***Report Comment Samples***

(note: I’ve never taught a Betty or Bob, hence the choice of names!)

Profile as a learner (usually used as introduction)

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| Bob has exhibited an enthusiastic and energetic approach to his learning in our first semester. He always applies himself quickly to written work and will ask questions to clarify expectations.  Betty has displayed an excellent standard of achievement in most areas this year. Her conscientious attitude allows her to achieve success in her learning and she continuously makes connections between new concepts and what she already knows.  Betty’s patience and willingness to help others have assisted those who find tasks more challenging.  Betty maintains a co-operative and friendly disposition in the classroom, responding well to teacher direction and feedback. Betty has positive social relationships with others, accepts responsibility readily and speaks respectfully and politely. She responds well to teacher direction and feedback.  Betty maintains a co-operative and friendly disposition in the classroom, cheerfully participating in all activities. Poor decisions regarding with whom to work, and how to maintain concentration sometimes hold Betty back from making the most of her learning time, and distractions can easily disrupt her flow of progress. However, she responds well to teacher direction and feedback, and can work effectively both independently and collaboratively when she has been redirected. Her next challenge is to be able to redirect herself and put her best efforts into completing tasks.  Betty appears attentive during whole class instruction, but it is sometimes difficult to ascertain the extent to which she has understood. Her continual challenge is to articulate her learning and ask questions, so that she and her teachers can gain greater awareness of what she knows and what she is having difficulty or confusion with.  Betty is a determined learner who strives to produce her best in all work tasks. Her conscientious attitude allows her to achieve success in her learning. |

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| Betty is a highly motivated and successful reader. She displays excellent strategies when reading which produces advanced levels of accuracy, fluency and comprehension. This is evidenced by the 94% success rates her Literacy Pro quizzes have achieved. Betty’s reading is self directed, knowing what types of novels she enjoys, seeking them out, and happily accepting recommendations from others. Betty’s writing has been outstanding this term. She chooses powerful ideas to write about, and uses expressive words to communicate these, reflecting her own happy manner and optimistic personality. Betty’s spelling test results have been consistently accurate. Betty’s handwriting is neat and correctly formed. She has enjoyed the opportunity to develop further handwriting skills with her own book of poetry, song and quote collections, and calligraphy pens to experiment with.  In Reading Betty has found it difficult to settle with a book and sustain good reading behaviours for an extended amount of time, but this skill is improving. While not yet reading at a Grade 3 level Betty is reading many books at her own level. At first, Betty was not passing the Literacy Pro quizzes (which assess the student’s comprehension) but she has learnt to focus more when reading and engage with the story. She is now achieving greater success with the quizzes and this is improving Betty’s comprehension and confidence. Betty has had difficulty composing and completing the writing tasks this semester. Greater attention needs to be given to getting her ideas in order and expressing these in complete sentences. To do this, Betty will need to slow down, think about her ideas and take it one sentence at a time. When Betty works hard on daily ‘look, say, name, cover, write check’ practise, she achieves accurate spelling test results each week.  Betty is a highly motivated and successful reader. She has flourished in the Literacy Pro program, having read 48 books (to date) and completing quizzes with a 95% success rate. Betty’s writing pieces this semester have been entertaining and compelling – especially her persuasive tasks. Betty has an entertaining manner of writing and her personality and humour shine through. Betty’s spelling test results have been faultless. Betty’s handwriting needs consistent attention to neatness, correct use of capitals and spacing.  Betty is a highly motivated and advanced reader. She has flourished in the Literacy Pro program, having read 22 novels (to date) and completing quizzes with a 94% success rate which indicates a high level of understanding. We encourage Betty to continue her avid reading habits, enjoying the wide range of material available in both fiction and non fiction. Betty’s writing pieces this semester have been entertaining and compelling, with her own personality shining through. Betty has benefitted from the example of some of the older writers in the room, adding detail to her persuasive paragraphs. Betty needs to pay greater attention to the correct use of capitals (especially for the word ‘I’). Betty’s daily ‘look, say, name, cover, write check’ practise has resulted in her spelling test results showing growth over this term. Betty’s handwriting needs consistent attention to neatness, correct use of capitals and spacing.  Bob reads at an appropriate level for his age and is eagerly applying himself to the Literacy Pro program, reading 22 books (to date) and passing quizzes with a 79% success rate which indicates that with harder and longer books, Bob needs to engage more deeply with the story so that he is understanding what he is reading. Bob writes in an entertaining manner and his writing task results have shown some improvement over time as he gives more attention to rereading his sentences and using correct spelling and punctuation. Bob’s spelling test results have been consistently accurate.  Bob writes in an entertaining manner and his writing task results have shown improvement over time as he gives more attention to rereading his sentences. Bob needs to always put in the extra effort to begin sentences with capital letters and to use resources such as computer spell checkers, dictionaries and his word book to assist him strive for accurate spelling. Bob’s daily ‘look, say, name, cover, write check’ practise has resulted in his spelling test results showing growth over this term.  Bob writes in an entertaining manner and his writing task results have shown some improvement over time as he gives more attention to rereading his sentences and using correct punctuation. Bob’s next steps are to let his wonderful personality shine through his writing by adding more detail to his paragraphs, and to always strive for accurate spelling. Bob needs to work harder on daily ‘look, say, name, cover, write check’ practise, so that he may improve his understanding of spelling patterns and achieve better spelling test results each week.  Bob’s greatest writing challenges are to distinguish between the abbreviated nature of his spoken language and the fully formed sentences necessary for written language, as well as the correct use of spelling, capitalization (Bob still writes some words with capital letters in the middle), and punctuation.  Betty’s writing pieces this semester have been entertaining and compelling. She writes with personality and attention to detail and her writing task results have improved as she has realized that it is vital that she re-read her work to check for spelling, punctuation and sentence structure. Betty’s spelling test results have been consistently accurate.  Bob displays many evasive behaviours when it is time for both sustained reading and writing tasks. He does not enjoy either of these but rather than avoid them, we must encourage Bob to engage his competitive spirit and tackle his difficulties with reading and writing head on, so that he will not always find these tasks so daunting. Bob has found it difficult to settle with a book and apply himself to it for an extended period, but this is improving over time. Bob’s involvement in the Literacy Learning Instruction program has seen him make admirable gains in both reading confidence and use of strategies. He has made over a year’s growth in reading this semester, however will continue to need intensive support in order to meet Year 4 expectations. When writing it is necessary for Bob to take the time to think out his sentences before writing and he must be willing to put in the extra effort to use resources such as computer spell checkers, dictionaries and his word book to assist him strive for correct spelling.  Betty’s handwriting is neat and correctly formed. She has enjoyed the opportunity to develop further handwriting skills with a pen ‘learner’s licence’ and calligraphy pens to experiment with. |

Maths

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| Betty thrives on a challenge in Maths and will always choose the harder problems or more complicated numbers to work with. As a result, her Maths achievements are above standard. Given written problems to solve, Betty is quickly able to work out efficient strategies, and has a high degree of accuracy.  Bob is meeting the expected standard for Maths at this level. Bob has a good understanding of Maths concepts but sometimes finds it difficult to solve problems that require a deeper level of interpretation. At times Bob is only prepared to make a minimal effort and should endeavour to utilise his class time more effectively. Bob needs to take on the challenge of learning the multiplication tables by working hard and persisting.  Bob has had difficulty understanding place value and the number system, but has responded well to the support he has received and picked up many concepts, once shown on a one to one basis. Bob has taken on the challenge of learning the multiplication tables with great enthusiasm and took great pride in the considerable work he put into learning the 6 times tables, using his love of football to help him.  Betty has achieved consistently accurate results in Maths, demonstrating a thorough understanding of units undertaken this semester. Given written problems to solve, Betty is quickly able to work out efficient strategies, and has a high degree of accuracy. Betty thrives on the challenge of learning the multiplication tables and takes great pride as she works hard to master each one.  Bob is meeting the expected standard for Maths at this level. Given written problems to solve, Bob is able to work out effective strategies to use and has an appropriate level of accuracy. Bob has made good progress learning the multiplication tables and will need to persist and work hard to learn the more difficult sets.  Bob is not yet meeting the expected standard for Maths at this level. Bob has a good understanding of Maths concepts but finds it difficult to solve word problems without support to help read the problem. Bob has taken on the challenge of learning the multiplication tables with great enthusiasm, enjoying the aspects of Maths which have answers he can memorize, and require less reading and interpretation.  Betty has taken on the challenge of learning the multiplication tables with great enthusiasm and took great pride in the considerable work she put into learning the 12 times tables. |

Students with Individual Learning Plans and extra support

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| The school will continue to implement Bob’s Individual Learning Plan through liaising with home and support staff, monitoring Bob’s social growth, helping him self-regulate and providing extra assistance in literacy and numeracy. |

Homework

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| Betty’s diary is not being handed in each Friday and rarely contains a parent signature or any recording of home reading titles. | Bob’s diary is usually handed in each Friday but rarely contains a parent signature or recording of nightly reading. | Bob usually hands in his diary each Friday, but with infrequent recording of nightly reading titles and parent signatures. | Betty consistently hands in her diary each Friday with regular recording of home reading titles and parent signatures. |

Personal Learning, Civics and Management

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| Betty is a thoughtful member of the class, instigating many great ideas in the room (eg. ‘MDs Got Talent’, suggesting ways to show kindness and gratitude to others) and sharing considerate and empathic insights that others may not have thought of. Her own dancing contributions to ‘MD’s Got Talent’ have been well appreciated by her peers.  Bob would benefit from increased attention to the way he manages equipment and personal effects. Improvement is needed in putting away his work, keeping his tub tidy and keeping track of notes, his diary, food containers and books.  Bob maintains an exuberant and enthusiastic disposition on a daily basis. He is always ready to undertake new activities, finding humour and enjoyment in his relationships with teachers and peers. Poor decisions regarding with whom to work, and how to take turns in discussion sometimes hold Bob back from making the most of his learning time and can disrupt the flow of classroom progress. Bob sometimes needs to regulate his behavior with more consideration for others.  Betty’s kind, and friendly character makes her a role model for classmates. She always speaks politely and optimistically and makes appropriate use of humour. Betty uses common sense to problem solve independently in a positive manner. She works effectively both independently and collaboratively. Betty amazed and delighted the class with her dancing talents in ‘MD’s Got Talent’ with Bob.  Bob is a likeable and affectionate member of the class. Some of Bob’s behaviours when he is tired or unsettled still hold Bob back from making the most of his learning time and can disrupt the flow of classroom progress. He is learning how important his everyday actions, manners and attitudes are in maintaining friends and positive social relationships. While there have been reduced incidents of Bob harming other students, this still remains a concern. Bob would benefit from improving the manner in which he treats others and acting more selflessly in his contributions to our class community. The school will continue to support Bob as he learns to regulate his behavior in consultation with home and support services.  Betty always speaks politely and optimistically and makes great use of humour. Her kind and friendly character makes her a role model for classmates, and others welcome Betty into group work as a collaborative and co-operative member. Betty was very proud to share her juggling skills in ‘MD’s Got Talent’ and also performed a wonderful dance with Bob.  Bob amazed and delighted the class with his guitar playing in ‘MD’s Got Talent’. He consistently makes good choices in all parts of the school day.  Betty is able to organise her time and equipment efficiently. Book work is consistently complete and Betty is working on more careful presentation. |