

These are sample comments that I use on my report cards for grade 1, French Immersion. Always ensure that you customize your own comments and languaging to match your unique, and individual students.

Mastering/Advancing - FLA/ELA

Term 1

^Name demonstrates an incredibly positive attitude towards the French language. ^He/She enjoys learning new words and using them in sentences whenever possible, and demonstrates good understanding of spoken French. ^Name is beginning to demonstrate emerging reading abilities in French. ^He/She uses picture clues, ^his/her strong knowledge of French phonics and ^his/her large bank of sight words to attempt to read simple sentences and short books. ^Name is also beginning to write independently in French. ^He/She copies French sentences from a model, inserting chosen words from a word bank. ^He/She can also write a range of simple French words independently and is beginning to use them in context. I would like to see ^Name begin to write simple sentences in French using known words and using her phonics skills to attempt unknown words.

Term 2

^Name continues to demonstrate an incredibly positive attitude towards the French language. ^He/She always makes an effort to use as many French words as possible when asking and answering questions to ^his/her peers and teachers. ^He/She demonstrates great understanding of oral instructions and often supports ^his/her peers. ^He/She continues to learn new vocabulary at an exceptionally fast rate and ^he/she is able to transfer vocabulary learned to new situations. ^Name can already read almost all of the grade 1 high frequency words and this knowledge definitely supports ^him/her when reading in French. ^He/She is reading simple French books with fluency and understanding, and is moving towards books of increased complexity and with less repeated words. ^Name enjoys writing and works diligently to produce excellent work. ^He/She uses her knowledge of sight words and attempts to sound out new and unknown words. Moving forward, ^Name should practice using basic sentence conventions (capitals and periods) to make ^his/her written ideas easier to understand. Further, ^Name can work on adding more complexity to ^his/her sentences by using basic conjunctions such as: and (et) and because (parce que).

Term 3

Throughout the year, ^Name has demonstrated a continually positive attitude towards French. Whether ^he/she is reading, writing or speaking ^he/she endeavours to use as much French as possible. ^He/She is reading at a grade 1 mastery level and demonstrates excellent knowledge of letter sounds, a large variety of sound blends and an extensive list of sight words. ^Name regularly sounds out new words independently, using contextual and picture clues to understand if ^his/her first attempt was accurate. It is clear that ^he/she really enjoys writing, and ^his/her writing is indicative of ^his/her high reading level. ^Name pulls vocabulary, writing conventions and ideas from the books ^he/she reads, as well as ^his/her own experiences, and includes them in ^his/her writing. Moving forward, ^Name can continue to work on writing longer narrative texts with a clear story arc, and adding in more descriptive words to expand on ^his/her already great ideas.

Next, ^he/she can work to make her amazing ideas easier to understand by attending carefully to conventions, breaking ^his/her ideas up into clear sentences using capital letters and periods.

Final Report Card Comments

Idaho Agricultural Experiment Station

Final Report Card Comments:

Writing Effective Report Card Comments Susan Shafer,1997 At last here is a practical book that gathers time saving tips from teachers on writing effective report card comments Packed with advice this resource will help you collect assessment information easily and describe your students performances clearly and constructively You ll find handy lists of phrases that encourage children words to avoid and concise advice on how to prompt parents to support learning at home Book jacket

Writing Effective Report Card Comments Kathy Dickenson Crane,2007-08 Thoughtful and constructive report card comments can improve parent teacher communication and student performance Each book features hundreds of ready to use comments in a variety of specific areas in academic performance and personal development General messages are also included as well as a robust list of helpful words and phrases

Resources in Education ,1997-10 *Teachers' Messages for Report Cards, Grades K - 8* Mcdonald,Ruggieri,2014-12-01 This third edition of our best selling resource makes it easy to add a personal touch to each child s report card and to establish positive and effective interaction between home and school Revised with updated messages for a wide variety of classroom and playground situations the messages are sorted by topic and are easy to adapt to other communications with parents It features an easy 6 x 9 take home size and includes 48 pages

Final Report of the Fargo Demonstration: Serving the child in Fargo Commonwealth Fund. Child Health Demonstration Committee,1928

Annual Report of the Board of Control of the New York Agricultural Experiment Station, (Geneva, Ontario County), ... , with Reports of Director and Other Officers New York State Agricultural Experiment Station,1914

Annual Report of the New York Agricultural Experiment Station New York State Agricultural Experiment Station,1914 *Annual Report of the Department of Agriculture for the Year Ending ...* New York (State). Department of Agriculture,1914

Annual Report of the Ontario School of Agriculture and Experimental Farm Ontario. Agricultural College and Experimental Farm, Guelph,1903

Annual Report Idaho Agricultural Experiment Station,1910 *Annual Report of the Board of Control of the New York Agricultural Experiment Station, (Geneva, Ontario County), ...* New York State Agricultural Experiment Station,1914

Annual Reports Ontario Agricultural College. Agricultural and Experimental Union,1906

Annual Report of the Ontario School of Agriculture and Experimental Farm Ontario Agricultural College,1907

Fortieth Annual Report of the Ohio Agricultural Experiment Station for the Year Ended June 30, 1921 Don Carlos Mote,Harry Arthur Gossard,J. W. Hammond,John W. Ames,Mable K. Corbould,Ohio Agricultural Experiment Station,Roy Curtis Thomas,Wayne Lewis Robison,William H. Goodwin,William Henry Alexander,1921

Annual Report New York State Agricultural Experiment Station,1914 *Evaluating Literacy* Robert J. Anthony,1991 This book presents a coherent philosophy of evaluation which is compatible with current views of literacy acquisition and student centered instruction The authors have developed procedures that have been used and refined by experienced teachers

familiar with the philosophy theory and practice of whole language teaching They guide the reader through the evaluative

process moving from the goals of education to the gathering of authentic evidence of growth culminating in reporting to parents and informing future instruction The text features among other topics valuable coverage of the negotiated report triangulated observation and the quad a plan to help organize assessment data The key feature of Evaluating Literacy is practicality Each approach to evaluation has been scrutinized to ensure that it is theoretically consistent with what is known about literacy and learners and above all workable Moreover the authors have been careful to present evaluation strategies that can be easily and successfully implemented Their proposals are teacher friendly classroom friendly and student friendly

Annual report - Canadian Seed Growers' Association Canadian Seed Growers' Association,1910 **Annual Report of the Board of Agriculture** Vermont. State Board of Agriculture,1898 *Annual Report of the Canadian Seed Growers' Association* ... Canadian Seed Growers' Association,1912 Report of Annual Meeting - Canadian Seed Growers' Association Canadian Seed Growers' Association,1913

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