

# REPORT CARD

GRADING PERIOD		1	2	3	4
READING		A			
WRITTEN COMMUNICATION		A			
MATHEMATICS		C			
SCIENCE/HEALTH		B			
SOCIAL STUDIES		B			
ART		A			
MUSIC		A			
PHYSICAL EDUCATION		C			
Grade Average		B			
Attendance:	Present	40			
	Absent	0			
	Tardy	1			

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement  
 U = Unsatisfactory • I = Insufficient / Incomplete

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

# Grades On Report Card

**David L. Wodrich, Ara J. Schmitt**



## **Grades On Report Card:**

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

*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

**A Parents' Guide to Grading and Reporting** Matt Townsley, Chad Lang, 2023-09-15 Whether resulting from the educational fallout of the COVID 19 global pandemic or merely challenging the status quo more schools are transitioning their grading practices away from traditional points and percentages and toward 21st century grading practices such as standards based and proficiency based grading

**A Parents Guide to Grading and Reporting** Being Clear about What Matters assists parents and guardians in understanding what is involved in 21st century grading and how to become better partners with educators in efforts to understand students strengths and areas for improvement

Report Cards Wade H. Morris, 2023-09-26 The definitive history of the report card Report cards represent more than just an account of academic standing and attendance The report card also serves as a tool of control and as a microcosm for the shifting power dynamics among teachers parents school administrators and students

In *Report Cards A Cultural History* Wade H Morris tells the story of American education by examining the history of this unique element of student life In the nearly two hundred year evolution of the report card this relic of academic bookkeeping reflected broader trends in the United States the republican zealotry and religious fervor of the antebellum period the failed promises of postwar Reconstruction for the formerly enslaved the changing gender roles in newly urbanized cities the overreach of the Progressive child saving movement in the early twentieth century and by the 1930s the increasing faith in an academic meritocracy The use of report cards expanded with the growth of school bureaucracies becoming a tool through which administrators could surveil both student activity and teachers And by the late twentieth century even the most radical critics of numerical reporting of children have had to compromise their ideals Morris traces the evolution of how teachers students parents and administrators have historically responded to report cards From a western New York classroom teacher in the 1830s and a Georgia student in the 1870s who was born enslaved to a Colorado student incarcerated in the early 1900s and the son of Russian Jewish immigrants applying to college in the 1930s *Report Cards* describes how generations of people have struggled to maintain dignity within a system that reduces children to numbers on slips of paper

**Answers to Essential Questions About Standards, Assessments, Grading, and Reporting** Thomas R. Guskey, Lee Ann Jung, 2013 This is an easy to use guide on assessment for learning answering common questions about 21st century standards and grading considerations

**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

*Fair Isn't Always Equal* Rick Wormeli, 2006 Differentiated instruction is a nice idea but what happens when it comes to assessing and grading students What is both fair and leads to real student learning *Fair Isn't Always Equal* answers that question and much more Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes Filled with real examples and gray areas that middle and high school educators will easily recognize Rick tackles important and sometimes controversial assessment and grading issues constructively The book covers high level concepts ranging from rationale for differentiating assessment and grading to understanding mastery as well as the nitty gritty details of grading and assessment such as whether to incorporate effort attendance and behavior into academic grades whether to grade homework setting up grade books and report cards to reflect differentiated practices principles of successful assessment how to create useful and fair test questions including how to grade such prompts efficiently whether to allow students to re do assessments for full credit This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms

[Engaging Parents and Families in Grading Reforms](#) Thomas R. Guskey, 2023-11-08 Improve grading practices with support from families Educators seeking to transform age old grading practices face numerous challenges particularly when it comes to gaining support from students families This practical guide from a world renowned expert on grading and assessment practices offers concrete strategies to turn parents and families into trusted partners in grading reform efforts The book enables educators to anticipate understand and effectively address families concerns over grading reforms and build trust through authentic engagement With clear and actionable strategies that educators can implement right away the easily digestible chapters unpack the complexities of the change process clarify the purpose of grading and show how to enhance the use of computerized grading programs Other features include Strategies to ease opposition to grading reform from parents and

families Insights into how to improve report cards Guidance on how to effectively communicate student performance with parents and families A must have resource for educators navigating the challenging journey of grading reform Engaging Parents and Families in Grading Reform is a comprehensive guide to grading reform that emphasizes family engagement to ensure success

**Multifaceted Assessment for Early Childhood Education** Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks The chapters are focused on student accessibility and include practical applications of key concepts Features and benefits Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i e tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright s writing style grabs and engages the reader in the topic Two of our reviewers who use Wortham specifically cited Wright s writing style as a reason they would adopt our book A McAfee reviewer is likely to switch for the same reason

*How to Create and Use Rubrics for Formative Assessment and Grading* Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

Developing Grading and Reporting Systems for Student Learning Thomas R. Guskey, Jane M. Bailey, 2024-07-24 Teachers parents students administrators and community members all agree that we need better grading and reporting systems Often these

systems are inadequate because they are part of a tradition that can go unexamined and unquestioned for years Here is the first serious look at the issue written to provide all those involved especially teachers with a coherent and thoughtful framework Guskey and Bailey offer four pillars of successful grading and reporting systems Communication is the primary goal of grading and reporting Grading and reporting are integral parts of the instructional process Good reporting is based on good evidence Creating change in grading and reporting requires creating a multi faceted reporting system Written to help readers develop a deeper and more reflective understanding of the various aspects of the subject Thomas Guskey and Jane Bailey s work brings organization and clarity to a murky and disagreement filled topic Here is a practical and essential guide for teachers administrators or anyone concerned with understanding and implementing best practices in grading and reporting systems

**Sustainable Communities** Woodrow W. Clark II,2010-01-12 This book would not have been possible without the dedication and commitment of each of the chapter authors For some authors writing a chapter was beyond their 9 5 job and this book re flects their commitment to sustainability at the local level for their communities To every chapter author and their staff friends and families thank you This dynamic and paradigm changing volume on the topic of sustainable development is focused on communities such as cities schools and colleges where the future of our families and children are most at risk We must act today as each of the chapters represents in their presentations This book marks a new era the Third Industrial Revolution The new age of the Third Industrial Revolution has been labeled by some as the green era or green economy but it had already started around the world especially in Europe and Japan for over a decade since the end of the 20th c tury More signi cantly the book highlights people and communities who have a shared concern and vision along with the will and determination to enact programs and policies that make sustainable development real not just political rhetoric or branding or even the current buzz word for obtaining funds and grants The book presents The Sequel to an Inconvenient Truth actual examples of how c munities can and have changed in order to mitigate climate change Again thanks to everyone and their colleagues

**EdPsych Modules** Cheryl Cisero Durwin,Marla Reese-Weber,2024-12-12 EdPsych Modules by Cheryl Cisero Durwin and Marla Reese Weber uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The text features succinct stand alone modules organized into themed units offering the flexibility to tailor content to the specific needs of a course Each unit opens with case studies written for early childhood elementary middle and secondary classrooms showing students the dynamics influencing the future students they plan to teach All 25 modules highlight diversity emphasizing how psychological factors adapt and change based on external influences such as sex gender race language disability status and socioeconomic background The Fifth Edition includes over seven hundred new references across all 25 modules with thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities

**Grading Exceptional and Struggling Learners** Lee Ann

Jung, Thomas R. Guskey, 2011-09-29 A powerful model for helping struggling students succeed How can you ensure that you are grading your exceptional students fairly Teachers receive very little guidance for grading students with disabilities English learners and those receiving services through a response to intervention RTI process This practitioner friendly book provides teachers and administrators with an effective framework for assigning grades that are accurate meaningful and legally defensible The authors easy to follow five step standards based inclusive grading model helps teachers Determine appropriate expectations for each student Understand the differences between accommodations and modifications Grade based on modified expectations Communicate the meaning of grades to students and their families Included are a graphic illustration of the grading model sample report cards and progress reports and vignettes that show how to tailor applications to each subgroup and grade level This invaluable guide takes the mystery out of grading exceptional learners and focuses on what matters most helping all students learn

**The “New” Epidemic- Grading Practices** Andre’ Mathews, 2016-03-16 This book is a comprehensive view on the grading practices and policies in American public schools The content of the book identifies the lack of alignment amongst the Federal State and Local Districts and the need to adopt a unified policy Educational institutions are creating their own versions of grading systems that lack integrity flawed in design hinder many students from graduating and or achieving opportunities to become a more productive citizen after high school completion Section I The structure of the book begins with a systemic view of development by identifying the philosophical and theoretical aspects involved in the grading system Section II The authors work then transitions to the structure of the grading system addressing the mathematical aspects of calculating a students grade point average to the teachers validity of grades Section III This section identifies the parents role and need to understand the grade itself and its effect on the students overall outcome and class ranking Section IV The book ends with a strong analysis of the system parental rights examples of educational disasters and schools quest for new grading systems All in all this book takes a journey throughout the entire educational system identifying a need for change on all levels as it relates to the grading system The overall message emphasizes the parents need to be cognizant of the importance of being involved and properly motivating mentoring monitoring modeling and managing their childs educational careers All stakeholders should walk away with a sense of ownership to the problem and an understanding that the time for change is now The ethnic margin is widening and too many students are graduating unmarketable A grade is more than a number its a quality of life

**Grading and Learning** Susan M. Brookhart, 2012-11-22 Grades should reflect and motivate learning This book is relatable relevant and effective in improving educators assessment and reporting processes and supporting students motivation to learn

Understand how to grade individual assignments and give report card grades that accurately reflect and clearly communicate student achievement Clear concrete examples help translate state standards into curriculum goals

**How to Make Decisions with Different Kinds of Student Assessment Data** Susan M. Brookhart, 2015-12-07 In How to Make

Decisions with Different Kinds of Student Assessment Data best selling author Susan M Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district Readers will learn What different kinds of data can and cannot tell us about student learning What different analyses reveal about changes in student achievement How to interpret use and share relevant data and How to create a model to go from problem to solution in a data based decision making process With easy to understand explanations supplemented by examples and scenarios from actual schools this book offers a path to better understanding more accurate interpretation of assessment results and most important more effective use of data to improve teaching and learning

**Patterns of Learning Disorders** David L. Wodrich,Ara J. Schmitt,2006-06-12 Distilling what school practitioners really need to know this book is learning disorders made easy Empirically based the authors system complements the popular Response to Intervention approach This book features 12 case illustrations to show users how to link assessment directly to effective interventions for a wide range of problems It fills a key need within the framework of IDEA 2004 and NCLB

**Effective Grading Practices for Secondary Teachers** Dave Nagel,2015-03-04 Enacting an effective grading system that emphasizes the secondary student s learning process The book is written in an articulate and direct format that highlights successful practices programs and activities that support effective implementation of changing grading systems Providing research of grading reforms that were enacted by an active teacher dialogue with the student s perspective taken into consideration Addressing the shortcomings of no failure policies in the overall learning process Researching perception of effort limitations and the impact of grades given to the student by an instructor Considering restraints of grading policies due to vagueness and constrictive focus

*Women in Infrastructure* Peggy Layne,Jill S. Tietjen,2022-02-26 The status of America s infrastructure is graded every four years by the American Society of Civil Engineers ASCE and reports are provided on the various categories In this book prominent women engineers discuss many of the eighteen infrastructure categories from the 2021 ASCE Infrastructure Report Card providing background analysis of the issues facing the category and projections for the future Categories covered include aviation bridges dams water and wastewater energy hazardous waste inland waterways levees ports public parks rail roads solid waste and transit Case studies from the authors work are included throughout These topics touch on many of the challenges facing the world today and these solutions by women researchers and practitioners are valuable for their technical excellence and their non traditional perspective As an important part of the Women in Engineering and Science book series the work highlights the contribution of women leaders in many of the infrastructure categories inspiring women and men girls and boys to enter and apply themselves to secure our future infrastructure



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


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