40 Report Card Comments for Writing

The formula: strength + evidence + next step

[Name] **[strength]**, as shown in **[specific work]**. Next, [Name] will work on **[one skill]**.

Copy a comment, add one detail from the student's work, and end with one next step. Change they/their to the pronouns the student and family use.

Ideas and thesis

1. [Name] writes a clear thesis that states a position and previews the reasons.
2. [Name] develops ideas with specific details that keep the reader interested.
3. [Name] is working on writing a thesis that answers the prompt directly.
4. Next step: [Name] will narrow broad topics into one focused main idea.

Organization

5. [Name] organizes writing with a clear introduction, body, and conclusion.
6. [Name] uses transitions to connect ideas smoothly between paragraphs.
7. [Name] is learning to group related ideas into separate paragraphs.
8. Next step: [Name] will write conclusions that connect back to the thesis.

Evidence and reasoning

9. [Name] supports claims with relevant evidence from the text.
10. [Name] explains how the evidence supports the point, not just what it says.
11. [Name] is beginning to cite text evidence to support their ideas.
12. Next step: [Name] will add commentary after each quote to explain its meaning.

Voice and word choice

13. [Name] uses precise vocabulary that fits the purpose and audience.
14. [Name] varies sentence length and structure to make writing engaging.
15. Next step: [Name] will replace general words like "good" and "things" with specific ones.

Conventions

16. [Name] consistently uses correct capitalization, punctuation, and spelling.
17. [Name] edits independently to correct errors before submitting.
18. [Name] is working on using complete sentences and avoiding run-ons.
19. Next step: [Name] will use a checklist to proofread for punctuation.

Struggling writers

20. [Name] shares ideas well aloud and is learning to put them in writing.
21. [Name] is building writing stamina and is now completing longer responses.
22. With a graphic organizer, [Name] plans writing more independently.
23. [Name] benefits from sentence starters and is beginning to use them independently.
24. Next step: [Name] will write a complete paragraph with a topic sentence and two details.

Effort and growth

25. [Name] has grown noticeably in organizing paragraphs this term.
26. [Name] uses feedback to revise and improve drafts.

27. [Name] takes risks with new vocabulary and sentence structures.
28. [Name] stays focused during writing time and completes work on schedule.

Narrative writing

29. [Name] writes narratives with a clear beginning, middle, and end.
30. [Name] uses dialogue and sensory details to bring characters and events to life.
31. [Name] is learning to slow down the most important moment of a story.
32. Next step: [Name] will write endings that resolve the problem instead of stopping suddenly.

Argumentative writing

33. [Name] states a clear claim and supports it with logical reasons.
34. [Name] uses facts and examples, not just opinions, to support a claim.
35. [Name] is working on giving reasons that support the claim instead of repeating it.
36. Next step: [Name] will acknowledge an opposing view and respond to it.

Informational writing

37. [Name] introduces the topic clearly and groups related facts into sections.
38. [Name] explains topics using facts, definitions, and examples from research.
39. [Name] is learning to put information from sources into their own words.
40. Next step: [Name] will define key terms so a reader new to the topic can follow.

Build a comment

Pick a strength and a next step by number, then add one detail from the student's work.

Student _____

Strength # _____ **Next step #** _____

Evidence (assignment, sentence, or topic):

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Student _____

Strength # _____ **Next step #** _____

Evidence (assignment, sentence, or topic):

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Student _____

Strength # _____ **Next step #** _____

Evidence (assignment, sentence, or topic):

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Student _____

Strength # _____ **Next step #** _____

Evidence (assignment, sentence, or topic):

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