



Report Card Comments (& helpful hints)

Helpful Hints for Parent-Teacher Conferences

- sit next to the parents, not across from them
- start with a positive comment
- provide a suggestion for reinforcement or further work at home
- short, sweet and simple is the way to go (avoid educational jargon)
- LISTEN to the parents and their concerns
- end on time (commit to another conference or phone conference to avoid going over the allotted time)



Commendations

Lonnie's enthusiasm and interest are assets to our class. She tries very hard to do her best.

Ruth is a happy student. Reading is an area of difficulty for her, but she puts forth much effort. Continual reinforcement at home is helpful to her.

Ricardo has a mature attitude towards all aspects of school. He shows keen interest and participates well in all school experiences. He has a strong desire to succeed and works hard at it.

Her pleasant personality and cooperative attitude are an asset to our class.

Your help and encouragement at home keeps him motivated.

Joe is a cooperative and capable student. He is achieving well in all areas.

Mark is a strong student achieving in all areas.

He is steadily improving and can be very proud of his work.

Matt has very high standards. He is always precise and thorough, but with the additional good qualities of initiative and imagination.

The help you give at home is very evident in his work at school.

Kathy is a very capable student who grasps new ideas with ease.

Heidi is a very enthusiastic student.

Gets along well with the class

Allison shows satisfactory progress in all her work.

Karen's report card shows her outstanding work and effort. She contributes a great deal to our class.

Sue's delightful personality is an asset to our class. She tries hard to do her best.

Joe tries very hard in school. I appreciate the extra help and support he receives from home.

Enthusiastic about work in general

Performs well in everything he undertakes

Doing strong work in all areas

Has good organization of thoughts

Makes friends quickly and is well-liked

Works well in groups, planning and carrying out activities

Takes an active part in discussions

Grasps new ideas readily

Accepts responsibility well

Shows pride in his work

Attitude toward school is excellent

Has a sense of humor

Expresses himself well through art/with words

Is hardworking

Dean is an outstanding citizen in our classroom. He is well liked, cooperative and reliable. All in all he is a conscientious student.

Year 5 Report Card Comments

J Rink



Year 5 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

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

The Other Side of the Report Card Maurice J. Elias,Joseph J. Ferrito,Dominic C. Mocerri,2015-12-14 To better serve the whole child look at the whole report card Students are more than their academic grades you know it and their parents know it The progress they make in social emotional learning and character development is essential to their success in school and in life But while educators have made great strides in improving grading for academic achievement we ve left too many teachers still guessing when it comes to outdated behavior ratings and comment sections That s where this book comes in Grounded in research and in the author s work with teachers and administrators it offers guidance on retooling report cards to better reflect the whole child integrating SEL and CD into any school or district wide grading system Resources include Guided exercises for analyzing existing report cards Samples and suggested report card designs Tips on improving communication with parents Case studies highlighting common challenges Testimonials from teachers and students When you take report cards to the next level you make sure that communication reflects all of the important characteristics of success and ensure that students develop the skills they need for the future This book brilliantly illuminates the key role played by social emotional learning in each student s development and it challenges the tradition of relegating the SEL EQ observations to the back of the report card If we want to develop better communities this book shows the way Dr Neil MacNeill PhD EdD Head Master Ellenbrook Independent Primary School The ultimate goal of misbehavior is attention When children don t get the attention they need through the proper behavior they will get it any way they can Children want to be loved and cared about SEL will help them to learn the proper ways to get attention It will also help teachers better understand the misbehaviors and redirect students toward positive behavior Pamela L Opel Teacher Intervention Specialist Gulfport School District

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

Brain-Friendly Study Strategies, Grades 2-8 Amy Schwed,Janice Melichar-Utter,2007-12-13 Presents creative research based study strategies covering all content areas and tailored to elementary and middle school students individual

learning styles including auditory visual and kinesthetic modalities Developmental Pathways Through Middle Childhood
Catherine R. Cooper, Cynthia T. Garcia Coll, W. Todd Bartko, Helen M. Davis, Celina Chatman, 2006-04-21 When can contexts and diversity be resources rather than risks for children's developmental pathways? Scholars, policy makers, and practitioners increasingly realize that middle childhood matters as a time when children's pathways diverge as they meet new and overlapping contexts they must navigate on their way to adolescence and adulthood. This volume shines new light on this important transition by tracing how these contexts—cultural, economic, historical, political, and social—can support or undermine children's pathways and how children's own actions and the actions of those around them shape these pathways. With a focus on demographic changes taking place in the U.S., the volume also maps how experiences of diversity—reflecting culture, ethnicity, gender, and social class—matter for children's life contexts and options. Chapters by a team of social scientists in the MacArthur Foundation Research Network on Successful Pathways through Middle Childhood present the fruits of ten years of research on these issues with diverse cultural and ethnic communities across the U.S. These include a set of models and measures that trace how contexts and diversity evolve and interact over time, with an epilogue that aligns and compares them. Surprising new findings, quantitative and qualitative, with cases showing how children and families shape and are affected by their individual, recreational, institutional, and cultural experiences and applications to policy and practice for diverse children and families. The importance of these new models, methods, findings, and applications is the topic of commentaries by distinguished scholars with both U.S. and international perspectives. The book is intended for researchers, practitioners, and policy makers as well as students in psychology, sociology, and education.

A Comprehensive Guide to Getting Hired Teaching Carlos Heleno, 2017-03-10 Students established teachers, making a change, and those switching careers all have the same questions about getting a teaching job: How do you get interviews? What questions will be asked? What are employers looking for? Carlos Heleno, an educator with almost thirty years of experience in the classroom and as an administrator, offers proven strategies for landing a job as a teacher in this guide. Learn how to prepare a compelling portfolio that gets noticed, craft responses to common interview questions, develop a personal brand that resonates with employers, and hone teaching skills that will help you succeed in the classroom. Heleno also shares the top ten features of an outstanding cover letter, ten tips for writing an exceptional resume, and how to impress potential employers when you meet them face-to-face. Packed with tips on navigating each stage of the interview process and more than a hundred practice questions in eighteen different areas, the strategies in this guide are your express ticket to landing the teaching job you want.

Forms of Practitioner Reflexivity Hilary Brown, Richard D. Sawyer, Joe Norris, 2016-09-07 This edited volume addresses the different methods professionals use to promote a critical, reflective, and reflexive stance among practitioners, leading to both a reconceptualization of practice and its subsequent change. The goal of increased reflection in professional education is intended to expand approaches for professionals to work with diverse others. It is also intended to increase their levels of

cognitive differentiation and depth of professional consciousness about themselves alongside diverse others in a rapidly changing world This is an important issue in a range of applied professional programs from education to medicine social work to psychology business to criminal justice in nearly every country in the world Your Mentor Mary Presson Roberts,2001-04-24 I would love to put this book in the hands of my new K 2 teachers The clear and explicit directions for setting up a behavior plan creating a weekly newsletter and planning for the first day of school are just what new teachers need to get off to a great start Nancy D Beasley Principal Selwyn Elementary School Charlotte NC I plan to use this text as an outstanding example of best teaching practices Mary Roberts is a skilled writer who communicates to beginning and veteran teachers the requisite skills for successful teaching I urge school leaders to use the book as a guide for exemplary classroom teaching John A Brown Associate Professor The Citadel The Military College of South Carolina Department of Education Division of Leadership 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 AI Tools in Teaching, Learning and Research Dr. Jangam J S Mani,Dr. Chinta Naga Manisha,2024-04-26 This book offers insights on the use of Artificial Intelligence AI in Higher Education It provides educators with a curated selection of AI Tools to enhance Teaching Learning Assessment and Research practices These tools support the creation of dynamic e learning materials within existing Single Major Curricular frameworks for all the subjects *Resources in Education* ,1997 Cumulated Index Medicus ,1995 **Giving Students a Say** Myron Dueck,2021-01-26 Assessment is an essential part of teaching and learning but too often it leads to misleading conclusions sometimes with dire consequences for students How can educators improve assessment practices so that the results are accurate meaningful informative and fair Educator and best selling author Myron Dueck draws from his firsthand experience and his work with districts around the world to provide a simple but profound answer put student voice and

choice at the center of the process In this engaging and well researched book Dueck reveals troubling issues related to traditional approaches and offers numerous examples of educators at all levels who are transforming assessment by using tools and methods that engage and empower students He also shares surprising revelations about the nature of memory and learning that speak to the need for rethinking how we measure student understanding and achievement Readers will find sound advice and detailed guidance on how to Share and cocreate precise learning targets Develop student friendly rubrics linked to standards Involve students in ongoing assessment procedures Replace flawed grading systems with ones that better reflect what students know and can do and Design structures for students self reporting on their progress in learning Inspired by the origins of the word assessment derived from the Latin for to sit beside Dueck urges educators to discard old habits and instead work with students as partners in assessment For those who do the effort is rewarding and the benefits are significant *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 **Differentiating by Student Interest** Joni

Turville, 2013-11-20 This practical book shows elementary school teachers how to differentiate instruction based on their students situational and personal interests It provides a large number of detailed and easy to use lesson plans to help you create choices to increase student engagement and learning Also included is a set of blackline masters which you can duplicate and use in your classroom Collaborative Response Kurtis Hewson, Lorna Hewson, 2022-02-27 A school wide model for addressing individual needs The greatest goal of education is to ensure equity while enhancing learning and academic success for all students And yet it is impossible for one teacher to meet the extensive needs of all students in his or her classroom The traditional schooling model cannot provide for this complexity and leaves educators perplexed The solution is a collaborative approach where every child deserves a team to surround them with supports that recognize their strengths and challenges Collaborative Response offers a school wide model for addressing students individual needs The three fundamental components of the model are collaborative structures and processes data and evidence and continuum of

supports In this book readers will find Entry points for beginning this work Potential pitfalls of the approach Case studies from schools that have adopted the model Access to a website with tools templates case studies and more With a focus on quality classroom instruction this book shares examples from schools and districts that have transformed how they respond to the needs of all learners

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Inspiring Active Learning Merrill Harmin,Melanie Toth,2006-07-15 How can we structure class time efficiently How can we explain and lecture effectively How can we help students master content How can we make learning more real and lasting In this revised and greatly expanded 2nd edition of Inspiring Active Learning educators Merrill Harmin and Melanie Toth provide answers to our fundamental teaching questions and show us how to transform our classrooms into communities of active responsible learners The authors present an array of research based teacher tested strategies for managing our everyday responsibilities from beginning a class to grading homework from instructing large groups to promoting diligent seatwork from motivating slackers to handling disrupters These strategies focus on mutual respect not bossiness collaboration not isolation commitment to learning not fear of failure and the dignity of all not praise or rewards for a few Regardless of our level of experience or the grade or subject we teach the active learning approach helps us Perform routine teaching tasks more easily Discover a higher level of teaching success and personal satisfaction Establish a class climate of full participation and cooperation Prepare engaging lessons that keep students productively involved Encourage students to work energetically willingly and intelligently each day Inspire all students even the most challenging to strive for excellence With its detailed classroom examples and more than 250 practical strategies Inspiring Active Learning is a comprehensive reference for solving almost any teaching problem Note This product listing is for the Adobe Acrobat PDF version of the book

[School Days in Vietnam](#)

[Stories from the Heart](#) Larry Welch,2015-08-29 School Days in Vietnam is the third book in a trilogy that encompass five years of teaching English in Thailand Myanmar and Vietnam I only taught for a year in Hanoi and used the second year to travel and carry on with other missions in my life that included writing much of this book and other stories about travel I had wanted to live in Hanoi since first visiting in 2004 but the opportunity didnt present itself until eight years later through employment as an English teacher in an international school In my mind I had high expectations and a goal of remaining in Hanoi for two years Everything was more interesting and meaningful than I could have expected and at the end of two years I felt tied to my friendships and the amazing lifestyle that was simple yet lavish in humanity I was totally enamored with Vietnam the people the natural beauty of its diverse geography and the culture that separates it from all other nations I made more friends than I had in any other country and in North Vietnam I enjoyed a weather pattern that was near to the tropics but decidedly four seasons

Federal Register ,1979-12-14

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