

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 Report Card Next Steps Comments

C Cleary



Kindergarten Report Card Next Steps Comments:

The Art of Focused Conversation for Schools, Third Edition Jo Nelson, 2013-08-20 Why don't kids learn Why can't students do higher order thinking Why do educators have endless staff meetings with few results How can parents and teachers communicate better The pressure upon educators to teach more to a wider range and number of students with decreasing resources and supports makes it urgent to find tools to answer such questions The Art of Focused Conversation for Schools demonstrates how the Focused Conversation method widely used in organizations and businesses can effectively be used in a K-12 educational setting Each section deals with interactions among students staff and parents and elaborates with over 100 sample conversations designed to make learning more meaningful prevent and solve problems and make communications in meetings more effective Appendices showcase integrated curriculum examples where conversations have been used in unique combinations and list sample questions for each level of the conversation method With a bibliography and index included and patterned after its highly successful predecessor The Art of Focused Conversation 100 Ways to Access Group Wisdom in the Workplace this book will be welcomed by parents students educators and school administrators everywhere The Institute of Cultural Affairs has over 40 years experience in more than 32 nations A unique facilitation research and training organization ICA Canada has provided participatory skills to many thousands of people worldwide

Reporting Pupil Progress Linda H. Kunder, Paul J. Porwoll, 1977

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

How to Grade for Learning Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment and grading should help students grow and develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult and daunting Making real and lasting changes to grading practices requires both knowledge and willpower This 4th edition of the best selling How to Grade for Learning provides eight guidelines for good grading offers recommendations for practical applications and gives solid suggestions for implementing more effective grading practices Ken O'Connor presents the latest research on motivation mindset learning styles and beliefs about fairness to inform this new edition which includes Both the why's and the how to's of implementing standards based grading practices 48 educator contributions from nationally and internationally known educators authors and consultants that provide ideas and testimonials for effective assessment practices Sections on hot button issues such as academic dishonesty extra credit bonus points and homework Additional information on utilizing levels of proficiency and eliminating the use of percentages and averaging Reflective exercises and numerous tools including rubrics sample letters and case studies Techniques for managing grading more efficiently An invaluable resource for helping teachers assign grades that are accurate consistent meaningful and supportive of learning this book also makes an ideal staff

development resource *The Kindergarten and First Grade* ,1923 **Learning and Teaching** Donald P. Kauchak,Paul D. Eggen,1989 This substantially revised Fourth Edition represents one of the most up to date research based methods texts available today This text has two specific goals to change how teachers think about teaching and to change how they actually teach Solidly grounded in research the text describes practical methods in a clear readable manner with numerous case examples and offers suggestions for applying those methods in today s diverse school environments Kauchak and Eggen organize their discussion around three important themes in education diversity motivation and technology *Kindergarten and First Grade* ,1919 *School* ,1927 *Annual Report of the School Committee of the City of Manchester, N.H. for the Year Ending ...* Manchester (N.H.). School Committee,1924 **Journal of the National Education Association** ,1932 The Journal of the National Education Association National Education Association of the United States,1932 Planning and Administering Early Childhood Programs Celia Anita Decker,John R. Decker,1984 The School Executive ,1925 **Minnesota Journal of Education** ,1925 American Educational Digest ,1925 The New Yorker Harold Wallace Ross,William Shawn,Tina Brown,David Remnick,Katharine Sergeant Angell White,Rea Irvin,Roger Angell,1953 *Normal Instructor* ,1912 **Indiana Research Bulletin** ,1956 **The Soul of the Witch** Dana Michelle Burnett,2014-07-22 From the author of the haunting Spiritus Series comes an epic mesmerizing novel of witchcraft and revenge Once again she sweeps readers away with her spellbinding storytelling and the crafting of legend Dana Michelle Burnett creates a reality of seductive witches murder revenge and an ancient secret going back four centuries In a small Indiana town alone in the dark a man watches and waits waiting to see if the stories are true about The Soul of the Witch It begins with two girls the very best of friends with an amazing psychic bond As children they were lonely outsiders but now as adults Devan and Janesa s powers are growing stronger and more difficult to control When a mysterious stranger comes to town offering to tell them a dark and magical secret about their past they are thrown into an old battle they didn t start but one that threatens to claim their very lives Jealousy and suspicion threaten their lifelong bond as they set out to solve the mystery of their past and their budding supernatural powers The novel moves from past to present from the small town of New Albany to nineteenth century England to the witch hunts in Ireland and back again A complex tale of seduction and evil unfolds starting on a fateful night in the sixteenth century because of a forbidden love and a curse A curse meant to punish and torment throughout the following centuries Can they trust this stranger Can they trust themselves as the dark secrets they learn threaten to tear them apart Will the curse at last claim The Soul of the Witch **Early Childhood Curriculum Resource Handbook** ,1993

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