

Report Card Comments

Having a hard time coming up with appropriate comments for your students' report cards? Check out our helpful suggestions to find just the right one!

Student Strengths/Successes

1. Listens and follows directions well
2. Expresses ideas clearly
3. Does neat, thorough work
4. Seeks information independently
5. Completes activities in a timely manner
6. Occupies his/her time constructively
7. Communicates well with students and teacher
8. Works well in group settings and makes many contributions to the group
9. Follows directions well, and is self-sufficient within the classroom
10. Is extremely motivated, and always puts his/her best effort into classroom assignments
11. Takes direction well and instantly applies them to his/her _____ skills
12. Understands the concept of...
13. Has a good knowledge of...
14. Demonstrates superior work in...
15. Is able to successfully...

Improvement and Growth

1. Has demonstrated very good progress this year
2. Has matured nicely this year, both academically and socially
3. Is learning how to be a better listener, and takes direction well
4. Has worked very hard this year, and has made strong gains in the area of _____
5. Has shown great improvement with _____
6. Is progressing nicely, and shows constant improvement in many areas of schoolwork including _____
7. Is becoming more self-reliant during independent work periods
8. Is learning to be cooperative when working in groups
9. Is developing more positive ways to interact with others
10. Is listening to directions more carefully
11. Work habits have shown improvement.
12. Is showing good growth in all areas, especially in...
13. Has continued to make steady progress with...
14. Has shown noticeable improvement in...
15. Is developing consistent work habits, such as ...

Kindergarten Next Step Comments

D Siedentop

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the 'D Siedentop' text.

Kindergarten Next Step Comments:

Kindergarten Review ,1895 **Next Steps** Lori Franklin,Jonathan Kratz,Karen Gray,2019-05-07 Social work students consistently struggle to apply theory to practice or use the knowledge of textbooks and classrooms in the field Vignettes and scenarios represented in textbooks are often simplistic too tidy to be realistic and with clean resolutions Next Steps Decision Cases for Social Work Practice highlights the complex messy nature of social work practice in a way that is engaging to students allowing them to step into the role of a practicing social worker This book is a collection of decision cases from multiple areas of social work practice designed to enhance the quality and depth of classroom case discussion and analysis These realistic compelling cases present dilemmas about which even experienced practitioners may disagree This allows rich classroom discussion that enhances critical thinking provides real life application and creates numerous opportunities to apply content and knowledge acquired throughout a social work education experience **The American Teacher** ,1889

How to Give Effective Feedback to Your Students Susan M. Brookhart,2017-03-10 Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades In this updated and expanded second edition of her best selling book Susan M Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback 1 does it conform to the research 2 does it offer an episode of learning for the student and teacher and 3 does the student use the feedback to extend learning In this comprehensive guide for teachers at all levels you will find information on every aspect of feedback including Strategies to uplift and encourage students to persevere in their work How to formulate and deliver feedback that both assesses learning and extends instruction When and how to use oral written and visual as well as individual group or whole class feedback A concise and updated overview of the research findings on feedback and how they apply to today s classrooms In addition the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners including successful students struggling students and English language learners The vast majority of students will respond positively to feedback that shows you care about them and their learning Whether you teach young students or teens this book is an invaluable resource for guaranteeing that the feedback you give students is engaging informative and above all effective *No Fear Coding* Heidi Watkins,Heidi Williams,2021-03-09 This book shows K 5 educators how to bring coding into their curriculum by embedding computational thinking skills into activities for every content area helping students prepare for coding in middle grades as they build knowledge Features classroom tested lessons and activities designed for skills progression ready to implement coding exercises and case studies and explorations of technology tools and resources This edition offers new research updated tools and more **American Primary Teacher** ,1889 **Handbook of Crisis Counseling, intervention, and Prevention in the Schools** Jonathan H. Sandoval,2001-10-01 Featuring new chapters on bullying sexual assault natural disasters eating disorders and cultural considerations the second edition of this highly popular Handbook provides a one stop

reference for mental health professionals who face a bewildering variety of school based crises Key features include a focus on both prevention and intervention and ongoing discussions of the research that underlies best practice Like the first edition chapters follow a parallel structure that includes the incidence prevalence and impact of the crisis theories regarding precipitating factors discussion of who is at risk for encountering the crisis primary prevention activities methods of working with high risk clients developmentally appropriate methods and intervention activities for individuals and developmentally appropriate methods and activities for groups The result is an unusually coherent volume that is suitable for graduate work in school psychology school counseling school social work and school nursing or as a reference work for in service practitioners

Acceleration for All Sharon V. Kramer, Sarah Schuhl, 2023-04-13 The need to overcome student learning gaps exists in every school The answer is not a culture of remediation but one of acceleration Every student deserves to learn at grade level or beyond this is equity in action Acceleration for All offers research informed real world and ready to implement strategies with an emphasis on core instructional practices to ensure accelerated learning schoolwide This book will help K 12 teachers and leaders Implement practical strategies for sustained accelerated student learning Shift from a mindset of deficit thinking to strengths based thinking related to student learning Develop opportunity equity so all students have access to grade level learning every day Develop learning cycles to address instruction assessment and interventions or extensions as a team with a focus on every student learning grade level standards Learn how to establish a learning based culture rooted in collective efficacy Support teachers teams and students through collaborative leadership Create processes and procedures for continuously improving learning Contents Introduction Chapter 1 The Case for Acceleration Chapter 2 The Importance of Culture Chapter 3 Curriculum Plans for Grade Level Learning Chapter 4 An Assessment System That Supports Acceleration Chapter 5 Daily Grade Level Instruction Chapter 6 An Intervention System That Supports Acceleration Chapter 7 The Importance of Leadership Chapter 8 Continuous Improvement Epilogue References and Resources Index

Levels of Cognitive Development Tracy S. Kendler, 2013-06-17 The proposed levels theory presented in this book concerns some developmental changes in the capacity to selectively encode information and provide rational solutions to problems These changes are measured by the behavior exhibited in simple discrimination learning problems that allow both for information to be encoded either selectively or nonselectively and for solutions to be produced by associative learning or by hypothesis testing The simplicity of these problems permits comparisons between infrahuman and human performance and also between a wide range of ages among humans Human adults presented with these problems typically encode the relevant information selectively and solve the problems in a rational mode Infrahuman animals however typically process the information nonselectively and solve the problems in an automatic associative mode How human children encode the information and solve the problems depends on their age The youngest children like the infrahuman animals mostly encode the information nonselectively and solve the problems in the associative mode But between early childhood and young

adulthood there is a gradual long term quantifiable increase in the tendency to encode the information selectively and to solve the problem by testing plausible hypotheses The theory explains in some detail the structure function development and operation of the psychological system that produces both the ontogenetic and phylogenetic differences This system is assumed to be differentiated into an information processing system and an executive system analogous to the differentiation of the nervous system into afferent and efferent systems Each of these systems is further differentiated into structural levels with the higher level in part duplicating the function of the lower level but in a more plastic voluntary and efficient manner The differentiation of the information processing and executive systems into different functional levels is presumed to have occurred sometime during the evolution of mankind with the higher level evolving later than the lower one as the central nervous system became increasingly encephalized As for human ontogeny the higher levels are assumed to develop later and more slowly than their lower level counterparts In addition to accounting for a substantial body of empirical data the theory resolves some recurrent controversies that have bedeviled psychology since its inception as a science It accomplishes this by showing how information can be both nonselectively and selectively encoded how automatic associative learning and rational problem solving can operate in harmony and how cognitive development can be both qualitative and quantitative

Classroom-Ready Rich Math Tasks, Grades K-1 Beth McCord Kobett, Francis (Skip) Fennell, Karen S. Karp, Delise Andrews, Latrenda Knighten, Jeff Shih, 2021-04-12 Detailed plans for helping elementary students experience deep mathematical learning Do you work tirelessly to make your math lessons meaningful challenging accessible and engaging Do you spend hours you don't have searching for adapting and creating tasks to provide rich experiences for your students that supplement your mathematics curriculum Help has arrived Classroom Ready Rich Math Tasks for Grades K-1 details 56 research and standards aligned high cognitive demand tasks that will have your students doing deep problem based learning These ready to implement engaging tasks connect skills concepts and practices while encouraging students to reason problem solve discuss explore multiple solution pathways connect multiple representations and justify their thinking They help students monitor their own thinking and connect the mathematics they know to new situations In other words these tasks allow students to truly do mathematics Written with a strengths based lens and an attentiveness to all students this guide includes Complete task based lessons referencing mathematics standards and practices vocabulary and materials Downloadable planning tools student resource pages and thoughtful questions and formative assessment prompts Guidance on preparing launching facilitating and reflecting on each task Notes on access and equity focusing on students strengths productive struggle and distance or alternative learning environments With concluding guidance on adapting or creating additional rich tasks for your students this guide will help you give all of your students the deepest most enriching and engaging mathematics learning experience possible **Reporting Pupil Progress** Linda H. Kunder, Paul J. Porwoll, 1977

The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care

Tricia David, Kathy Goouch, Sacha Powell, 2015-10-05 The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much needed authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care Providing a detailed overview of key concepts debates and practical challenges the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children their place in society and the ways in which it might be appropriate to educate them Bringing together specially commissioned pieces by a range of international authors this handbook will enable academics research students practitioners and policy makers to reflect on their own understandings and approaches as well as the assumptions made in their own and other societies

Documentation in Institutional Contexts of Early Childhood Maarit Alasuutari, Helga Kelle, Helen Knauf, 2020-04-28 Internationally documentation has gained importance in institutional contexts of early childhood during the last 20 years This edited volume illuminates different practices and aspects of documentation in early childhood and provides theoretically informed analytical perspectives on documentation in childhood institutions Whilst drawing on different national and early service contexts the edited volume explores the ways in which documentation may be consequential in childhood and in the practices of early childhood professionals The different chapters examine assessment and normativity in documentation children's participation in it and the impact of documentation on professionalism The edited volume is targeted to students researchers and professionals in the field of education and social sciences

Meeting the Needs of Students of ALL Abilities Colleen A. Capper, Elise M. Frattura, Maureen W. Keyes, 2000-03-14 This book provides practical strategies for school administrators and teachers to establish and maintain schools that include all students without adding on expensive reactive and ineffective separate programmes classrooms and schools Throughout the book are lists of steps and practical strategies along with overheads handouts and forms that can easily be copied for use in staff development faculty meetings parent organizations or university classrooms to aid educators who wish to put the book's ideas into practice

Inside/outside Marilyn Cochran-Smith, Susan Landy Lytle, 1993-06-15 Provides a thoughtful conceptual frame work for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school

reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education Journal of Proceeding and Addresses National Education Association of the United States,1888 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association **Abridged Index Medicus** ,1997-04 **The Journal of Proceedings and Addresses of the National Educational Association** National Educational Association (U.S.),1888 *Understanding Digital Technologies and Young Children* Susanne Garvis,Narelle Lemon,2015-09-08 *Understanding Digital Technologies and Young Children* explores the possibilities digital technology brings to enhance the learning and developmental needs of young children Globally the role of technology is an increasingly important part of everyday life In many early childhood education frameworks and curricula around the world there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking This means that educators throughout the world are expected to actively enhance children s learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning experiences Digital technologies can be used to explore manipulate discover play and interact with real and imaginative worlds to allow active meaning making With a wide range of expert contributors this book provides a comprehensive examination of the current research on technology and young children and the importance of engagement for learning This approach encourages the reader to rethink the possibilities and potential of digital technologies for learning in the early years especially in the years before formal schooling when children might be attending early childhood settings This will be a valuable reference for anyone looking for an international perspective on digital technology and young children and is particularly aimed at current and future teachers Teaching & Learning ,1998

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