

# Table of Contents

<b>Introduction</b> .....	3
<b>Assessment Methods</b> .....	4
<b>Academic Areas</b> .....	6
Handwriting .....	7
Listening .....	8
Math .....	9
Oral Language .....	12
Reading .....	13
Science .....	18
Social Studies .....	19
Spelling .....	20
Writing .....	21
Additional Areas .....	22
<b>Personal Development</b> .....	23
Attendance .....	24
Attitude .....	25
Behavior .....	26
Effort .....	27
Outdoor Behavior .....	28
Self-Confidence .....	29
Social Skills .....	30
Work Habits .....	31
<b>General Messages</b> .....	32
Homework .....	33
New Student .....	34
Above Average Student .....	35
Average Student .....	36
Below Average Student .....	37
Retention .....	38
Year-End Messages .....	39
<b>Words and Phrases</b> .....	43
Academics .....	44
Connecting with Families .....	46
Work Habits .....	47
General .....	49
Behavior .....	53
Communication .....	56
Attitude .....	57
Creativity .....	58
Two-Word Phrases .....	59
Helpful Adjectives .....	61
Helpful Verbs .....	63

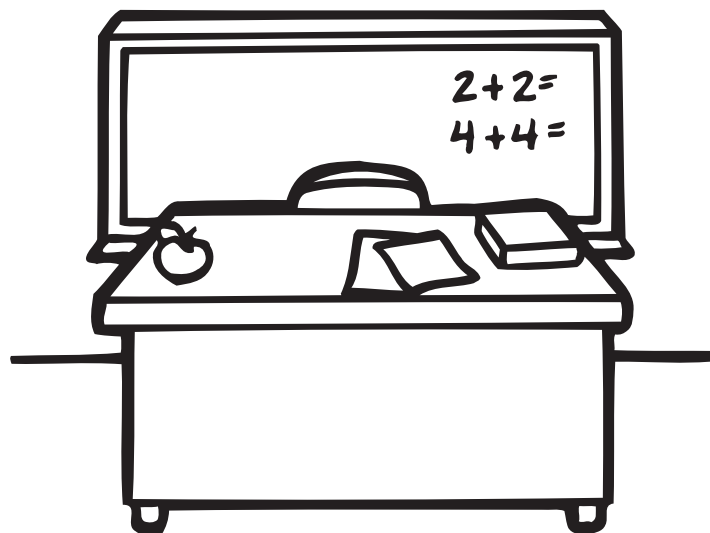
# Introduction

A report card is a keepsake that many students will treasure their entire lives! With this thought in mind, the comments a teacher writes on a report card become vital. Report card comments should not only be clear, concise, and constructive, they must also be positive, personal, and powerful.

Report card comments will have an impact on parents, as well as students, so they must be thoughtfully written. A poorly written comment may upset or confuse parents. Instead of receiving parental support, you may cause a rift between the parents and the school or damage the relationship between parent and child. Rather than saying “John is failing math,” you can choose comments from this book to state, “John is a fun-loving and happy boy, but he is struggling in math. He needs to work every night, beginning with the multiplication facts through the fives. Please help him review these facts at home.” With the comments in this book, you can always take a positive approach or suggest a possible solution. This will strengthen the connection with your student’s parents and help you achieve your goal of improving student performance.

This book is organized in an easy-to-use format. It is divided into specific areas that generally need reporting and benefit from clarification. A teacher should be able to turn to the table of contents to be directed to a specific section to find a ready-made comment. If a comment needs expansion or individualization, the Words and Phrases section should help stimulate thought to write the perfect comment with precision and thoughtfulness.

A teacher’s well chosen words will be the exact complement needed to make the report card not only a keepsake, but a useful tool that will stimulate communication between the parent and the child, encourage extra practice, and/or provide parents with concrete, relevant examples of their child’s performance and progress in school.



# Attitude

## Proficient

- \_\_\_\_ has made a good adjustment to \_\_\_\_ grade. His/her attitude toward school is excellent.
- \_\_\_\_ is an enthusiastic participant in all of our activities. He/she exhibits a good attitude toward school.
- With \_\_\_\_'s fine attitude and pleasant personality, he/she is a delight to teach.
- \_\_\_\_ assumes responsibility well and has a good attitude. He/she is cooperative and happy.

## Making Progress

- Although \_\_\_\_ has struggled in \_\_\_\_, he/she has shown a positive attitude about trying to improve in this area.
- \_\_\_\_ is developing a better attitude. He/she now accepts responsibility and is showing interest and enthusiasm for school.
- \_\_\_\_'s attitude is improving since he/she has developed a greater interest in his/her schoolwork. He/she now seems eager to learn.
- I am happy to report that I have seen considerable improvement in \_\_\_\_'s attitude.

## Needs Improvement

- \_\_\_\_ often lacks motivation. If he/she improved his/her classroom attitude and applied more effort, his/her grades would also improve.
- \_\_\_\_ requires a lot supervision. His/her disruptive nature interferes with his/her learning. Please encourage him/her to act more responsibly and develop a better attitude toward school.
- \_\_\_\_ can be very helpful and dependable in the classroom. However, he/she does not always have a good attitude about completing assignments. Please encourage him/her to be more positive about this important aspect of learning.



# Self-Confidence

## Proficient

- \_\_\_\_ is a very happy, well-adjusted child. He/she speaks with confidence in a group.
- \_\_\_\_ is very confident. He/she makes friends easily and is well-liked by his/her classmates.
- \_\_\_\_ participates in class and is willing to take risks. This reflects in his/her academic performance.

## Making Progress

- \_\_\_\_ is gaining more self-confidence. He/she is beginning to grow in independence.
- \_\_\_\_ is a conscientious student. He/she is gaining independence, but still needs frequent encouragement.
- \_\_\_\_ has matured nicely. There is a noticeable improvement in his/her self-confidence, and he/she is now willing to take more risks.

## Needs Improvement

- \_\_\_\_ is anxious to please others. He/she copies others and hesitates to make independent decisions. Please encourage \_\_\_\_ to be more independent, even if he/she makes some mistakes.
- \_\_\_\_ needs a lot of reassurance. He/she gets upset easily and sometimes cries. We need to work on developing his/her confidence so he/she can become more self-reliant.
- \_\_\_\_ hesitates to participate and is unwilling to take risks. This is affecting his/her academic performance. We need to persuade him/her to take small risks, then larger ones. During this period of development, we will need to offer \_\_\_\_ encouragement and support.



# New Student

## Proficient

- Although \_\_\_\_ has been in our class for just a short time, he/she has made a great adjustment. The other students enjoy working with him/her, and he/she has made a lot of friends. We are glad he/she joined our class!
- \_\_\_\_ fits in very well in our classroom. He/she has made a good adjustment both socially and academically since he/she joined our class.
- I am so pleased that \_\_\_\_ has moved into our classroom. He/she is a delight!

## Making Progress

- \_\_\_\_ is more adjusted to our class now. He/she seems to understand the work better, and he/she has made some good friends.
- \_\_\_\_ did not seem to enjoy our class during his/her first few weeks here, but I am seeing an improvement now. I think he/she will feel even more comfortable in a few more weeks.
- \_\_\_\_ made friends quickly, but struggled academically during his/her first month in our class. He/she has been steadily improving.

## Needs Improvement

- Since joining our class, \_\_\_\_\_ has struggled both academically and socially. He/she fights on the playground, and this problem is carrying over into the classroom. Please call for a conference.
- \_\_\_\_\_ interacts well with the other students. However, he/she is having problems adjusting to the structure of our classroom. Please come in so we can discuss how to help him/her.
- \_\_\_\_\_ has made a lot of friends since he/she joined our class, but he/she is struggling with the schoolwork. We need to schedule a conference to discuss the curriculum and his/her progress at his/her previous school.



# Two-Word Phrases

- challenging problems
- basic strengths
- achieving excellence
- accepting responsibility
- accomplishing results
- achievement-oriented
- analytical reasoning
- clear expectations
- competent performer
- confident speaker
- creative solutions
- creative strengths
- developing solutions
- driving force
- dynamic impressions
- efficient manner
- enthusiastic spirit
- exciting challenge
- extremely resourceful
- favorable impression
- fresh enthusiasm
- genuine interest
- goal seeker
- high achiever
- high potential
- highly articulate
- highly committed
- highly competent
- highly energized
- imaginative thinking