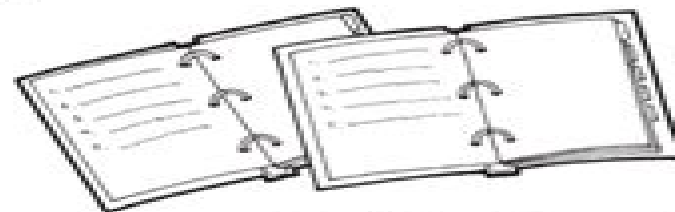
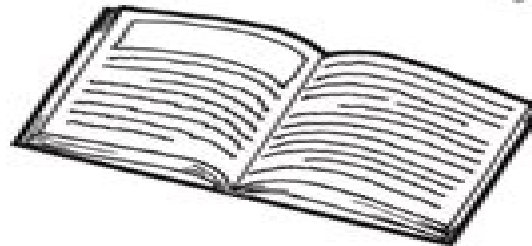
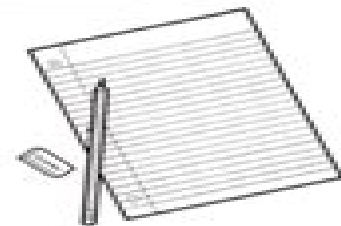


Report Card Comments

Here and on the next six pages are a variety of comments you can use to help complete your report cards each term. It is sometimes difficult to find the words you need. These will help you.

Language Arts

- Speaks very well before the class
- Is showing good growth in basic skills
- Reading has improved considerably.
- Strongest work is in the area of creative writing
- Has shown an increased interest in _____
- Is trying hard and continues to make steady progress in _____
- Oral reading is fluent, and comprehension is good.
- Is making progress in all areas, especially in _____
- Is rapidly mastering the fundamental skills
- Is developing a fine vocabulary
- Is improving in reading, especially vocabulary development
- Enjoys the stories we read and participates in classroom discussions
- Applies skills to all written work
- Is an enthusiastic worker during the reading period
- Writes imaginative and creative stories
- Asks thought-provoking questions
- Uses imagination
- Strives to be accurate
- Explains himself/herself clearly
- Deduces meaning from information given
- Creates new ideas
- Originates ideas
- Communicates with accuracy
- Compares and contrasts similar and dissimilar things
- Is choosing suitably challenging reading material
- Is able to retell stories in correct sequence
- Is reading with expression
- Is working on the editing process
- Is able to self-correct



Writing Kindergarten School Report Comments

Ken O'Connor



Writing Kindergarten School Report Comments:

Writing Effective Report Card Comments Kathleen Crane, 2007 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 Researching Dyslexia in Multilingual Settings Deirdre Martin, 2013-09-27 This volume draws together current research on dyslexia and literacy in multilingual settings across disciplines and methodologies The contributors all internationally recognised in the field address developmental and acquired literacy difficulties and dyslexia in a range of language contexts including EAL EFL The book uses theories and analytical frameworks of a critical nature to reveal prejudicial social practices and suggests future research directions towards a critical re consideration of current understandings of dyslexia in multilingual settings with a view to foregrounding the potential for interdisciplinarity The book also suggests ways forward for evidence informed practice and it will be a valuable resource for researchers practitioners and students alike **Final Report...The Teacher-Innovator** United States. Education Office, United States. Office of Education, 1968 *Resources in Education*, 1999 *Narrative* Michael J Toolan, 2013-11-05 *Narrative* explores a range of written spoken literary and non literary narratives It shows what systematic attention to language can reveal about the narratives themselves their tellers and those to whom they are addressed Topics examined include plot structure time manipulations point of view oral narratives and children s stories This classic text has been substantially rewritten to incorporate recent developments in theory and new technologies and to make it more usable as a course book New materials include sections on film surprise and suspense and online news stories The section on children s narratives has been updated and the discussion of newspaper stories incorporates contemporary examples There are new exercises which relate closely to the chapter content and new sections on further reading **Annual Report of the School Committee of the City of Manchester, N.H. for the Year Ending ...** Manchester (N.H.). School Committee, 1924 The "New" Epidemic- Grading Practices Andre' Mathews, 2016-03-16 This book is a comprehensive view on the grading practices and policies in American public schools The content of the book identifies the lack of alignment amongst the Federal State and Local Districts and the need to adopt a unified policy Educational institutions are creating their own versions of grading systems that lack integrity flawed in design hinder many students from graduating and or achieving opportunities to become a more productive citizen after high school completion Section I The structure of the book begins with a systemic view of development by identifying the philosophical and theoretical aspects involved in the grading system Section II The authors work then transitions to the structure of the grading system addressing the mathematical aspects of calculating a students grade point average to the teachers validity of grades Section III This section identifies the parents role and need to understand the grade itself and its effect on the students overall outcome and class ranking Section IV The book ends with a

strong analysis of the system parental rights examples of educational disasters and schools quest for new grading systems All in all this book takes a journey throughout the entire educational system identifying a need for change on all levels as it relates to the grading system The overall message emphasizes the parents need to be cognizant of the importance of being involved and properly motivating mentoring monitoring modeling and managing their child's educational careers All stakeholders should walk away with a sense of ownership to the problem and an understanding that the time for change is now The ethnic margin is widening and too many students are graduating unmarketable A grade is more than a number it's a quality of life

Promoting Literacy At-Risk Sharon Query, 2020-03-12 About one quarter of the children under the age of six are living in poverty a factor that is highly relevant to school failure It has been estimated that one quarter of the adolescent population is at risk of academic failure and other problem behaviors with another quarter considered moderately at risk School failure and the almost inevitable unemployment or underemployment that follows were among the most serious of these problems This book examines the relationship between protective factors and academic achievement in elementary students Protective factors are individual or environmental safeguards that enhance a youngster's ability to resist stressful life events and promote resilience There are protective factors at work in every system individual family peer school and community

Learning Stories Margaret Carr, Wendy Lee, 2012-03-19 Margaret Carr's seminal work on Learning Stories was first published by SAGE in 2001 and this widely acclaimed approach to assessment has since gained a huge international following In this new full colour book the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power to argue that Learning Stories can construct learner identities in early childhood settings and schools By making the connection between sociocultural approaches to pedagogy and assessment and narrative inquiry this book contextualizes Learning Stories as a philosophical approach to education learning and pedagogy Chapters explore how Learning Stories help make connections with families support the inclusion of children and family voices tell us stories about babies allow children to dictate their own stories can be used to revisit children's learning journeys can contribute to teaching and learning wisdom This groundbreaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows through research evidence why the early years is such a critical time in the formation of learning dispositions

Margaret Carr is a Professor of Education at the University of Waikato New Zealand Wendy Lee is Director of the Educational Leadership Project New Zealand

Working with Parents and Families in Early Childhood Education Ute Ward, Bob Perry, 2020-05-21 This book reports initiatives to listen to parents and families to ascertain what families believe and do as they seek to engage collaboratively with their children's educators and what educators and educational systems might do to facilitate and or establish barriers to such engagement Parental engagement in children's learning and

development has many positive benefits. However, in the current environments of accountability and performativity which are pervading early childhood education in many countries, the opportunities for parents and other family members to be part of the development of respectful collaborative relationships with their children's early childhood educators are becoming more and more restricted. Many educators feel forced to choose between curriculum outcomes and parental engagement as both involve their time. There is a danger that the voices of parents and families in their children's early learning and development will not always be heard, seen or fully understood. This volume addresses this important issue. Researchers, educators and families will all benefit from this book to the ultimate benefit of the young children who are the future. This book was originally published as a special issue of the *European Early Childhood Education Research Journal*. Ken O'Connor, 2017-10-04

How to Grade for Learning 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. Linda Laidlaw, 2005-05-06

Reinventing Curriculum The premise of this book is that written texts and literacy processes are developed within a complex weave of particular contexts or ecologies and the unique particularity of the learner's experiences, histories, memories and interpretations. Linda Laidlaw

A Holistic Home-School-Community Model for Learning Chinese Language Tse Shek Kam, Laing Victor, 2021-09-28 This book contains the compilation of studies from a 5 year project aimed at improving the Chinese teaching and learning as a second language for non Chinese speaking preschoolers in Hong Kong. In this project a home school community model was used in an attempt to address the teaching and learning of Chinese for non Chinese speaking preschoolers moving from a traditional school centred teaching approach to a holistic approach. This allows them to learn in the same space and environment on the same topics creating an inclusive classroom that does not compromise the teaching and learning of Chinese for both local and non Chinese speaking preschoolers. Issues such as medium of instruction, language progression, silent period, multicultural teaching assistants, multilingual learning facilitators, parent changes and effective teaching are studied and discussed.

Second Language Writing Instruction in Global Contexts Lisya Seloni, Sarah Henderson Lee, 2019-10-11 This book revisits second language L2 writing teacher education by exploring the complex layers of L2 writing instruction in non English dominant contexts i.e. English as a foreign language contexts. It pushes the boundaries of teacher education by specifically examining the development of teacher literacy in writing in under represented L2 writing contexts and re envisions L2 writing teacher education that is contextually and culturally situated.

moving away from the uncritical embracement of Western based writing pedagogies It explores and expands on writing teacher education how language teachers come to understand their own writing practices and instruction and what their related experiences are in non English dominant contexts across the globe Chapter 4 is free to download as an open access publication under a CC BY NC ND licence You can access it here <https://zenodo.org/record/7096127/files/YmCsHbMLcs>

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