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Writing report comments at the end of the semester can get more than just tedious. What does one say? One often runs out of words and fresh remarks. So here are 100 ESL report card comments that will overcome teacher writer block when doing those report cards. Most of these comments are from the Twinkl website, written by Miranda Crowhurst – the link is in the description. 1. Depending on where in the world you teach, cultures and attitudes can be different. Parents in some countries may be more sensitive and take feedback very seriously, so choose your words carefully. 2. Try to 'sandwich' praise with feedback, so parents can see the positives. The Sandwich method – Start with a positive comment, then provide your critical feedback, but end again with a positive remark. 3. During the semester, write down information on individual students to add to the comments: What are their interests and passions, and how can the learner build on them. 4. Remember that many parents don't speak English, so keep that in mind and don't use overly complicated words. 5. Emphasize hard work and progress rather than intelligence or natural ability in order to build resilience. 1. __ is a great role model for other students, as (he/she) is always doing their best. 2. __ usually follows instructions well, but sometimes needs reminders to keep them on track. 3. __ is often keen to share their ideas in class, which is fantastic. However, (he/she) sometimes needs to remember to give others the chance to speak. 4. __ has lots of friends, and supports them when they need help in class. 5. __ enjoys taking part in active activities, such as running-around games and role-plays. 6. __ enjoys quiet activities and having their own space. 7. __ is working on their confidence to speak in front of the class. 8. I am incredibly proud of __ and their continued determination to improve. 9. __ is very cooperative and helpful in class. 10. Although there has been a lot of improvement in __'s attitude, his/ her behavior and work ethic is still inconsistent. 11. __ has matured nicely this year, both academically and socially 12. It's clear that __ has fantastic parental help at home, and for this I would like to thank you. 13. __ has a fantastic attitude towards learning and being a good citizen of the class. 14. __ has been an enthusiastic member of the class and she worked extremely hard during lessons. 15. __ has made great progress this semester but should concentrate on completing assignments in time. 16. __ often participates in class discussions. 17. __ has gradually gained confidence while speaking and the pace, rhythm, and flow of his/her speech has improved significantly. 18. __'s knowledge and oral use of academic/conversational vocabulary has improved. 19. __ can respond to common questions, and name a variety of objects in English. 20. __ is confident in speaking in small groups but still needs more practice before he/she is confident in front of the class. 21. __ is nervous about speaking English, which is something I'd like to see improve – the only way to get better in English is by speaking. 22. __ needs to focus more on speaking English in class, instead of (their first language). 23. __ has excellent speaking skills and is able to learn the pronunciation of new words very quickly due to great concentration. 24. __ has been quiet recently. I hope they remember that speaking in class is vital for improving their level – practice makes perfect! 25. __ tends to stick to short yes/no answers, but I hope that they can try to add more details when they are speaking. 26. I hope that __ can try more to use everyday English expressions in class. 27. __ seems a little nervous speaking English and often rushes and stumbles over their words, I hope that they will try to slow down and speak clearly. 28. In future, I would like to see __ participate more in class discussions. It's always wonderful to hear what (he/she) thinks. 29. In future, I would like to see __ using their new vocabulary while speaking. 30. __ can improve their speaking skills at home by reading and re-telling simple short stories in English. 31. __ is able to understand class instructions, as well as a wide range of questions. For this level, their listening skills are fantastic. 32. __ is able to pick up a great deal of detailed information during class and listening exercises. 33. __ is able to get the general idea from listening exercises, but struggles to understand new words from context. 34. __ is able to comprehend questions, statements, and commands when the speaker uses short phrases, simple sentences, and everyday language. 35. I can tell that __ listening skills are improving, as I often hear them repeating sentences or songs in English. 36. __ is able to comprehend most complex sentences, even those with challenging grammatical elements. 37. __ has made (minimal/moderate/significant] progress when it comes to (his/her) listening. 38. __ is able to comprehend most expanded sentences, words with multiple meanings, and some common idioms. 39. __ would benefit from increased exposure to the English language outside of an academic setting to improve his/her listening skill. 40. Listening is one of __'s real strengths and she has taken full advantage of every chance to practice. 41. __'s reading skills are great! They can read full sentences by himself/herself. 42. __ can read individual words, but finds it more difficult to read whole sentences. 43. __ tends to rush when reading and skip or make mistakes easily. 44. __ can read well but needs more practice, I suggest practicing with more short stories or comics. 45. __ can read short sentences in English, but their reading comprehension level is low, so it often seems that they can't understand the meaning of the sentence. 46. __ can read short passages and then give their own opinions about what they have read. 47. __ can read short passages and then identify the main ideas, topic sentence and key details. 48. In future, __ can improve by reading about their favorite topics in English. 49. __ can guess the meaning of new words from context – a valuable skill for language learners. 50. __ is [usually/often/sometimes/rarely/un] able to comprehend the main idea and key details in classroom texts. 51. __ can write letters in English. 52. __ can write their own basic, short sentences. 53. __ can use written English to describe things. 54. __ can use written English to write very short paragraphs. 55. __'s writing is brilliant, but they need to try to expand their ideas and write with a few more details. 56. __ finds it difficult to express their own thoughts in English. 57. __ needs to work on their writing structure. 58. __ should widen the vocabulary they use, as they tend to use the same words often. I recommend finding synonyms for words on the internet. 59. __ still uses very simple sentences in English, I hope they can practice writing with more long and complex sentence structures. 60. __ is good at writing in English but should try to add more adjectives to make their writing more descriptive. 61. __ is able to form affirmative, negative and question sentences. 62. __ needs to remember to conjugate verbs in the third person. 63. __ doesn't always use the correct tense when it is appropriate. 64. __ needs to remember to use the past tense when talking about what they did last weekend. 65. __ is able to produce new grammar accurately in class, but the knowledge tends to fade after a couple of weeks. He/she needs to review and reuse forms before going forward. 66. __asks very perceptive questions during grammar presentations, which shows a good depth of understanding. 67. __ recognizes and uses sentences in both the present simple and present continuous. 68. __ needs to remember to include the verb 'be' when forming the present continuous. 69. __ is able to produce new grammatical forms in textbook exercises, but sometimes struggles when it comes to speaking and writing new forms without prompts. 70. __ is able to understand and use words in the correct sentence order. 71. __ is able to recognize and use a variety of new words connected to the theme (colors, classroom objects, animals, countries, clothes). 72. __ recognizes new words but sometimes struggles to produce this vocabulary in English. 73. __ worked incredibly hard this term and learned many new words. 74. __ can understand and use question words such as who, where, and what. 75. __ recognizes a range of words, but needs to improve their pronunciation in order to communicate with confidence. 76. __ is able to use a range of nouns, verbs and adjectives correctly. 77. __ gets confused between similar sounding words in English. 78. I would like to see __ complete their homework in order to reinforce the knowledge they learned in class. 79. __ has an outstanding vocabulary for his/her level of English and she is adding new words to it every day. 80. __'s vocabulary covers a very broad range of different topics and contexts. He/she is also able to use words accurately and appropriately when communicating. 81. __ seems to have great phonemic awareness and can hear the different sounds in words. 82. __ can put together letter sounds to read three-letter words such as 'cat' or 'pig'. 83. __ can read all of the alphabet sounds and can even identify words with the correct initial sounds. 84. __ can remember so many letter sounds, be tends to get confused on tricky letters like 'p/q' or 'b/d'. 85. __ is good at reading digraph sounds, but often gets confused between the 'sh' and 'ch' sound 86. __ sometimes gets confused between a letter and the sound it makes. 87. __ is still struggling with alphabet sounds, I suggest practicing with phonics songs on YouTube. 88. __ knows the individual letter sounds, but has a harder time putting them together to read a whole word. 89. __ is good at reading short vowel sounds, but gets confused easily between the different long and short vowel sounds. 90. __ has trouble reading words with diphthong sounds, such as 'straw' or 'joy', and needs more practice. 91. I wish __ the best of luck next school year. 92. I am going to miss __ in my classes – he/she was a joy to teach 93. I want to thank __ for all his/her hard work this term. 94. Congratulations to __ for their determination and hard work! 95. __'s hard work paid off. Well done! 96. I am concerned about __'s behavior and progress. Please contact me at your earliest possible convenience so we can talk about this more, and come up with a plan to get him/her back on track and thriving in class. 97. __'s English has come on in leaps and bounds this year. Congratulations! 98. __ needs to work hard to improve their English in the future. 99. __ made many wonderful contributions in class. Thank you for your hard work! 100. __ needs to come out of their shell in future classes. Try participating in class more by sharing experiences and give answers. Here are some useful words to add to report card comments: able, accurate, active, aggressive, ambitious, anxious, attentive, capable, cheerful, confident, cooperative, conscientious, courteous, dependable, determined, eager, energy, energetic, enthusiastically, follow directions, distinguish, fluently, friendly, generous, happy, helpful, hesitant, imaginative, independently, industrious, initiative, interested, keen, neat, nervous, observant, orderly, pleasant, polite, prompt, quiet, receptive, reliant, resourceful, studious. ESL Report Card Comments Check out this video for Classroom Instructions in English Classroom Instructions in English Positive comments can highlight a student's enjoyment and progress in reading and writing activities.It's important to provide constructive feedback for students needing improvement in reading and writing skills.Report card comments serve to give parents clear insights into their child's language arts achievements and challenges. The English subject permeates all facets of education, so effective report card comments for English classes can help educators provide tailored feedback that supports students' development and ultimately contributes to their academic success and literacy skills. In general, a comment on a report card is meant to provide additional information about the student's progress and level of achievement. It should give the parent or guardian a clear picture of what the student has accomplished, as well as what he or she has to work on in the future. It can sometimes be hard to think of a unique comment to write on each student's report card. To help you find the right words, use this compiled list of language arts report card comments, with suggestions for both a positive or unsatisfactory performance. Use the following phrases to make positive comments regarding students' progress in language arts. Reads eagerly during silent time Makes good use of classroom library Uses text and pictures to predict and confirm Elects to read or look at books during free time Takes home books from our classroom library Compares books to others by the same author Is choosing suitably challenging reading material Has a good attitude about books Reads with expression Chooses suitably challenging reading material Reads at __ grade level Has good reading comprehension and decoding skills Has read __ chapter books so far this quarter It is refreshing to see that __ enjoys reading in his/her free time Chooses to write during classroom free time Shares their written work with the whole class Writes legibly Is a creative writer Has a refreshing sense of voice, clarity, and style Handwriting is very legible and a joy to read Is very successful in note-taking Works to make their handwriting legible Has many interesting story ideas Has well-developed characters in their stories Works on their editing process Is writing on a variety of topics Is writing in a variety of styles: friendly letters, factual reports, imaginative retelling, poetry, fiction Organizes their writing well Applies skills to all written work Puts a great deal of time and effort into their writing Analyzes characters' actionsAnalyzes story plotsCompares and contrasts similar and dissimilar ideasSelf-correctsAsks thought-provoking questionsUses imaginationStrives to be accurateExplains themself clearlyDeduces meaning from information givenIs competent in using the dictionaryIs learning to do independent research Recognizes high-frequency wordsUses approximations for spelling, which is very appropriate at this timeUses beginning and ending sounds to identify wordsSpells many difficult wordsHas a strong command of the English languageUses correct grammarIs developing a fine vocabularyUses expansive vocabulary Is a major contributor to our brainstorming sessionsProduces oral reports that demonstrate knowledge and research skillsSpeaks very well before the classListens as well as shares during classroom discussions and presentationsCommunicates with accuracyRetells stories in the correct sequenceIs eager to speak in front of a groupIs a good audience and presenter during our presentation time Is rapidly mastering the fundamental skillsShows increasing confidence and competence in...Is showing good growth in...Has shown an increased interest in...Is trying hard and continues to make steady progress in...Is making progress in all areas, especially in...Strongest work is in the area of...Has turned in extra-credit work On those occasions when you need to convey less-than-positive information on a report card, use the following phrases. Note that you can easily convert comments from both groups into positive or encouraging ones. Does not use the classroom libraryDoes not choose books or writing as an activity for free timeShows some attention to print, but mostly makes up meanings from picturesHas trouble sitting still while listening to a storyDoesn't seem to enjoy books or stories to readI would like to see __ read for 20 minutes each day at homeStill making many reversals of letters, words, and phrasesHesitant to read stories to the classStruggles with reading comprehensionHas difficulty understanding what they readNeeds to choose books at their own reading levelIs choosing books that are too difficult/simple for their levelNeeds to take their time and think about what they readSkims quickly through books without attention to detailIs unable to retell a story with much accuracy Unwilling to rewrite or make changes in written workDoes not edit work carefullySpeech development may be hindering correct spellingI would like to see __ check their writing more carefully before handing in assignmentsNeeds to work on creating stories that are realisticOften forgets capital letters and punctuationTheir stories lack a clear beginning, middle, and endHas difficulty getting their thoughts on paperNeeds to add more detail to their workHandwriting indicates that student is inclined to hurryCould improve their written papers with more attention to detailWritten work lacks description/detail/varied vocabulary Cannot predict story outcomes with confidenceIs not making use of a dictionary or resource booksIs not using classroom library Has difficulty with high-frequency wordsHas a limited vocabularyLacks sight vocabularyNeeds to build their reading vocabularyHas difficulty using reading strategies to decode new wordsNeeds to focus on rules of grammarReluctant to use approximation with word spelling, wants to be correct Reluctant to speak in front of the group or the whole class Has trouble sitting while listening to a story Has difficulty focusing on the assignment at hand during __ workshop Gets discouraged when... Wants to talk instead of listening to others share their ideas I would like to see __ participate more in more independent... Is easily discouraged when... Is hesitant to... If you're looking for other subjects, check these example comments for social studies, science and math—or more general comments you can use. Hey, Teacher! Is it report writing time again? Hopefully these comments for student report cards will come in helpful. Copy and paste these report card comments for your students. It'll save you time and heartache! Read below for my full list of report card comment ideas: Use a few positive comments to show the strengths of the student and how they've improved recently. Comes to class every day ready and willing to learn. Has an inquisitive and engaged mind. Is excited to tackle her tasks every day. Likes to come to school and learn with her friends. Has a positive attitude to self-development. Tends to come into the classroom with a big smile and an open mind. Sets herself very high standards and strives to meet them each and every day. Is consistently improving. Is developing very well for her age. Has shown strong signs of growth in all learning areas. Has made clear and commendable gains. Improves each and every day. Her hard work and effort has paid off. Is always very well behaved during class time. Has a good ability to avoid peers who she sees may be distractions to her learning. Is always willing to listen to instructions. Is a very helpful and respectful student. Never misbehaves in class. Sets a good standard for classmates to follow. Is very good at following the rules. Read Also: Words to Describe a Student Has a great deal of respect for all visitors to the classroom. Cares for and respects her classmates. Is always respectful to classroom equipment. Always puts her hand up and follows instructions. Is very considerate of others and often puts others' needs and interests at the front of her mind. Is a very respectful and responsible classmate. Has proven to be a courteous and polite classmate. Is held in high regard for her kindness to others. Is a very outgoing, positive and upbeat student. Tackles every task with enthusiasm and self-belief. Is building her confidence more and more every day. Has shown remarkable growth in confidence this year. Has reached many achievements this year, which is reflected in her budding confidence. Is a self-assured young learner who is always willing to try something new. Can always be trusted with tasks assigned to her. Conducts herself with honesty and integrity at all times. Is trusted with school equipment including expensive computer technology. Is open, honest and upfront about her thoughts and beliefs. Shares thoughtful and genuine opinions during lessons. Is always willing to self-reflect and provide genuine analyses of her progress. Is a very expressive and confident student. Has a great ability to express thoughts and feelings in writing. Is always willing to express herself in front of the class with a bold and confident voice. Has artistic talent and can articulate her thoughts through drawing and painting very well. Is a very articulate public speaker when talking about issues that she knows well. Is always willing to contribute her own thoughts and beliefs in class discussions. Uses her body and hand movements to express herself artistically. Has a great deal of intrinsic motivation. She's a real go getter! Has bucket loads of initiative. Has an active mind and is eager to achieve. Comes to class with a huge willingness to participate. Never wants to waste a day in the classroom. Loves to soak up all the information around her. Is an ambitious and proactive student. Knows her goals and strives every day to achieve them. Projects her voice very well when communicating in class. Is effective at using the written word to express herself. Has a great deal of confidence when speaking to groups. Is very good at clearly and succinctly speaking up when she feels she has a valuable contribution. Consistently provides valuable contributions to class discussion. Is a skilled public speaker. Has shown great strides in written communication skills in recent months. Always keeps her belongings neatly organized. Looks after her belongings very carefully. Always has neat book work which shows respect and high regard for her own work. Keeps her desk space very tidy, clean and organized. Takes pride in keeping her work neat, clean and tidy for every submission. Keeps her personal work spaces very well organized. Is an active listener who is always ready to respond with relevant and engaging questions. Listens thoughtfully to other people's ideas and contributes her own thoughtful ideas. Listens with an open mind to her classmates' perspectives. Always listens intently with the hope of learning new things. Concentrates and pays close attention during demonstrations to ensure she understands task requirements. Takes directions well and is quick to apply directions to tasks. Is always attentive in class and asks for clarification when required. Is good at working in small groups unaided by a teacher. Listens intently to others and takes their opinions in mind. Excels when given leadership roles in small groups. Appears to thrive in group learning situations. Has developed strong skills in communicating in groups. Works productively in groups of all sizes to get tasks done. Has a knack for managing multiple personalities in group situations. Could work on sharing resources more fairly during group tasks. Needs to work on allowing other group members equal time to speak during group discussions. Always arrives to class on time with her books and is ready to learn. Is exceptionally good at completing tasks in a timely manner. Is a natural organizer and is often seen helping to get her peers organized and ready for tasks. Is always trusted to meet deadlines. Uses color coding and headings in her books effectively to organize her notes. Keeps a neat and organized work space at all times. Always comes to class with very neat and well written homework. Tends to complete independent homework tasks with ease. Thrives with independent homework tasks, which are always presented in a timely manner. Comes to class with great questions based on the assigned homework tasks, showing thoughtfulness and independence. Can be trusted to complete her homework in time. Often asks for extra homework. She has shown great thirst for knowledge. Read Also: 27 Pros and Cons of Homework Is always willing to jump in and participate in any task. Is a great helper, always giving people a hand when she sees they are in need. Participates in all tasks, no matter her skill level. This enthusiasm is laudable. Always comes to class willing to get involved in the daily activities. Is always the first person to put their hand up to volunteer for a task. Loves to learn by getting involved and gaining first-hand experiences. Is beginning to develop her own interest and is eager to learn more about them. Has a strong personal interest in _____ and has been taking the initiative to explore the topic. Is very enthusiastic about _____ and has shown great promise in this area. Has picked a great extracurricular hobby of _____. Her skills learned in this hobby has helped to boost her confidence in the classroom. Shows interest in a variety of different topics which she has been enthusiastically exploring during free study time. Always finds personal interest in topics presented in class. Is showing increasing independence to learn and study without the need for excessive guidance. Is a fiercely independent person who knows what she wants and goes out to get it. Has an independent and free spirited mind. Is not afraid to go against the majority if she is certain of her beliefs and thoughts. Happily goes about her tasks independently but seeks help when required. Shows confidence striking out on her own to do things she is interested in. Is very resourceful and uses the internet, books and peers to find new knowledge. Is aware of her learning styles and makes every effort to work to her strengths as a student. Uses higher-order thinking strategies like analysis and critique to question assumptions. Knows when she needs help and asks for it willingly. Thinks deeply about her responses before providing them. Is very good at reflecting on her weaknesses and working on them to grow as a person. Is great at solving problems using her own initiative. Pays close attention to the details of a tasks so that she doesn't miss anything. Is very systematic about going about her tasks so she can complete them thoroughly. Is great at identifying small and nuanced mistakes in her own work. Always creates very presentable and professional looking pieces of work. Has great self-reflection skills, being able to identify her own strengths and weaknesses. Can pause and look at her own work to identify areas for improvement. Has the ability to stop and change course when she identifies areas for improvement. Is very good at identifying and repairing errors in drafts. Has exercised great thoughtfulness about her own capabilities. Has shown the ability to empathize with classmates and show great compassion. Shows great determination when is set a challenging task. Perseveres through difficulties to achieve her goals. Is resilient in the face of significant challenges and problems presented. Will always work through struggles and come out the other end more confident and skilled. Present constructive comments to show the areas for improvement for the student. Carefully craft the comments so they're not overly upsetting or impersonal. Occasionally needs special assistance to stay on task. Requires some coaxing to complete tasks. Is at times distracted or uninterested in learning. Is working on paying more attention to her tasks. Has some off days where she is uninterested in learning. Is easily distracted by friends. Will often come to class unwilling to contribute to group discussions. Needs to work on focus and concentration during class time. Has improved in some areas, but continues to slip behind in others. Is showing some lack of focus and is slipping behind in some subjects. There is still a lot of room for growth and we are working on improving her focus and drive in coming months. It would be great to see some improvement in her weakest subjects in the future. I would like to see her asking for help when stuck on tasks. Can occasionally disrupt her friends and classmates. Is at times a distraction to other students. Can be unsettled when entering the class after breaks. Can be talkative during quiet times and individual tasks. Could work on being more considerate to other classmates. Has had a difficult time getting comfortable in class this year. Has at times sought undue attention and distracted the flow of lessons. Read Also: 13 Best Classroom Management Theories Sometimes struggles to engage in class discussions. Requires a lot of external rewards to get focused. Works well below her capabilities due to lack of motivation to do her best. Relies heavily on extrinsic motivation. It would be great to see more intrinsic desire to succeed in coming months. Struggles to find things she is interested in. Has trouble getting engaged and interested in class topics. Will respond well to rewards but struggles to use initiative. Needs to dig deep and find greater motivation to learn in coming months. Occasionally presents work that is messy and difficult to read. I would like to see her paying more attention to neatness in her writing. It would be great to see her showing more care for her workspace to ensure all her belongings are well cared for. At times comes to class disheveled and disorganized. Presents homework that is untidy and appears to have been rushed. Needs to work on ensuring her work is presentable, neat, and error-free. Speaks very softly. An area for improvement is speaking up in class discussions. Could work some more on communicating her opinions during discussions. Is often shy and intimidated when asked to speak up in class discussions. Needs coaxing to share her thoughts in class. Can work on being clearer when expressing her thoughts in writing. I look forward to seeing further development in expressing her thoughts in class. Has had some trouble paying attention to others during class discussions. Has some trouble listening to peers and teachers. Is easily distracted during class discussions. Is a good talker but needs to work on pausing and listening to others more attentively. Is often fidgety and distracted when spoken to. Is often resistant to make eye contact and be responsive when spoken to. Has trouble repeating and remembering instructions. Read Also: 47 Best Classroom Rules for Middle and High School Tends to leave tasks to the last minute. Often submits incomplete drafts due to poor time management. Is often disorganized and forgets important school supplies. Has submitted homework late on several occasions. Could work on using her time more efficiently to complete tasks in allotted time periods. I would like to see her working on her organizational skills in coming months so she can use her class time more efficiently. Will often skip assigned homework tasks. Regularly forgets to bring homework to school. Her homework is often brought to class incomplete and rushed. Is often seen completing homework tasks the morning before they are due. I would like to see her working on setting aside more time for homework in the coming months. Is good at class work, but needs more initiative to complete her weekly homework in a timely manner. Could be getting higher grades if she edited her work more carefully before submission. Will sometimes make mistakes due to distractedness and carelessness. Has started to let carelessness seep into his work for the past few months. Often does not pay enough attention to test questions, leading to small unforced errors. Here are some great comments specifically for children in the early years of their development. Plays well with other children. Shares resources with her peers during play time. Has begun to develop cooperative play skills such as sharing and taking turns. Is a creative and imaginative learner. Engages in strong exploratory and discovery play behaviors without prompting. Is enthusiastic and engaged when given developmentally appropriate resources to play with. Thrives in unstructured play environments where she can explore, learn and discover in her own time. Has started to use extended vocabulary well during play scenarios. Is great at taking measured risks during play which reveals great self-confidence for her age. Plays in parallel with other children, but needs to start developing cooperative play strategies in the coming months. Is good at solitary play, but needs more practice sharing and playing with other students. Is curious about playing with others, but often sits back due to shyness. Needs encouragement to use more language skills during play-based learning. Struggles to take turns when playing with others. Is developing in an age appropriate way and continues to show good progress. Has visibly developed fine and gross motor skills during class sessions. Is using language at an age appropriate level. Is starting to move out of her comfort zone to explore more and more new challenges. Is socially, cognitively and physically on track for transition to school. Has shown remarkable strides in communication skills at preschool. Plays well with others. Is a thoughtful and kind student who plays well with others. Always shares and thinks about others during play scenarios. Is a popular student who finds it very easy to make friends with other children. Has been seen to show some great emerging leadership skills during play scenarios. Is very happy to play in groups and learn from peers. I will often start with a comment bank like the one above. For each student, I'll copy four or five of the most suitable statements. But, I will also follow-up my generic comment from the comment bank with a specific example for the parents to read. Parents do like to see that you have provided specific and thoughtful statements – so don't forget to use the student's name and specific anecdotes as much as possible. I do hope this comment bank for report card comments has come in handy for you. Remember to also maintain a positive but honest and constructive voice when writing. If there is serious concern that might be difficult to express in writing, you should arrange for a parent-teacher conference to have a discussion and see how things progress. Good luck with your report card writing! GRAPHIC ORGANIZERS Five-Paragraph Essay Help students write five-paragraph essays with a graphic organizer. This printable is customizable. Tailor the PDF to yo... WORKSHEETS Read Across America Week Quiz Spark a Love of Reading with this Comprehensive Literary Adventure! Dive into the magical world of childre... ASSESSMENT Group Activity Rubric Evaluate students' participation and performance in a group activity with this customizable rubric. Tailor the PDF to yo... GRAPHIC ORGANIZERS Reading Comprehension Sequence Chain This detail-oriented graphic organizer helps students strengthen reading comprehension by identifying important story el... WORKSHEETS Create Your Own Back to School Mad Libs® Use this printable to have students create their own back to school Mad Libs® stories. Students supply key words (nouns,... GRAPHIC ORGANIZERS Brainstorming Web Use this graphic organizer to brainstorm. This printable is customizable. Tailor the PDF to your teaching needs by typin... WORKSHEETS 30 Do's and Don'ts of Classroom Etiquette for Teachers and Students In pursuit of a courteous and harmonious classroom environment, this printable provides etiquette advice for both teache... GRAPHIC ORGANIZERS Cause and Effect Graphic Organizer An essential graphic organizer for all ELA classes! Students are asked to identify cause and effect of a story with thi... WORKSHEETS The Lemonade War Teacher's Guide Encourage the development of students' entrepreneurial skills with the economics and math activities in this teacher's g... CLASSROOM TOOLS Chart, Three-Column WORKSHEETS Division as Sharing: A Comprehensive Lesson Plan This lesson contains everything that you need to introduce division to your students. All you need to do is download, an... ASSESSMENT Scoring Rubric: Summary An essential, must-have rubric for language arts classes The organization, elements of summaries, grammar, usage, mecha... LESSON PLANS African-American Scientists: A Comprehensive Social Media Account Project In this project, students will research a notable African-American scientist and then create a social media account for ... WORKSHEETS Finish the Sequence 1 WORKSHEETS Opinion Writing Lesson Plan: Gender Equality This 2-3 class period unit includes lesson plans, graphic organizers, and a rubric for assessment. In the unit, students... ASSESSMENT Pre-Reading Rubric and Score Sheet CLASSROOM TOOLS Graduation Note: "Owl" Always Remember You Celebrate your students as they graduate from one grade to the next. With a message of "Congratulations Graduate! 'Ow... ASSESSMENT Cooperative Group Rubric Distribute a rubric that allows you to evaluate students' performance on group projects. Use this scoring guide with "Mo... GRAPHIC ORGANIZERS KWL Chart - Animals Introduce your students to a KWL chart that is a graphic organizer for recording what students Know, Want to know, and h... CLASSROOM TOOLS Table of Measures: Metric to U.S. Customary Convert metric measurements to U.S. Customary measures! Your students are going to love how useful this worksheet is wh... GRAPHIC ORGANIZERS Alphabet Organizer Assign a topic and ask students to complete the grid with as many words as they can think that fit in each square on the... WORKSHEETS Ways to Show Data In this worksheet, students are asked to show the same data information in three different ways. They are also asked to ... CLASSROOM TOOLS Decision Making Chart Problems, goals, pros, cons, and decisions are detailed in a graphic organizer. This printable is customizable. Tailor t... Drafting ESL report card comments for your second language learners involves taking into account both the academic and social language proficiency levels in the target language. These report card comments for ESL students consist mostly of academic language proficiency standards – those elements of English needed for students to communicate in academic settings, absorb new concepts, analyze complex academic material, and think critically. Because one of the best practices in ESL instruction involves providing ample opportunities to read, write, listen, and speak in the target language, the following ESL comments for report cards are divided into those respective categories. Whether you seek vocabulary, reading, writing, or grammar comments, you'll find phrases here to meet the needs of your entire class. General ESL for Reading _____ regularly decodes words using sound-letter relationships, prefixes, suffixes, base words, and cognates. _____reads from left to right, top to bottom with ease. _____needs reinforcement in new vocabulary. _____ has a strong sight word vocabulary. _____ frequently uses reading aids such as illustrations, text features, context clues, and graphic organizers to comprehend text. As the semester progresses, _____ requires decreasing amounts of linguistic accommodations. _____greatly benefits from frequent rephrasing and repetition of unfamiliar material. It is evident that _____ applies prior knowledge when reading to assist her in understanding the text fully. _____actively and confidently participates in readers/writers workshops. I recommend that _____ develop her stamina for reading silently for increasing amounts of time. _____ is strong in (insert any specific reading skill). I recommend that _____utilizes a bilingual dictionary when appropriate to assist with comprehension. _____ demonstrates frequently that he utilizes meta-cognitive reading strategies (e.g. making connections) to comprehend text. Beginning _____has little to no ability to read and understand English within an academic context. _____reading comprehension level is defined as a beginning level. _____understanding of English is limited to some high-frequency words. _____is highly dependent on prior knowledge and visuals to comprehend text. _____has difficulty understanding fundamental English language structures. _____often reads slowly, word by word. Intermediate _____has the ability to read and understand simple English within an academic context. _____struggles to comprehend grade-level texts at an independent level. _____reading comprehension level is defined as intermediate. _____understands a variety of English vocabulary across contexts. _____routinely applies some higher-order thinking skills when reading texts but relies on scaffolding to sustain understanding. _____regularly re-reads a text to clarify meaning. _____exhibits a growing understanding of fundamental English language structures. _____often reads slowly and in short phrases. Advanced With accommodations, _____ comprehends grade-appropriate English within an academic context. _____occasionally has difficulty with less commonly-used vocabulary words. _____reading comprehension level is defined as advanced. _____demonstrates that he/she is using English language structures to comprehend grade-level texts. _____displays a solid understanding of multiple-meaning words. _____understands a variety of grade-appropriate English vocabulary across contexts when sufficient support is provided. _____routinely applies higher-order thinking skills when reading texts, though may sometimes require scaffolding. _____commonly reads familiar simple sentences and longer phrases with appropriate speed and rate. Advanced High _____ comprehends grade-appropriate English within an academic context while providing minimal linguistic accommodations. _____basic and higher-level comprehension skills are on par with native English-speaking peers. _____level of English vocabulary acquisition is comparable to his/her native English-speaking peers, with some exceptions related to technical or low-frequency terms. _____frequently recites texts with grade-appropriate expression, speed, rate, and intonation. General ESL Comments for Writing _____regularly makes the effort to put into practice recently-learned vocabulary from various content areas. _____applies English spelling rules and patterns with accuracy. After drafting, _____ edits her writing, noting standard grammar usage. _____displays an increasing ability to apply more complex grammatical structures in his writing. _____ is progressing very well in (insert any specific writing skill). _____utilizes a variety of sentence structures in her writing. I recommend that _____utilizes a bilingual dictionary when needed to assist with appropriate vocabulary usage. _____ is able to express himself through writing quite easily. _____ responds well to a variety of ESL writing prompts. Beginning _____demonstrates little ability to meaningfully express himself in English within grade-appropriate writing tasks. _____ writing is most clear and accurate when using high-frequency words along with simple sentences. Most frequently, _____uses the present tense. Semantic and syntactic errors in _____writing hinders readers' understanding. _____has difficulty implementing the elements of good writing. Intermediate _____exhibits limited English which inhibits his meaningful expression of ideas in writing. _____applies high-frequency English vocabulary in her writing. _____frequently has difficulty expressing abstract ideas. Though _____ routinely has inaccuracies in her writing, it's wonderful that she's taking risks in her writing. _____limited vocabulary often causes repetition of ideas. _____uses the past and future tenses inconsistently. Semantic and syntactic errors in parts of _____writing hinder readers' understanding. Advanced _____writing is generally understood by readers. With linguistic accommodations, _____expresses himself meaningfully in grade-appropriate writing assignments. _____demonstrates a solid grasp of English grammatical rules. _____writing increasing has a more academic tone. _____occasionally showcases errors in his writing associated with ESL learners such as... Advanced High With minimal linguistic accommodations, _____expresses himself meaningfully in grade-appropriate writing assignments. _____demonstrates a strong grasp of English grammatical rules. _____writing is easily understood by its readers. Overall, _____writing is comparable to those of his native English-speaking peers. _____writing is generally understood by readers. _____errors in writing are minor. Though _____ is a strong writer, he/she could use some reinforcement in (insert any specific writing skill). _____occasionally showcases errors in his writing associated with ESL learners such as... General ESL Comments for Listening _____easily recognizes the elements of the English sound system. With practice and time, _____grasps basic and academic vocabulary, expressions, and language structures heard in classroom instruction. _____routinely seeks clarification of listening comprehension when needed. To support listening comprehension, _____often uses linguistic, contextual, and visual cues. _____strategically builds a listening understanding of the English language through various media such as video and audio. With a bit of explanation, _____comprehends figurative language and more complex spoken language. _____has little difficulty understanding the main idea and essential details of a conversation. _____easily follows instructions, responds to requests/questions, and retells a sequence of events. Listening to music and watching television in English will support his English listening comprehension. Beginning _____struggles to understand spoken English in an academic setting. _____has a hard time comprehending basic conversations and discussions, even when visual cues are provided and the topics familiar. With little support, _____frequently has trouble understanding instructions. _____usually does not ask for assistance when understanding isn't clear. _____chooses to observe peers for cues or remain silent when comprehension fails. Intermediate With unfamiliar topics, _____ needs verbal and visual cues to aid listening comprehension. _____comprehends basic high-frequency spoken English within academic environments. _____is able to identify the keywords and phrases needed to grasp the main idea of a message. When comprehension breaks down, _____routinely asks for clarification by asking questions and asking the speaker to slow down, rephrase, or repeat. Advanced With linguistic support, _____ has the ability to comprehend academic English within academic settings. _____grasps well the main idea and details of the spoken messages. Occasionally, _____requests that the speaker rephrase, repeat, or slow down in order to clarify meaning. _____understands elaborate discussions, directions, and conversations even though she at times needs a bit of time to process the information. Advanced High With minimal accommodations, _____understands grade-appropriate spoken English within an academic setting. _____understands elaborate discussions, directions, and conversations with only an occasional need for more time to process the information. At times, _____ needs cues to process specialized language. _____habitually comprehends the main idea and details of the spoken word comparable to her native English-speaking peers. _____rarely requests the speaker to slow down, rephrase, or repeat information in order to clarify understanding. General ESL Comments for Speaking _____produces comprehensible sounds in English. _____applies a range of vocabulary necessary when giving and requesting information. _____actively contributes to interactions among peers. _____routinely speaks with clear and accurate detail. _____is able to express her feelings, opinions, thoughts, and ideas with ease. _____grade-appropriate vocabulary is expanding at a steady pace. _____speaks using a variety of grammatical structures. _____strategically shifts between academic and social English within the appropriate contexts. The following remarks work well as pronunciation comments for ESL students. Beginning _____struggles to speak English in an academic setting. _____often speaks using simple phrases or words and the topics are very familiar. _____exhibits a very limited vocabulary. In order to connect sentences more fluently, _____ requires an improvement in grammar usage. _____linguistic errors significantly hinder the message he tries to communicate. _____pronunciation greatly hinders communication. Intermediate _____often uses English most frequently heard in academic settings. _____English pronunciation is generally understood by others. _____easily expresses himself in simple sentences. _____linguistic errors only hinder communication when more complex English is used. _____exhibits the basic vocabulary needed to perform within academic contexts. _____grammar and semantic usage is emerging. However, she most often uses the present tense. Advanced _____frequently speaks using grade-appropriate English within academic contexts. _____comfortably participates in conversations with peers. With ease, _____ discusses familiar topics with others using abstract and content-based terms. _____exhibits a solid understanding of the basic English grammatical rules. _____significant linguistic errors occur most frequently when she's attempting to use more complex grammar and sentence structures. Though _____at times mispronounces words, her speaking is generally understood by others. Advanced High _____speaks grade-appropriate English well with minimal support. _____frequently and actively participates in academic conversations with peers. When communicating, _____utilizes content-based and abstract vocabulary on par with that of his native English-speaking peers. _____commonly uses complex sentences and grammatical structures similar to those of her native English-speaking peers. _____rarely makes linguistic errors that interfere with his general message. Though _____ at times mispronounces words, his overall communication is rarely affected. Drafting meaningful ESL report card comments for students need not be too time-consuming and overwhelming. These comments provide you with some guidance and speed up the report card comment writing process. Also, remember to begin and end on a positive note, and include the next steps. Reference: Texas Education Agency (TEA) Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum