

REPORT CARD COMMENT TEMPLATE

I have enjoyed watching _____(student)
grow as a learner this year. (start positive- I
see your child in a positive way and they are
learning) He/She is_____. (tell one or two
positive attributes you have observed) I am
helping _____ (student name) improve on
_____ by _____. (give an area that the
student is struggling with the help they have
received to improve). We will continue to work
on _____ by _____ in the next quarter.
(plan for the future. What parents can expect).
As a class we will also be working
on_____. (General statement that will be
the same with every students comments.) You
can help your child gain mastery quickly with
this task by _____. (Give parents something
they can do to help their child at home.)
_____. (students name) Keep up the good
work. Your hard work is making you smarter
and smarter. (Final affirmation that you see
them trying to be a great students)



Comments For Report Card Year 4

**Maurice J. Elias,Joseph J.
Ferrito,Dominic C. Mocerì**

Comments For Report Card Year 4:

Writing Effective Report Card Comments Susan Shafer, 1997 At last here is a practical book that gathers time saving tips from teachers on writing effective report card comments Packed with advice this resource will help you collect assessment information easily and describe your students performances clearly and constructively You ll find handy lists of phrases that encourage children words to avoid and concise advice on how to prompt parents to support learning at home Book jacket

Writing Effective Report Card Comments Kathy Dickenson Crane, 2007-08 Thoughtful and constructive report card comments can improve parent teacher communication and student performance Each book features hundreds of ready to use comments in a variety of specific areas in academic performance and personal development General messages are also included as well as a robust list of helpful words and phrases *Developing Standards-Based Report Cards* Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children s learning and progress

Spanish & English Comments for Report Cards & Notes Going Home, Grades K - 5, 2005-10-13 Communicate with Spanish speaking parents using Spanish and English Comments for Report Cards and Notes Going Home This resource enables English speaking educators of grades K 5 to effectively communicate with Spanish speaking parents It features English and Spanish comments that convey positive information and make constructive evaluations This 80 page book includes a Spanish pronunciation guide a list of basic terms comments sorted by content area and behaviors a parent communication log and reproducibles

How to Grade for Learning Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently

The Writing Report Card, 1984-88 Arthur N. Applebee, 1990 Based on two national assessments of the writing proficiency of representative samples of students in grades 4 8 and 11 conducted during the school years ending in 1984 and 1988 this report assesses the informative persuasive and imaginative writing performance of the nation s students and tracks changes in performance over time The first three chapters of the report describe student performance on the informative persuasive and imaginative writing tasks included in the writing trend assessments based on the results of the primary trait and holistic analyses The fourth chapter summarizes trends in average task accomplishment for the nation and various demographic subpopulations In the fifth chapter trends in students grammar punctuation and spelling are discussed

The sixth chapter discusses factors that appear to be related to writing performance such as students instructional experiences and home environment The report concludes that despite some progress on some tasks students writing performance across tasks remains low and has changed little across time The report also finds that the extent to which students at all grade levels value writing use it in their own lives and engage in writing process activities remains quite limited A procedural appendix and an appendix of data are attached RS The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Moceris, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students **Cumulated Index Medicus** ,1996 **Brain-Friendly Study Strategies, Grades 2-8** Amy Schwed, Janice Melichar-Utter, 2007-12-13 Presents creative research based study strategies covering all content areas and tailored to elementary and middle school students individual learning styles including auditory visual and kinesthetic modalities *Practical Solutions for Serious Problems in Standards-Based Grading* Thomas R. Guskey, 2008-08-06 Implement standards based grading practices that accurately and equitably report student achievement Standards based education poses a variety of challenges for grading and reporting practices This edited volume examines critical issues in standards based grading and provides specific suggestions for improving policies and practices at the school and classroom levels The chapters Describe traditional school practices that inhibit the implementation of standards based grading Address how teachers can assign fair and accurate grades to English language learners and students with special needs Examine legal issues related to grading Discuss why report card grades and large scale assessment scores may vary Offer communication strategies with parents

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