

Date: November 15, 2022

Student: Ryan Chi	OEN: 120459789	Days Absent: 0.5	Total Days Absent: 0.5
Grade: 06	Teacher: JAISHIKHA SHARMA	Times Late: 0	Total Times Late: 0
Board: York Region DSB	School: Central Park P.S.		
Address: 60 Wellington Street West Aurora, ON L4G 3H2	Address: 100 Central Park Drive Markham, Ontario L3P 7G2		
	Principal: DAVID VALENTIM	Telephone: 905-940-1444	

Dear Parents and Guardians,

Welcome to the Elementary Progress Report Card for your child. The purpose of this report card is to communicate the progress your child has been making since the beginning of the school year. The progress report also indicates how well your child is demonstrating the various learning skills and work habits and identifies areas where you may be able to support your child in achieving success this year. This report is not an evaluation or a record of achievement levels. It reflects preliminary observations of your child's learning to date. It is our hope that this report will serve as a central part of rich discussions between home and school.

This report card informs you of the progress your child is making in each subject. Progress is described as follows:

- Progressing with **Difficulty**: The student is currently demonstrating **some learning** in relation to the curriculum expectations and **may not achieve** the learning goals of the term. The student is being supported in achieving the learning goals.
- Progressing **Well**: The student is currently demonstrating **sufficient learning** in relation to the curriculum expectations and **is likely to achieve** the learning goals of the term.
- Progressing **Very Well**: The student is currently demonstrating **significant learning** in relation to the curriculum expectations and **is expected to achieve** the learning goals of the term.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement
Responsibility - Fulfills responsibilities and commitments within the learning environment. - Completes and submits class work, homework, and assignments according to agreed-upon timelines. - Takes responsibility for and manages own behaviour.	G	Strengths/Next Steps for Improvement Ryan has had a positive start in Grade 6. He is a pleasant and polite student, who comes to school eager to learn. Ryan has adjusted well to the classroom rules and routines and follows instructions without reminders. He usually begins his work promptly, and manages his time well to help him complete assigned tasks. When working independently, Ryan sometimes rushes through his work, and makes careless errors. He is encouraged to take his time to focus on the quality of his work, in order to make necessary revisions and work to his highest potential. Ryan demonstrates a positive and respectful attitude towards his teachers and peers. He is helpful to his classmates when they are in need, and usually offers to support his peers without being asked. He actively participates in group learning experiences and enjoys sharing ideas related to class discussions. During small-group work, he takes on different roles and completes his share of the work, in addition to helping and supporting his group members. Ryan sometimes needs reminders not to distract others around him and talking to his friends when he is done his assigned work. Keep up the hard work, Ryan!
Organization - Devises and follows a plan and process for completing work and tasks. - Establishes priorities and manages time to complete tasks and achieve goals. - Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	G	
Independent Work - Independently monitors, assesses, and revises plans to complete tasks and meet goals. - Uses class time appropriately to complete tasks. - Follows instructions with minimal supervision.	G	
Collaboration - Accepts various roles and an equitable share of work in a group. - Responds positively to the ideas, opinions, values, and traditions of others. - Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. - Works with others to resolve conflicts and build consensus to achieve group goals. - Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.	G	
Initiative - Looks for and acts on new ideas and opportunities for learning. - Demonstrates the capacity for innovation and a willingness to take risks. - Demonstrates curiosity and interest in learning. - Approaches new tasks with a positive attitude. - Recognizes and advocates appropriately for the rights of self and others.	G	
Self-Regulation - Sets own individual goals and monitors progress towards achieving them. - Seeks clarification or assistance when needed. - Assesses and reflects critically on own strengths, needs, and interests. - Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. - Perserveres and makes an effort when responding to challenges.	G	

Yrdsb Report Card Comments

Marie Mcdonald, Katherine Ruggieri

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the text bar.

Yrdsb Report Card Comments:

Writing Effective Report Card Comments Kathleen Crane, 2007 Thoughtful and constructive report card comments can improve parent teacher communication and student performance Each book features hundreds of ready to use comments in a variety of specific areas in academic performance and personal development General messages are also included as well as a robust list of helpful words and phrases

Just the Right Words Inc. Scholastic, Mona Melwani, 2003 More than 200 model narratives help teachers find the words for their report cards for every situation Contains comments for student achievement in every content area and language for addressing behavioural and social issues as well as sentence stems word lists and report card writing tips

Teachers' Messages for Report Cards, Grades K - 8 Marie McDonald, Katherine Ruggieri, 2002-01-02 This third edition of our best selling resource makes it easy to add a personal touch to each child s report card and to establish positive and effective interaction between home and school Revised with updated messages for a wide variety of classroom and playground situations the messages are sorted by topic and are easy to adapt to other communications with parents It features an easy 6 x 9 take home size and includes 48 pages

Writing Effective Report Card Comments Susan Shafer, 1997 At last here is a practical book that gathers time saving tips from teachers on writing effective report card comments Packed with advice this resource will help you collect assessment information easily and describe your students performances clearly and constructively You ll find handy lists of phrases that encourage children words to avoid and concise advice on how to prompt parents to support learning at home Book jacket

Well-chosen Words Brenda Miller Power, Kelly Chandler-Olcott, 1998 Provides practical tips for teachers on writing assessments of student work including report cards and longer narratives covering beginnings and endings details and ways to save time when assessing a great number of students such as in middle or high school

Comments for Report Cards and Notes Home Audrey Clifford Lang, Carson Dellosa Publishing, 2002 Easily and effectively communicate important student information through report card comments Positive and constructive thoughts and phrases for teachers to use are included

Report Card Comments Amanda Symonds, 2023-05-12 Are you tired of always feeling like you have to come up with new things to say about your elementary school students Are you always struggling to find good things to say These report card comments are a collection of all the things teachers might say about their students They cover everything from english writing reading comprehension to science and math skills like problem solving Save yourself hours by using and adapting our 300 phrases to suit what you want to express This book includes areas like general phrases class behavior homework classwork group work end of year evaluation goal setting and motivation You can find comments for every subject as well as positive and negative sentiment This makes it easy to find the right thing to say at any time without having to spend hours writing from scratch If you don t have a lot of time for preparing your own comments from scratch or are simply searching for new comment ideas and phrases then this ready to use report comments book is right for you Purchase our Report Card

Comments book today **Teachers' Messages for Report Cards** Marie McDonald,1971 **Developing Standards-Based Report Cards** Thomas R. Guskey,Jane M. Bailey,2009-11-17 Develop standards based report cards that are meaningful to students parents and educators Helping school leaders gain support for transitioning from traditional to standards based report cards this book guides educators in aligning assessment and reporting practices with standards based education and providing more detailed reports of children s learning and progress This accessible volume Provides a clear framework for developing standards based report cards Shows how to communicate with parents students and other stakeholders about changes Illustrates how to achieve grading consistency without increasing teachers workloads or violating their professional autonomy Includes examples of standards based report cards that can be adapted to a school s needs Student Work Habits Stephanie Sonya Martinez,2012

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