

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)

End Of Kindergarten Comments

Petr G. Grotewell, Yanus R. Burton



End Of Kindergarten Comments:

Children's Multilingual Literacy Pauline Harris, Cynthia Brock, Elspeth McInnes, Bec Neill, Alexandra Diamond, Jenni Carter, Ufemia Camaitoga, Meresiana Krishna, Eleni Giannakis, 2020-10-22 This book offers a comprehensive report on a three year cross cultural critical participatory action research study conducted in children's homes and communities in Fiji This project contributed to building sustainable local capacity in communities without access to early childhood services so as to promote preschool children's literacy development in their home languages and English The book includes rich descriptions of the young children's lived multilingual literacy practices in their home and community contexts This work advances research based practices for fostering young children's multilingual literacy and building community capacity in a post colonial Pasifika context further it shares valuable insights into processes and complexities that are inherent to multiliteracy and cross cultural research

Visible Learning: Feedback John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning Yet there remains a paradox why is feedback so powerful and why is it so variable It is this paradox which Visible Learning Feedback aims to unravel and resolve Combining research excellence theory and vast teaching expertise this book covers the principles and practicalities of feedback including the variability of feedback the importance of surface deep and transfer contexts student to teacher feedback peer to peer feedback the power of within lesson feedback and manageable post lesson feedback With numerous case studies examples and engaging anecdotes woven throughout the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback Visible Learning Feedback brings together two internationally known educators and merges Hattie's world famous research expertise with Clarke's vast experience of classroom practice and application making this book an essential resource for teachers in any setting phase or country

Assessing Reading 1: Theory and Practice Colin Harrison, Terry Salinger, 2002-01-04 This book along with its companion volume Assessing Reading 2 Changing Practice in Classrooms was originally conceived as the major outcome from an international seminar on reading assessment held in England It focuses particularly on theoretical and methodological issues though with a clear series of links to practices in assessment especially state and national approaches to classroom based assessment in the USA the UK and in Australia at both primary and secondary levels Chapters offer new perspectives on the theories that underlie the development and interpretation of reading assessments national assessments and classroom based assessment challenging readers to think in different ways

Developing Feedback for Pupil Learning Ruth Dann, 2017-08-21 Feedback is often considered to be one of the pivotal enablers of formative assessment This key topic has received considerable attention within research literature and has been studied by a number of leading experts in the field This book is positioned at the heart of these debates and offers a specific contribution to exploring and exploiting the learning gap which feedback seeks to shift Developing Feedback for Pupil Learning seeks to synthesise what we know about

feedback and learning into more in depth understandings of what influences both the structure of and changes to the learning gap This research informed but accessibly written enquiry is at the very heart of teaching learning and assessment It offers a timely contribution to understanding what works and what doesn't for whom and why Split into three main parts it covers Feedback for learning in theory policy and practice Conceptualising the learning gap New futures for feedback This text will be essential reading for students teachers researchers and all those who engage with issues related to teaching learning and assessment academically

Opportunity to Learn, Curriculum Alignment and Test Preparation Jaap Scheerens, 2016-08-30 This book provides a review of the effectiveness of Opportunity to Learn OTL operationalized as the association between OTL and student achievement In addition it presents an elaborate conceptual map in which OTL is regarded as part of a larger concept of curriculum alignment Major components of this framework are national goals and standards school curricula formative tests textbooks actual delivery of content as part of teaching and summative tests and examinations Alignment between educational goals intended and implemented curricula and educational outcomes is considered an important prerequisite for effective education The expectation is that better alignment leads to better student performance The concept of OTL is commonly used to compare content covered as part of the implemented curriculum with student achievement As such it is to be seen as a facet of the broader concept of alignment As it comes to enhancing OTL in educational policy and practice proactive curriculum development is compared to a more retroactive orientation Legitimate forms of test and examination preparation belong to this retroactive orientation and are seen as favorable conditions for optimizing OTL This book reviews the research evidence on the effects of OTL on student achievement by means of detailed descriptions of key empirical studies a review of meta analyses a vote count syntheses of 51 empirical studies conducted between 1995 and 2015 and a secondary analysis based on TIMSS 2011 and PISA 2012 data It concludes that the effect size of OTL at about 30 is modest but comparable in size to other effectiveness enhancing conditions in schooling The final chapter of the book provides suggestions for educational policy and practice to further optimize OTL div

Reclaiming Personalized Learning Paul Emerich France, 2019-10-01 Where exactly did personalized learning go so wrong For teacher and consultant Paul France at first technology powered personalized learning seemed like a panacea But after three years spent at a personalized learning start up and network of microschools he soon realized that such corporate driven individualized learning initiatives do more harm than good especially among our most vulnerable students The far superior alternative A human centered pedagogy that prioritizes children over technology First let's be clear Reclaiming Personalized Learning is not yet another ed tech book Instead it's a user's guide to restoring equity and humanity to our classrooms and schools through personalization One part polemical eleven parts practical the book describes how to Shape whole class instruction leverage small group interactions and nurture a student's inner dialogue Cultivate awareness within and among students and build autonomy and authority Design curriculum with a flexible frame and where exactly the standards fit

Humanize assessment and instruction including the place of responsive teaching Create a sense of belonging humanize technology integration and effect socially just teaching and learning all central issues in equity The truth is this there s no one framework there s no one tool that makes learning personalized what personalized learning companies with a vested interest in profits might tempt you to believe It s people who personalize learning and people not technology must be at the center of education The time is now for all of us teachers to reclaim personalized learning and this all important book is our very best resource for getting started This is a compelling and critically important book for our time With rich stories of teaching and learning Paul France considers ways to create the most positive learning experiences possible JO BOALER Nomellini Olivier Professor of Education Stanford Graduate School of Education This brilliant book is a major contribution to the re imagination of learning and teaching for the twenty first century and should be essential reading for new and experienced teachers alike TONY WAGNER Senior Research Fellow Learning Policy Institute In these troubled times this book is more than a breath of fresh air it is a call to action Paul gives us an accessible and sophisticated book that explains how and why we should celebrate the humanity of every single student JIM KNIGHT Senior Partner of the Instructional Coaching Group ICG and Author of The Impact Cycle *Handbook of Orthography and Literacy* R. Malatesha Joshi,P. G. Aaron,2005-08-31 Until about two decades ago the study of writing systems and their relationship to literacy acquisition was sparse and generally modeled after studies of English language learners This situation is now changing As the worldwide demand for literacy continues to grow researchers from different countries with different language backgrounds have begun examining the connection between their writing systems and literacy acquisition This text which derives from a NATO sponsored conference on orthography and literacy brings together the research of seventy scholars from across the world the largest assemblage of such experts to date Their findings are grouped into three parts as follows Part I Literacy Acquisition in Different Writing Systems describes the relationship between orthography and literacy in twenty five orthographic systems This section serves as a handy reference source for understanding the orthographies of languages as diverse as Arabic Chinese English Icelandic Kannada and Kishwahili Part II Literacy Acquisition From a Cross Linguistic Perspective makes direct comparisons of literacy acquisition in English and other orthographic systems The overall conclusion that emerges from these eight chapters is that the depth of an orthographic system does influence literacy acquisition primarily by slowing down the acquisition of reading skills Even so studies show that dyslexic readers can be found across all orthographic systems whether shallow or deep which shows that dyslexia also has internal cognitive and biological components Part III Literacy Acquisition Instructional Perspectives explores literacy acquisition from developmental and instructional perspectives and ends with a look into the future of literacy research This Handbook is appropriate for scholars researchers and graduate students in such diverse fields as cognitive psychology psycholinguistics literacy education English as a second language and communication disorders **A Report on Longitudinal Evaluations of Preschool Programs:**

Longitudinal evaluations United States. Children's Bureau,1974 **A Report on Longitudinal Evaluations of Preschool Programs: Longitudinal evaluations** ,1974 **Early Childhood Education** Petr G. Grotewell,Yanus R. Burton,2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience NEA Research Bulletin ,1962 **Interventions in Learning Disabilities** Rachel Schiff,R. Malatesha Joshi,2016-06-17 This book reviews systematic training programs that are designed to enhance the language reading literacy and cognitive skills of individuals with Learning Disabilities in various disciplines Most titles on Learning Disabilities intervention often focus on the linguistic area of the disability while there are many more areas of difficulty Students with learning disabilities struggle with such as math cognitive abilities and organizational skills Adopting a multi disciplinary approach this book encompasses a wide variety of remedial treatments and therapies developed by expert researchers and scholars in the Learning Disabilities area *Feedback to Feed Forward* Amy Tepper,Patrick Flynn,2018-06-13 Feedback that works for leadership that makes a difference As a leader you know that feedback is essential to teachers growth and development But crafting the right feedback can be daunting How do you conduct comprehensive observations accurately analyze lessons for effectiveness and develop high leverage action steps that bring lasting change to teacher practices and student outcomes This how to book designed for leaders in all roles and at all experience levels provides a dynamic yet practical leadership model focused on precisely those key tasks Features include Comprehensive explanations of standards and descriptions of discrete core skills Explicit think alouds ready to use strategies and field tested lesson examples Evidence collection notes with templates from live observations Feedback samples across grade levels and

content areas Replicable case studies for professional learning Simply inspecting teaching practice through observation might be easy providing feedback that feeds forward and promotes growth is far more challenging With this comprehensive learning tool you ll use feedback to make the most of your role as a leader of learning for both teachers and students Feedback to Feed Forward has been recognized for focusing on practices that have high effect sizes and will help you translate the groundbreaking Visible Learning research into practice When educators use strategies that have high effects greater than 0.40 they can accelerate student achievement The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so that educators can begin making strategic decisions based on evidence that will utilize their time energy and resources to the best extent possible The Visible Learning research is based on Professor John Hattie s unmatched meta analysis of more than 1 600 research reviews comprising 95 000 studies involving more than 300 million students the world s largest evidence base on what works best in schools to improve student learning From that research Dr Hattie identified more than 250 factors that have an impact on student achievement

Head Start further development could allow results of new test to be used for decision making : report to congressional requesters. United States. Government Accountability Office,2005 *A Report on*

Longitudinal Evaluations of Preschool Programs United States. Children's Bureau,1974 **Emerging Issues and Trends**

in Education Theodore S. Ransaw,Richard Majors,2017-08-01 As classrooms across the globe become increasingly more diverse it is imperative that educators understand how to meet the needs of students with varying demographic backgrounds Emerging Issues and Trends in Education presents case studies from academics who have all at one point been teachers in K 12 classrooms addressing topics such as STEM as well as global issues related to race gender education education policy and parental engagement The contributors take an international approach including research about Nigerian Chinese Native American and Mexican American classrooms With a focus on multidisciplinary perspectives Emerging Issues and Trends in Education is reflective of the need to embrace different ways of looking at problems to improve education for all students

Head Start Marnie S. Shaul (au),2005-09 In Sept 2003 the Head Start Bureau in the Dept of Health how the Head Start Bureau has responded to concerns raised by grantees whether the NRS provides the Head Start Bureau with quality information Includes recommendations Charts tables *Feedback in Online Course for Non-Native English-Speaking Students* Larisa Olesova,2014-08-11 Feedback in Online Course for Non Native English Speaking Students is an investigation of the effectiveness of audio and text feedback provided in English in an online course for non native English speaking students The study presents results showing how audio and text feedback can impact on non native English speaking students higher order learning as they participate in an asynchronous online course It also discusses the results of how students perceive both types of the feedback provided In addition the study examines how the impact and perceptions differ when the instructor giving the feedback is a non native English speaking teacher or a native English speaking teacher Finally

the study discusses pedagogical implications and suggestions for instructors and designers in creating online learning environments as it relates to asynchronous online courses that include non native English speaking students The students who participated in this study include non native English speaking students from a university in northern Siberia Russia An extended literature review of audio and text feedback in different learning environments is used to refer to the possible effectiveness of feedback expected in an online course Feedback in Online Course for Non Native English Speaking Students provides empirical evidence that could assist online courses administrators in making appropriate assessment of non native English speaking students online learning *Using Student Feedback to Improve Learning Materials* Michael B. Nathenson,Euan S. Henderson,2018-02-06 The use of self instructional learning materials presented through a wide range of media was becoming an increasingly pervasive and important part of the educational scene at all levels from infant school to university Much had been written both theoretical and practical about various aspects of the techniques for developing such materials However one phase of the development process while generally recognised to be critical in producing materials of high quality and educational effectiveness had been relatively neglected in the literature This is the phase of trying out the materials in draft form on students collecting feedback and undertaking revision in the light of the ensuing data Based on considerable practical experience this book originally published in 1980 examines the planning and executing of the collection of feedback from students on self instructional learning materials concerned with various subject matters and presented through various media both printed and audio visual A brief survey of the development of materials based learning is provided in order to set the use of student feedback in context and to sort out some of the terminology in common use The main part of the book illustrates a step by step method through all the stages of the try out process from initial planning of the project to final revision of the materials Thus a particular approach to the process of trying out draft materials is advocated which is outlined by means of a case study Finally there is an examination of whether using student feedback to revise learning materials can actually improve their educational quality and effectiveness with particular reference to the approach described earlier Incorporating a full bibliography this study combines a comprehensive review of what is known about this crucial phase of developing learning materials with an original how to do it guide for practitioners which has itself been subject to extensive try out **Improving Reading Comprehension of Self-Chosen Books Through Computer Assessment and Feedback** Keith James Topping,2022-07-12 Schools around the world use online programs like Accelerated Reader and Reading Counts to improve students reading comprehension of real books but how can such software be used most effectively In this unique resource researcher Keith Topping analyzes independent research studies and brings you best practices on quality implementation to enhance effectiveness He explains the evidence base for the programs in a comprehensible way and addresses many common questions such as Does it work How should it be implemented to make it work and Is it cheaper and more efficient in teacher time than what we were doing before He also

discusses best practices for using the assessment data for tailoring implementation in elementary vs high schools and for working with disadvantaged students Appropriate for teachers literacy coaches curriculum leaders and other stakeholders the book will provide you with a strong research foundation and easily accessible information to help you fine tune your understanding of the reading programs and implement them more successfully in your schools and classrooms

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