

Sample Report Card Comments

In response to changes to the elementary achievement chart and the need to work toward greater consistency in assessment, evaluation and reporting procedures, a team of GECDSD teachers constructed a collection of samples to serve as models for report card comments. These samples illustrate the relation to the four achievement chart categories and demonstrate the language of the new achievement chart.

Teachers are encouraged to examine these samples and consider the implications for use as they build their own comment banks this term. In addition, while building comments it is important to recall the System Memo sent out by Superintendent Lynn that includes the following:

1. Are teachers required to use the four achievement chart categories in their assessment/evaluation practice?

Yes. Developing assessments to gather evidence of four achievement chart categories is not new. As a result of the SQC process, all curricula will now have the same names for the four achievement chart categories (Thinking, Application, Communication and Knowledge/Understanding).

2. Are teachers required to report on the four achievement chart categories (T.A.C.K.) in their report card comments?

Yes. Comments should focus on student achievement in relation to the four achievement chart categories. Refer to the Report Card Handbook page 18 for information related to the construction of report card comments.

3. Are teachers required to use the qualifiers as they appear on the revised achievement charts for Social Studies 1-6, History / Geography 7 & 8 (2004) and Mathematics 1-8 (2005) (i.e. limited, some, considerable and high degree / thorough).

Yes. The two curriculum policy documents listed above contain the revised achievement chart language. It is the expectation that throughout the 2005-06 school year teachers will work towards the inclusion of this language in all subject areas as noted in the Thumbnail Sketch.

It is suggested that teachers make changes gradually to the comment bank while completing report cards for terms 1 & 2, with the expectation that all changes will be completed for the 3rd term report card.

Arts - Music

Foci: Knowledge/Application

Name demonstrates (limited, some, considerable, a thorough) understanding of the basic elements of music (beat, rhythm, pitch, melody, dynamics, tempo). Name performs music with (limited, some, considerable, a high degree of) accuracy. Name is encouraged to (insert next step).

Foci: Thinking/ Application

Name uses critical/creative thinking processes with (limited, some, considerable, a high degree of) depth when explaining the effects of different musical choices. Name applies expressive skills (dynamics, phrasing) with (limited, some, considerable, a high degree of) effectiveness. Name should continue to (insert next step).

Foci: Application/Communication

When creating and performing music with a variety of sound sources, Name demonstrates (limited, some, considerable, a high degree of) precision. In responding to the music they hear, create and perform, Name expresses his/her thoughts and feelings with (limited, some, considerable, a high degree of) clarity. Name is encouraged to (insert next step).

Arts - Visual Arts

Foci: Knowledge/Understanding/Application

Name identifies (colour, line, shape, form, space texture) with (limited, some, considerable, thorough) understanding of the elements of design. Name uses the elements of design in ways appropriate for this grade with (limited, some, considerable, a high degree of) effectiveness. He/she is encouraged to (insert next step).

Foci: Communication/ Thinking

Name expresses and organizes ideas and information in art forms, visual arts, with (limited, some, considerable, a high degree of) clarity. Name uses processing skills (analyzing, evaluating, inferring, interpreting, forming conclusions) with (limited, some, considerable, a high degree of) depth. Name should continue to (insert next step).

Arts - Drama and Dance

Foci: Knowledge/Understanding/Communication

Name demonstrates (little, some, considerable, thorough) understanding of the principles involved in the structure of works in drama and dance (eg. variety and unity). With (limited, some, considerable, a high degree of) clarity can explain their use of available technology to enhance their work in drama and dance. Name is encouraged to (insert next step).

Foci: Application/Communication

Name can identify and apply solutions to problems presented through drama and dance with (limited, some, considerable, a high degree of) effectiveness. With (limited, some, considerable, a high degree of) appropriateness, Name can make decisions in large and small groups. Name communicates with (limited, some, considerable, a high degree of) clarity responses to their own and others' work in drama and dance. Name should continue to (insert next step).

French as a Second Language

Foci: Thinking/Communication

Name uses planning skills with (limited, some, considerable, a high degree of) effectiveness (insert overall expectation). Name expresses and organizes ideas and information with (limited, some, considerable, a high degree of) clarity. Name is encouraged to (insert next step).

Foci: Knowledge/Understanding/Application

Name demonstrates (limited, some, considerable, thorough) knowledge of content (insert overall expectation). Name transfers knowledge and skills to new contexts with (limited, some, considerable, a high degree of) effectiveness. Name should continue to (insert next step).

Foci: Communication/Thinking

Name uses conventions, vocabulary, and terminology of the discipline with (limited, some, considerable, a high degree of) effectiveness. Name uses critical/creative thinking processes with (limited, some, considerable, a high degree of) accuracy. He/she is encouraged to (insert next step).

Foci: Knowledge/Thinking

Name demonstrates (limited, some, considerable, thorough) knowledge of content. (insert overall expectation). Name uses processing skills with (limited, some, considerable, a high degree of) accuracy. Name should continue to (insert next step).

Health and Physical Education

Foci: Knowledge/Application

Name demonstrates (little/some/considerable/thorough) knowledge of the content studied this term. He transfers knowledge and skills to new contexts in (*fundamental movement skills or principals of movement, sports strategies or interpersonal skills (teamwork, fair play, leadership) or health concepts*) with (little/some/considerable/ a high degree of) effectiveness. Name is encouraged to (insert next step).

Foci: Thinking/Communication

Name uses critical/creative thinking processes in (*goal setting or decision making or problem solving or conflict resolution*) with (limited/some/considerable/ a high degree of) effectiveness. He expresses and organizes ideas and information relating to (insert overall expectation) in oral, visual and written forms with (limited/some/considerable/ a high degree of) clarity. Name would benefit from (insert next step).

Foci: Knowledge/Communication

Name demonstrates understanding of (*ideas or processes or relationships or techniques or strategies or principals or patterns or concepts*) with (limited/some/considerable/ a high degree of) effectiveness. He communicates for different audiences and purposes in oral, visual and written forms with (limited/some/considerable/ a high degree of) clarity. Name is encouraged to (insert next step).

Foci: Thinking/Application

Name uses planning skills when (*focusing research or gathering information or organizing an inquiry*) with (limited/some/considerable/ a high degree of) accuracy. He makes connections within and between various contexts relating to (insert overall expectation) with (limited/some/considerable/ a high degree of) relevance. He would benefit from (insert next step).

Foci: Thinking/Application/Communication

Name uses processing skills with (limited/some/considerable/ a high degree of) effectiveness when applying knowledge and skills in familiar contexts. When communicating in oral, visual or written forms, he uses conventions, vocabulary, and terminology, with (limited/some/considerable/ a high degree of) clarity. Name is encouraged to (insert next step).

Language

Foci: Knowledge/Thinking

Name demonstrates (limited, some, considerable, a thorough) knowledge of the writing strategies presented this term. He can (insert overall expectation). Name uses the writing process with (limited, some, considerable, a high degree of) effectiveness. He is encouraged to (insert next steps).

Foci: Thinking/Communication

Name uses the reading strategies taught this term with (limited, some, considerable, a high degree of) flexibility. He can (insert overall expectation). Name expresses and organizes his thoughts about what he has read with (limited, some, considerable, a high degree of) effectiveness. He should (insert next step).

Foci: Application/Communication

Name applies the oral communication strategies taught this term with (limited, some, considerable, a high degree of) accuracy. Name expresses and organizes ideas and information in large group discussions with (limited, some, considerable, a high degree of) effectiveness. He can (insert overall expectation). Name would benefit from (insert next step).

Math

Foci: Knowledge/Understanding/Application

Name shows (limited, some, considerable, a thorough) understanding of mathematical concepts and applies knowledge and skills in familiar contexts with (limited, some, considerable, a high degree of) effectiveness. He can (possibly insert overall expectation). Name should continue to (insert next step)

Foci: Communication/Knowledge

Name expresses and organizes his mathematical thinking with (limited, some, considerable, a high degree of) effectiveness. Name demonstrates a (limited, some, considerable, thorough) understanding of the mathematical concepts studied this term. He/she can (possibly insert overall expectation). Name should continue to (insert next steps).

Foci: Thinking/Application

Name uses processing skills to carry out a plan with some flexibility. He connects data, questions, and tests his solution to evaluate reasonableness. He is beginning to make connections within and between various contexts with (limited, some, considerable, a high degree of) effectiveness. Name is encouraged to (insert next steps).

Foci: Thinking/Communication

Name uses critical thinking processes to (insert overall expectation) with (limited, some, considerable, a high degree of) effectiveness. He/she expresses and organizes mathematical thinking with (limited, some, considerable, a high degree of) clarity. He is encouraged to (insert next step).

Science

Foci: Knowledge / Application

Name demonstrates (little/some/considerable/thorough) understanding of the (insert overall expectation). She uses tools, equipment and materials with (limited,some,considerable, a high degree of) precision. Name is encouraged to (insert next step).

Foci: Thinking /Communication

Name uses planning skills and strategies with (little/some/considerable/a high degree of) effectiveness. She expresses and organizes information with (little/some/considerable/thorough) clarity when (insert overall)in oral, visual and/or written forms. Name is encouraged to (insert next step).

Foci: Knowledge /Communication

Name demonstrates (little/some/considerable/thorough) knowledge of (insert overall expectation). She uses conventions, vocabulary, and terminology in oral, visual and/or written forms with (little/some/considerable/ a high degree of) accuracy. Name would benefit from (insert next step).

Foci: Thinking/ Application

Name uses processing skills and strategies with (little/some/considerable/ a high degree of) effectiveness when analysing, interpreting, evaluating and forming conclusions. She makes connections among science, technology, society and the environment with (little/some/considerable/ a high degree of) relevance. Name is encouraged to (insert next step).

Foci: Thinking/ Application/Communication

Name uses critical/creative thinking processes when problem solving and communicating for different audiences and purposes with (little/some/considerable/ a high degree of) effectiveness. She proposes courses of practical action to deal with problems involving science with (little/some/considerable/ a high degree of) appropriateness. Using a greater variety of strategies will improve her critical thinking skills.

Social Studies

Foci: Knowledge/Understanding Communication

Name shows (limited, some, considerable, thorough) understanding of (insert overall expectation). Name communicated information during discussion, with (limited, some, considerable, a high degree of) effectiveness. Name is encouraged to (insert next step).

Foci: Thinking/Application

Name makes use of planning skills to gather information, ask questions and sets goals, with (limited, some, considerable, high degree of) effectiveness, (possibly insert overall expectation). Jason transfers knowledge and skills to new contexts with (limited, some, considerable, high degree of) accuracy. He/she would benefit from (insert next step).

Foci: Knowledge/Understanding/Application

Name demonstrates (limited, some, considerable, thorough) knowledge of the content presented this term (possibly insert overall expectation). He makes connections within and between various contexts with (limited, some, considerable, high degree of) effectiveness. Name should work towards (insert next step).

Foci: Thinking/Application

Name uses planning skills with (limited, some, considerable, a high degree of) appropriateness (possibly insert overall expectation). With (limited, some, considerable, a high degree of) accuracy, he/she makes connections between various contexts (possibly insert overall expectation). Name should (insert next step).