

Middle and High School Report Card Comments- English and Spanish

Number Grade	Comment Description	Spanish Translation
1	performance showed a very close to the next highest letter grade	el desempeño mostró un muy cerca a la siguiente nota más alta
2	this grade is the result of more than average effort	esta nota es el resultado de un esfuerzo que es más de un esfuerzo promedio
3	consistent above participation	participación consistente sobre
4	shows improvement in teacher work	muestra una mejora en su trabajo
5	assignments prepared consistently	se preparan los trabajos con consistencia
6	very positive attitude toward school	actitud muy positiva hacia la escuela
7	good attention and then further the work effort	bueno atendiendo interés hacia en hacer trabajos pero el trabajo resulta ser oficial
8	an individual's increased	está mostrando una buena falta
9	class time well	clases bien en temas
10	has made considerable progress	ha hecho un buen progreso
11	careless and respectful student	es un estudiante careless y respetuoso
12	responsible student	es un estudiante responsable
13	entire good study habits	muestra buenas hábitos de estudio
14	shows improvement in teacher behavior	muestra una mejora en su comportamiento
15	achievement is very close to the next highest grade	el desempeño muestra un muy cerca a la siguiente nota más alta
16	class not pay attention in class	no presta atención en clase
17	good class participation	muchísimo participación en clase
18	class not prepare assignments satisfactorily	no prepara los temas de manera satisfactoria
19	performer slightly on tests	no está bien en los pruebas
20	class not bring books and/or materials to class	no trae libro y/o materiales a la clase
21	excessive classroom use affecting other work	la excesiva distracción afecta el trabajo escolar
22	excessive tardiness	tardanzas excesivas
23	work assigned while absent has not been completed	no ha completado el trabajo que está durante su ausencia.
24	is rarely disturbed from work	es fuertemente distraído del trabajo
25	behavior needs improvement	debe mejorar su comportamiento
26	shows full with your availability for a conference with teacher/teachers	que tiene una disponibilidad con su disponibilidad para una conferencia con uno maestro
27	shows little respect for authority/ respect rules	muestra poca respeto por la autoridad/ las reglas/ normas
28	class not listen or follow directions	no escuchan o no siguen las instrucciones
29	class not use teacher's seat	no usa bien su trabajo
30	class not complete projects or reports	no completa proyectos o informes
31	needs to develop independent study habits and skills	necesita desarrollar hábitos y habilidades de estudio independiente
32	student absent during class	estudiante faltando durante la clase
33	behavior interferes with learning	comportamiento interfiere con el aprendizaje
34	class not complete homework regularly	no completa los temas en casa regularmente
35	behavior interferes with other student's learning	el comportamiento interfiere con el aprendizaje de los demás estudiantes
36	class not able to do assigned help	no está en la ayuda asignada
37	needs to be more organized with materials	necesita ser más organizado con los materiales
38	needs to turn in work when completed	tiene que entregar el trabajo cuando está terminado
39	needs to review basic math skills	debe revisar los fundamentos matemáticos matemáticas
40	has difficulty copying materials in math	tiene dificultades para copiar los materiales en matemáticas
41	has difficulty with problem solving	tiene dificultades a la hora de resolver problemas
42	needs to listen properly on a daily basis	tiene que escuchar cuidadosamente diariamente
43	need to better prepare for class	tiene que prepararse mejor para la clase
44	teacher work packet was not under work not been turned in	trabajo escolar: la escuela/ libro/ hoja ya no ha entregado el trabajo
45	progress report has not been returned	no ha devuelto el reporte de progreso
46	needs to attend individual conferences	tiene que asistir a las sesiones ya al momento
47	needs to work on behavior	tiene que estar a la obra
48	this grade is higher than the actual grade your student earned	esta nota es más alta de lo que se le ganó realmente ha ganado
49	student has work that needs to be completed and turned in	estudiante tiene trabajo que debe ser completado y entregado
50	is an interesting and creative student	es un estudiante interesante y creativo
51	meeting with one of or more grade level	reunión de la misma sesión o más a por encima del nivel de grado
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English Report Card Comments Middle School

Benjamin Polis



English Report Card Comments Middle School:

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

Closing the Circle Sean A. Walmsley, 2008-03-07 In *Closing the Circle* Sean Walmsley offers education practitioners at all levels district and school administrators curriculum supervisors staff developers literacy coaches classroom teachers and special education teachers a coherent framework along with practical advice for setting K 12 language arts expectations and for effectively guiding instruction assessment reporting and data analysis Distilled from the author's extensive experience working with schools and districts the framework enables educators to prioritize literacy learning and work together more productively to achieve better literacy outcomes for all students The innovative framework includes five major elements 1 a set of clearly defined literacy attributes concise expectations for what students should know do understand and experience in the language arts 2 instructional contributions that best support students including struggling learners in acquiring the attributes 3 appropriate assessments for tracking students progress 4 reporting practices that clearly explain the progress achieved and 5 rigorous analysis of data to inform instruction The model embraces a broad conception of literacy and includes expectations for reading writing listening and speaking as well as viewing and representing making it especially suitable for learning in the digital era

Elementary and Middle School Social Studies Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies Pamela Farris's popular reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge The book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners Creative concepts for teaching diverse learners Strategies for incorporating the C3 Framework to enrich K 8 curriculum Integration of inquiry skills with literacy and language arts skills Multifaceted meaningful activities emphasize problem solving decision making and critical thinking Myriad ideas for incorporating primary sources as well as technology Annotated lists of children's literature at the end of each chapter Multicultural focus throughout the broad coverage of history geography civics and economics NCSS Standards Linked Lesson Plans C3 Framework Plans and Interdisciplinary Thematic Units Social studies explores the variety and complexity of human experience The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society

Resources in Education, 2001-10

Executive Summary of the NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis, 1993

Guiding Curriculum Development M. Scott Norton, 2016-11-02 Top down mandates concerning the curriculum of the school leave no room for program creativity and program commitment Yet

principals and teachers are held accountable for student achievement results Constitutionally powers not granted to the United States are reserved to the States or to the people The book s primary purposes center on the need for placing the responsibility for determining student curriculum and academic achievement the local school level whereby school personnel determine the individual student s personal interests and needs and design a curricular program for each student that fosters personnel success The creative abilities of teachers are inhibited in attempts to implement top down mandates that set forth academic content and instructional methods set forth by federal and state agencies If learning programs and instructional methods are to be designed to meet the individual interests and needs of the learner who is in the best position to determine such needs We believe that the social mental and physical needs of children and youth are determined best by local educational professionals This book sets forth the foundations of practice that will serve these purposes **NAEP 1992**

Reading Report Card for the Nation and the States Ina V. S. Mullis,1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS 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 names Old 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 Stantons 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

Educational Leadership of Immigrants Emily R. Crawford, Lisa M. Dorner, 2019-08-15 This book prepares current and future educational leaders to adapt to the changing terrain of U S demographics education and immigration policy Educational Leadership of Immigrants highlights the educational practices and discourses around immigration that intersect with policies and laws in order to support K 12 students educational access and families participation in schooling Drawing primarily on research from the fields of educational leadership and educational policy this book employs a case study approach to address immigration in public schools and communities school leaders responses to ethical dilemmas the impact of immigration policy on undocumented students and the varying cultural sociopolitical legal and economic contexts affecting students educational circumstances Special features include case narratives drawn from real life experiences to support the educational needs of immigrant students teaching activities and reflective discussion questions pertaining to each case study to crystallize leaders knowledge and facilitate their comfort levels in practice discussions of current challenges in education facing immigrant students their families educators and school leaders especially with changing immigration law

The Mom Book Goes to School Stacy M. DeBroff, 2005-06-21 In her latest parenting gem Stacy DeBroff dynamic national speaker and spokesperson founder of the highly successful Mom Central Inc

Forms of Practitioner Reflexivity Hilary Brown, Richard D. Sawyer, Joe Norris, 2016-09-07 This edited volume addresses the different methods professionals use to promote a critical reflective and reflexive stance among practitioners leading to both a reconceptualization of practice and its subsequent change The goal of increased reflection in professional education is intended to expand approaches for professionals to work with diverse others It is also intended to increase their levels of cognitive differentiation and depth of professional consciousness about themselves alongside diverse others in a rapidly changing world This is an important issue in a range of applied professional programs from education to medicine social work to psychology business to criminal justice in nearly every country in the world

Student Diversity, 3rd Edition Faye Brownlie, Catherine Feniak, Leyton Schnellert, 2016-10-14 From ice breaking activities to ways to meet specific expectations in all areas of the curriculum teachers will discover practical strategies and organizational frameworks that will help them to reach all students Whether you re searching for new ways to inspire students with different learning styles celebrate the abilities of the physically challenged or boost the skills of those learning English for the first time Student Diversity has what you need to meet and defeat the wide variety of challenges in today s classroom Packed with examples of student work and reproducible worksheets this book will help to smooth the daily path of beginning and experienced teachers alike

Literacy and Advocacy in Adolescent Family, Gang, School, and Juvenile Court Communities Debra Smith, Kathryn F. Whitmore, 2006-08-15 The goal of this book is to encourage educators and researchers to understand the complexities of adolescent gang members lives in order to rethink their assumptions about these students in school The

particular objective is to situate four gang members as literate caring students from loving families whose identities and literacy keep them on the margins of school. The research described in this book suggests that advocacy is a particularly effective form of critical ethnography. Smith and Whitmore argue that until schools as communities of practice enable children and adolescents to retain identities from the communities in which they are full community members, frightening numbers of students are destined to fail. The stories of four Mexican American male adolescents who were active members of a gang and Smith's students in an alternative high school program portray the complicated multiple worlds in which these boys live. As sons and teenage parents they live in a family community; as CRIP members they live in a gang community; as at-risk students, dropouts and graduates they live in a school community; and as a result of their illegal activities they live in the juvenile court community. The authors theorize about the boys' literacy in each of their communities. Literacy is viewed as ideological, related to power and embedded in a sociocultural context. Vivid examples of conversation art, tagging, rap poetry, and other language and literacy events bring the narratives to life in figures and photographs in all the chapters. Readers will find this book engaging and readable yet thought provoking and challenging. Audiences for Literacy and Advocacy in Adolescent Family Gang School and Juvenile Court Communities include education researchers, professionals, and students in the areas of middle high school education at risk, adolescent psychology, and alternative community programs, specifically those interested in literacy education, sociocultural theory, and popular culture.

Social Diversity within Multiliteracies

Fenice B. Boyd, Cynthia H. Brock, 2014-12-05. Using a multiliteracies theoretical framework highlighting social diversity and multimodality as central in the process of meaning making, this book examines literacy teaching and learning as embedded in cultural, linguistic, racial, sexual, and gendered contexts and explores ways to foster learning and achievement for diverse students in various settings. Attending simultaneously to topics around two overarching and interrelated themes: languages and language variations and cultures, ethnicities and identities, the chapter authors examine the roles that multiliteracies play in students' lives in and out of classrooms. In Part I, readers are asked to examine beliefs and dispositions as related to different languages, language varieties, cultures, ethnicities, and identities. Part II engages readers in examining classroom and community practices related to different languages and language varieties, cultures, ethnicities, and identities.

Intercultural Families and Schooling in Japan: Experiences, Issues, and Challenges, 2020-09-01. The purpose of this book is to show how research on families can be used to offer inspiration, suggestions, and guidance to intercultural families choosing to school their children in the regular Japanese school system. Each chapter is written by a parent or parents who are themselves researchers and thus bring their skills to the task of writing about issues which have affected their families and are likely to affect other families in similar ways. There are also suggestions for other non-Japanese parents coping with similar issues. The book is divided into three sections. The first, Finding our own way, deals with children's and parents' struggles with identity and inclusion in Japanese schools and society. The second, Dealing with the Japanese school system, offers narratives and

advice on such topics as coping with homework and dealing with more than one school system as well as what government accredited Japanese overseas schools have to offer The third section Coping with challenges examines the experiences of families where children are different because they have physical or intellectual challenges or live with foster or adoptive families The book concludes with a narrative about a family who made the decision to remove their children from the Japanese system entirely and send them abroad for schooling The authors of the chapters in this book are all current or former university faculty living in different areas of Japan Some who live in highly populated urban areas have had ample opportunities to locate educational options for their children while others living in rural communities have had to struggle to advocate for their children s inclusion in mainstream classes Their stories are all compelling and their advice is certain to be helpful to those planning to or already raising children in Japan This book will also be of value to researchers and educators particularly those with an interest in bilingualism intercultural families and cross cultural issues along with anyone wishing to learn more about contemporary Japanese society *Executive Summary of the NAEP 1992 Mathematics Report Card for the Nation* ,1993 **Educational Research Bulletin** ,1926 *Only a Mother Could Love Him* Benjamin Polis,2004 A young man takes readers on a deeply personal journey into the mind of an individual with ADD as he describes his struggle with hyperactivity and attention deficit its effects on his entire family and his own successful use of self taught concentration techniques to overcome the problem accompanied by advice on medication discipline schoolwork and coping strategies Original 35 000 first printing **The Nation's Schools** Michael Vincent O'Shea,1943 How to Grade for Learning Ken O'Connor,2017-10-04 With more than 50 000 books sold this resource for teachers and school teams will open illuminating and productive new visions of how to improve grading practices

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