

# Report Comment Bank

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*"Good report comments tell a story: Here's what I saw, here's what it means, here's where we're going next."*

## The E-I-N Framework

Every effective report comment follows this structure:

Component	Purpose	Example Phrases
Evidence	What you observed	"Consistently demonstrates..." "Accurately completed..." "Confidently explains..."
Impact	What this shows about learning	"This shows..." "Demonstrates..." "Indicates developing..."
Next	Specific next steps	"Moving forward..." "Next term focus..." "To continue growing..."

## English Language Arts

### Reading Comprehension

Exceeding (three variants)

Variant 1:

E: Sarah consistently supports her ideas with precise textual evidence, seamlessly integrating

quotations into written responses.

**I:** This demonstrates sophisticated analysis skills and deep understanding of author's craft.

**N:** Next term, she'll experiment with comparing themes across multiple texts to develop critical thinking further.

*Variant 2:*

**E:** During literature discussions, Marcus asks insightful questions about character motivation and makes thoughtful connections between texts.

**I:** This shows he's developing advanced analytical thinking and can synthesize complex ideas independently.

**N:** Moving forward, he'll explore how historical context influences literary themes in our novel study unit.

*Variant 3:*

**E:** Emma identifies subtle symbolism in poetry and explains how literary devices impact reader understanding.

**I:** This indicates mature comprehension skills and confidence in literary interpretation.

**N:** She's ready to tackle more complex texts and will lead peer discussions in our book club format.

### **Meeting Standards (two variants)**

*Variant 1:*

**E:** James uses relevant quotes to support his main ideas and shows clear understanding of plot and character development.

**I:** This demonstrates solid comprehension skills and growing confidence in textual analysis.

**N:** To strengthen his skills, he'll practice explaining the "why" behind character choices using textual evidence.

*Variant 2:*

**E:** Lily identifies key themes and makes personal connections to the texts we've studied this term.

**I:** This shows she's engaging meaningfully with literature and developing her own interpretive voice.

**N:** Next, she'll work on organizing her ideas more clearly in written responses using transition phrases.

### **Approaching Standards**

**E:** Alex shows understanding of main events and can summarize stories accurately with some prompting.

**I:** This indicates he's building foundational comprehension skills and gaining confidence with guided support.

**N:** We'll continue practicing making predictions and asking questions while reading to deepen engagement with texts.

## **Writing**

### **Exceeding (three variants)**

#### *Variant 1:*

E: Maya crafts engaging narratives with well-developed characters, varied sentence structures, and sophisticated vocabulary choices.

I: This demonstrates advanced writing skills and a strong sense of audience and purpose.

N: She'll explore different genres this term, focusing on adapting her voice for informative and persuasive writing styles.

#### *Variant 2:*

E: In persuasive essays, Jordan presents compelling arguments with relevant evidence and addresses counterarguments thoughtfully.

I: This shows excellent critical thinking and mature understanding of effective persuasion techniques.

N: Next, he'll refine his revision process by focusing on precise word choice and varied sentence openings.

#### *Variant 3:*

E: Zoe demonstrates excellent organization in her writing, using transitions effectively and maintaining focus throughout longer pieces.

I: This indicates strong planning skills and understanding of how structure supports reader comprehension.

N: Moving forward, she'll experiment with more complex organizational patterns in her research projects.

### **Meeting Standards**

E: Tom writes clear, focused paragraphs with appropriate topic sentences and supporting details.

I: This shows he understands basic paragraph structure and can communicate ideas effectively.

N: To strengthen his writing, he'll practice varying sentence beginnings and adding more descriptive language to engage readers.

### **Approaching Standards**

E: Katie generates creative ideas for writing and includes relevant details with teacher support and graphic organizers.

I: This demonstrates growing confidence and willingness to express her thoughts in writing.

N: We'll continue using planning tools and focus on writing complete sentences with proper punctuation.

## **Mathematics**

### **Problem Solving & Reasoning**

#### **Exceeding (three variants)**

##### *Variant 1:*

E: Daniel applies multiple strategies to solve complex problems, clearly explains his mathematical reasoning, and checks solutions for reasonableness.

**I:** This demonstrates deep understanding of mathematical concepts and strong problem-solving skills.  
**N:** He's ready for enrichment challenges involving multi-step problems and will mentor peers during math workshops.

*Variant 2:*

**E:** Sophie makes connections between different mathematical concepts, such as linking fractions, decimals, and percentages in real-world contexts.

**I:** This shows flexible thinking and ability to see relationships across mathematical domains.

**N:** Next term, she'll explore how mathematical patterns appear in other subjects like science and art.

*Variant 3:*

**E:** Chen creates accurate mathematical models to represent problem situations and justifies his choice of operations clearly.

**I:** This indicates advanced mathematical thinking and confidence in tackling unfamiliar problems.

**N:** Moving forward, he'll investigate how the same mathematical principles apply to increasingly complex scenarios.

### **Meeting Standards (two variants)**

*Variant 1:*

**E:** Ana chooses appropriate strategies for most problems and shows her work clearly using drawings, numbers, and words.

**I:** This demonstrates solid understanding of mathematical processes and growing computational fluency.

**N:** To continue developing, she'll practice explaining why her chosen strategy works and estimating to check answers.

*Variant 2:*

**E:** Pablo accurately completes multi-step problems and can explain his thinking when prompted by teacher questions.

**I:** This shows he's building confidence in mathematical reasoning and developing problem-solving persistence.

**N:** Next, he'll focus on identifying key information in word problems and selecting efficient solution methods.

### **Approaching Standards**

**E:** Mia attempts problem-solving with encouragement and successfully solves one-step problems using manipulatives and visual models.

**I:** This indicates she's building foundational skills and gaining mathematical confidence with appropriate support.

**N:** We'll continue strengthening number sense through hands-on activities and practice with basic fact fluency.

## **Number Sense & Operations**

## **Exceeding**

**E:** Lucas demonstrates flexible thinking with numbers, uses mental math strategies efficiently, and explains multiple solution paths.

**I:** This shows strong number sense and deep understanding of numerical relationships.

**N:** He'll explore patterns in number systems and investigate how mathematical properties apply across different contexts.

## **Meeting Standards**

**E:** Grace accurately performs operations with whole numbers and decimals, and shows understanding of place value concepts.

**I:** This demonstrates solid computational skills and developing number sense.

**N:** To continue growing, she'll apply these skills to real-world problems and practice estimation strategies.

## **Approaching Standards**

**E:** David shows growing understanding of number relationships and can complete basic operations with support tools.

**I:** This indicates building confidence and developing foundational mathematical concepts.

**N:** We'll continue practicing number facts and using concrete materials to strengthen understanding.

# **Science**

## **Scientific Inquiry & Investigation**

### **Exceeding (two variants)**

#### *Variant 1:*

**E:** Isabella designs controlled experiments, makes detailed observations, and draws logical conclusions based on collected data.

**I:** This demonstrates sophisticated scientific thinking and understanding of the inquiry process.

**N:** She'll investigate more complex variables and explore how scientific methods apply across different fields of study.

#### *Variant 2:*

**E:** Marcus asks thoughtful questions about natural phenomena, researches multiple sources, and communicates findings clearly using scientific vocabulary.

**I:** This shows curiosity, critical thinking, and growing expertise in scientific communication.

**N:** Next, he'll design his own investigations to test hypotheses and share results with authentic audiences.

## **Meeting Standards**

**E:** Anna follows investigation procedures carefully, records accurate observations, and explains results using science concepts we've studied.

**I:** This demonstrates understanding of scientific processes and growing confidence in scientific reasoning.

**N:** To deepen her skills, she'll practice making predictions and explaining the "why" behind scientific phenomena.

### **Approaching Standards**

**E:** Tyler participates actively in group investigations and makes basic observations with guided questions and support.

**I:** This shows developing interest in science and willingness to engage in the inquiry process.

**N:** We'll continue building science vocabulary and practicing making simple predictions before investigations.

## **Scientific Knowledge & Understanding**

### **Exceeding**

**E:** Samantha makes connections between scientific concepts across different units and applies knowledge to explain everyday phenomena.

**I:** This indicates deep conceptual understanding and ability to transfer learning to new situations.

**N:** Moving forward, she'll explore how scientific principles connect to current environmental and technological challenges.

### **Meeting Standards**

**E:** Ryan demonstrates understanding of key science concepts and can give examples from our classroom investigations and observations.

**I:** This shows solid grasp of scientific content and ability to apply learning in familiar contexts.

**N:** Next, he'll practice using scientific vocabulary more precisely and making connections between related concepts.

### **Approaching Standards**

**E:** Kara shows interest in science topics and recalls basic facts from our studies with some prompting and visual supports.

**I:** This demonstrates growing foundation knowledge and engagement with scientific content.

**N:** We'll continue building understanding through hands-on experiences and connecting science to her interests.

## **Social Studies**

### **Historical Thinking & Analysis**

#### **Exceeding**

**E:** Ahmed analyzes primary sources critically, considers multiple perspectives on historical events, and makes thoughtful comparisons between past and present.

**I:** This demonstrates sophisticated historical thinking and understanding of how perspective shapes interpretation.

**N:** He'll investigate how historical events influenced each other and explore contemporary connections to historical patterns.

### **Meeting Standards**

**E:** Fatima shows understanding of cause and effect in historical events and can explain why different groups had different experiences.

**I:** This demonstrates developing historical empathy and understanding of complexity in human experiences.

**N:** Next, she'll analyze how geographic factors influenced historical developments in our next unit.

### **Approaching Standards**

**E:** Carlos recalls key facts about historical periods and shows interest in stories about people from the past.

**I:** This indicates building foundation knowledge and engagement with historical content.

**N:** We'll continue using timelines and graphic organizers to strengthen understanding of chronological thinking.

## **Geographic Understanding**

### **Exceeding**

**E:** Priya reads and creates detailed maps, explains how physical features influence human settlement patterns, and makes connections between geography and culture.

**I:** This shows sophisticated understanding of geographic concepts and human-environment interactions.

**N:** She'll investigate how geographic factors influence current global issues and conflicts.

### **Meeting Standards**

**E:** Luis uses maps and geographic tools effectively and explains how location affects communities and their characteristics.

**I:** This demonstrates solid geographic thinking and understanding of spatial relationships.

**N:** Next, he'll explore how physical and human geography interact in different regions we're studying.

## **Behaviour & Work Habits**

### **Learning Skills & Responsibility**

#### **Exemplary**

**E:** Ava consistently comes prepared for learning, manages her time effectively, and takes initiative to help classmates when appropriate.

**I:** This demonstrates excellent self-regulation skills and positive leadership qualities.

**N:** She'll continue modeling these behaviors and take on additional classroom responsibilities next term.

### **Developing Well**

**E:** Ben usually remembers to bring materials and follows classroom routines with occasional gentle reminders.

**I:** This shows growing independence and developing organizational skills.

**N:** We'll continue practicing daily organization routines and using visual reminders to build consistency.

### **Needs Support**

**E:** Maria benefits from structured support systems and responds well to clear expectations and regular check-ins.

**I:** This indicates she's learning important self-management skills with appropriate scaffolding.

**N:** We'll focus on breaking tasks into smaller steps and celebrating small improvements in organization.

## **Collaboration & Communication**

### **Exemplary**

**E:** Jake contributes thoughtfully to group discussions, listens respectfully to others' ideas, and helps resolve conflicts constructively.

**I:** This demonstrates excellent social skills and understanding of effective collaboration.

**N:** He'll take on leadership roles in group projects and help facilitate peer discussions.

### **Developing Well**

**E:** Sophia shares ideas appropriately and works cooperatively with different partners, showing increasing confidence in group settings.

**I:** This shows growing communication skills and positive relationship building.

**N:** Next, she'll practice giving specific feedback to peers and asking clarifying questions during discussions.

### **Needs Support**

**E:** Alex is learning to share talking time and listen to others' perspectives with teacher guidance and visual cues.

**I:** This indicates developing social awareness and willingness to learn collaboration skills.

**N:** We'll continue practicing turn-taking strategies and using sentence starters for respectful communication.

## **AI Assist Prompts**

### **Comment Generation**



- "Turn this rubric row + evidence into 3 comments (E-I-N), 80–100 words, warm and professional: {{paste rubric + observations}}"
- "Create variations of this comment for different performance levels: {{paste base comment}}"
- "Generate a report comment using this evidence: {{paste specific examples}} for {{grade level}} {{subject}}"

## Comment Enhancement

- "Make this comment more specific and evidence-based: {{paste generic comment}}"
- "Adjust tone to be more {{encouraging/professional/growth-focused}}: {{paste comment}}"
- "Shorten this comment to 80 words while keeping key information: {{paste long comment}}"

## Personalization

- "Personalize this template for a student who {{specific trait/challenge}}: {{paste template}}"
- "Adapt this comment for a {{grade level}} student in {{subject}}: {{paste comment}}"
- "Create three versions (high/medium/low achiever) of this comment: {{paste base}}"

## Quality Assurance Checklist

Before finalizing any report comment:

- ☐ Evidence specific to this student's work/behavior
- ☐ Impact clearly stated - what the evidence shows about learning
- ☐ Next steps concrete and achievable
- ☐ Tone appropriate - professional yet warm
- ☐ Length suitable - 70-110 words typically
- ☐ Student name used appropriately (1-2 times maximum)
- ☐ Grammar and spelling checked carefully
- ☐ Aligns with grades and other evidence
- ☐ Avoids comparison to other students
- ☐ Focuses on growth and potential

## Efficient Report Writing Strategies

### Batch Processing

1. Gather evidence first for all students in one subject
2. Write all "exceeding" comments before moving to next level

3. **Use similar structures** but vary specific examples
4. **Save successful phrases** for future use

## Template Customization

- Keep base templates for each performance level
- Personalize with specific evidence and examples
- Maintain consistent voice across all comments
- Build library of effective transition phrases

## Time Management

- Set timer for each comment (aim for 5-7 minutes)
- Write drafts first, edit later in separate pass
- Use voice-to-text for initial drafts when possible
- Review all comments as final step for consistency

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