

## Report Card Comments: Positive

<p style="text-align: center;"><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Comes to school ready to learn</li> <li>• Displays positive attitude</li> <li>• Takes ownership of learning</li> <li>• Brings an enthusiasm for learning</li> <li>• Seeks new challenges</li> </ul>	<p style="text-align: center;"><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Raises hand to share answer</li> <li>• Brings in outside knowledge to class conversations</li> <li>• Listens to directions</li> <li>• Asks for support appropriately</li> </ul>	<p style="text-align: center;"><b>Effort</b></p> <ul style="list-style-type: none"> <li>• Work independently</li> <li>• Checks work before turning in to teachers</li> <li>• Works carefully and neatly</li> <li>• Self-motivated</li> <li>• Maintains a positive attitude</li> </ul>
<p style="text-align: center;"><b>Time Management</b></p> <ul style="list-style-type: none"> <li>• Uses class time permitted to complete work</li> <li>• Is prepared for class with materials and work</li> <li>• Can prioritize short term and long-term assignments</li> <li>• Takes advantage of work correction</li> </ul>	<p style="text-align: center;"><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Speaks in a positive manner to peers and staff</li> <li>• Is respectful to students and staff</li> <li>• Chooses their words carefully</li> <li>• Explains feelings appropriately</li> <li>• Listens to others without interrupting</li> </ul>	<p style="text-align: center;"><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Expresses feelings appropriately</li> <li>• Makes and keeps friendships</li> <li>• Welcomes new students</li> <li>• Is fair and respectful to peers</li> <li>• Well-liked by peers</li> </ul>
<p style="text-align: center;"><b>Group Work</b></p> <ul style="list-style-type: none"> <li>• Helps all students to maintain on task behavior</li> <li>• Ensures that everyone in a group has a role</li> <li>• Gives peers constructive criticism</li> </ul>	<p style="text-align: center;"><b>Character</b></p> <ul style="list-style-type: none"> <li>• Displays leadership skills in the classroom</li> <li>• Consistently tries their best, even when faced with challenges</li> <li>• Treats classroom materials with respect and care</li> </ul>	<p style="text-align: center;"><b>Special Interests</b></p> <ul style="list-style-type: none"> <li>• Shares musical abilities with the class</li> <li>• Enjoys reading</li> <li>• Has a great sense of humor</li> <li>• Brings pertinent outside knowledge into the classroom</li> </ul>

### Needs Improvement

All categories: Is often not prepared, fails to turn in homework, doesn't finish classwork, does poorly on tests/quizzes, disrespectful to other students and/or peers, difficulty paying attention, difficulty following directions

## 4th Marking Period Report Card Comments

**Mary Presson Roberts**



#### **4th Marking Period Report Card Comments:**

*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

**Your Mentor** Mary Presson Roberts,2018-09-15 This practical easy to implement guide was developed by surveying student teachers substitute teachers returning teachers emergency credential teachers and teacher educators Your Mentor contains their wide ranging recommendations of what they wanted to see included in a teaching reference Actual samples of lesson units themes and communications with parents are included along with easy to follow classroom tested suggestions for Making lesson plans Keeping records Using technology in the classroom Planning special events Developing and maintaining professional credentials and portfolios This book is a valuable reference tool for those in their first few years of teaching teachers returning to the classroom and students considering the teaching profession It will serve as a daily companion like the experienced mentor we all want and need

**National Forum of Educational Administration and Supervision** ,1998 *National Forum of Educational Administration and Supervision Journal* ,1998 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 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

**New Developments in Pupil Report Cards ...** National Education Association of the United States. Department of superintendence & research division,1934 **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

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

**An Analysis of Kindergarten & Elementary Report Cards** D. Keith Osborn,Janie Dyson Osborn,1989 **Special Education in Contemporary Society** Richard M. Gargiulo,2012 Special Education in Contemporary Society An Introduction to

Exceptionality is designed for use by preservice and inservice teachers who will teach students with special needs in the general classroom The text provides a rare glimpse into the lives of persons with exceptionalities including their families and teachers Focusing on human exceptionalities across the life span the text employs a traditional organization beginning with four foundations chapters that introduce teachers to special education followed by 10 categorical chapters each on a different disability Each categorical chapter features sections on transition cultural diversity technology instructional strategies and family considerations

**Assessment and Student Success in a Differentiated Classroom** Carol A. Tomlinson, Tonya R. Moon, 2013 A dynamic look at assessment and grading through the lens of differentiated instruction

*Engaging Parents and Families in Grading Reforms* Thomas R. Guskey, 2023-11-27 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

**Recipes, Wrappers, Reasoning and Rate : a Digest of the First Reading Assessment** Donald R. Gallo, National Assessment of Educational Progress (Project), 1974

**A+ Teachers** Erika V. Shearin Karres, 2013-07-16 A Teachers empowers parents with the knowledge needed to ensure their kids get the best education they can right now The book walks through the basic teaching skills every teacher must master to be successful and then gives parents the tools needed to analyze how their kids teachers measure up This groundbreaking book then provides the steps for working with teachers the school administration and the PTA to ensure that all teachers in their local schools acquire these critical skills if they don t possess them already Parents will learn how to assess and encourage improved performance in their children s classrooms by uncovering what s really involved in effective teaching how to better support their kids teachers strategies for raising the level of instruction for all kids how to be more education committed parents how to inspire their children to fulfill their academic potential There is not another book available that emboldens empowers and enlightens parents about what really goes on in today s classrooms With A Teachers as their guide parents will be armed with the ability to quickly evaluate their children s teachers and then foster high standards within their schools

**International**

**Perspectives on Student Outcomes and Homework** Rollande Deslandes, 2009-04-08 This synthesis of the latest knowledge on homework presents unique findings by researchers from various countries and diverse professional backgrounds. It approaches the topic of homework from several perspectives including its political and cultural contexts, aspects of parental involvement and parent-child relationships, school contexts and practices, observable impacts. It highlights homework-specific concerns and considers two principal solutions. Firstly, support initiatives from schools and communities. Secondly, improved homework design aimed at attracting greater student interest and promoting communication within families. Recommendations for practice and future research are also discussed. A political analysis shows that current confusion about homework might stem from a tension between two prevailing ideologies: one stressing students' improved achievement in competing economies and the other privileging collaboration between the school, family, and community. This book considers how both teachers and parents can ensure a balance between the child's school life and his or her overall development. Certain community resources are available to parents and students but these in no way absolve parents of the responsibility to maintain an interest in their child's school activities. *International Perspectives on Student Outcomes and Homework* proposes ideas and actions of relevance to everyone interested in the issue: school administrators, teachers in training, and in practice, parents, and researchers eager to contribute to the advancement of knowledge in the field. It is a perfect companion to *International Perspectives on Contexts, Communities, and Evaluated Innovative Practices*, also edited by Rollande Deslandes and published simultaneously by Routledge.

*Practical Guide for First-Year Teachers* Mary Presson Roberts, 2015-06-23 Mary Presson Roberts remembers her first year of teaching fourteen years ago and the less-than-positive experience she had to overcome as she struggled alone to become the dedicated and excellent teacher she is today. *Your Mentor: A Practical Guide for First-Year Teachers in Grades 1-3* is Roberts' way of making sure other new teachers have the support they need when they need it. This practical, easy-to-implement guide was developed by surveying student teachers, substitute teachers, returning teachers, emergency credential teachers, and teacher educators. Their wide-ranging responses to what they wanted to see included in a teaching reference covered setting up a classroom, developing themes, instructional presentation, student assessment, parent communications, field trips, and more. *Your Mentor* was written as a stand-alone reference guide when no other support is available or as a supplement to existing school support programs. Actual samples of lesson units, themes, and communications with parents are included along with easy-to-follow, classroom-tested suggestions for Lesson plans, Record keeping, Using technology in the classroom, Planning special events, Developing and maintaining professional credentials and portfolios. This book will be a valuable reference tool for those in their first few years of teaching, teachers returning to the classroom, and students considering the teaching profession. It will serve as daily companion like the experienced teacher we all want and need.

**Strategies for Teaching'2000 Ed.**, 2000 **The Bulletin of the National Association of Secondary School Principals** National Association of Secondary School Principals (U.S.), 1963

*Intervention with Hyperactive Children* Marvin J. Fine, 2012-12-06 Hyperactivity has historically been a major concern of parents and teachers Over the years the term has come to mean many things to different persons For some the term is synonymous with brain damage and the prescribed course of treatment is medical For others the term is a catch all covering almost any behaviors that are found to be obtrusive or disruptive by the child's caretakers In recent years there has been a great outcry by some over the use and abuse of the term as a justification for controlling the child Others have expressed great concern over the excessive inappropriate or poorly monitored use of drug therapy with regard to hyperactivity The current interest in hyperactive children is reflected in several major books Cantwell 1975 Feingold 1975 Fine 1977 Ross and Ross 1976 Wender 1973 Safer and Allen 1976 Stewart and Olds 1973 The number of published papers and symposia over the last several years is also voluminous The main questions posed by practitioners revolve around intervention with the hyperactive child The growing literature on intervention has identified a variety of approaches with demonstrated utility including drug therapy behavior modification biofeedback sensory motor training cognitive training environmental manipulations and family therapy

*Educational Assessment of Students* Anthony J. Nitko, Susan M. Brookhart, 2007 From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books Features include hundreds of examples directions for crafting both traditional and alternative assessments checklists for evaluating classroom assessments scores of strategies for assessing problem solving and critical thinking methods for aligning classroom assessment with state standards and NCLB requirements Reviewers have described the book as the best on the market for its completeness and balanced approach to classroom assessment

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paragraph 1 belimicus when he heard this will approached him astonished and was not able to reply but salvius added this with a smile paragraph 2 my friend why are you astonished you and cogidubnus were always disputing surely he would reject you but we had the greatest friendship i owe you much you had said

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boy more sauce servus cui salvius hoc imperavit statim exiit brevi regressus garum veneno mixtum intulit atque in belimici pateram effudit the slave to whom salvius had ordered left at once having returned in a short time he brought in the sauce mixed with poison and poured it out onto belimicus s bowl

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