

Elementary Reporting (Primary): 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specific to a subject if different from term overall comment (for example a student that is typically engaged but is withdrawn during writing activities)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:

Term Overall Comment

STUDENT is becoming comfortable with kindergarten routines and is successful with HIS/HER morning jobs. At other times of the day HE/SHE often gets distracted by the toys and needs reminders and assistance to join the carpet. At center time HE/SHE usually parallel plays with others, but at times will ask children to share toys with HIM/HER. HE/SHE said HIS/HER favourite center is Lego, but recently we have added the train center and it definitely is HIS/HER new favourite. We are working towards HIS/HER IEP goal of sitting quietly for longer periods of time during circle and learning time. One strategy that is helping STUDENT achieve these goals is using a visual timer.

Term Overall Comment

STUDENT is young, curious and imaginative and with encouragement has settled into our classroom routines. HE/SHE is learning to be more independent and, with reminders, is able to care for HIS/HER belongings and our classroom materials. HE/SHE takes part in all of our activities and with encouragement, and one-on-one support, is starting to take more time and pride in HIS/HER work. At times, HE/SHE is easily frustrated and brought to tears and, with reminders, has been using HIS/HER counting and breathing strategies to calm HIMSELF/HERSELF. During outside play, the supervisors continue to give STUDENT a five minute warning to the bell and this strategy is working well. STUDENT loves to play with and alongside others and is learning how to express HIMSELF/HERSELF clearly to solve problems ("I don't like it when"...). HE/SHE is enjoying a variety of centers, but says HIS/HER favourite is the dinosaurs because, "they have different colours and different eyes."

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

<ul style="list-style-type: none">-usually listens attentively, uses expressions of courtesy and takes turns when sharing ideas in a conversation-is learning to speak clearly and confidently, with more volume-is developing sound/letter associations and, with encouragement, prints some initial letters to represent words- is starting to identify some of the upper and lowercase letters-can recognize HIS/HER own name in print and is beginning to recognize HIS/HER classmate's names-usually participates in group language activities. At times, STUDENT needs prompts to join in and chant our poems and story patterns-prints HIS/HER name using both upper and lowercase letter correctly, and is gaining confidence with handling scissors and writing tools-enjoys listening to stories and can discuss HIS/HER favourite parts. "I like the Skippy Jon Jones book. I liked the bumblebee part, it was actually a pinata and he thought it was real." <p>STUDENT'S goal is to continue to progress in early emergent reading and writing with teacher modelling and support.</p>	<i>DEVELOPING</i>
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Français Langue

<ul style="list-style-type: none">-consistently listens attentively, uses expressions of courtesy and takes turns when sharing ideas in a conversation-confidently identifies upper and lowercase letters in English and is beginning to identify some in French-easily recognizes their own name in print and can recognize all of HIS/HER classmates' names-prints HIS/HER name using both upper and lowercase letter accurately,, and correctly handles scissors and writing tools- is able to repeat French phrases songs, and poems without prompting- understands and follows oral instructions given in French with minimal visual supports- provides the correct French vocabulary for pictures of commons verbs- is able to create grammatically correct sentences in French with minimal support <p>STUDENT'S goal is to continue to actively participate in French oral language practice so that HIS/HER French language acquisition can continue to improve.</p>	<i>PROFICIENT</i>
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Math

<p>STUDENT participates in our daily calendar activities and is willing to share HIS/HER ideas orally with classmates. HE/SHE is able to count orally from 1 to 10 and is working on recognizing the numbers in symbolic form. STUDENT can build on a basic two part pattern, but sometimes struggles with explaining the rule for the pattern. When given a sorting rule HE/SHE is able to sort objects properly (for example, my rule is all red objects) but is working towards expressing the rule independently.</p>	<i>DEVELOPING</i>
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Math

<ul style="list-style-type: none">-needs constant prompts to participate in our daily calendar activities- is working towards identifying number symbols independently-requires support to count small groups of objects using one-to-one correspondence-is beginning to recognize simple AB patterns <p>STUDENT'S goal is to be able to accurately count sets and recognize numbers to 10 with some prompts and visual supports.</p>	<i>EMERGING</i>
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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 a Socials Studies unit on Families and will be focusing 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 was able to consistently identify connections between cultures and communities. HIS/HER work showed a comprehensive understanding of the topics. Next term, I encourage STUDENT to continue to edit their work carefully and focus on adding details where appropriate.	PROFICIENT
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Science:

STUDENT demonstrates a sophisticated level of understanding in our unit on the diversity of life. HE/SHE uses her 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 is able to represent HIS/HER artistic ideas using a variety of mediums. HE/SHE enjoys expressing HIS/HER imagination in artistic ways and takes time and care to complete HIS/HER projects. STUDENT is gaining more control with the use of various tools, such as scissors and HIS/HER drawing and cutting skills have shown improvement over the term. STUDENT demonstrates respect for tools and materials.	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. STUDENT consistently demonstrates strong skills such as balance, hand-eye coordination, ball control and aim. HE/SHE is working on increasing accuracy when passing a ball. 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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