FREE PRINTABLE

Free report card comments sample: positive, growth-mindset wording

Real pages from our K-8 comment bank: the how-to page, the first Academics page, and a before / after page for kinder wording.

Inside this sample

- How to use the bank: pick a level for each area, choose a comment, add one personal detail.
- Academics, first page: ready-to-edit comments for students above expectations (Strength) and meeting them (On Track).
- "Say it with a growth mindset": the same message in kinder, more specific words.
- Last page: the full bank (162 comments, 6 categories) and its Excel / Google Sheets generator.

Printing

US Letter, print at 100% / "actual size". Color or ink-saver version, your choice.
Page numbers are those of the full bank, so you can see where each page comes from.

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How to use this bank

Pick the level that fits each area, choose a comment, then add one specific detail only you could write. That detail is what makes families feel you really know their child.

Reading the comments

[Name]	the student's first name
his/her/their, him/her/them	keep the one that fits; with "they", use "they are", "they have", "they show"
[term]	quarter, trimester, semester, grading period, marking period, or year
AC-S3	category code + level + number: AC Academics, EW Effort & Work Habits, PA Participation, BE Behavior, SS Social Skills, GN Growth & Next Steps; S Strength, T On Track, N Needs Support

The 3 levels

Strength	Above expectations / a real strength	SBG: Exceeds / 4
On Track	Meeting expectations, still growing	SBG: Meets / 3
Needs Support	Not yet there: kind wording + a next step	SBG: Approaching or Beginning / 2-1

Character limit in your grade book?

Each comment is about 70 to 150 characters. Three or four comments plus one specific detail usually land between 350 and 500 characters. The generator counts for you and flags "Too long (+42)" so you know exactly how much to trim.

A strong comment in 4 parts

1. A strength (start positive)
2. Effort, participation, or behavior
3. One specific detail (a project, a book, a moment)
4. A next step families can support at home

Good practice

- You are the author: read every comment and make it fit the student.
- Describe skills and behaviors, never the child ("is learning to focus", not "is unfocused").
- Plain language: families should not need to decode jargon.
- No surprises: big concerns belong in a conversation before the report card.
- Privacy: no diagnoses, IEP/504 details, or family information in written comments.

Academics

Strength

Above expectations / a real strength

AC-S1	☐ [Name] consistently demonstrates a strong understanding of grade-level concepts and uses new skills with confidence.	116 ch
AC-S2	☐ This [term], [Name] has shown impressive mastery of the skills we studied and can explain his/her/their thinking clearly.	121 ch
AC-S3	☐ [Name] approaches challenging work with curiosity and often looks for more than one way to solve a problem.	107 ch
AC-S4	☐ [Name] reads with strong comprehension and makes thoughtful connections between texts and the world around him/her/them.	120 ch
AC-S5	☐ [Name] grasps new concepts quickly and enjoys applying them in new situations.	78 ch
AC-S6	☐ [Name] produces work that is thorough, accurate, and thoughtfully organized.	76 ch
AC-S7	☐ This [term], [Name] has consistently met and often exceeded grade-level expectations.	85 ch
AC-S8	☐ [Name] asks insightful questions that deepen his/her/their understanding and push his/her/their learning further.	113 ch
AC-S9	☐ [Name] is a confident, capable learner who takes on new challenges with enthusiasm.	83 ch

On Track

Meeting expectations, still growing

AC-T1	☐ [Name] is meeting grade-level expectations and continues to build a solid foundation of skills.	95 ch
AC-T2	☐ This [term], [Name] has shown a good understanding of most of the key concepts we covered.	90 ch
AC-T3	☐ [Name] completes assignments accurately and is becoming more confident applying new skills independently.	105 ch
AC-T4	☐ [Name] understands the core skills taught this [term] and will grow even more by explaining his/her/their thinking in more detail.	130 ch
AC-T5	☐ [Name] is making steady academic progress and is ready for a bit more challenge in some areas.	94 ch
AC-T6	☐ [Name] shows solid skills and benefits from taking a moment to review his/her/their work before turning it in.	110 ch
AC-T7	☐ With regular practice, [Name] has become more accurate and more confident in his/her/their work.	96 ch

Say it with a growth mindset

Same message, kinder words: describe the skill that is still growing, not the child. Use these swaps for your own sentences and conference notes.

INSTEAD OF	TRY
~~"is lazy"~~	"is learning to stay motivated when tasks feel long"
~~"is disruptive"~~	"is working on choosing appropriate times to share"
~~"can't focus"~~	"is building focus during independent work"
~~"is failing"~~	"has not yet met these goals and needs extra practice with …"
~~"doesn't care"~~	"is still finding what motivates [him/her/them] as a learner"
~~"talks too much"~~	"is learning to balance social time and work time"
~~"is bossy"~~	"is a natural leader who is learning to share decisions"
~~"is shy"~~	"is building confidence to share ideas"
~~"is messy"~~	"is developing organizational skills"
~~"never finishes work"~~	"is working on completing tasks within the time given"
~~"is rude"~~	"is learning to communicate respectfully"
~~"is behind"~~	"is making progress toward grade-level expectations"

My own favorite comments

The full bank: 162 comments

6 categories (academics, effort, participation, behavior, social skills, next steps), openers and closers, and a generator: type a first name, pick he, she or they and a level, and the comment writes itself. One-time purchase, no subscription.

Report Card Comments Generator, K-8

162 editable comments + Excel / Google Sheets generator + printable bank (color and ink-saver).

See it on Etsy ›

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bonaprostudio.etsy.com/listing/4619480127

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