**Comment Framework Strength Challenge Next Step**

**Strengths**

* Strengths are individual strengths.
	+ Do not comment on the same things for all students.
* Strengths are things that the child can do.
* Strengths are not work habits (that goes under “behaviours”).
* Use present tense – indicates habit/general occurrence
* Up to 3 strengths for ELA and Math; 1 is fine for the other subjects
* Begin comment with a strength

**Challenge and Next Step**

* What is the one “coaching tip” you would tell a student in a side-by-side conference?
	+ What one thing can he/she work on?
	+ How?

**Learning Behaviours**

* At Grades 1 to 6, learning behaviours are reported **once** on the report card.
* Avoid comments about a child’s personality.

e.g.: quiet and sensitive

* Report card comments should be about a student’s growth and achievement as a learner.

**Remember,**

**the achievement indicators are where you wear your “referee” hat; the comments are where you are the “coach”.**

 **DOs ☺**

  **Please make your comments:**

* Personalized!

 Is the comment about John’s strength(s)

 or are you commenting on this for everyone because it

was a focus this term? (Use the 1,2,3,4 for this, not the comment section.)

* Jargon-free
* Respectful and constructive
* Brief and concise
* Free of superlatives and modifiers

(e.g., with support, sometimes, never, always)

* In the simple present tense

**DON’Ts ☹**

**Please avoid the following in your comments:**

* Qualifiers

 e.g., “sometimes, rarely, inconsistently” - is that really

 a strength?

 “usually” - if they can usually do it, they can do it

* “Is able to” if possible - it is ambiguous

 e.g., *John is able to write descriptive sentences.* (But

 does he?)

 *John writes descriptive sentences.* (Much better!)

* Curriculum summaries
* Listing many mental math strategies, reading strategies…

You may highlight one or two if needed. This is jargon, and does not pinpoint a strength.