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This product contains the following helpful resources:

- Language Report Card Rubric & Next Steps
- Report Card Qualifiers Chart

Note: All rubrics contain levelled sample comments (Level 1, Level 2, Level 3, Level 4) to help you easily match your comments to the grade provided on the report card. These are distinguished not only by qualifiers but also by the difficulty of the skills at each level. In addition, our comments are written in an anecdotal format and not in point form or a list.



# Language Report Card Comments For Grade 1

**Ken O'Connor**



## Language Report Card Comments For Grade 1:

**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 *How to Grade for Learning* Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently **Resources in Education** , 1981-03 The Principal's Companion Pam Robbins, Harvey B. Alvy, 2009-03-18 In the heroic effort to improve our nation s schools this newly revised volume is a gift to the profession and to the professionals Roland S Barth Former Public School Teacher and Principal Founding Director Harvard Principals Center The Principal s Companion is rightfully regarded as the bible of resource books for current and aspiring principals No other single source provides such a thorough treatment of the multiple roles and dimensions involved in effective school leadership Jay McTighe Author and Educational Consultant A guide on the side to help you excel in all areas of the principalship This third edition of a bestseller serves as a personal mentor for principals providing the practical resources and tools to help inservice and aspiring administrators manage the challenges of leading a learning organization and facilitating school improvement Educational leadership consultant Pam Robbins and experienced principal Harvey B Alvy guide school leaders on such critical areas as leadership skills developing vision and a mission teacher evaluation and supervision curriculum technology use and conducting faculty meetings This revised and updated guide reflects recent changes in a wide range of educational issues including data driven decision making and high stakes accountability instructional implications of brain research federal legislation cyberbullying and social responsibility This book provides Research based strategies for succeeding with issues deemed critical to the principalship by practicing principals An interactive format with reflective questions at the end of each chapter A matrix that aligns practices with ISLLC standards The Principal s Companion is the principal s ideal accompaniment for creating an environment that supports teachers efforts to bring about successful student performance An Analysis of Kindergarten & Elementary Report Cards D. Keith Osborn, Janie Dyson Osborn, 1989 *Minnesota Journal of Education* , 1925 *The Writing Report Card* Arthur N. Applebee, Judith A. Langer, Ina V. S. Mullis, 1986 Based on the

National Assessment of Educational Progress NAEP 1984 assessment of the writing achievement of American school children this report presents national and demographic subgroup achievement results for students in grades four eight and eleven and discusses students attitudes toward writing and instruction The first chapter describes the tasks and evaluation criteria used in the study and highlights results of the study including the following 1 although many students appeared to know the basic elements of analytic writing such writing was difficult for students in all grades 2 while most students could express their points of view in persuasive writing many had difficulty providing evidence for those viewpoints 3 students had less difficulty with tasks requiring short responses based on personal experience 4 students found it moderately difficult to write well developed stories 5 home environment is related to writing achievement 6 students who indicated writing three or more reports and essays during a 6 week period had higher achievement levels than students who reported not writing during that time period 7 students positive attitudes toward writing deteriorate steadily across the grades 8 students reported that their teachers are more likely to mark mistakes than to show an interest in what they write or to make suggestions for the next paper and 9 content area writing increases between grades four and eight and decreases again in senior high school The next four chapters provide specific achievement data by grade level for informative persuasive and imaginative writing and for writing performance among various demographic subgroups The remaining three chapters focus on students responses to questions concerning writing and writing instruction specifically their values and attitudes toward writing how they manage the writing process and what they write and the help they receive

**HTH Socializing-integrating Activities for Kindergarten and Grades 1-6** Saint Louis (Mo.). Board of Education,1926 **The Whole Language Catalog** Kenneth S. Goodman,1992 More than 100 whole language educators researchers parents and students have contributed to this comprehensive source book of innovative approaches to student evaluation **School** ,1928 **Current Index to Journals in Education** ,1999-10 **The School Executive** ,1942 *Resources in Education* ,1997 *National Forum of Educational Administration and Supervision Journal* ,1998 **School Executive** ,1942 *Assessment in the Classroom* Annie Ward,Mildred Murray-Ward,1999 This is a practically oriented text that utilizes current issues as a way to engage students and illustrate the relevance and importance of assessment This text focuses on a teacher's needs and on assessment solely in the classroom environment Since many assessment texts today are written by experts in statistics and cover the topic of assessment in many settings with complicated terminology the practical approach of **ASSESSMENT IN THE CLASSROOM** appeals to instructors who find it difficult to get their students interested in the subjects of testing and measurement The authors detail traditional testing methods as well as newer forms of alternative assessment which evaluates students on their abilities to use their knowledge in realistic situations Areas covered include the history of measurement in education basic concepts how to assess what to assess assessment procedures and external testing programs as well as how to set up and measure the latest portfolio assessment method Many sample forms and examples of

various types of assessment provided      **Educating Young Children from Preschool Through Primary Grades** Laverne Warner, Judith Sower, 2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area      **The English Record** ,1988      *Transitions* Society for Developmental Education,1990  
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