

Growth Mindset Comments for Parents and Caregivers

(Grades 5–6)

How educators frame comments can markedly change how parents and caregivers perceive their children. Use these comments to foster a growth mindset when communicating with parents and caregivers.

Effort/Resilience



- (student's name) asks questions when he/she is faced with a challenge.
- (student's name) is beginning to understand that we all make mistakes and that it is not only okay but important for learning.
- (student's name) is beginning to understand that explaining his/her thinking deepens his/her learning and helps others.
- (student's name) used to avoid sharing mistakes, but now your child is proud to. He/She knows that mistakes help us learn and that sharing our mistakes helps others.
- (student's name) tries hard to understand different points of view because he/she understands how that will strengthen his/her own understanding.
- (student's name) knows that if one strategy doesn't work, there are others to try.
- (student's name) is excited about reading now, even though it is difficult, because your child knows that his/her brain is growing.
- (student's name) understands that with effort and perseverance, our brains grow connections. These different connections make us smarter.
- (student's name) knows that our brain is like a muscle, so to get strong, he/she needs to use it.

Autonomy



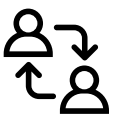
- (student's name) tries a few things and works out some difficulties before asking for help.
- (student's name) has developed a system for keeping his/her papers in order, which has really helped your child stay organized.
- (student's name) can synthesize what we are learning by using notes from class discussions and readings.
- (student's name) comes into class ready. When your child needs a break, he/she puts a slip of paper on my desk and takes a walk around the classroom.

Reflection/Metacognition



- (student's name) reflects on his/her process and thinks deeply about how he/she can improve.
- (student's name) thinks about his/her thinking and often asks, "What if...?" which helps him/her see things in new ways.
- It's still difficult for (student's name) to explain his/her thinking, but he/she is working hard at it.
- (student's name) is able to understand how his/her words or behaviors impact other people.

Collaboration



- (student's name) listens to other people's ideas and then connects everyone's thinking.
- (student's name) listens to others in his/her group and accepts when people have different opinions.
- (student's name) is trying to speak up more when working in groups.
- (student's name) is always willing to share his/her process to help someone who is having difficulty.

Adapted from 100+ Growth Mindset Comments: The Right Words at the Right Time to Develop a Growth Mindset in Every Child by Rosanne Kurstedt, Ph.D.