**INTERMEDIATE SAMPLE COMMENT BASES**

***\*Used with permission from the Delta School District***

****

**LITERACY**

**Intro**

* [NAME] has shown a real interest in books about \_\_\_\_\_.
* During our unit about \_\_\_\_\_\_, [NAME] appeared most engaged when writing stories about       .
* This term, we have been developing our literacy skills such as \_\_\_\_\_\_\_\_\_\_
* [NAME] can often be found tucked away happily on a pillow devouring a book he/she has found on our classroom shelf.
* I appreciate that [NAME] engages thoughtfully in class discussions and has many wonderful ideas to share.
* [NAME]’s writing would improve by using more descriptive words in his/her writing

**Can Do Statement**

* [NAME] is developing his/her confidence to begin writing tasks independently.  She is learning to use prewriting strategies to generate and organize her ideas.
* [NAME] participates thoughtfully in conversations. He/She often asks follow-up questions when his/her peers share their ideas.
* [NAME] makes thoughtful connections to stories read or heard in class
* [NAME] confidently shares his/her ideas in small and large groups.
* [NAME] seems to enjoy creating stories. For example, \_\_\_\_\_\_\_.
* [NAME] is eager to share his/her personal connections to stories we read. He/she is excited to share with classmates and, as a result, often furthers the group’s understanding of \_\_\_\_\_\_\_\_.
* [NAME] effectively contributes to class discussions in a passionate matter. He/she has a wealth of knowledge to share.
* [NAME] has learned to make meaningful connections between his/her life and what he/she is reading.
* As a result of his/her keen interest in learning how to read, he/she can articulate the different reading strategies we are learning in class. For example, \_\_\_\_\_\_\_.
* To support writing activities, [NAME] benefits from the help of a graphic organizer and uses a computer or a scribe. He/she is making progress towards writing independently.
* [NAME] is beginning to attempt using French phrases when expressing ideas.
* [NAME] is able to use open ended materials to create stories and role play ideas.

**Next Steps**

* [NAME] often shares his/her ideas during discussions and can sometimes forget to give other people the opportunity to share their ideas too.
* [NAME] is encouraged to challenge him/herself with choosing books that might feel a little outside his/her comfort zone in terms of reading levels or familiarity. This risk-taking will help him/her stretch his/her skills by encouraging him/her to use the reading strategies we are learning in class.
* When [NAME] is story writing, I encourage him/her to use more details. We have talked about using our five senses to support descriptions.
* I encourage [NAME] to persevere towards his/her learning when faced with a challenge.
* [NAME] is encouraged to speak French on a regular basis with [his/her] peers.
* [NAME] is encouraged to challenge himself to extend his learning by taking on learning tasks that are outside his comfort zone.

**NUMERACY**

**Intro**

       [NAME] appears to enjoy math most when we are \_\_\_\_\_.

* [NAME] appears to enjoy math most when we are using manipulatives, such as \_\_\_\_\_\_\_\_

**Can do statement**

* [NAME] is able to create visuals to explain his/her math thinking.
* [NAME] has really improved his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* [NAME] shows flexibility when working with numbers and uses a variety of mental math strategies to solve word problems involving financial literacy.
* When [NAME] is faced with a difficult math problem he has shown perseverance and confidence.
* [NAME] appears to enjoy math most when we are working in small groups using interactive materials.

**Next Steps**

* In Math this term [NAME] has shown a good understanding of patterns, and \_\_\_\_\_\_\_, but he/she continues to develop his/her ability to work with variables in an equation.
* A goal for [NAME] is to slow down and remember that finishing first is not the marker of a successful mathematician. Rather, I encourage her/him to check details and/or to use his/her peers as resources to review his/her thinking.
* I encourage [NAME] to use more than one strategy for testing his/her thinking in a math situation.
* To improve in math, [NAME] may benefit from the belief he/she is a “math person”. Please help him/her by [NAME] stay positive about math and even playing math games together.
* When faced with a challenge during math class, [NAME] often gets too frustrated to focus. Please encourage him/her to persevere through challenges.

**HEALTH AND WELL-BEING**

**Intro**

* [NAME] shows great care and attention to the well-being of him/herself and/or others. For example \_\_\_.
* During a group project about \_\_\_\_, NAME showed strong interpersonal skills by checking in with her/his group and making sure everyone stayed clear about the purpose at hand.
* [NAME] frequently shows respectful and ethical behaviour during group or individual learning situations.
* [NAME] is a child who tends to look out for the well-being of others. For example, when he/she notices that someone is being left out, he/she tries to include them.
* [NAME] often shows enthusiasm for sports. He/She is most engaged when playing a sport with the class during our physical education time.
* [NAME] is a pleasure to teach, in part because of his/her positive attitude and willingness to enthusiastically participate.
* [NAME] actively participates in discussions and on academic tasks that reflect her/his personal interests.
* [NAME]  has difficulty managing his/her emotions appropriately when frustrated due to \_\_\_\_\_\_\_\_.

**Can do statement**

* [NAME] is aware of healthy choices and makes an effort to make the best choices for his/her well-being. For example, \_\_\_.
* [NAME] works well with others, which is an important skill set in today’s world.
* [NAME] shines when in a leadership position. For example, \_\_\_.
* [NAME] shines when responsible for a task that the rest of the group relies on. For example, \_\_\_.
* During a group activity \_\_\_\_\_\_\_\_\_\_\_ [NAME] was quick to develop a strategy for the group to \_\_\_\_\_\_\_\_\_.
* [NAME] regularly shows kindness and helps his/her classmates when they are feeling frustrated.
* [NAME] has shown significant improvement in his/her decision-making with regard to classroom behaviour as he/she is better able to \_\_\_\_\_\_\_\_\_.
* [NAME] is showing growth toward asking meaningful questions when needing help in class.
* With encouragement [NAME] is able to complete his work.

**Next steps**

* I encourage [NAME] to take more risks as new experiences create new learning; we often learn from our mistakes just as we do from our successes.
* One strategy [NAME] has been using to keep focused during seat work is to make sure to get up and move around every five or ten minutes. This awareness of his/her need to engage his/her body in order to engage his/her mind should serve him/her well as he/she moves forward with his/her learning.
* While I appreciate [NAME]’s enthusiasm, sometimes his/her energy gets the better of him/her and he/she forgets that safe environments depend on everyone following safety rules.I have found that it is especially important for [NAME] to understand the reason behind the rules.
* [NAME] is encouraged to keep trying and persevering when he/she experiences learning challenges.
* [NAME] is encouraged to maintain a positive attitude towards his/her learning.

**INVESTIGATE AND EXPLORE**

**Intro**

* During our science unit about \_\_\_\_\_\_\_\_\_, [NAME] seemed to really enjoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* [NAME] makes a great effort in science and is most engaged when \_\_\_\_\_\_\_\_.
* During our social studies unit about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, [NAME] made some great connections to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* [NAME] makes a great effort in social studies and is most engaged when \_\_\_.
* One of the highlights from the term was when \_\_\_\_\_.

**Can do statement**

* He/She showed real engagement during the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ part of the scientific inquiry cycle (ask, test, observe, record, present, reflect) which showed when he/she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* During his/her \_\_\_\_\_\_\_\_\_\_ presentation, [NAME] connected with his/her audience by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* [NAME] demonstrates a sincere curiosity about the world. For example, \_\_\_\_\_\_\_\_.
* [NAME] often asks insightful questions \_\_\_\_\_\_\_\_.For example, \_\_\_\_\_\_\_\_.
* [NAME] observes life closely and often makes predictions about what he/she is noticing. For example, \_\_\_\_\_\_\_\_.
* [NAME] is deliberate in his/her execution of a task or procedure. This careful attention to detail shows his/her \_\_\_\_\_.
* [NAME] often shows a curiosity about alternative perspectives and explanations. For example, \_\_\_\_\_.
* [NAME} is reflective and often is curious about ways he/she could have done better. For example, \_\_\_\_\_.
* During our inquiry into \_\_\_\_\_\_\_, [NAME] identified the relationship between his/her actions and the impact might make on others. For example, \_\_\_\_\_.
* [NAME] was really engaged with his/her learning whenever we held group discussions \_\_\_\_\_.
* During his/her research into \_\_\_\_\_, [NAME] showed he/she could think like a social scientist when he/she moved confidently through the inquiry cycle as a process for learning. For example, during the phase of the cycle where he/she had to (question, gather information, interpret information, analyze ideas, communicate findings) he/she \_\_\_.
* [NAME] carefully thought through all the available information about \_\_\_\_ and made the thoughtful decision to \_\_\_\_. This decision showed that [NAME] is able to make sense of some complex materials and information.
* [NAME] frequently asks about his sources, which is one of the signs of being a careful consumer of information. He/she won’t let anything stand unless she/he knows he can trust the information source. For example, when researching \_\_\_\_.

**Next Steps Statement**

* [NAME] is reluctant to engage in explorative activities.  Needs direction and questioning to expand their ideas.
* Moving forward, using tools such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will improve [NAME]’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Next time [NAME] presents, it would be good for him to remember \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* One skill [NAME] could work on for next time is turning his/her observations into questions. Questioning is a skill we encourage. Something that could help [NAME] practice this skill is to engage in conversations with adults in his/her life about the tv show or newspaper article or current event at hand and take turns saying what each wonders about the topic.
* Next time [NAME] could improve the outcome of his/her investigations by staying open minded and curious about the topic rather than quickly jumping to his/her previously held ideas. For example, \_\_\_\_.
* Next time [NAME] looks into historical events, I encourage her/him to use the questioning technique we developed in class to make sure that he/she is looking at an event from multiple perspectives. The technique is as follows: \_\_\_.
* Next time [NAME] researches a topic, he/she would do well to remember that not every source should be trusted. On our next research project I’d like to see [NAME] draw their information from a wider range of sources.

**DESIGN AND CREATE**

**Intro**

* This term [NAME] created a project for Art that really made an impression. He/she \_\_\_\_\_\_\_\_\_\_\_\_.
* This term [NAME] seemed really engaged whenever he/she was making something. For example, \_\_\_.
* Being such a creative thinker, [NAME]’s skills really shone through during our \_\_\_.
* [NAME] seemed to most enjoy the part of the design cycle that provided the opportunity to get messy and make something.
* [NAME] showed great pride in his/her \_\_\_\_\_\_\_.

**Can do statement**

* [NAME] thoughtfully approaches design challenges. For example, \_\_\_.
* This term [NAME]’s ability to empathize with others was clear in his/her design of \_\_\_\_\_\_. For example, when making her alphabet book cover, she made sure to use images she knows her sister loves because she was planning on giving her book to her sister as a gift.
* [NAME] is able to generate a number of ideas. For example, when brainstorming \_\_\_.
* [NAME] showed a careful thought process during the making of his/her \_\_\_. For example, he/she didn’t jump at the first idea he/she had, but weighed his/her options carefully before moving ahead with one course of action.
* [NAME] has learned to care for his/her instrument and hold it correctly. He/she is able to make clean tones and use correct fingering

**Next Steps**

* [NAME] has difficulty focussing during lessons, class work, and activities and needs reminders and support to be engaged in their own learning. [NAME]’s next goal is to choose and develop the best idea for a specific purpose. When faced with a number of ideas, he/she had difficulty choosing the best one to use. This skills is likely to further develop with more choice-making practice both at home and school.
* [NAME] would benefit from learning the names of the staff lines and spaces. This will increase the speed of reading music and playing notes.
* [NAME] could benefit from more practice at being reflective about his/her creations. Some conversation starters you might find useful when discussing his/her artwork are as follows:
* Tell me about your drawing.
* What made you think to use red and black as the main colours?
* What is the feeling you want me to get from your artwork?
* Would you do anything differently next time you make something like this?
* What was your favourite part about making this?
* Tell me about this part of your design… what’s this part about?
* Is there a story behind your piece?

**CLOSING COMMENTS**

* [NAME] is currently working towards the goals specified in his/her Individual Education Plan. I have referenced progress toward some of those goals and my objectives in my above comments.
* [NAME] is currently working towards the goals as specified in his/her Individual Education Plan. I have included those goals in my comments above where appropriate. In addition, \_\_\_\_\_.
* During our next term together, I look forward to [NAME] continuing to \_\_\_\_\_\_\_.
* During our next term together, we will be learning about \_\_\_\_\_\_\_\_\_. Please encourage [NAME] to continue \_\_\_\_\_\_\_\_\_\_\_.
* Please commend [NAME] for his/her work habits. He/She consistently makes an effort to \_\_\_\_\_.
* I am struck by [NAME]’s perseverance / positive attitude / optimism / adaptability / ability to make everyone feel included / ability to take risks / show caring for others / consider alternate perspectives.

**COMMUNICATION COMPETENCIES**

*-****Connect with others to share and develop ideas-***

In discussions [NAME] demonstrates leadership and collaboration, and can focus on deepening or transforming the group’s thinking.

In discussions [NAME] acknowledges different perspectives and looks for commonalities.

In discussions [NAME] asks thought-provoking questions, integrates new information, supports others, and helps to manage conflicts.

In discussions [NAME] shares his/her ideas and tries to connect them with other people’s ideas.

In discussions [NAME] listens and respond to others.

In discussions [NAME] talks and listens to the people he/she feels most connected to.

[NAME] communicates with others when he/she feels comfortable.

[NAME] responds to other students and adults.

***-Acquire Interpret and Present Information-***

When designing presentations [NAME] accesses and makes strategic choices from complex and specialized information sources. When presenting [NAME] shows expertise in the forms and technologies he/she chooses to use.

When designing presentations [NAME] acquires, critically analyzes, and integrates well-chosen information from a range of sources. When presenting [NAME] shows understanding and control of the forms and technologies he/she uses.

When designing presentations [NAME] acquires information about complex and specialized topics from various sources, and synthesizes it to present with thoughtful analysis.

When making presentations, [NAME] acquires information he/she needs and presents it clearly.

[NAME] gathers information and present it in ways we have learned in class.

[NAME] understands and shares basic information with others

[NAME] talks and listen to people he/she knows.

***-Collaborate to plan, carry out and review constructions and activities-***

When working with others [NAME] seeks consensus and focuses on collective results.

When working with others [NAME] offers both leadership and support; [NAME] is flexible and has a variety of strategies and experiences to draw on to help the group accomplish its goals.

When working with others [NAME] contributes and helps to organize and monitor the work.

When working with others [NAME] contributes to planning and adjusting the plan, and helps to solve challenges and conflicts.

When working with others [NAME] express his/her ideas and encourages others to express their ideas.

[NAME] does his/her share to work with others to achieve a quick goal.

[NAME] plans and completes activities with others

[NAME] can be part of a group.

***-Explain/recount and reflect on experiences and accomplishments-***

[NAME] can articulate a keen awareness of his/her strengths, his/her aspirations and himself/herself. [NAME] offers detailed analysis, using specific terminology, of his/her progress, work, and goals.

[NAME] is able to represent his/her learning and his/her goals and connect these to his/her previous experiences. [NAME] accepts constructive feedback and uses it to move forward.

[NAME] offers detailed descriptions of his/her own efforts and experiences. [NAME] gives, receives and acts on constructive feedback.

[NAME] is able to represent his/her learning and connect it to his/her experiences and effort.

[NAME] can recount and comment on events and learning experiences.

[NAME] can retell learning experiences and name something he/she has learned.

[NAME] can answer questions about his/her activities and experiences.

**CREATIVE THINKING**

***-Novelty and Value-***

[NAME] can get new ideas and develops them to form a sophisticated body of work.

His/her creative ideas are often a form of self-expression for [Name]

[NAME] generates new ideas as [NAME] pursue his/her interests

[NAME] demonstrates a sense of accomplishment. His/her ideas are fun, entertaining, or useful for him/her and others.

***-Generating Ideas-***

[NAME] has interests and passions that he/she pursues over time. [NAME] is willing to take significant risks in his/her thinking.

[NAME] has deliberate strategies for quieting his/her conscious mind so that he/she can be more creative (eg. By walking away for a while, doing something relaxing, being deliberately playful).

[NAME] chooses to learn a lot about something so that he/she is able to generate new ideas about it (eg. Doing research, talking to others, practicing).

[NAME] can build on other people’s ideas by adding new ideas of his/her own.

[NAME] can combine other people’s ideas in new ways to create new things or solve problems.

***-Developing Ideas-***

[NAME] expects ambiguity, failure, and setbacks, and uses them to advance his/her thinking.

[NAME] uses his/her experiences with various steps and attempts to direct his/her future work.

[NAME] builds the skills [NAME] needs to make his/her ideas work, and usually succeeds.

[NAME] can usually make his/her ideas work if [NAME] keeps playing with them.

[NAME] makes his/her ideas work or change what he/she is doing

**CRITICAL THINKING**

***-Analyze and Critique-***

[NAME] can compile evidence and draw reasoned conclusions. [NAME] can place his/her work and that of others in a broader context.

[NAME] can ask questions and offer judgements, conclusions, and interpretations supported by evidence he/she or others have gathered. [NAME] can explain more than one perspective and consider implications.

[NAME] can identify larger problems or issues and ask important questions using what he/she knows and observes.

[NAME] can draw conclusions, make judgements and ask new questions using observations experience and imagination.

[NAME] can find some evidence and make judgements.

***-Self-Examination-***

[NAME] can determine his/her own framework and criteria for tasks that involve critical thinking.

[NAME] can examine his/her thinking, seek feedback, reassess his/her work and adjust.

[NAME] can assess his/her thinking.

[NAME] can describe his/her thinking and how it is changing.

***-Question and Investigate-***

[NAME] can consider views that do not fit with his/her beliefs. [NAME] is open-minded and patient, taking the time to explore discover and understand.

[NAME] can gather, select, evaluate and synthesize information.

[NAME] can explore and engage with materials and sources.

[NAME] can consider more than one way to proceed and make choices based on his/her reasoning and what he/she is trying to do

**[NAME] can ask open-ended questions, explore and gather information, and experiment purposefully to develop options.**

**[NAME] can ask questions, make predictions, and use his/her senses to gather information.**

**[NAME] can explore with a purpose in mind and use what he/she learns**

**-Develop and Design-**

[NAME] can make choices that will help him/her create his/her intended impact on an audience.

[NAME] can consider alternative approaches and make strategic approaches and choices. [NAME] can take risks and recognize that he/she may not be immediately successful.

[NAME] can develop or adapt criteria, check information, assess his/her thinking, and develop reasoned conclusions, judgements or plans.

[NAME] can contribute to and use harder criteria or sets of criteria.

[NAME] can contribute to and use criteria.

**PERSONAL AWARENESS AND RESPONSIBILITY**

***-Self-determination-***

[NAME] can find internal motivation and act on opportunities for self-growth.

[NAME] takes the initiative to inform himself/herself about controversial issues and takes ethical positions.

[NAME] has valuable ideas to share; he/she can imagine and work toward change in himself/herself and the world.

[NAME] can be focussed and determined.

[NAME] accept himself/herself and can advocate for himself/herself and his/her ideas.

[NAME] can express his/her wants and needs and celebrate his/her efforts and accomplishments.

[NAME] can show a sense of accomplishment and joy, and express some wants, needs, and preferences.

***-Self-Regulation-***

[NAME] can take ownership of his/her goals, learning, and behaviour; [NAME] acts on what is best over time for his/her goals and aspirations.

[NAME] recognizes the implications of his/her choices and consults with others who may be affected by his/her decisions.

[NAME] can set priorities; implement, monitor and adjust a plan, and assess the results.

[NAME] can take responsibility for his/her learning, seeking help as needed.

[NAME] can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks.

[NAME] can tell when he/she am becoming angry, upset or frustrated, and [NAME] has strategies to calm himself/herself.

[NAME] can use strategies that increase his/her feeling of well being and helps him/her manage his/her feelings and emotions.

[NAME] can connect his/her actions with positive and negative experiences.

**-Well Being-**

[NAME] sustains a healthy and balanced lifestyle. He/she is aware of his/her personal journey and reflects on his/her experiences as a way of enhancing his/her well-being and dealing with challenges. [NAME] can advocate for himself/herself in stressful situations.

[NAME] can use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. [NAME] knows how find the social support he/she needs.

[NAME] can make choices that benefit his/her well-being and keep him/her safe in his/her community, and online.

[NAME] makes decisions about his/her activities and takes some responsibility for his/her physical and emotional well-being .

[NAME] can participate in activities that support his/her well-being.

**POSITIVE PERSONAL IDENTITY AND CULTURAL IDENTITY**

[NAME] understands that his/her learning is continuous and his/her concept

of self and identity will continue to evolve.

[NAME] understands that his/her identity is made up of many interconnected aspects of his/her life such as experiences, family history, heritage, where he/she lives, and groups he/she identifies with.

[NAME] is able to identify different groups he/she belongs to. [NAME] is able to represent aspects of his/her cultural contexts through words and images.

[NAME] can describe his/her family, home and community.

***-Personal Values and Choices-***

[NAME] can describe how aspects of his/her life experiences, family history, background, and where [NAME] live (or has lived) have influenced his/her values and choices.

[NAME] understands that what [NAME] values influences the choices he/she makes and how he/she presents himself/herself in various contexts.

[NAME] can describe what is important to him/her.

[NAME] can explain what he/she likes and dislikes. [NAME] is able to explain what interests him/her.

[NAME] is aware of himself/herself as different from others.

*-Personal Strengths and Abilities-*

[NAME] can identify how his/her strengths can help meet challenges and he/she understand that he/she will continue to develop new skills, abilities, and strengths.

[NAME] can identify how his/her challenges can be opportunities for growth.

[NAME] can understand that his/her characteristics, qualities, strengths and challenges make him/her unique and are an important part of the communities [NAME] belongs to.

[NAME] can describe and demonstrate pride in his/her positive qualities, characteristics and skills.

[NAME] can explain how he/she can use these to contribute to his/her home and community.

[NAME] can name some things that make him/her special.

**SOCIAL RESPONSIBILITY**

***-Contributing to the community and caring for the environment-***

[NAME] can take thoughtful actions to influence positive, sustainable change.

[NAME] can identify how his/her actions and the actions of others affect his/her community and the natural environment and can work to make positive change.

[NAME] contributes to group activities that makes his/her classroom, school, community or natural world a better place

[NAME] can identify simple things that will make a difference.

[NAME] can participate in class and group activities to improve the class, school, community or natural world.

***-Solving Problems in Peaceful Ways-***

[NAME] can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to the meet the needs of others and evaluate actions.

[NAME] can identify different perspectives on an issue.

[NAME] can clarify problems, consider alternatives, and evaluate strategies.

[NAME] can consider others’ views and express a different opinion.

[NAME] can identify problems and compare potential problem solving strategies.

[NAME] can share his/her feelings and listen to others’ views.

[NAME] can solve some problems and can identify when to ask for help.

***-Valuing Diversity-***

[NAME] can take action to support diversity and defend human rights.

[NAME] can identify how diversity is beneficial for his/her community; including online.

[NAME] respects differences and demonstrates respectful and inclusive behaviour including online.

[NAME] can advocate for others

[NAME] can demonstrate respectful and inclusive behaviour including online.

[NAME] can explain why something is unfair to himself or others.

***-Building Relationships-***

[NAME] can build and sustain positive relationships with diverse people.

[NAME] shows empathy to others and adjusts his/her behaviour to accommodate their needs

[NAME] is aware of how others may feel and takes steps to help them feel included.

[NAME] maintains relationships with adults and peers.

[NAME] can identify when others need support and provide it.

[NAME] can build and sustain relationships.

[NAME] can show care for elders.

[NAME] is kind to others.

[NAME] can work or play co-operatively, and can build relationships with people of his/her choosing.

[NAME] can be part of a group.