

Subject	My Report Card Comments	Average
Writing	"I think you should teach us more about quotation marks and stuff related to them." (Score: 3) "I think you are still making progress because you are loved and young." (Score: 3) "I like how you give our class a great example. Keep up the good work!" (Score: 4) "More writing, because we aren't doing as much." (Score: 3) "I think that you should write slower so kids won't try to be fast. Otherwise, you make up interesting things." (Score: 3) "We should do more." (Score: 2)	3.36
Science	"Maybe you could tell us more. Not just two or one speeches." (Score:3) "I really think you should give us more science." (Score: 2) "Science still needs work because science is very long!" (Score: 1) "You choose great videos for science, but I think you should teach us more by person." (Score: 3) "She lets us know all important parts. I think you could work on letting us do things other than watching a video." (Score: 3) "I don't think we need to do videos. I think we need to do more experiments." (Score: 2) "I love the fun projects that you make up and do with us." (Score: 4)	3.21
Reading	"I think you should teach us more literacy words." (Score: 3) "Fantastic job" (Score: 4) "I like how you give us a lot of time for Read to Self." (Score: 4) "You should pull out more people to the table to read." (Score: 2) "We just love how you dream what the characters' voices sound like." (Score: 4) "I think it's funny when you say not to robot read, and I like when you help with our syllables when we are wrong." (Score: 4) "I think you mastered reading, because it is an hour long." (Score: 4) "Getting every one right. She is a genius." (Score: 4) "I like how you use fluency when you're reading! Especially your British for Lizzie from the Dodger books. (Score: 4) "I love when you read with expression. You have great taste in books!" (Score: 4)	3.73
Math	"You do great on teaching geometry. You had AMAZING activities. Great job!" (Score: 4) "I love how you taught us to do multiplication without us knowing it!" (Score: 4) "I like how you give us a lot of strategies to use for math." (Score: 4) "I just don't get what you mean about that stuff. You could explain to me." (Score:2) "I think you mastered math, because you make it fun for me!" (Score: 4) "Keep up the good work on math. You're doing pretty awesome." (Score: 3) "I like how you explain real well in math, but I think we should work on multiplication more often." (Score: 3) "You just need to help explain a little more." (Score: 3) "When we are on the multiplication level, you should teach us first. I don't know how to do it." (Score: 3) "I like how you go over our math problems so if we get an answer wrong, we don't feel dumb." (Score: 4) "Maybe you could have taught us about multiplication. You still teach us great things." (Score: 2)	3.42

Maths Report Card Comments Grade 1

Mary Presson Roberts



Maths Report Card Comments 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

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

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 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 **Practical Solutions for Serious Problems in Standards-Based Grading**

Thomas R. Guskey, 2008-08-06 The book combines research critical issues and creative solutions in a concise and easy to read manner While there is little doubt that educators today face a myriad of critical issues this book allows educators to believe that they can be agents of change for students and for the profession Sammie Novack Vice Principal Curran Middle School Bakersfield CA Implement standards based grading practices that accurately and equitably report student achievement Standards based education poses a variety of challenges for grading and reporting practices especially for ensuring that the grades assigned to students are honest meaningful and fair Many traditional methods such as limiting the number of high grades or defining C as average no longer work in a standards based environment This edited volume examines critical issues in standards based grading and provides specific suggestions for improving grading policies and practices at the school and classroom levels With contributions from prominent educators and researchers this groundbreaking volume Describes traditional school practices that inhibit the implementation of standards based grading Addresses how teachers can assign fair and accurate grades to English language learners and students with special needs Examines legal issues that influence grading and reporting policies Discusses why report card grades and large scale assessment scores may vary Fosters consistency in grading across states and districts Offers effective strategies for communicating with parents This solution oriented book offers teachers principals and administrators practical strategies for implementing grading policies that benefit all students Role of National Laboratories in Science, Mathematics and Engineering Education

United States. Congress. House. Committee on Science, Space, and Technology. Subcommittee on Energy Research and Development, 1990 **Resources in Education** , 2001-10 *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 The Algebra Solution to Mathematics Reform

Frances R. Spielhagen, 2015-04-24 How can we increase mathematics achievement among all students This book provides a straightforward explanation of how changing mathematics tracking policies to provide algebra instruction to all students by at least eighth grade can bring about changes in both student achievement and teacher performance Spielhagen chronicles the success of a large school district that changed the way mathematics was delivered and increased success rates across all populations Featuring interviews with students and teachers the author shows how all stakeholders were brought into the process of changing policy from the ground up Offering a model for success that can be replicated by other districts this resource Provides a comprehensive account of how mathematics policy that evolved in the United States over the last century has resulted in low math literacy among our population Addresses the recommendations and counterpoints to the report of the National Mathematics Panel 2009 Includes real life examples of how stakeholders responded to the policy

change that revolutionized mathematics instruction in their district Frances R Spielhagen is associate professor of education and director of the Center for Adolescent Research and Development at Mount Saint Mary College Newburgh New York Offers an elegant solution to a compelling problem in American society that has global implications Who should study algebra and when The best practices approach should be required reading for pre service and in service educators and administrators alike Readers will recognize that preparing students to learn algebra by 8th grade is as much a right as learning to read It is a right upon which our future depends Susan G Assouline Professor of School Psychology Associate Director The Connie Belin Jacqueline N Blank International Center for Gifted Education and Talent Development The University of Iowa Frances Spielhagen s book offers a thoughtful and detailed response to one of the most important questions of our time should all students take algebra in 8th grade With impressive and thorough research the author considers issues of teaching and learning as well as curriculum and policy For all those who care about the mathematical future of our nation s children this book is a must read Jo Boaler Professor of Mathematics Education Stanford University The School of Education In The Algebra Solution to Mathematics Reform Frances R Spielhagen shows vividly and precisely how a public school system teaches children to master mathematics skills early culminating in 8th grade algebra a critical subject for high school graduation and college admission Spielhagen s book precisely demonstrates how to improve real sequential learning for students from the early grades to high school graduation and successfully into college and life Thus this vital book has implications for instruction in all academic subjects providing a living model for continuity and improvement of student learning Bruce S Cooper Professor Graduate School of Education Fordham University Reform Can Make a Difference Darlene Leiding,2009-10-16 Public education in the United States does not fulfill either the educational needs or the social needs of children Its deficiencies have serious negative consequences in our political system our economy and within our social and cultural affairs We must seek to improve education through research policy analysis and the development of alternatives to existing policies and practices Educational reform should include promoting greater parental choice in education a competitive educational industry and other policies that address the problems of both public and private schools The ultimate goal is improved student achievement especially in our nation s cities where large numbers of students are not reaching the levels of achievement they need in order to live successful lives as adults This book explores some of the unique characteristics of school reform and focuses on the role of poverty in reform including the negative effects of low income neighborhoods on the youth who reside there concluding that reducing poverty can lead to more positive academic behavior and success Reform Can Make a Difference enables readers to look at different reform programs that are available for schools and determine which model if any will fit their needs The book assists schools in designing their own reform model that will help address issues students and families have with public schools **The Conscious Teacher** Deborah Nichols Poulos,2020-01-13 The Conscious Teacher is about all kinds of strategies and techniques educators might

employ to become more effective teachers In an accessible conversational style Deborah Nichols Poulos presents unique approaches to teaching that will inspire new and veteran teachers alike She begins with her personal story of not being able to read all through elementary school Her early failures convinced her she was dumb At first she struggled but when she still failed she adopted an avoidance strategy that served her well until junior high An experience in the seventh grade flipped a switch and started her on a journey to becoming an outstanding student and later to applying the lessons she learned as a child to her own teaching What makes *The Conscious Teacher* unique are the inspirational lessons that are unlike what most teachers get in their teacher education courses or student teaching Ms Nichols Poulos points out for example that from the very first day it is important that students learn they will be treated with dignity and respect no matter what And especially helpful are the steps Ms Nichols Poulos employs to set up a behavior management plan that works She explains the strategic steps she takes before school starts how essential it is to get to know each student before they walk into class on that first day She also illustrates how setting up classroom routines helps students know what to expect and how to make the best use of every minute And she emphasizes the importance of the parent student teacher team and includes many examples of how to communicate with and involve parents even those who may be difficult Foundational to her program are reading and writing Among other things she lays out the steps for students even as early as fourth grade to write five paragraph essays and their own student authored books and to research and write reports that include bibliographies When she differentiated curriculum to support all students needs she found their learning accelerated All teachers will appreciate her ideas about how to teach the basics of math as well as advanced math concepts And her ideas for teaching the arts are inspirational as she describes in detail how her fourth graders performed Shakespeare s *Hamlet Macbeth King Lear Julius Caesar* and *A Midsummer Night s Dream* She also shows how to integrate social studies with literature and writing Her experiences taught her that young students are much more capable than many people realize *The Conscious Teacher* is an indispensable guide for all new teachers Many of the ideas Ms Nichols Poulos provides will also be an eye opener for parents and experienced teachers as well *The Conscious Teacher* is simply a must have for anyone truly interested in giving young children a positive and solid foundation for their later schooling

Only a Mother Could Love Him Benjamin Polis,2004 A young man takes readers on a deeply personal journey into the mind of an individual with ADD as he describes his struggle with hyperactivity and attention deficit its effects on his entire family and his own successful use of self taught concentration techniques to overcome the problem accompanied by advice on medication discipline schoolwork and coping strategies Original 35 000 first printing

Instructor ,2008 *Educational Psychology* Angela M. O'Donnell,Johnmarshall Reeve,Jeffrey K. Smith,2011-12-06 Teachers help students learn develop and realize their potential To become successful in their craft teachers need to learn how to establish high quality relationships with their students and they need to learn how to implement instructional strategies that promote students learning development and potential To prepare pre service teachers

for the profession the study of educational psychology can help them to better understand their students and better understand their process of teaching Such is the twofold purpose of Educational Psychology to help pre service teachers understand their future students better and to help them understand all aspects of the teaching learning situation The pursuit of these two purposes leads to the ultimate goal of this text namely to help pre service teachers become increasingly able to promote student learning development and potential when it becomes their turn to step into the classroom and take full time responsibility for their own classes

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

EdPsych Modules Cheryl Cisero Durwin, Marla Reese-Weber, 2024-12-16 EdPsych Modules uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The Fifth Edition includes thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the

book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included High Expectations Teaching Jon Saphier,2016-11-04 The myth of fixed intelligence debunked For all the productive conversation around mindsets what s missing are the details of how to convince our discouraged and underperforming students that smart is something you can get Until now With the publication of High Expectations Teaching Jon Saphier reveals once and for all evidence that the bell curve of ability is plain wrong that ability is something that can be grown significantly if we can first help students to believe in themselves In drill down detail Saphier provides an instructional playbook for increasing student confidence and agency in the daily flow of classroom life Powerful strategies for attribution retraining organized around 50 Ways to Get Students to Believe in Themselves Concrete examples scripts and classroom structures and routines for empowering student agency and choice Dozens of accompanying videos showing high expectations strategies in action All children in all schools regardless of income or social class will benefit from the strategies in this book But for children of poverty and children of color our proficiency with these skills is essential in many ways life saving Jon Saphier challenges us all educators students and parents to get started today About Jon Saphier The author of nine books including The Skillful Teacher Jon Saphier is founder and president of Research for Better Teaching Inc RBT a professional development organization dedicated since 1979 to improving classroom teaching and school leadership throughout the United States and internationally **The Reviews of State Content Standards in English Language Arts and Mathematics** Douglas A. Archbald,1998 This report compares and contrasts the evaluation methods and findings of the American Federation of Teachers AFT Council for Basic Education CBE and the Fordham Foundation reviews of state English language arts and mathematics content standards It states that the reviews found that state content standards vary greatly in how they are organized in the levels of detail and specificity of their content prescriptions and in the clarity of their expression According to the report although a number of the states standards were found to be of exemplary quality and could be used as models an unacceptably large number of state content standards were judged to be of inadequate quality The report cites the average ratings on the 0 to 4 scale given by each rating group for English language arts and for mathematics It finds considerable discrepancy in the reviewers ranking of the states there was considerable disagreement among the reviewers about which states had high quality and which states had low quality content standards The report states that the reviewers used different criteria defining the qualities they used for evaluation and applying their evaluation criteria differently The report concludes by discussing ways research and policy initiatives could improve the quality of state content standards Contains 18 references 11 notes and 3 tables of data NKA **Making Math Stick** David Costello,2021-04-09 This remarkable book shows teachers how to stop working harder and start working smarter It describes a shift from teach test

move on to teach connect apply to optimize student learning This valuable resource provides teachers with an understanding of simple manageable and sustainable strategies to change their approach immediately These strategies build on helping students retain math concepts so they can apply them in novel situations down the road The focus is on supporting teachers in framing instruction so that students strengthen their understanding and can remember and apply learning Making Math Stick is a game changer that champions durable learning for all students

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