

# Report Card Comments

Having a hard time coming up with appropriate comments for your students' report cards? Check out our helpful suggestions to find just the right one!

## Student Strengths/Successes

1. Listens and follows directions well
2. Expresses ideas clearly
3. Does neat, thorough work
4. Seeks information independently
5. Completes activities in a timely manner
6. Occupies his/her time constructively
7. Communicates well with students and teacher
8. Works well in group settings and makes many contributions to the group
9. Follows directions well, and is self-sufficient within the classroom
10. Is extremely motivated, and always puts his/her best effort into classroom assignments
11. Takes direction well and instantly applies them to his/her \_\_\_\_\_ skills
12. Understands the concept of...
13. Has a good knowledge of...
14. Demonstrates superior work in...
15. Is able to successfully...

## Improvement and Growth

1. Has demonstrated very good progress this year
2. Has matured nicely this year, both academically and socially
3. Is learning how to be a better listener, and takes direction well
4. Has worked very hard this year, and has made strong gains in the area of \_\_\_\_\_
5. Has shown great improvement with \_\_\_\_\_
6. Is progressing nicely, and shows constant improvement in many areas of schoolwork including \_\_\_\_\_
7. Is becoming more self-reliant during independent work periods
8. Is learning to be cooperative when working in groups
9. Is developing more positive ways to interact with others
10. Is listening to directions more carefully
11. Work habits have shown improvement.
12. Is showing good growth in all areas, especially in...
13. Has continued to make steady progress with...
14. Has shown noticeable improvement in...
15. Is developing consistent work habits, such as ...

# Kindergarten Next Step Comments

**Linda H. Kunder, Paul J. Porwoll**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the authors' names.

## **Kindergarten Next Step Comments:**

Next Steps Lori Franklin, Jonathan Kratz, Karen Gray, 2019-05-07 Social work students consistently struggle to apply theory to practice or use the knowledge of textbooks and classrooms in the field Vignettes and scenarios represented in textbooks are often simplistic too tidy to be realistic and with clean resolutions Next Steps Decision Cases for Social Work Practice highlights the complex messy nature of social work practice in a way that is engaging to students allowing them to step into the role of a practicing social worker This book is a collection of decision cases from multiple areas of social work practice designed to enhance the quality and depth of classroom case discussion and analysis These realistic compelling cases present dilemmas about which even experienced practitioners may disagree This allows rich classroom discussion that enhances critical thinking provides real life application and creates numerous opportunities to apply content and knowledge acquired throughout a social work education experience *Kindergarten Review* ,1895 Handbook of Crisis Counseling, intervention, and Prevention in the Schools Jonathan H. Sandoval, 2001-10-01 Featuring new chapters on bullying sexual assault natural disasters eating disorders and cultural considerations the second edition of this highly popular Handbook provides a one stop reference for mental health professionals who face a bewildering variety of school based crises Key features include a focus on both prevention and intervention and ongoing discussions of the research that underlies best practice Like the first edition chapters follow a parallel structure that includes the incidence prevalence and impact of the crisis theories regarding precipitating factors discussion of who is at risk for encountering the crisis primary prevention activities methods of working with high risk clients developmentally appropriate methods and intervention activities for individuals and developmentally appropriate methods and activities for groups The result is an unusually coherent volume that is suitable for graduate work in school psychology school counseling school social work and school nursing or as a reference work for in service practitioners Reporting Pupil Progress Linda H. Kunder, Paul J. Porwoll, 1977 **How to Give Effective Feedback to Your Students** Susan M. Brookhart, 2017-03-10 Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades In this updated and expanded second edition of her best selling book Susan M Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback 1 does it conform to the research 2 does it offer an episode of learning for the student and teacher and 3 does the student use the feedback to extend learning In this comprehensive guide for teachers at all levels you will find information on every aspect of feedback including Strategies to uplift and encourage students to persevere in their work How to formulate and deliver feedback that both assesses learning and extends instruction When and how to use oral written and visual as well as individual group or whole class feedback A concise and updated overview of the research findings on feedback and how they apply to today s classrooms In addition the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners including successful students struggling

students and English language learners The vast majority of students will respond positively to feedback that shows you care about them and their learning Whether you teach young students or teens this book is an invaluable resource for guaranteeing that the feedback you give students is engaging informative and above all effective The American Teacher, 1889

**No Fear Coding** Heidi Williams, 2022-08-16 This new edition of the popular book No Fear Coding offers current research updated tools and more cross curricular connections for K 5 teachers to integrate into their classes Coding has become an essential skill for finding solutions to everyday problems while computational thinking CT teaches reasoning and creativity and offers an innovative approach to demonstrating content knowledge and seeing mathematical processes in action No Fear Coding introduced many K 5 educators to ways to bring coding into their curriculum by embedding computational thinking skills into activities for different content areas This second edition features updated tools including programmable robots and other physical computing devices as well as new activities aligned to the ISTE Standards for Students and Computational Thinking Competencies Also new in this edition New tools for teaching coding including physical computing devices block based programming and AR VR along with methods for introducing tutorials and lesson plans Teachable examples and activities that illustrate CT concepts decomposition pattern recognition abstraction and algorithmic thinking Resources for deeper understanding and discussion questions for professional development and reflection on the practice of teaching coding and CT Tips on demystifying basic coding concepts so that teachers are comfortable teaching these concepts to their students No Fear Coding Second Edition will help build students coding and CT knowledge to prepare them for the middle grades and beyond **The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care** Tricia David, Kathy Gooch, Sacha Powell, 2015-10-05

The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much needed authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care Providing a detailed overview of key concepts debates and practical challenges the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children their place in society and the ways in which it might be appropriate to educate them Bringing together specially commissioned pieces by a range of international authors this handbook will enable academics research students practitioners and policy makers to reflect on their own understandings and approaches as well as the

assumptions made in their own and other societies      *International Research on Education for Sustainable Development in Early Childhood* John Siraj-Blatchford, Cathy Mogharreban, Eunhye Park, 2016-10-14 This book offers a perspective on Education for Sustainable Development in Early Childhood ESDEC that is far removed from the business as usual notion of an extended predominantly environmental educational curriculum for preschools It presents a vision of sustainable development that has relevance to Early Childhood Care and Education ECCE from birth to school it is relevant as much to homes family support and health settings as it is to educational settings and is as much concerned with health and wellbeing as with education The book provides a perspective that is fundamentally embedded in notions of interdependency It places an emphasis upon the importance of recognising the interdependency of peoples within and between nation states the ecological interdependencies of the natural world of humanity and nature and most significantly the interdependency of adults and children These emphases have their origins in the grassroots studies included in the ten chapters representing countries from around the world The book reflects the idea that only global solutions and initiatives are capable of addressing the global challenges of climate change environmental pollution and global threats to ecological systems and biodiversity

**Documentation in Institutional Contexts of Early Childhood** Maarit Alasuutari, Helga Kelle, Helen Knauf, 2020-04-28 Internationally documentation has gained importance in institutional contexts of early childhood during the last 20 years This edited volume illuminates different practices and aspects of documentation in early childhood and provides theoretically informed analytical perspectives on documentation in childhood institutions Whilst drawing on different national and early service contexts the edited volume explores the ways in which documentation may be consequential in childhood and in the practices of early childhood professionals The different chapters examine assessment and normativity in documentation children's participation in it and the impact of documentation on professionalism The edited volume is targeted to students researchers and professionals in the field of education and social sciences      *Meeting the Needs of Students of ALL Abilities* Colleen A. Capper, Elise M. Frattura, Maureen W. Keyes, 2000-03-14 This book provides practical strategies for school administrators and teachers to establish and maintain schools that include all students without adding on expensive reactive and ineffective separate programmes classrooms and schools Throughout the book are lists of steps and practical strategies along with overheads handouts and forms that can easily be copied for use in staff development faculty meetings parent organizations or university classrooms to aid educators who wish to put the book's ideas into practice      Inside/outside Marilyn Cochran-Smith, Susan Landy Lytle, 1993-06-15 Provides a thoughtful conceptual frame work for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education      *Addresses and Proceedings -*

*National Education Association of the United States* National Education Association of the United States, 1908 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association

*Watching Sarah Rise* Jennifer Celeste Briggs, 2025-07-30 For readers who love inspiring true stories a contemporary memoir from a mother who helped her nonverbal daughter with autism find her voice Families who have supported a child with special needs will connect with this memoir about Sarah a feisty girl with autism and a unique genetic blueprint Her mom Jenny is equally feisty and determined which leads her to make a commitment that dramatically changes her and Sarah's lives as well as those of many others Sarah's early years are filled with challenges and Jenny and her husband Carl try various therapies in an effort to help her At four years old Sarah is still nonverbal still doesn't use the potty and still struggles with eating Jenny knows she must do more She has heard of a method developed by the Autism Treatment Center of America called The Son Rise Program which through loving supportive interaction aims to foster social connection in people with autism It is a huge undertaking requiring hours of one on one therapeutic playtime which means Jenny needs to find and train volunteers to make it possible Though Jenny isn't sure she can do it she decides to try She calls her program Sarah Rise Accompany Jenny as Sarah's language explodes her eye contact intensifies and she plays games plays imaginatively uses the potty eats healthily reads and writes Have your heart warmed and your socks knocked off by this momentous journey

American Primary Teacher, 1889     *Abridged Index Medicus*, 1997-04     **Understanding Digital Technologies and Young Children** Susanne Garvis, Narelle Lemon, 2015-09-08 Understanding Digital Technologies and Young Children explores the possibilities digital technology brings to enhance the learning and developmental needs of young children Globally the role of technology is an increasingly important part of everyday life In many early childhood education frameworks and curricula around the world there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking This means that educators throughout the world are expected to actively enhance children's learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning experiences Digital technologies can be used to explore manipulate discover play and interact with real and imaginative worlds to allow active meaning making With a wide range of expert contributors this book provides a comprehensive examination of the current research on technology and young children and the importance of engagement for learning This approach encourages the reader to rethink the possibilities and potential of digital technologies for learning in the early years especially in the years before formal schooling when children might be attending early childhood settings This will be a valuable reference for anyone looking for an international perspective on digital technology and young children and is particularly aimed at current and future teachers     **Journal of Proceeding and Addresses** National Education

Association of the United States, 1888 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association      **Teaching & Learning** ,1998      **Benchmarks for Science Literacy**

American Association for the Advancement of Science, 1994-01-06 Published to glowing praise in 1990 Science for All Americans defined the science literate American describing the knowledge skills and attitudes all students should retain from their learning experience and offered a series of recommendations for reforming our system of education in science mathematics and technology Benchmarks for Science Literacy takes this one step further Created in close consultation with a cross section of American teachers administrators and scientists Benchmarks elaborates on the recommendations to provide guidelines for what all students should know and be able to do in science mathematics and technology by the end of grades 2 5 8 and 12 These grade levels offer reasonable checkpoints for student progress toward science literacy but do not suggest a rigid formula for teaching Benchmarks is not a proposed curriculum nor is it a plan for one it is a tool educators can use as they design curricula that fit their student s needs and meet the goals first outlined in Science for All Americans Far from pressing for a single educational program Project 2061 advocates a reform strategy that will lead to more curriculum diversity than is common today IBenchmarks emerged from the work of six diverse school district teams who were asked to rethink the K 12 curriculum and outline alternative ways of achieving science literacy for all students These teams based their work on published research and the continuing advice of prominent educators as well as their own teaching experience Focusing on the understanding and interconnection of key concepts rather than rote memorization of terms and isolated facts Benchmarks advocates building a lasting understanding of science and related fields In a culture increasingly pervaded by science mathematics and technology science literacy require habits of mind that will enable citizens to understand the world around them make some sense of new technologies as they emerge and grow and deal sensibly with problems that involve evidence numbers patterns logical arguments and technology as well as the relationship of these disciplines to the arts humanities and vocational sciences making science literacy relevant to all students regardless of their career paths If Americans are to participate in a world shaped by modern science and mathematics a world where technological know how will offer the keys to economic and political stability in the twenty first century education in these areas must become one of the nation s highest priorities Together with Science for All Americans Benchmarks for Science Literacy offers a bold new agenda for the future of science education in this country one that is certain to prepare our children for life in the twenty first century

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