**EARLY Primary Comments**

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**LITERACY**

**Intro**

* [NAME] has shown a real interest in books about \_\_\_\_\_.
* This term, [NAME] has been developing literacy skills such as \_\_\_\_\_\_\_\_\_\_
* [NAME] can often be found tucked away happily on a pillow devouring a book he/she has found on our classroom shelf.
* [NAME] engages responds enthusiastically to the literature shared in class. He/She has many wonderful ideas around these books.

**Can Do Statement**

* [NAME] is developing his/her confidence to begin tasks independently.
* [NAME] makes thoughtful connections to stories read or heard in class
* [NAME] confidently shares his/her ideas in small and large groups.
* [NAME] seems to enjoy creating stories. For example, \_\_\_\_\_\_\_.
* [NAME] is eager to share his/her personal connections to stories we read. He/she is excited to share with classmates and, as a result, often furthers the group’s understanding of \_\_\_\_\_\_\_\_.
* As a result of his/her keen interest in learning how to read, he/she is starting to articulate the different reading strategies we are learning in class. For example, \_\_\_\_\_\_\_.
* To support writing activities, [NAME] uses word banks such as the Word Wall and his/her personal dictionary.
* [NAME] is able to use open ended materials to create stories and role play ideas.

**Next Steps**

* [NAME] often shares his/her ideas during discussions and can sometimes forget to give other people the opportunity to share their ideas too.
* When [NAME] is story writing, I encourage him/her to draw supporting pictures using more details.
* I encourage [NAME] to persevere towards his/her learning when faced with a challenge.
* [NAME] is encouraged to challenge himself to extend his learning by taking on learning tasks that are outside his comfort zone.

**NUMERACY**

**Intro**

* [NAME] appears to enjoy math most when we are \_\_\_\_\_.
* [NAME] appears to enjoy math most when we are using manipulatives, such as \_\_\_\_\_\_\_\_

**Can do statement**

* [NAME] is able to create drawings to explain his/her math thinking.
* [NAME] has really improved his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* [NAME] shows flexibility when working with numbers and uses a variety of mental math strategies to solve word problems involving financial literacy.
* [NAME] appears to enjoy math most when we are working in small groups using interactive materials.

**Next Steps**

* To improve in math, [NAME] may benefit from playing math games.  Please see the attached handout of easy to play games.
* Draw attention to math that is all around you.  For instance, the number of trees you see on a walk, read the numbers on license plates or count the number or red cars you see when driving.

**HEALTH AND WELL-BEING**

**Intro**

* [NAME] shows great care and attention to the well-being of him/herself and/or others. For example \_\_\_.
* [NAME] frequently shows respectful behaviour during group or individual learning situations.
* [NAME] is a child who tends to look out for the well-being of others. For example, when he/she notices that someone is being left out, he/she tries to include them.
* [NAME] often shows enthusiasm for sports. He/She is most engaged when playing a sport with the class during our physical education time.
* [NAME] is a pleasure to teach, in part because of his/her positive attitude and willingness to enthusiastically participate.
* [NAME] actively participates in class discussions and can identify personal interests.
* [NAME]  has difficulty managing his/her emotions appropriately when frustrated due to \_\_\_\_\_\_\_\_.

**Can do statement**

* [NAME] is aware of healthy choices and makes an effort to make the best choices for his/her well-being. For example, \_\_\_.
* [NAME] works well with others, which is an important skill set in today’s world.
* [NAME] shines when in a leadership position. For example, \_\_\_.
* During a group activity \_\_\_\_\_\_\_\_\_\_\_ [NAME] was quick to develop a strategy for the group to \_\_\_\_\_\_\_\_\_.
* [NAME] regularly shows kindness and helps his/her classmates when they are feeling frustrated.
* [NAME] has shown significant improvement in his/her decision-making with regard to classroom behaviour as he/she is better able to \_\_\_\_\_\_\_\_\_.
* [NAME] is showing growth toward asking meaningful questions when needing help in class.
* With encouragement [NAME] is able to join in classwork.

**Next steps**

* I encourage [NAME] to take more risks as new experiences create new learning; we often learn from our mistakes just as we do from our successes.
* While I appreciate [NAME]’s enthusiasm, sometimes his/her energy gets the better of him/her and he/she forgets that safe environments depend on everyone following safety rules. I have found that it is especially important for [NAME] to understand the reason behind the rules.
* [NAME] is encouraged to keep trying and persevering when he/she experiences learning challenges.
* [NAME] is encouraged to maintain a positive attitude towards his/her learning.

**INVESTIGATE AND EXPLORE**

**Intro**

* When exploring in science, [NAME] seemed to really enjoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* During our classroom work this last term,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, [NAME] made some great connections to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* [NAME] makes a great effort in our classwork and is most engaged when \_\_\_.
* One of the highlights from the term was when \_\_\_\_\_.

**Can do statement**

* [NAME] demonstrates a sincere curiosity about the world. For example, \_\_\_\_\_\_\_\_.
* [NAME] often asks insightful questions \_\_\_\_\_\_\_\_.For example, \_\_\_\_\_\_\_\_.
* [NAME] observes life closely and often makes predictions about what he/she is noticing. For example, \_\_\_\_\_\_\_\_.
* [NAME] often shows a curiosity about alternative perspectives and explanations. For example, \_\_\_\_\_.
* [NAME} is reflective and often is curious about ways he/she could have explored in other ways. For example, \_\_\_\_\_.
* During our inquiry into \_\_\_\_\_\_\_, [NAME] identified the relationship between his/her actions and the impact might make on others. For example, \_\_\_\_\_.
* [NAME] was really engaged with his/her learning whenever we held group discussions \_\_\_\_\_.
* [NAME] carefully thought through all the available information about \_\_\_\_ and made the thoughtful decision to \_\_\_\_. This decision showed that [NAME] is able to make sense of some complex materials and information.

**Next Steps Statement**

* [NAME] is reluctant to engage in explorative activities.  Needs direction and questioning to expand their ideas.
* Moving forward, using tools such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will improve [NAME]’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* One skill [NAME] could work on for next time is turning his/her observations into questions. Questioning is a skill we encourage. Something that could help [NAME] practice this skill is to engage in conversations with adults in his/her life about the tv show or newspaper article or current event at hand and take turns saying what each wonders about the topic.

**DESIGN AND CREATE**

**Intro**

* This term [NAME] created a project for Art that really made an impression. He/she \_\_\_\_\_\_\_\_\_\_\_\_.
* This term [NAME] seemed really engaged whenever he/she was making \_\_\_\_\_\_\_\_\_.
* Being such a creative thinker, [NAME]’s skills really shone through during our \_\_\_\_\_\_\_\_.
* [NAME] seemed to most enjoy the part of the design cycle that provided the opportunity to get messy and make something.
* [NAME] showed great pride in his/her \_\_\_\_\_\_\_.

**Can do statement**

* [NAME] thoughtfully approaches design challenges. For example, \_\_\_.
* This term [NAME]’s ability to empathize with others was clear in his/her design of \_\_\_\_\_\_. For example \_\_\_\_\_\_\_\_\_\_\_ (eg.when making her alphabet book cover, she made sure to use images she knows her sister loves because she was planning on giving her book to her sister as a gift.)
* [NAME] is able to generate a number of ideas. For example, when brainstorming \_\_\_.
* [NAME] showed a careful thought process during the making of his/her \_\_\_. For example, he/she didn’t jump at the first idea he/she had, but weighed his/her options carefully before moving ahead with one course of action.

**Next Steps**

* [NAME] could benefit from more practice at being reflective about his/her creations. Some conversation starters you might find useful when discussing his/her artwork are as follows:
* Tell me about your drawing.
* What made you think to use red and black as the main colours?
* What is the feeling you want me to get from your artwork?
* Would you do anything differently next time you make something like this?
* What was your favourite part about making this?
* Tell me about this part of your design… what’s this part about?
* Is there a story behind your piece?

**CLOSING COMMENTS**

* [NAME] is currently working towards the goals specified in his/her Individual Education Plan. I have referenced progress toward some of those goals and my objectives in my above comments.
* [NAME] is currently working towards the goals as specified in his/her Individual Education Plan. I have included those goals in my comments above where appropriate. In addition, \_\_\_\_\_.
* During our next term together, I look forward to [NAME] continuing to \_\_\_\_\_\_\_.
* During our next term together, we will be learning about \_\_\_\_\_\_\_\_\_. Please encourage [NAME] to continue \_\_\_\_\_\_\_\_\_\_\_.
* Please commend [NAME] for his/her work habits. He/She consistently makes an effort to \_\_\_\_\_.
* I am struck by [NAME]’s perseverance / positive attitude / optimism / adaptability / ability to make everyone feel included / ability to take risks / show caring for others / consider alternate perspectives.

**COMMUNICATION COMPETENCIES**

*-****Connect with others to share and develop ideas-***

Although Name can be quiet, she contributes to class discussions and has become more comfortable opening up to her peers.

In discussions [NAME] shares his/her ideas and tries to connect them with other people’s ideas.

In discussions [NAME] listens and respond to others.

In discussions [NAME] talks and listens to the people he/she feels most connected to.

[NAME] communicates with others when he/she feels comfortable.

[NAME] responds to other students and adults.

***-Acquire Interpret and Present Information-***

 [NAME] gathers information and present it in ways we have learned in class.

[NAME] understands and shares basic information with others

[NAME] talks and listen to people he/she knows.

***-Collaborate to plan, carry out and review constructions and activities-***

When working with others [NAME] contributes and helps to organize and monitor the work.

When working with others [NAME] contributes to planning and adjusting the plan, and helps to solve challenges and conflicts.

When working with others [NAME] express his/her ideas and encourages others to express their ideas.

[NAME] does his/her share to work with others to achieve a quick goal.

[NAME] plans and completes activities with others

[NAME] can be part of a group.

***-Explain/recount and reflect on experiences and accomplishments-***

[NAME] can articulate a keen awareness of his/her strengths

[NAME] is able to represent his/her learning and his/her goals and connect these to his/her previous experiences. [NAME] accepts constructive feedback and uses it to move forward.

[NAME] offers detailed descriptions of his/her own efforts and experiences. [NAME] gives, receives and acts on constructive feedback.

[NAME] is able to represent his/her learning and connect it to his/her experiences and effort.

[NAME] can recount and comment on events and learning experiences.

[NAME] can retell learning experiences and name something he/she has learned.

[NAME] can answer questions about his/her activities and experiences.

**CREATIVE THINKING**

***-Novelty and Value-***

His/her creative ideas are often a form of self-expression for [Name]

[NAME] generates new ideas as [NAME] pursue his/her interests

[NAME] demonstrates a sense of accomplishment. His/her ideas are fun, entertaining, or useful for him/her and others.

***-Generating Ideas-***

[NAME] can build on other people’s ideas by adding new ideas of his/her own.

[NAME] can combine other people’s ideas in new ways to create new things or solve problems.

***-Developing Ideas-***

[NAME] uses them to setbacks or failures to advance his/her thinking. For example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-

[NAME] uses his/her experiences with various steps and attempts to direct what is done next.

[NAME] builds the skills he/she needs to make his/her ideas work, and usually succeeds.

[NAME] can usually make his/her ideas work if [NAME] keeps playing with them.

[NAME] makes his/her ideas work or change what he/she is doing

**CRITICAL THINKING**

***-Analyze and Critique-***

 [NAME] can ask questions and make interpretations supported by evidence

[NAME] can explain more than one perspective

[NAME] can identify larger problems or issues and ask important questions using what he/she knows and observes.

[NAME] can draw conclusions, make judgements and ask new questions using observations experience and imagination.

***-Self-Examination-***

 [NAME] can identify some steps in his/her thinking.

[NAME] can describe his/her thinking and how it is changing.

***-Question and Investigate-***

 [NAME] is open-minded and patient, taking the time to explore discover and understand.

[NAME] can collect and evaluate information.

[NAME] can explore and engage with materials

[NAME] can consider more than one way to proceed

**[NAME] explore and gather information**

**[NAME] can ask questions and make predictions, and use his/her senses to gather information.**

**[NAME] can explore with a purpose in mind and use what he/she learns**

**-Develop and Design-**

[NAME] can make choices that will help him/her create  for an audience

[NAME] can consider alternative approaches

[NAME] can take risks and recognize that he/she may not be immediately successful.

 [NAME] can contribute to and use criteria.

**PERSONAL AWARENESS AND RESPONSIBILITY**

***-Self-determination-***

 [NAME] has valuable ideas to share; he/she can imagine and work toward change in himself/herself and the world.

[NAME] can be focused and determined.

 [NAME] can express his/her wants and needs and celebrate his/her efforts and accomplishments.

[NAME] can show a sense of accomplishment and joy, and express some wants, needs, and preferences.

***-Self-Regulation-***

[NAME] can take ownership of his/her goals, learning, and behaviour

[NAME] recognizes the implications of his/her choices

[NAME] can take responsibility for his/her learning, seeking help as needed.

[NAME] can persevere with challenging tasks.

[NAME] can tell when he/she am becoming angry, upset or frustrated, and [NAME] has strategies to calm himself/herself.

[NAME] can use strategies that increase his/her feeling of well being and helps him/her manage his/her feelings and emotions.

[NAME] can connect his/her actions with positive and negative experiences.

**-Well Being-**

 [NAME] can advocate for himself/herself in stressful situations.

[NAME] knows how find the social support he/she needs.

[NAME] can make choices that benefit his/her well-being and keep him/her safe

[NAME] makes decisions about his/her activities

[NAME] can participate in activities that support his/her well-being.

**POSITIVE PERSONAL IDENTITY AND CULTURAL IDENTITY**

 [NAME] can identify an aspect of  his/her personal identity such as experiences, family history, heritage, where he/she lives, and groups he/she identifies with.

[NAME] is able to identify different groups he/she belongs to.

[NAME] is able to represent aspects of his/her cultural contexts through words and images.

[NAME] can describe his/her family, home and community.

***-Personal Values and Choices-***

[NAME] can describe what is important to him/her.

[NAME] can explain what he/she likes and dislikes.

[NAME] is able to explain what interests him/her.

[NAME] is aware of himself/herself as different from others.

*-Personal Strengths and Abilities-*

[NAME] understands that he/she will continue to develop new skills, abilities, and strengths.

[NAME] can identify how his/her challenges can be opportunities to learn.

[NAME] can understand that he/she is unique and is an important part of the communities he/she belongs to.

[NAME] can describe and demonstrate pride in his/her positive qualities, characteristics and skills.

[NAME] can explain how he/she can use these abilities to contribute to his/her home and community.

[NAME] can name some things that make him/her special.

**SOCIAL RESPONSIBILITY**

***-Contributing to the community and caring for the environment-***

[NAME] can take thoughtful actions to influence positive, sustainable change.

[NAME] can identify how his/her actions and the actions of others affect his/her community and can work to make positive change.

[NAME] contributes to group activities that makes his/her classroom, school, community or world a better place

[NAME] can identify simple things that will make a difference.

[NAME] can participate in class and group activities to improve the class, school, community or  world.

***-Solving Problems in Peaceful Ways-***

 [NAME] can identify different perspectives on an issue.

[NAME] can clarify problems and consider alternatives

[NAME] can consider others’ views and express a different opinion.

[NAME] can identify problems and compare potential problem-solving strategies.

[NAME] can share his/her feelings and listen to others’ views.

[NAME] can solve some problems and can identify when to ask for help.

You can help [NAME] by talking out loud when you are problem solving and positively reinforcing times you see her trying to work things out.

***-Valuing Diversity-***

[NAME] can identify how diversity is beneficial for his/her community; including online.

[NAME] respects differences and demonstrates respectful and inclusive behaviour including online.

[NAME] can advocate for others

[NAME] can demonstrate respectful and inclusive behaviour including online.

[NAME] can explain why something is unfair to himself or others.

***-Building Relationships-***

[NAME] can build and keep friendships with diverse people.

[NAME] shows empathy to others and adjusts his/her behaviour to accommodate their needs

[NAME] is aware of how others may feel and takes steps to help them feel included.

[NAME] maintains positive relationships with adults and peers.

[NAME] can identify when others need support and provide it.

[NAME] can build and sustain relationships.

[NAME] can show care for elders.

[NAME] is kind to others.

[NAME] can work or play co-operatively, and can build relationships with people of his/her choosing.

[NAME] can be part of a group.