



Report Card Comments (& helpful hints)

Helpful Hints for Parent-Teacher Conferences

- sit next to the parents, not across from them
- start with a positive comment
- provide a suggestion for reinforcement or further work at home
- short, sweet and simple is the way to go (avoid educational jargon)
- LISTEN to the parents and their concerns
- end on time (commit to another conference or phone conference to avoid going over the allotted time)



Commendations

Lonnie's enthusiasm and interest are assets to our class. She tries very hard to do her best.

Ruth is a happy student. Reading is an area of difficulty for her, but she puts forth much effort. Continual reinforcement at home is helpful to her.

Ricardo has a mature attitude towards all aspects of school. He shows keen interest and participates well in all school experiences. He has a strong desire to succeed and works hard at it.

Her pleasant personality and cooperative attitude are an asset to our class.

Your help and encouragement at home keeps him motivated.

Joe is a cooperative and capable student. He is achieving well in all areas.

Mark is a strong student achieving in all areas.

He is steadily improving and can be very proud of his work.

Matt has very high standards. He is always precise and thorough, but with the additional good qualities of initiative and imagination.

The help you give at home is very evident in his work at school.

Kathy is a very capable student who grasps new ideas with ease.

Heldi is a very enthusiastic student.

Gets along well with the class

Allison shows satisfactory progress in all her work.

Karen's report card shows her outstanding work and effort. She contributes a great deal to our class.

Sue's delightful personality is an asset to our class. She tries hard to do her best.

Joe tries very hard in school. I appreciate the extra help and support he receives from home.

Enthusiastic about work in general

Performs well in everything he undertakes

Doing strong work in all areas

Has good organization of thoughts

Makes friends quickly and is well-liked

Works well in groups, planning and carrying out activities

Takes an active part in discussions

Grasps new ideas readily

Accepts responsibility well

Shows pride in his work

Attitude toward school is excellent

Has a sense of humor

Expresses himself well through art/with words

Is hardworking

Dean is an outstanding citizen in our classroom. He is well liked, cooperative and reliable. All in all he is a conscientious student.

Literacy Report Card Comments

Susan Shafer

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the name Susan Shafer.

Literacy Report Card Comments:

Writing Effective Report Card Comments Kathleen Crane, 2007 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 NAEP 1998 Reading Report Card for the Nation ,1999 **NAEP 1998 Reading Report Card for the Nation and the States** ,1999 Presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 **Resources in Education** ,2001 *Reading Report Card for the Nation and the States, 1998 (NAEP)* Patricia L. Donahue, 1999-08 Report by the National Center for Education Statistics on the National Assessment of Educational Progress NAEP the nation's only ongoing survey of what students know and can do in various academic subject areas In 1998 NAEP conducted a national reading assessment of 4th 8th and 12th grade students and a state by state reading assessment of 4th and 8th grade students This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 Includes dozens of tables and figures *NAEP ... Reading Report Card for the Nation and the States* ,1996 **NAEP 1994 Reading Report Card for the Nation and the States** Jay R. Campbell, 1996 This report describes students reading achievements at grades 4 8 and 12 and within various subgroups of the general population State level results are presented for individual states that chose to participate in the 1994 Trial State Assessment Chapter 1 presents an overview of the 1994 NAEP reading assessment and sample questions and responses Chapter 2 provides overall average proficiency results for the nation regions subgroups of students and jurisdictions participating in the Trial State Assessment Chapter 3 describes students reading performance in terms of achievement levels Chapter 4 focuses on cross state comparisons of proficiency results from the state by state assessment at grade 4 Chapter 5 describes contextual factors related to students reading achievement Chapter 6 describes specific abilities demonstrated by students in the NAEP reading assessment and reports student performance when reading for different purposes The most striking finding from the 1994 assessment is that the average reading proficiency of 12th grade students declined significantly from 1992 to 1994 Other major findings include 1 the decline in average proficiency among 12th graders between 1992 and 1994 was concentrated among lower performing students 2 reading proficiency at all three grade levels was higher on average for students whose parents had more education 3 at all three grade levels female students had higher average reading proficiencies than male students and 4 students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement Contains 38 tables and 23 figures of data Appendixes provide an overview of procedures used in the 1994 assessment and describe students reading performance cross state proficiency and achievement level results and sample texts and questions RS Just the Right Words Inc. Scholastic, Mona

Melwani,2003 More than 200 model narratives help teachers find the words for their report cards for every situation Contains comments for student achievement in every content area and language for addressing behavioural and social issues as well as sentence stems word lists and report card writing tips **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 *Motivating Every Student in Literacy* Sandra Athans,2014-01-09 Motivation and literacy go hand in hand in this practical book of strategies for classroom teachers It provides effective tips and tools to motivate and grasp the attention of even the most reluctant readers With numerous classroom examples case studies and blackline masters this book will help you to boost motivation and literacy in your classroom right away *Motivating Every Student in Literacy Including the Highly Unmotivated Grades 3 6* provides an effective model for improving reading levels and increasing motivation Under the guidance of Athans and Devine classroom leaders develop their own Motivation Improvement Action Plans where small group instruction end of unit assessments and other practical approaches work to increase individual student effort Woven throughout are process driven and novelty strategies to address possible reasons for a child s lack of motivation In this guide you ll find illuminating case studies quick reference chapter summaries reproducible student plans and contracts and action plan tips **Literacy Moments to Report Cards** Linda Wason-Ellam,1994 In this valuable resource Dr Linda Wason Ellam shares her involvement with students in poignant literacy moments She then translates her experiences into practical advice and techniques for successfully evaluating daily interactions including detailed yet flexible checklists **Organizing the Early Literacy Classroom** Sharon Walpole,Michael C. McKenna,2016-05-20 Filled with clear explanations and doable strategies this book helps PreK 2 teachers juggle the demands of planning effective instruction and creating a literacy rich classroom environment Realistic vignettes illustrate how to set goals develop standards based curricula and assessments establish routines and organize the classroom space and the daily schedule The authors demonstrate the nuts and bolts of building an exemplary classroom library and professional teaching library collaborating as a team with other teachers and specialists preparing report cards and communicating with families Several reproducible forms can be downloaded and printed in a convenient 8 1 2 x 11 size **Psychoeducational Assessment and Report Writing** Stefan C. Dombrowski,2020-06-10 The second edition of this textbook provides expanded and updated guidance on the process of psychoeducational assessment and report writing for children in grades K 12 It casts the entire process within a newly proposed evidence based psychoeducational assessment and report writing framework and explains how to convey results through detailed well written reports The new edition guides readers step by step through the assessment process collecting data writing reports

and communicating conclusions for students with conditions spanning the range of IDEA classifications Chapters offer a broad understanding of assessment and communication skills as well as the ethical legal cultural and professional considerations that come with psychoeducational evaluation In addition chapters significantly expand on the coverage of learning disabilities autism spectrum intellectual disabilities gifted and other health impaired and emotional disturbance assessment The text updates sample reports from the previous edition offering annotated commentary in the report explaining salient points and major decisions and incorporates additional report samples to demonstrate fully the assessment and report writing process Key topics addressed in the revised and expanded edition include Psychoeducational assessment and report writing in school and clinic settings Interview formats from various perspectives including caregivers parents teachers and students Assessment of culturally and linguistically diverse youth Assessment of social emotional behavioral and mental health difficulties that may affect students educational functioning Common academic difficulties including reading writing and mathematics Common recommendations and accommodations for behavioral social emotional and learning needs Incorporation of response to intervention curriculum based assessment data into the psychoeducational report

Psychoeducational Assessment and Report Writing 2nd Edition is an essential textbook for graduate students as well as researchers professors and professionals in child and school psychology educational assessment testing and evaluation social work and related disciplines

Handbook of Family Literacy , **Standards for the Assessment of Reading and Writing** IRA/NCTE Joint Task Force on Assessment, International Reading Association, National Council of Teachers of English, 2009-12-03 With this updated document IRA and NCTE reaffirm their position that the primary purpose of assessment must be to improve teaching and learning for all students Eleven core standards are presented and explained and a helpful glossary makes this document suitable not only for educators but for parents policymakers school board members and other stakeholders Case studies of large scale national tests and smaller scale classroom assessments particularly in the context of RTI or Response to Intervention are used to highlight how assessments in use today do or do not meet the standards

Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of

ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons *Literacy for All Children* Carolyn M. Lawrence,2004 Drawing upon thirty two years of experience in public education ranging from the classroom to the principal s office author Carolyn Lawrence offers advice insight and inspiration to her readers about how to make reading accessible and even fun for students However Lawrence s point stretches far beyond literacy and delves into the idea that all students regardless of background and correct instructional level are capable of learning and benefiting from a positive school environment Her intention is to make the reader a participant in the school s life to give an insider s view of how much soul it takes to make a school successful Through anecdotes and personal experience Lawrence provides all readers both educators and others with a deeper understanding of the challenges of public education She demonstrates the role of the teacher and the principal as the instructional leader and a daily participant in classroom life juggling a variety of roles and responsibilities This book is useful to all readers with a concern for education and particularly for practicing and training school administration and others concerned with curriculum and instruction planning It will also be helpful in preparing teacher education students and new teachers for the classroom **Teaching Literacy in the Digital Age** Mark Gura,2014-03-21 Each activity in this book is tagged with a recommended level main technologies used and literacy covered and all are aligned to the NETS S and Common Core State Standards You can easily adapt the majority of the activities for any level with minor modifications including for student with special needs and English language learners *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

Reading and Writing Across Content Areas Roberta L. Sejnost,Sharon Thiese,2006-08-04 We often hear middle and high school teachers are frustrated because their students can t understand the textbooks or can t write effectively about their particular content This book will provide both the framework for solving this dilemma and the specific practical classroom practices that teachers can use each day to help students become more competent readers and writers Douglas Johnson Assistant Superintendent Kane County Regional Office of Education IL Every middle school and secondary teacher should have a copy of this book It not only provides the theoretical basis for each strategy but it also provides effective instructions for use of the strategies in the classroom Dorothy Giroux Program Director Initial Teacher Preparation Program School of Education Loyola University Chicago Eager for proven methods to strengthen your students content literacy Then this book is a must have for your classroom Using a step by step approach that makes the strategies easy to understand and implement the authors provide updated research based strategies that will help increase your students reading

comprehension strengthen their writing skills and build vocabulary across content areas Expanded coverage of content literacy additional reading and writing strategies for exploring content and suggestions for working with struggling readers are included in this revised edition This rich resource also offers Tips for using trade books in the classroom Graphic organizers to help students recognize text structures Assessment tools Technology activities in every chapter Real classroom examples of how the strategies have been implemented More ways to evaluate the readability of textbooks Over 40 ready to use reproducibles Whether you are getting ready to begin teaching or are a veteran teacher this accessible invaluable handbook will give you the tools you need to help your students become lifelong learners

Reviewing **Literacy Report Card Comments**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Literacy Report Card Comments**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Table of Contents Literacy Report Card Comments

1. Understanding the eBook Literacy Report Card Comments
 - The Rise of Digital Reading Literacy Report Card Comments
 - Advantages of eBooks Over Traditional Books
2. Identifying Literacy Report Card Comments
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Literacy Report Card Comments
 - User-Friendly Interface
4. Exploring eBook Recommendations from Literacy Report Card Comments
 - Personalized Recommendations
 - Literacy Report Card Comments User Reviews and Ratings

- Literacy Report Card Comments and Bestseller Lists
- 5. Accessing Literacy Report Card Comments Free and Paid eBooks
 - Literacy Report Card Comments Public Domain eBooks
 - Literacy Report Card Comments eBook Subscription Services
 - Literacy Report Card Comments Budget-Friendly Options
- 6. Navigating Literacy Report Card Comments eBook Formats
 - ePub, PDF, MOBI, and More
 - Literacy Report Card Comments Compatibility with Devices
 - Literacy Report Card Comments Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Literacy Report Card Comments
 - Highlighting and Note-Taking Literacy Report Card Comments
 - Interactive Elements Literacy Report Card Comments
- 8. Staying Engaged with Literacy Report Card Comments
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Literacy Report Card Comments
- 9. Balancing eBooks and Physical Books Literacy Report Card Comments
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Literacy Report Card Comments
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Literacy Report Card Comments
 - Setting Reading Goals Literacy Report Card Comments
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Literacy Report Card Comments
 - Fact-Checking eBook Content of Literacy Report Card Comments
 - Distinguishing Credible Sources

-
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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