

Generic Report Card Comments

ENGLISH

General Strengths

- uses ideas of some complexity
- reflects the use of complex ideas
- applies reasoning skills consistently and with general understanding
- communication is clear and precise
- communication is clear, precise and confidently conveyed
- communicates for specific purposes
- communicates for a wide variety of purposes and in a wide variety of contexts
- communicates using a variety of forms
- communicates using a wide range of complex forms
- ideas are organized appropriately and logically
- ideas are organized appropriately and in complex and logical ways
- organizes ideas for specific purposes
- organizes ideas for a wide variety of purposes and in a wide variety of contexts
- uses (language conventions- spelling, grammar, punctuation, style) independently
- uses the (language conventions - spelling, grammar, punctuation rules) studied
- applies the (language conventions - spelling, grammar, punctuation) studied with a few minor errors and/or omissions
- applies the (Language conventions - spelling, grammar, punctuation) with practically no minor errors and/or omissions

General Weaknesses

- requires assistance in applying reasoning knowledge and skills
- reasons using a few simple ideas
- reasons using a variety of simple and related ideas
- requires assistance with communication skills

Skills

- rarely contributes to small group/classroom activities
- reluctantly participates in class discussions
- reluctantly participates in the celebration of liturgies
- reluctantly engages in community service

Values

- rarely contributes to the school/class/community/group projects

Next Steps for Growth

- is encouraged to . . .
- is expected to . . .
- is invited to . . .

READING**Weaknesses**

- does not willingly participate in reading activities
- requires assistance to read most materials
- makes unsupported responses to content
- shows limited understanding of basic writing conventions to comprehend materials
- misinterprets context clues
- uses simple strategies to comprehend text
- requires support to comprehend inter-related ideas
- needs assistance making connections between idea and details
- does not willingly read aloud

Next Steps

- should read a wider variety of materials, including non-fiction
- read with your child and discuss the material
- encourage reading for pleasure as a family activity
- use visual diagrams to illustrate concepts
- encourage personal writing as a means of comprehending materials read
- read instructions to games and puzzles for practice reading
- practice reading aloud
- read the same text and discuss the techniques you use to understand the material
- discuss the text summarizing key points and making an outline
- use simple visual aids i.e. mind maps, flow charts to diagram connections
- encourage your child to read aloud to younger children
- encourage your child to employ predictable books and repeated readings to develop and increase reading fluency

WRITING**Strengths**

- writes organized, unified and creative texts
- utilizes a variety of resources
- uses the writing process to improve and revise writing

- displays a growing awareness of the expressiveness of words
- uses the conventions of written language with consistency and accuracy
- adapts content, style, voice, and structure to the purpose and audience
- demonstrates a logical progression of ideas with a clear focus
- expresses ideas clearly and correctly
- revises, proofreads and writes legibly
- uses a wide range of writing forms
- demonstrates critical thinking skills in writing
- demonstrates essential skills to produce clear and effective writing
- drafts ideas fluently
- makes creative and imaginative use of the computer to enhance the final copy
- demonstrates in the final copy consistent, accurate and correct writing
- uses a range of ideas and materials from other media to enhance his/her writing

Weaknesses

- has difficulty organizing information
- uses few of the writing conventions well (state which ones)
- makes major errors in (spelling, punctuation, sentence structure, grammar, usage)
- writes using a simple style demonstrating limited sense of purpose and audience
- requires assistance when revising
- does not willingly participate in writing activities
- is unable to edit text independently

Next Steps

- needs to utilize writing resources (dictionary, thesaurus, grammar handbook etc.)
- needs to use resources to rectify errors (dictionary, grammar handbook, spell check etc.)
- needs to spend more time on planning writing (writing variables, thought webs, outline etc.)
- should be encouraged to keep a diary, journal or log on a daily basis
- should keep a personal "help" list of necessary steps and resources
- uses concrete examples to demonstrate the various visual elements (margins, headings, graphics) and discuss how they enhance the final draft

ORAL AND VISUAL COMMUNICATION

Strengths

- adapts vocabulary, sentence structure and rate of speech to suit the audience and purpose
- encourages others in the group
- listens to and evaluates the views of others
- assists group members to stay on task
- follows directions, shows attention to details and completes group activities on time

- assumes group responsibilities
- uses a variety of strategies to help the group meet expectations
- interacts skillfully and sensitively in group roles
- uses fluency in language to engage others during oral presentations
- communicates intent, emotion, meaning and point of view by using body language
- effectively uses non-verbal communication techniques
- analyses factors that contribute to successful discussion
- regularly incorporates new vocabulary into discussion and presentations
- uses sophisticated media texts to communicate
- uses a wide variety of media techniques to convey and influence audience
- uses a range of technologies to create media works of many types

Weaknesses

- is hesitant to contribute to oral and dramatic presentations
- has difficulty asking questions of teacher and other groups members
- shows limited ability to adapt and revise vocabulary and oral language structure according to the listener's needs and the situation
- uses inappropriate gestures, tone of voice and emphasis in simple presentations
- oral presentations demonstrate limited organization and/or rehearsal
- content of oral presentations is sometimes off topic
- needs encouragement to express opinions and ideas in group situations
- presentations lack focus and unity; delivery is uneven
- responds inconsistently and inappropriately in group situations
- requires assistance to understand and interpret media message
- unable to use the conventions of oral language and of the media that are appropriate to the grade
- frequently displays grammatical errors in oral language

Next Steps

- is encouraged to practice and rehearse at home with a small audience
- plans, organizes, rehearses and revises simple text
- follows an outline organizer to structure presentations
- rehearses and revises material prior presentations