

| PERSONAL COMMENTS | | | |
|-------------------|---|--|---|
| CATEGORY | AREA FOR IMPROVEMENT | STUDENT STRENGTH | ABOVE AND BEYOND |
| Responsibility | NAME is developing a greater sense of responsibility in her school work. She is learning to complete assignments on time and follow assignment expectations. | NAME demonstrates responsibility in completing school work on time, most of the time. She tends to manage her time effectively and follows assignment expectations. | NAME is diligent in showing responsibility through her school work. She hands in assignments on time as she effectively manages her time and adheres to assignment expectations. |
| Organization | NAME is working towards improving her organizational skills by learning to organize and keep track of her materials and by making a plan to complete assignments on time, more often. | NAME demonstrates good organizational skills, most of the time. She organizes and keeps track of her materials. She also follows a plan to complete assignments on time. | NAME consistently demonstrates strong organizational skills. She maintains a well-organized workspace and keeps track of her materials. She effortlessly creates and follows a plan to complete assignments and manages |

| | | | | |
|--|---|---|--|----------------|
| | End of Year | | | |
| NAME arrived at school with a positive attitude and is ready to learn. | NAME has had a positive impact on our classroom environment this year. | NAME's love of learning is contagious and contributed to her overall success. | | ous and |
| It's a pleasure to highlight NAME's achievements this term. | NAME has only continued to grow as a learner and as a person. | NAME has made fantastic progress this year. | | is this |
| NAME has made considerable progress this term. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | | her classroom. |
| NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME is always respectful and kind towards her peers. | NAME is curious and inquisitive, always wanting to learn more. | | who enjoys |
| NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | | arning this |
| NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | | has |
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| <p><i>Copy Paste These</i></p> <p>END OF YEAR REPORT CARD COMMENTS</p> | | | | |
| I've enjoyed getting to know NAME this year. We look forward to seeing her continue to grow. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | | ear in |
| I've enjoyed getting to know NAME this year. We look forward to seeing her continue to grow. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | NAME has shown a strong commitment to learning and a willingness to take on challenges. | | ME has |
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| NAME has worked very hard this year and I am proud of all of her accomplishments. | NAME has made good progress in fourth/fifth/sixth grade. | NAME is committed to improving academically this term/year. |
| Keep up the great work. NAME - your dedication is admirable! | NAME has made excellent progress in fourth/fifth/sixth grade. | I am so proud of NAME and wish her well next year. |
| I'm excited to see what next year/term has in store for you, NAME. Keep up the good work! | NAME is fun to be around and kind to others. This makes her a well-liked student by her peers. | Wishing NAME a well-deserved break and a chance to recharge for next year! |
| As we wrap up this term/year, I'm incredibly proud of the hard work NAME has put forth. | NAME is a wonderful student and I've sincerely enjoyed being her teacher. | Best wishes to NAME and her family for a restful break and continued success in the future. |
| It's been a pleasure to get to know NAME. | NAME has grown a lot this term/year. I look | |

Report Card Comments End Of The Year

Barbara Hollis



Report Card Comments End Of The Year:

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First Year Teacher's Survival Guide Julia G. Thompson, 2012-06-14 The best selling First Year Teacher's Survival Kit gives new teachers a wide variety of tested strategies activities and tools for creating a positive and dynamic learning environment while meeting the challenges of each school day Packed with valuable tips the book helps new teachers with everything from becoming effective team players and connecting with students to handling behavior problems and working within diverse classrooms The new edition is fully revised and updated to cover changes in the K 12 classroom over the past five years Updates to the second edition include New ways teachers can meet the professional development requirements of the No Child Left Behind Act Entirely new section on helping struggling readers to address the declining literacy rate among today's students Expanded coverage of helpful technology solutions for the classroom Expanded information on teaching English Language Learners Greater coverage of the issues challenges facing elementary teachers More emphasis on how to reach and teach students of poverty Updated study techniques that have proven successful with at risk students Tips on working effectively within a non traditional school year schedule The latest strategies for using graphic organizers More emphasis on setting goals to help students to succeed More information on intervening with students who are capable but choose not to work Updated information on teachers rights and responsibilities regarding discipline issues Fully revised Resources

appendix including the latest educational Web sites and software **BLOGONIT** Ken Bobrosky, 2017-04-22 This book is a compilation of my daily blogs that were mostly written during 2016 It includes reactions observations criticisms accolades or just plain head shaking frustration regarding some issue or event of the day The blogs stem from either a TV or newspaper item or a personal encounter with everyday madness in daily life *Your Mentor* Mary Presson Roberts, 2018-09-15 This practical easy to implement guide was developed by surveying student teachers substitute teachers returning teachers emergency credential teachers and teacher educators Your Mentor contains their wide ranging recommendations of what they wanted to see included in a teaching reference Actual samples of lesson units themes and communications with parents are included along with easy to follow classroom tested suggestions for Making lesson plans Keeping records Using technology in the classroom Planning special events Developing and maintaining professional credentials and portfolios This book is 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 a daily companion like the experienced mentor we all want and need **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 **Social Justice in Schools** Charles A. Barrett, 2023-04-24 This book guides PreK 12 educators and school based clinicians on how to embed socially just practices into their day to day roles to achieve more equitable outcomes Social Justice in Schools uses vivid vignettes and personal reflections to demystify complex concepts It pinpoints ways educators can better understand their racially and ethnically minoritized students reflect on and challenge implicit bias in assessment and decision making and build meaningful home school relationships Chapters begin with clearly framed learning outcomes and close with discussion questions and resources for professional learning In a convenient large size format the book includes reproducible handouts and forms that can be downloaded and printed for repeated use This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **Rise and Shine** Linda Froschauer, Mary L. Bigelow, 2012 Rise and Shine provides a friendly support system that new science teachers can turn to in their first days months and even years in the classroom This easy to read book offers plenty of helpful techniques for managing the classroom maintaining discipline and dealing with parents But it also covers important topics unique to science teaching such as setting up a laboratory keeping the classroom safe and initiating inquiry from the first day Sprinkled throughout the book is candid advice from seasoned science teachers who offer both useful strategies and warm reassurance Rise and Shine is designed to help preservice teachers those in the first few years of teaching regardless of grade level and those who may be entering a new situation within the teaching field If you need a mentor or if you are a mentor or instructor who wants to

support beginning science teachers this book is for you Sharing Our Success George Taylor Fulford, Helen Raham, Blair Stevenson, Tracey Wade, 2007 The eagle soaring against the dawning sun is perhaps a fitting symbol for the First Nation schools profiled in this volume Each school is creating a brighter future for its young people striving to equip them with the knowledge and the skills they need to succeed in both traditional and modern worlds The four case studies are part of a larger study examining schools that are producing tangible progress for Aboriginal learners The research was commissioned in 2006 by the Society for the Advancement of Excellence in Education SAE and made possible through grants from Indian and Northern Affairs Canada the Federal Interlocutor's Office the governments of Ontario Quebec and Nunavut and an anonymous Canadian foundation **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 **The Nitty-Gritty Classroom and Behavior Management Resource** Belinda Christine Tetters, 2006-09-13 This book will help teachers better relate to understand and love their job by providing a professional resource that contains ideas and reproducibles for bulletin boards planning differentiation assessments record keeping substitutes behavior management conferences newsletters report card comments teaching reading centers and much more **Motivating Every Student in Literacy** Sandra Athans, Denise Devine, 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 **Student-Led Assessment** Starr Sackstein, 2024-01-03 The single greatest authority on student learning is the student doing the learning but the right structures must be in place for students' voices to be clearly heard and truly valued Conventional formative and summative assessment are most often conducted through one size fits all quizzes and tests that yield narrow predetermined categories of data about students' academic progress But if we want a truly accurate look at what, how and to what extent students are learning who better to consult than the obvious experts on the matter the students themselves In this lively and comprehensive guide veteran teacher and author Starr Sackstein provides the tools needed to help students compile and present evidence of learning through portfolios and student led conferences from templates and rubrics to personal

testimonials reflection questions and activities The book features Forms applicable across grade levels and content areas for unpacking standards co constructing success criteria with students evaluating current classroom practices and more Real life perspectives and scenarios from educators in the field who have embraced portfolios and student led conferences over standardized tests and letter grades Practical experience based guidance for building classroom and schoolwide learning cultures that promote both learner agency and academic achievement The resources recommendations and reflections in Student Led Assessment allow educators at all levels to develop systems and protocols for ensuring student ownership of and pride in their own hard won achievement

Regional Strategy Meetings on Choice in Education ,1989 **Affirming Black Students' Lives and Literacies** Arlette Ingram Willis,Gwendolyn Thompson McMillon,Patriann Smith,2022 Drawing on the authors experiences as Black parents researchers teachers and teacher educators this timely book presents a multipronged approach to affirming Black lives and literacies The authors believe change is needed not within Black children but in the way they are perceived and educated particularly in reading writing and critical thinking across grade levels To inform literacy teachers and school leaders the authors provide a conceptual framework for reimagining literacy instruction based on Black philosophical and theoretical foundations historical background literacy research and authentic experiences of Black students This important book includes counternarratives about the lives of Black learners research conducted by Black scholars among Black students examples of approaches to literacy with Black children that are making a difference conversations among literacy researchers that move beyond academia and a model for engaging all students in literacy Affirming Black Students Lives and Literacies advocates for adopting a standard of care that will improve and support literacy achievement among today s Black students by rejecting deficit presumptions and embracing the fullness of these students strengths Book Features A counternarrative of Black literacy history lives and learners Narrative examples of Black literacy scholarship by Black scholars who embrace their faith walk as an integral part of their holistic approach to literacy teaching and learning Discussion questions to spur conversations among school administrators parents caregivers politicians reading researchers teacher educators and classroom teachers An array of extant Black scholarship that should inform literacy praxis and research A conceptual framework CARE that is applicable for all learners with a focus on Black literacy learners

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