

6. _____ succeeds at whatever task he/she puts his/her mind to.
7. I am so proud of _____ and wish him/her well for _____ grade and beyond.
8. _____ has worked very hard this year and I am proud of all of his/her accomplishments.
9. _____ has strengthened his/her skills in _____.
10. _____ is respectful to his/her classmates and is very well-liked.
11. I am concerned about _____'s organizational skills and his/her responsibility related to turning in assignments on time.
12. _____ sets high standards for himself/herself and reaches them.
13. _____ is helpful and kind and is a pleasure to be around.
14. _____ has done well in many areas but I am concerned that his/her lack of listening/focus/motivation and following directions/working independently/working quietly has contributed to his lower grade in _____.
15. _____ has made good/excellent/outstanding progress in all academic areas.
16. _____ is bright, motivated, and hard working and can be proud of his/her accomplishments this year.
17. Unfortunately, _____'s grades have suffered from missing assignments.
18. _____ is gaining confidence in _____ but would benefit from _____.
19. _____ follows classroom rules consistently and is a good role model.
20. Please encourage _____ to _____ each day to help him/her improve in _____.
21. _____ has a positive attitude and is a joy to teach.
22. _____ seems to find _____ challenging and would benefit from reading nightly/practicing math facts, working online.
23. _____ is a(n) awesome/wonderful/fabulous _____ grader and I have enjoyed getting to know him/her this year.
24. _____ is capable of achieving a higher grade in _____ but needs to _____ in order to make progress.
25. _____ excels in creative/narrative/opinion writing.
26. _____ produces stories/essays/paragraphs that are well-organized/developed.
27. _____ has strong reading comprehension skills.

Year End Report Card Comments 6th Grade

**Maurice J. Elias, Joseph J.
Ferrito, Dominic C. Mocerì**



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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

The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Mocer, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students

The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music

All Children Successful Vito Germinario, Janet Cervalli, Evelyn Hunt Ogden, 1992 Proven programs and strategies for dealing with a wide range of at risk problems

Motivating Every Student in Literacy Sandra Athans, 2014-01-09 Motivation and literacy go hand in hand in this practical book of strategies for classroom teachers It provides effective tips and tools to motivate and grasp the attention of even the most reluctant readers With numerous classroom examples case studies and blackline masters this book will help you to boost motivation and literacy in your classroom right away Motivating Every Student in Literacy Including the Highly Unmotivated Grades 3 6 provides an effective model for improving reading levels and increasing motivation Under the guidance of Athans and Devine classroom leaders develop their own Motivation Improvement Action Plans where small group instruction end of unit assessments and other practical approaches work to increase individual student effort Woven throughout are process driven and novelty strategies to address possible reasons for a child s lack of motivation In this guide you ll find illuminating case studies quick reference chapter summaries reproducible student plans and contracts and action plan tips

Resources in Education , 1997-10

We Must Take Charge! Chester E. Finn, Jr., 2008-06-30 According to leading education analyst Chester Finn a paradox lies at the heart of our educational trouble While Americans commonly acknowledge that public schools in general are a disaster polls consistently show that most parents teachers and administrators think their local schools and their own children are doing just fine The implications of this self congratulation are profound For if people believe their own schools and children are succeeding why should they feel compelled to change things Yet if we don t we will continue to watch the destruction of a system that already

lacks accountability and quality control and is beset by a teaching profession compromised by bad ideas fads buck passing dubious theories and stodgy practices Finn proposes radical changes which he insists must be championed by all Americans if this atrophy is to be reversed First and most importantly he calls on us to reorganize education in relation to the results we want from it This means establishing a clearcut standard of intellectual achievement that we will oblige all of our schools to enforce and our children to meet To define this standard we will need to rebuild instruction around a national curriculum of core subjects history science geography math literature and writing And we must demand a more detailed flow of useful information including reliable testing about how our children are performing in relation to this standard Finn calls on us to give our children as much time as many options and as broad an array of resources as possible As he points out learning can take place as easily in July as it does in march as easily in a museum as it does in a classroom And if parents have choices in deciding which schools and programs best fit the needs of students they will have an added incentive in helping their children succeed He urges us to revitalize the means of delivering education from the bottom up by vesting as much authority as possible with educators in each individual school and holding them accountable for their performance For Finn the implementation of these radical measures is essential to produce not only a knowledgeable twenty first century work force that will keep our nation competitive but an informed and reasoning citizenry capable of participating fully in a democracy Challenging and candid this book will point the way for all those insisting on the best that our schools can offer

School, Family, and Community Partnerships, Student Economy Edition Joyce Epstein, 2018-10-03 This book encourages more professors of education sociology psychology and related fields to prepare the next generation of education professionals to understand and implement programs and practices of family and community involvement to increase student success in school *A General Survey of Public High-school Education in Colorado* University of Colorado, William Adelbert Cook, 1914 *Role of the National Laboratories in Science, Engineering, and Mathematics Education* United States. Congress. House. Committee on Science, Space, and Technology. Subcommittee on Energy Research and Development, 1990

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