHE is working on increasing accuracy when passing the ball in soccer. STUDENT cooperates with and supports peers, helping to make our class a safe learning space for all students.	PROFICIENT
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French:

STUDENT is working on expressing HIS/HER thoughts and ideas in conversational French. HE/SHE is able to understand and respond to simple open-ended questions. STUDENT'S willingness to participate orally continues to help HIM/HER become increasingly more confident in HIS/HER abilities. STUDENT'S positive energy is always appreciated. HE/SHE sometimes needs reminders to prioritize learning tasks over socializing.	DEVELOPING
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