Bright Path Sped



Qualifier Word Bank

8 words for each step. Mix them so every comment does not start the same way.

1. Beginning to	2. With support	3. Usually	4. Consistently
beginning to	with support	usually	consistently
starting to	with a reminder	most of the time	almost always
just starting to	with a prompt	often	independently
is learning to	with a model	generally	every day
is working toward	with help	frequently	reliably
is exploring	with a partner	with few reminders	every time
is building	with a checklist	mostly	without reminders
shows early signs of	with extra time	regularly	confidently

Say it kindly: 6 swaps

Instead of	Try
can't	is not yet able to
refuses to	is still learning to
bad at	is building skill in
never	is beginning to
lazy	is building stamina for
always forgets	needs reminders to

Report Card Qualifiers, qualifier word bank



96 PHRASES

FILLABLE

REPORT CARD QUALIFIERS

WORD BANK + CARDS

Report Card Qualifiers

Start here type in or print four steps from beginning to consistently

What's inside

- **The four-step ladder** (page 4): Beginning to, With support, Usually, Consistently, and what each looks like in class
- **32 qualifier words** on a word bank page (5), plus 6 kind swaps for words that sound harsh
- **96 comment phrases** (pages 7-10): 6 for each step in reading, math, writing and behavior; a next-steps and supports page (11)
- **5 comment builders** with type-in lines (pages 12-16): one for each area, and one for a student in all four areas
- **A class grid** for 17 students (17) and a one-student year grid (18)
- **40 qualifier cards** (32 printed, 8 blank; pages 19-23) and **24 sentence strips** (pages 24-25) to cut, sort and reuse
- A page for families (26), a binder cover with 8 divider tabs (pages 27-28) and a filled example (6)

Which page for which job

You want to	Use
Pick the right word for what you saw	The ladder (4) and the word bank (5)
Copy a finished sentence	Phrase pages (7-10)
Write a comment in your own words	Comment builders (12-15), one student at a time (16)
Keep the whole class in one place	Class grid (17) and year grid (18)
Sort words by hand at a meeting	Cards (19-23) and strips (24-25)

Three steps

1. Decide the step by what you saw in class, not by a test score. Use the ladder, page 4.
2. Find a phrase on the area's page, or type your own on a comment builder. Look at page 6 for a finished one.
3. Add one next step (11), then copy it into your school's report card.

Good to know

These words are a starting point. Your school's report card and rules come first, so use your own wording where they differ. The steps describe what you saw; they are not scores.

PREVIEW

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The Four-Step Ladder

Choose the step by what you saw in class. Climb one step at a time.



1

Beginning to

First tries. It shows up once in a while, with a lot of help.



2

With support

It happens when an adult, a tool or a model helps.



3

Usually

Most of the time, with a reminder now and then.



4

Consistently

Nearly every time, on their own, day after day.

Start a sentence like this:

Name is beginning to	**With support, Name**	**Name usually**	**Name consistently**

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A Filled Example

Ana R. and the four classmates are invented. Every sentence below comes from pages 7-10.

One comment for Ana R.

Area	Step	Comment
Reading	3 Usually	Ana **usually** reads new words accurately. Ana **usually** answers questions about what was read.
Math	2 With support	**With support,** Ana solves one-step word problems. **With a reminder,** Ana checks each step of the work.
Writing	1 Beginning to	Ana is **beginning to** write letters and words to share an idea. Ana is **beginning to** put words in order to make a sentence.
Behavior	4 Consistently	Ana **consistently** follows directions the first time. Ana **independently** stays on task during work time.

Next step: Next, Ana will practice retelling the middle of a story.

The same class on the grid (page 17)

Student	Reading	Math	Writing	Behavior
Ana R.	3	2	1	4
Ben T.	2	2	2	3
Cam L.	4	3	3	4
Dee P.	3	1	2	3
Eli S.	1	2	2	2
Steps 3 and 4	3	1	1	4

Ana R.'s row matches the comment above. The last row counts how many of the 5 students are at step 3 or 4 in each area.

PREVIEW

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Reading Phrases

6 for each step. Name stands for the student. Think about: accuracy, retelling, questions, fluency, book choice.

1 Beginning to

Name is **beginning to** sound out new words.
Name is **beginning to** read common words by sight.
Name is **just starting to** retell a story in order.
Name is **beginning to** find answers in the pictures and words.
Name is **starting to** read aloud with a smooth voice.
Name is **beginning to** choose books and stay with them.

2 With support

With support, Name sounds out unfamiliar words.
With a prompt, Name retells the beginning, middle and end.
With a model, Name finds the answer in the text.
With a reminder, Name rereads when a sentence does not make sense.
With a partner, Name reads aloud for the whole time.
With help, Name picks a book that fits.

3 Usually

Name **usually** reads new words accurately.
Name **usually** retells a story with the key details.
Name **usually** answers questions about what was read.
Name **usually** reads aloud at a steady pace.
Name **usually** picks a book that fits and reads for the full time.
Name **often** uses clues in the text to figure out a new word.

4 Consistently

Name **consistently** reads new words accurately.
Name **consistently** retells a story with details in order.
Name **consistently** explains an answer using the text.
Name **consistently** reads aloud with expression.
Name **independently** chooses books and reads for the full time.
Name **almost always** rereads to fix a mistake.

PREVIEW

Writing Phrases

6 for each step. Name stands for the student. Think about: sentences, capitals and end marks, details, order, spelling.

1 Beginning to

Name is **beginning to** write letters and words to share an idea.
Name is **beginning to** put words in order to make a sentence.
Name is **just starting to** use capital letters and end marks.
Name is **starting to** add a detail to a sentence.
Name is **beginning to** spell common words correctly.
Name is **beginning to** stay on the topic.

2 With support

With support, Name writes a complete sentence.
With a model, Name writes a beginning, middle and end.
With a checklist, Name uses capitals and end marks.
With a sentence starter, Name gets ideas on paper.
With a reminder, Name rereads and fixes a mistake.
With a word bank, Name spells new words.

3 Usually

Name **usually** writes in complete sentences.
Name **usually** uses capitals and end marks.
Name **usually** adds details that fit the topic.
Name **usually** organizes writing with a beginning, middle and end.
Name **often** spells common words correctly.
Name **usually** rereads to find mistakes.

4 Consistently

Name **consistently** writes in clear, complete sentences.
Name **consistently** uses capitals, end marks and spelling rules.
Name **consistently** adds details that make the writing interesting.
Name **consistently** organizes ideas in a clear order.
Name **independently** rereads and fixes mistakes.
Name **almost always** finishes a piece of writing.

PREVIEW

Next Steps and Supports

Name what helps, then say what comes next.

12 supports to name

- a reminder
- extra time
- a checklist
- a model
- a visual cue
- a partner
- a small group
- sentence starters
- a word bank
- manipulatives
- a chart
- a quiet spot

8 next-step starters

Next, Name will practice _____.

Name will keep working on _____.

A good goal for next term is _____.

To grow, Name can _____.

We will help Name by _____.

Name is ready to try _____.

Keep it up: Name _____.

At home, you can help by _____.

A comment in three moves

1. Name a strength.
2. Add the qualifier that fits what you saw.
3. Finish with one next step.

Example: Ana **usually** reads new words accurately. Next, Ana will practice retelling the middle of a story.

PREVIEW

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Math Comment Builder

Pick a step, type the comment. Think about: number facts, word problems, strategies, showing work, checking.

1. Beginning to	2. With support	3. Usually	4. Consistently

Student _____ **Qualifier** _____

Comment

_____

_____

_____

_____

_____

Next step _____

Student _____ **Qualifier** _____

Comment

_____

_____

_____

_____

_____

Next step _____

PREVIEW

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Behavior Comment Builder

Pick a step, type the comment. Think about: directions, turns, calm words, staying on task, teamwork.

1. Beginning to | **2. With support** | **3. Usually** | **4. Consistently**

Student _____ **Qualifier** _____

Comment

_____

_____

_____

_____

_____

Next step _____

Student _____ **Qualifier** _____

Comment

_____

_____

_____

_____

_____

Next step _____

PREVIEW

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One Student, All Year

Student _____ **Year** _____

Write a skill in the first column. Each term, type the step (1 to 4) and a word.

Skill	Term 1	Term 2	Term 3	Term 4

PREVIEW

How this student has grown

_____

_____

_____

2. With support Cards

Print, cut on the dashed lines, sort. Type a skill on each card.

☆☆

with support

Skill _____

☆☆

with a reminder

Skill _____

☆☆

with a prompt

Skill _____

☆☆

with a model

Skill _____

☆☆

with help

Skill _____

☆☆

with a partner

Skill _____

☆☆

with a checklist

Skill _____

☆☆

with extra time

Skill _____

PREVIEW

4. Consistently Cards

✂ **Print, cut on the dashed lines, sort. Type a skill on each card.**



PREVIEW

Sentence Strips

Print, cut on the dashed lines. Type or write how the sentence ends.

1	is beginning to	_____
1	is starting to	_____
1	is learning to	_____
2	With support,	_____
2	With a reminder,	_____
2	With a model,	_____
3	usually	_____
3	often	_____
3	most of the time	_____
4	consistently	_____
4	almost always	_____
4	independently	_____

PREVIEW

Preview - Bright Path Shed

What Our Report Card Words Mean

Send this page home with the report card. Type what each step means in your class.

1
Beginning to

A starting point: Just getting started. You may see it once in a while, with a lot of help.
In our class it means

2
With support

A starting point: Can do it when an adult, a tool or a model helps.
In our class it means

3
Usually

A starting point: Does it most of the time, with a reminder now and then.
In our class it means

4
Consistently

A starting point: Does it nearly every time, on their own.
In our class it means

How you can help at home

Teacher _____ **Date** _____

PREVIEW

Divider Tabs

Print, cut on the dashed lines. Type your own on the last three.

Reading

Math

Writing

Behavior

Next Steps

PREVIEW