



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.

Grade 2 Final Report Card Comments

Dave Nagel

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the Dave Nagel text bar.

Grade 2 Final Report Card Comments:

OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey Kitchen

Hannah, Bethell George, Fordham Elizabeth, Henderson Kirsteen, Li Richard Ruochen, 2019-09-09 Turkey's education system stands out internationally as a success story. In recent decades participation has been vastly expanded becoming universal at lower levels of schooling and outperforming other middle income countries in upper secondary education. However the education system is also marked by disparities with only around half of 15 year olds acquiring the essential competencies they need for life and work. *Effective Grading Practices for Secondary Teachers* Dave Nagel, 2015-03-04 Enact innovative grading systems that more accurately describe student progress. This book challenges traditional grading practices and provides alternatives that can have direct impact on student success. By making subtle shifts toward standards based grading systems schools can reduce unnecessary course failures provide students and their families a more accurate picture of current progress and increase opportunities for success. The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt. Among the many strengths of this book are Practical application of existing research and evidence base for effective secondary grading reforms. A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection. Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery. Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades. Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices. Informative and pragmatic this book is spot on with analysis of this elephant in the room issue. Nagel uses both empathy and humor in getting to the heart of a process to generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation. He provides ready made strategies for real impactful change. I'm left hopeful that feedback will rule the day. Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to secondary improvement and alignment through grading practices. His tried and true methods through working with real districts provides a starting place and examples for others to follow. A must read for anyone serious about ensuring student engagement through meaningful feedback. Debra K Howe Superintendent Tri Creek School Corporation. *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. Students are more than their academic grades you know it and their parents know it. The progress they make in social emotional learning and character development is essential to their success in school and in life. But while educators have made great strides in improving grading for academic achievement we've left too many teachers still guessing when it comes to outdated behavior ratings and comment sections. That's where this book comes in. Grounded in research and in the author's work with teachers and administrators it offers guidance on

retooling report cards to better reflect the whole child integrating SEL and CD into any school or district wide grading system Resources include Guided exercises for analyzing existing report cards Samples and suggested report card designs Tips on improving communication with parents Case studies highlighting common challenges Testimonials from teachers and students When you take report cards to the next level you make sure that communication reflects all of the important characteristics of success and ensure that students develop the skills they need for the future This book brilliantly illuminates the key role played by social emotional learning in each student s development and it challenges the tradition of relegating the SEL EQ observations to the back of the report card If we want to develop better communities this book shows the way Dr Neil MacNeill PhD EdD Head Master Ellenbrook Independent Primary School The ultimate goal of misbehavior is attention When children don t get the attention they need through the proper behavior they will get it any way they can Children want to be loved and cared about SEL will help them to learn the proper ways to get attention It will also help teachers better understand the misbehaviors and redirect students toward positive behavior Pamela L Opel Teacher Intervention Specialist Gulfport School District

School Days in Vietnam Stories from the Heart Larry Welch,2015-08-29 School Days in Vietnam is the third book in a trilogy that encompass five years of teaching English in Thailand Myanmar and Vietnam I only taught for a year in Hanoi and used the second year to travel and carry on with other missions in my life that included writing much of this book and other stories about travel I had wanted to live in Hanoi since first visiting in 2004 but the opportunity didnt present itself until eight years later through employment as an English teacher in an international school In my mind I had high expectations and a goal of remaining in Hanoi for two years Everything was more interesting and meaningful than I could have expected and at the end of two years I felt tied to my friendships and the amazing lifestyle that was simple yet lavish in humanity I was totally enamored with Vietnam the people the natural beauty of its diverse geography and the culture that separates it from all other nations I made more friends than I had in any other country and in North Vietnam I enjoyed a weather pattern that was near to the tropics but decidedly four seasons

Privacy Act Issuances ... Compilation,1989 **Privacy Act Issuances** United States. Office of the Federal Register,1989 Assessment of learning Shrinkhla dubey,2022-09-30 Assessment of learning Characteristics Objective Advantages Disadvantages **Educational Technology** ,1966 **Best Friends Forever: Volume 2** William J. Smith,2017-11-18 Carol Anne Smith and Samantha Thompson have been friends for over a year since they both share a birthday after all but when a new family moves into town and they go over to meet and greet them they end up adding another Forever Friend to their little circle or clique little Deborah Anderson nicknamed Little Debbie by her father Ron and her mother Natalie Stanton Grace Brown Galvin,Tiffany Galvin Green,Ronald E. Galvin,2009 Since 1868 Floridas oldest continually operating high school has been destroyed rebuilt moved and refocused existing under several namesOld Stanton High School New Stanton High School Stanton Vocational High School and now Stanton College Preparatory School Campus History Series Stanton gives a pictorial

history of the buildings faculty student life and traditions that have left an indelible mark on African American life in Jacksonville through the years reflecting also its evolution into a nationally recognized diverse student body of the highest academic caliber Stanton's story accomplishments and pride are showcased through photographs obtained from a variety of school records and from generous contributions by alumni previous staff and faculty and their families

Grading With Integrity Thomas R. Guskey, Nancy Frey, Douglas Fisher, 2024-06-05 Let evidence and integrity guide your grading practice If you want to ask a polarizing question in education ask someone their thoughts on grading Few topics have elicited more interest or opinions even though grading practices have remained relatively unchanged for years But opinions are not evidence The time has come to get it right with a fresh approach grounded in research and the principles of integrity Grading With Integrity introduces a measured approach to grading reform based on honesty transparency accuracy and equity with recommendations backed by clear and trustworthy evidence Addressing the many whys involved this thoughtfully organized book addresses central questions related to grading and reporting student learning covering An historical overview of grading and reporting practices A discussion of standards based and competency based grading Recommendations for reporting non academic learning goals separately from academic achievement to accurately reflect students performance Suggestions for reporting growth and improvement using specific assessments and other reporting tools An infallible argument for grading with integrity This book is a must read for K 12 classroom teachers and administrators who are looking to implement better and more defensible grading and reporting policies and practices Let evidence and integrity be your guide to enhancing students best interests and learning success

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

How to Use Grading to Improve Learning Susan M. Brookhart, 2017-07-19 Grades are imperfect shorthand answers to What did students learn and how well In How to Use Grading to Improve Learning best selling author Susan M Brookhart guides educators at all levels in figuring out how to produce grades for single assignments and report cards that accurately communicate students achievement of learning goals Brookhart explores topics that are fundamental to effective grading and learning practices Acknowledging that all students can learn Supporting and motivating student effort and learning Designing and grading appropriate assessments Creating policies for report card grading Implementing learning focused grading policies Communicating with students and parents Assessing school or district readiness for grading reform The book is grounded in research and resonates with the real lessons learned in the classroom Although grading is a necessary part of schooling Brookhart reminds us that children are sent to school to learn not to get grades This highly practical book will help you put grading and learning into proper perspective offering strategies you can use right away to ensure that your grading practices actually support student learning

Powerful Lesson Planning Janice

Skowron,2015-09-15 Guide to teaching and creating lesson plans Covers four types of instructional design Useful for teachers with all levels of experience Have you ever wondered how to maximize your lesson plans Do you want to get the most out of every minute that you teach Powerful Lesson Planning Every Teacher s Guide to Effective Instruction will help you accomplish those goals This book includes summaries of basic instructional design integrated instructional design differentiated instructional design and problem based learning instructional design It shares different teaching strategies and is especially helpful for beginner teachers This guide emphasizes the decisions that teachers make as they plan lessons and classes It includes descriptive information tools and several examples to help every teacher make their lesson plans well

Bulletin of the Department of Elementary School Principals National Education Association of the United States.

Department of Elementary School Principals,1928 Vol 2 11 include 1 issue per vol called 2d 11th Yearbook *The Relevant Classroom* Eric Hardie,2019-08-14 Students need to connect to the real world be engaged and learn deeply But how are teachers supposed to ensure that students meet these objectives in the current school system In *The Relevant Classroom* Eric Hardie presents six strategies derived from his two decades of experience as an elementary and secondary teacher and principal to show teachers ways to foster real world connections genuine engagement and deeper learning 1 Make meaning central to student work 2 Contextualize the curriculum 3 Create space to learn 4 Connect student work to the community 5 Follow the student leaders 6 Reenvision feedback and evaluation This practical volume includes advice on how to get started vivid examples reflection questions and tips on how to overcome common obstacles *The Relevant Classroom* is about recognizing that teachers who tap into students capacities for creativity collaboration and innovation can create learning experiences that are truly meaningful for students **The American School Board Journal** William George Bruce,William Conrad Bruce,1923

A Scientific Watergate, Dyslexia Harold N. Levinson,1994 Dr Levinson charges ignorance bias and denial in the conventional concepts of dyslexia and the resulting 100 year old diagnostic therapeutic medical void **On**

Human Potential Sandra I. Kay,2019-04-16 According to experts in educational measurement current and past performance remains the best single predictor of future performance This book seeks to maximize individual and institutional efforts to support students optimal development specifically their talents The Talent Record introduced a common language cataloging and recording levels of talent achieved thus far on a Talent Profile page Communicating accomplishments in a common language across talent fields unites the ever changing team of individuals associated with a child s development and advances meaningful educational practice **Formative Assessment** Harry G. Tuttle,2009 First Published in 2009

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