

Report Card Comments By Vishal Jain

General Strengths

- # uses ideas of some complexity
- # reflects the use of complex ideas
- # applies reasoning skills consistently and with general understanding
- # applies reasoning skills consistently and with thorough 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

- # will be encouraged to
- # will be expected to
- # will be invited to

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

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- # 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.)

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- # 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
- # a 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
- # group skills are weak
- # 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

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- # encourage to practice and rehearse at home with a small audience
- # plan, organize, rehearse and revise simple text
- # follow an outline organizer to structure presentations
- # rehearse and revise material before presentations

Quarterly Report Card Comments

- 1 Excellent class attitude
- 2 Adds to a learning atmosphere
- 3 Attitude needs to improve
- 4 Commendable effort
- 5 Good class participation
- 6 Improved overall effort
- 7 Quality of work is poor
- 8 Does careless work
- 9 Needs to seek teacher assistance
- 10 Needs to participate in discussions
- 11 Needs to work to potential
- 12 Pleasure to have in class
- 13 Works well with others
- 14 Takes pride in work
- 15 Conscientious worker
- 16 Accepts responsibility
- 17 Demonstrates leadership
- 18 Is cooperative
- 19 Is courteous
- 20 Uses class time wisely
- 21 Considerate of others
- 22 Does other work in class
- 23 No response to help offered
- 24 Not considerate of others
- 25 Socializing inhibits progress
- 26 Disruptive behavior
- 27 Wastes time in class
- 28 Attentive behavior is needed
- 29 Listless or sleeps in class
- 30 Does not accept responsibility
- 31 Superior preparation for class
- 32 Consistently completes homework
- 33 Outstanding organizational skills
- 34 Working above grade level
- 35 Outstanding achievement
- 36 Does well on tests
- 37 Work shows interest and pride
- 38 Asks pertinent questions
- 39 Good daily work
- 40 Work exhibits creativity
- 41 Displays good study skills
- 42 Works well in a group
- 43 Performing at grade level
- 44 Difficulty in expressing ideas
- 45 Missing needed supplies
- 46 Does not bring necessary materials

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- 47 Poor organizational skills
- 48 Needs to be on time for class
- 49 Notebook not kept up to date
- 50 Needs to take notes daily
- 51 Needs to improve note taking
- 52 Needs to use assignment notebook
- 53 Poor study habits
- 54 Does not complete assignments on time
- 55 Daily work is often late
- 56 Make up work not completed
- 57 Major assignments late
- 58 Inadequate preparation for test(s) and quiz(zes)
- 59 Missing quiz(zes) or test(s)
- 60 Project or report unsatisfactory
- 61 Project or report not completed
- 62 Needs to retake low quizzes and tests
- 63 Low quiz scores
- 64 Low test scores
- 65 Does not work well in a group
- 66 Working below grade level
- 67 Class requirements were modified
- 68 Not following directions
- 69 Is absent too often
- 70 Needs teacher conference
- 71 Excellent achievement on lab work
- 72 Excellent work in science
- 73 Creative problem solver
- 74 Recalls observations from lab and applies them to new situations
- 75 Shows good potential in science
- 76 Responsible in lab situations
- 77 Good lab student
- 78 Does not follow safety rules
- 79 Needs to study unit vocabulary
- 80 Must work independently in lab
- 81 Lacks respect for lab equipment
- 82 Journal well done
- 83 Excellent poise in oral presentations
- 84 Excellent editing skills
- 85 Good reference skills
- 86 Excellent speller
- 87 Has effective writing ability
- 88 Creative writer
- 89 Good written expression
- 90 Needs to work on punctuation and/or capitalization
- 91 No effort to improve writing
- 92 Needs to study spelling
- 93 Reference skills need improvement
- 94 Poor preparation for oral presentations
- 95 Poor spelling unit grades
- 96 Poor spelling test grades
- 97 Lacks neatness in handwriting
- 98 Did not complete journal
- 99 Writing mechanics need improvement
- 100 Excellent display of math skills and reasoning

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- 101 Displays exceptional problem solving and critical thinking skills
- 102 Needs to purchase required math supplies
- 103 Lacks basic math skills
- 104 Shows an interest in recreational reading
- 105 Is developing higher level thinking and reading skills
- 106 Making progress in all areas of reading
- 107 Needs to work on comprehension skills
- 108 Did not meet Reading Contract requirements
- 109 Weak in basic reading skills
- 110 Excellent map skills
- 111 Improvement in map skills needed
- 112 Does well on projects
- 113 Good awareness of current events
- 114 Poor comprehension
- 115 Understands course concepts
- 116 Music skills have shown improvement
- 117 Low performance on skills tests
- 118 Practice times not recorded
- 119 Computer records not turned in
- 120 Record sheets not turned in
- 121 Not prepared for lessons
- 122 Missed lessons hurt grade
- 123 Missed music performances
- 124 Misses music lessons frequently
- 125 Good lesson preparation
- 126 Needs to turn in practice reports
- 127 Inconsistent performance
- 128 Poor lesson performance
- 129 Music skills need improvement
- 130 Lacks patience and skills
- 131 Did not complete required lab activities
- 132 Demonstrates stage presence and poise
- 133 Demonstrates singer's posture
- 134 Respects performances of others
- 135 Takes care of folders, music, and equipment
- 136 Does not respect performances of others
- 137 Needs to improve fitness
- 138 Medical excuse for physical education
- 139 Needs to be responsible with points
- 140 Needs to accept correction
- 141 Behavior appropriate most of the time
- 142 Weak in skills, effort made
- 143 Less than 5 assignments missing
- 144 More than 5 assignments missing
- 145 Does not accept constructive criticism
- 146 Needs to learn to work independently
- 147 Needs to pay attention in class
- 148 Is becoming more responsible
- 149 Does not show initiative
- 150 Needs to complete assignments on time
- 151 Needs to follow directions
- 152 Missing assignments
- 153 Well organized
- 154 Needs to improve organizational skills

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- 155 Excellent daily work
- 156 Rushes through work
- 157 Does not work in class
- 158 More effort needed
- 159 Needs to improve the quality of work
- 160 Enthusiastic, highly motivated
- 161 Missing worksheets
- 162 Poor measurement skills
- 163 Poor output in lab
- 164 Disrespectful when corrected
- 165 Good fitness scores
- 166 Does not change into proper P.E. attire
- 167 Needs to attend to personal cleanliness
- 168 Did not return signed progress report
- 169 Needs more consistent practice
- 170 Demonstrates independent work skills
- 171 Needs to demonstrate independent work skills
- 172 Needs to show more respect for authority
- 173 Weak in basic writing skills
- 174 Talks too much in class
- 175 Does not use time wisely
- 176 This is the grade given by HUHS
- 177 No PLUS classes this quarter due to other programs.
- 178 Little or no effort since progress report time.
- 179 Poor grades since progress report.
- 180 Grades deteriorated at end of quarter.

Other Comments

Category 1: Friendly, Cheerful, Cooperative

1. *student is a friendly and cheerful member of our class
2. *student is a cooperative, friendly and cheerful member of our class
3. *student is a cooperative member of our class
4. *student is a cooperative student

Category 2: Conscientious

1. *student is a very conscientious student
2. *student is a very conscientious student and puts excellent thought and neatness into daily work
3. *student demonstrates a conscientious attitude and a willingness to put effort into daily work
4. *student makes a conscientious effort to do well

Category 3: Follows Directions/Instructions

1. *student is able to assume responsibility to follow directions when they are given
2. *student listens to and follows directions accurately and promptly
3. *student follows directions promptly and accurately

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4. *student follows directions promptly

Category 4: Independent Worker

1. *student is able to work independently, asking for assistance only when needed
2. *student is able to work independently and with confidence
3. *student is able to work independently and takes pride in work done well
4. *student is able to work independently

Category 5: Enthusiastic/Enthusiasm

1. *student is an enthusiastic learner
2. *student demonstrates a keen enthusiasm for learning
3. *student demonstrates an enthusiasm for learning
4. *student is an enthusiastic student, willing to learn

Category 6: Attitude/Work Habits: Positive Comments

1. *student is attentive during lessons and is willing to contribute ideas
2. *student is attentive during lessons and is willing to answer questions
3. *student is attentive in class and willingly participates in group discussion
4. *student is attentive in class and is a thoughtful and willing participant in group discussion

Category 7: Cooperative/Cooperate

1. *student is able to demonstrate responsible behaviour by working cooperatively with a group and showing appreciation for the efforts of others
2. *student is willing to share, to cooperate in a group setting, to voice feelings and opinions and to listen to the opinions of others
3. *student helps to maintain a cooperative working environment by interacting appropriately and by accepting a share of the responsibility for completing a task
4. *student is able to participate in cooperative team effort when working with a small group

Category 8: Requiring Development -Use of Time

1. *student is encouraged to use time wisely and so be able to complete tasks in the time allotted
2. *student is learning to demonstrate responsibility by beginning and completing tasks promptly without needing frequent reminders
3. *student needs to show by the quality of assignments and the wise use of class time that he is actively engaged in the learning process
4. *student needs frequent reminders to use time wisely

Category 9: Requiring Development -Behaviour/Language

1. *student is showing an increased desire to demonstrate responsible attitudes and acceptable behaviour in the classroom
2. *student is learning to anticipate the consequences of actions
3. *student is learning to react in more socially appropriate ways
4. *student is encouraged to use socially appropriate language at all times

Category 10: Attitude/Work Habits: Requiring Development

1. *student is encouraged to listen attentively during group sharing times and to remember to raise his hand to speak

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2. *student is learning the importance of being attentive during lessons and listening to and following directions accurately and promptly
3. When we discuss an assignment, an increase in attentiveness and a willingness to contribute ideas would enrich learning and enhance his sense of being a valuable participant
4. *student requires frequent reminders to be attentive during lessons and instructions

Category 11: LANGUAGE ARTS

1. - has achieved excellent scores on the weekly spelling tests
2. - has achieved good scores on the weekly spelling tests
3. - finds the spelling words challenging and requires ongoing effort and support
4. - has been working on a shorter list of spelling words and requires ongoing effort and support

Category 12: identifying misspellings

1. - is able readily to identify misspellings in frequently used words
2. - demonstrates a growing ability to identify misspellings in frequently used words
3. - needs reminders to put increased effort into identifying misspellings in frequently used words
4. - requires ongoing support to identify misspellings in frequently used words

Category 13: Analogies, compound words, antonyms

1. - is able to identify and give examples of analogies, compound words and antonyms
2. - is learning to identify and give examples of analogies, compound words and antonyms
3. - requires more time and practice to be able to identify and give examples of analogies, compound words and antonyms
4. - demonstrates a limited understanding of the use of analogies, compound words and antonyms

Category 14: improvement needed

1. - needs to develop a clearer understanding of analogies in particular
2. - needs to develop a clearer understanding of compound words in particular
3. - needs to develop a clearer understanding of antonyms in particular

Category 15: improvement needed

1. - needs to develop a clearer understanding of analogies and compound words in particular
2. - needs to develop a clearer understanding of analogies and antonyms in particular
3. - needs to develop a clearer understanding of antonyms and compound words in particular

Category 16: Reading Fluency

1. - is able to read storybooks and short novels with confidence
2. - is able to read storybooks with confidence
3. - is able to read beginning storybooks with confidence
4. - is able to read beginning storybooks with frequent support

Category 17: Reading comprehension tests

1. - demonstrates excellent ability in completing reading comprehension tests
2. - demonstrates very good ability in completing reading comprehension tests
3. - demonstrates good ability in completing reading comprehension tests

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4. - reading comprehension test scores demonstrate a need for extra practice reading aloud and discussing content

Category 18: Home Reading Program

1. - consistent participation in the Home Reading program is commendable; all written work is completed carefully and thoughtfully
2. - consistent participation in the Home Reading program is commendable
3. - is strongly encouraged to participate consistently in the Home Reading program by reading aloud each evening and recording the date, the title of the book read and at least three thoughtful comments
4. - is strongly encouraged to participate consistently in the Home Reading program and to put extra effort into quality work

Category 19: *student has shown good interest in the novel, The Search for Delicious by Natalie Babbitt

1. - is able to offer direct responses to his listening experiences supported by reasons, examples, and details
2. - is becoming more able to offer direct responses to his listening experiences supported by reasons, examples, and details
3. - requires ongoing support to be able to offer direct responses to his listening experiences supported by reasons, examples, and details
4. - requires continuous support and direct adult supervision to be able to offer direct responses to his listening experiences supported by reasons, examples, and details.

Category 20: Response Journal

1. - is able to use grammatically correct language and correct spelling and punctuation when writing simple sentences
2. - is encouraged to give increased attention to grammatically correct language and correct spelling and punctuation when writing simple sentences
3. - requires more time and practice in using grammatically correct language and correct spelling and punctuation when writing simple sentences
4. - requires considerable adult assistance in using grammatically correct language and correct spelling and punctuation when writing simple sentences

Category 21: *student has enjoyed reading and writing limericks about animals

1. - is able to follow the pattern for writing limericks
2. - is learning to follow the pattern for writing limericks
3. - is able, with considerable assistance, to follow the pattern for writing limericks
4. - unfortunately, although *student is very capable, he put minimal effort into following the pattern for writing limericks

Category 22: Recitation

1. - was able to recite the poem 'The Woodpecker' word perfect. Good work, *student!
2. - was able to recite the poem 'The Woodpecker' with only 1 or 2 minor errors. Good job!
3. - was able to recite most of the poem 'The Woodpecker' and was able to self-correct
4. - was able, with frequent prompting, to recite the poem 'The Woodpecker'

Category 23: Handwriting

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1. - has put excellent effort into handwriting and is able to follow directions for individual letter formation and the joining of letters
2. - has put very good effort into handwriting and has shown ability in following directions for individual letter formation and the joining of letters
3. - has put good effort into handwriting and is, with extra assistance, able to follow directions for individual letter formation and the joining of letters
4. - finds handwriting challenging; needs considerable practice in letter formation, spacing, directionality, and the joining of letters

Category 24: Learning Assistance

1. - is receiving learning assistance with a small group for four 1/2 hour periods per week
2. - is receiving learning assistance with a small group for three 1/2 hour periods per week

Category 25: MATH

1. - is able to calculate addition and subtraction facts to 18 confidently and accurately
2. - is becoming more able to calculate addition and subtraction facts to 18 confidently and accurately
3. - requires more time and practice in calculating addition and subtraction facts to 18
4. - needs to put much more effort into learning to calculate addition and subtraction facts to 18

Category 26: skip counting

1. - is able to skip count forward and backward by 2s, 5s, 10s, 100s to complete short patterns
2. - is learning to skip count forward and backward by 2s, 5s, 10s, 100s to complete short patterns
3. - needs practice with skip counting forward and backward by 2s, 5s, 10s, 100s to complete short patterns
4. - needs considerable practice with skip counting forward and backward by 2s, 5s, 10s, 100s to complete short patterns

Category 27: place value

1. - is able to demonstrate place value concepts to give meaning to numbers 0 to 1000, identifying 1s, 10s, and 100s
2. - is developing an understanding of place value concepts to give meaning to numbers 0 to 1000, identifying 1s, 10s, and 100s
3. - requires more time and practice to demonstrate place value concepts to give meaning to numbers 0 to 1000, identifying 1s, 10s, and 100s
4. - demonstrates a limited understanding of place value concepts for numbers 0 to 1000 and has difficulty identifying 1s, 10s, and 100s

Category 28: comparing numbers

1. - is able to compare numbers to 1000 using terms such as greater or less and greatest or least
2. - is learning to compare numbers to 1000 using terms such as greater or less and greatest or least
3. - requires ongoing support to compare numbers to 1000 using terms such as greater or less and greatest or least
4. - demonstrates a limited understanding of comparing numbers to 1000 using terms such as greater or less and greatest or least

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Category 29: addition

1. - is able to demonstrate and describe the process of addition of whole numbers up to 100 with and without regrouping
2. - is learning to demonstrate and describe the process of addition of whole numbers up to 100 with and without regrouping
3. - requires ongoing support to be able to demonstrate and describe the process of addition of whole numbers up to 100 with and without regrouping
4. - requires considerable reteaching and ongoing individual instruction to be able to demonstrate and describe the process of addition of whole numbers up to 100 with and without regrouping

Category 30: Word problems

1. - is able to complete word problems using 1 and 2-digit addition, showing his work and writing a full sentence answer
2. - is becoming more confident in his ability to complete word problems using 1 and 2-digit addition, showing his work and writing a full sentence answer
3. - needs practice with completing word problems using 1 and 2-digit addition, showing his work and writing a full sentence answer
4. - needs considerable adult assistance to be able to complete word problems using 1 and 2digit addition, showing his work and writing a full sentence answer

Category 31: SCIENCE

1. - demonstrates excellent effort and ability in writing information learned from videos about animals
2. - demonstrates good effort and improving ability in writing information learned from videos about animals
3. - is encouraged to put increased effort into writing information learned from videos about animals
4. - required direct adult assistance to write information learned from videos about animals

Category 32: structures for animal survival

1. - is able to describe structures that enable animals to survive in different environments
2. - is learning to describe structures that enable animals to survive in different environments
3. - needs additional assistance to describe structures that enable animals to survive in different environments
4. - demonstrates minimal understanding of the structures that enable animals to survive in different environments

Category 33: animals' needs

1. - is able to demonstrate a knowledge of what animals need to survive
2. - is beginning to demonstrate a knowledge of what animals need to survive
3. - requires ongoing support to be able to demonstrate a knowledge of what animals need to survive

Category 34: note taking

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1. - shows an excellent understanding of note taking from pictures and paragraphs in preparation for writing an animal report
2. - shows a growing understanding of note taking from pictures and paragraphs in preparation for writing an animal report
3. - requires ongoing support in order to develop an understanding of note taking from pictures and paragraphs in preparation for writing an animal report
4. - required considerable assistance in note taking from pictures and paragraphs in preparation for writing an animal report

Category 35: SOCIAL STUDIES

1. - is able to create and interpret simple maps using cardinal directions, symbols, and simple keys
2. - is developing his ability to create and interpret simple maps using cardinal directions, symbols, and simple keys
3. - needs practice with creating and interpreting simple maps using cardinal directions, symbols, and simple keys
4. -demonstrates minimal understanding of the interpretation of simple maps using cardinal directions, symbols, and simple keys

Category 36: locating continents etc.

1. - is able to locate continents, oceans and countries on the globe and the world map and to label and colour countries on the outline maps provided
2. - is learning to locate continents, oceans and countries on the globe and the world map and to label and colour countries on the outline maps provided
3. - needs extra assistance to locate continents, oceans and countries on the globe and the world map and to label and colour countries on the outline maps provided

Category 37: PHYSICAL EDUCATION

1. - enjoys physical education activities, follows directions promptly and accurately, uses equipment appropriately and exhibits good sportsmanship
2. - enjoys physical education activities, usually follows directions promptly and accurately, uses equipment appropriately and exhibits good sportsmanship
3. - enjoys physical education activities and is encouraged to follow directions promptly and accurately, to use equipment appropriately and exhibit good sportsmanship

Category 38: Expected Development for Age Range

1. *student easily meets the widely held expectations for learning in his age range
2. *student fulfills the expectation for learning within his age range
3. *student is working towards meeting the expectation for learning in his age range
4. *student is making some progress towards meeting the expectation for learning in his age range

_____'s reading has improved considerably throughout the year. Please continue to practice reading with her nightly.

_____ speaks very well in front of the class. However, her written work needs much improvement. With greater effort, the improvement should slowly come.

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_____ has shown a great amount of improvement with her creative writing. She has learned to use more colorful words.

_____ is making excellent progress reading sight words. Please continue to practice with him nightly.

_____'s spelling scores have improved greatly since the beginning of the school year. Studying his spelling words nightly has made much of the difference. Thank-you for your help.

* Although _____ is trying very hard, she is having difficulty writing smooth, fluent sentences. Can we meet to discuss some helpful strategies?

Phrases

Listening

- * _____ enjoys listening to stories.
- * _____ is able to distinguish sounds in words.
- * _____ has difficulty distinguishing sounds in words.

Reading and Vocabulary

- * _____ learns new vocabulary quickly.
- * _____ needs to increase his speed and comprehension in reading.
- * _____ has developed a mature reading vocabulary.
- * _____ reads extensively.
- * _____ now knows and is able to use _____ consonant and vowel sounds.
- * _____ confuses the sounds _____ and _____.
- * _____ is able to blend short words using the vowel(s) _____ without assistance.
- * _____ is learning to attack words independently.
- * _____ uses the phonics skills to attack new words.
- * _____'s reading is... (smooth, jerky, hesitant, rapid, irregular, or fluent).
- * _____ comprehends what she reads.
- * _____ is interested in books and reading.
- * _____ can read to follow directions.
- * _____ can now recognize _____ sight words.
- * _____ reads for pleasure.
- * _____ needs a lot of repetition and practice in order to retain reading vocabulary.
- * _____ is still confusing words that look alike.
- * _____ is beginning to read words in groups and phrases.
- * _____'s reading is becoming automatic.
- * _____'s reading is not yet becoming automatic.
- * _____ enjoys discussing the stories we read.
- * _____ is able to read his sentences back.

Speaking

- * _____ speaks in complete sentences.
- * _____ speaks clearly.
- * _____ has difficulty using (pronouns, verbs) correctly.
- * _____ enjoys dramatization.
- * _____ has a good oral vocabulary.
- * _____ uses punctuation correctly.
- * _____ uses colorful words while speaking.
- * _____ uses (complex, simple) sentences while speaking.
- * _____ participates in group storytelling.

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Writing

- * _____ needs to apply skills to all written work.
- * _____ excels in writing original stories and poems.
- * _____ is able to place periods and question marks correctly.
- * _____ uses colorful words in his writing.
- * _____ uses (complex, simple) sentences in her writing.
- * _____ is now able to write a complete sentence independently.
- * _____ can write an original story containing two to four sentences.
- * _____ puts words in the appropriate order.
- * _____ shows self-confidence in writing.
- * _____ can compose several related sentences.
- * _____ is building a good spelling vocabulary.
- * _____ uses the dictionary to find unfamiliar words.
- * _____ enjoys learning to spell new words.
- * _____ is able to learn to spell words easily.
- * _____ sometimes reverses letters in a word.
- * _____ has difficulty remembering the spelling of non-phonetic words.
- * _____ is helped by using hand or body motions to remember spelling.