



## Grade 2 Report Card Arts Comments:

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This product contains the following helpful resources:

- The Arts Report Card Rubric & Next Steps
- Report Card Qualifiers Chart

Note: All rubrics contain levelled sample comments (Level 1, Level 2, Level 3, Level 4) to help you easily match your comments to the grade provided on the report card. These are distinguished not only by qualifiers but also by the difficulty of the skills at each level. In addition, our comments are written in an anecdotal format and not in point form or a list.



# Sample Report Card Comments For Visual Arts

**Albert A Gayle**



## **Sample Report Card Comments For Visual Arts:**

*The NAEP 1997 Arts Report Card* Hilary R. Persky, Brent A. Sandene, Janice M. Askew, 1998 The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in U S schools In 1997 the National Assessment of Educational Progress NAEP conducted a national assessment in the arts at grade 8 The assessment included the areas of music theater and visual arts For each of these arts areas this Report Card describes the achievement of eighth graders within the general population and in various subgroups Taken with the information provided about instructional and institutional variables this report gives a context for evaluating the status of students learning in the arts The arts assessment was designed to measure the content specifications described in the arts framework for NAEP The arts have a unique capacity to integrate intellect emotions and physical skills in the creation of meaning Meaningful arts assessments need to be built around three arts processes creating performing and responding To capture these processes the arts assessment exercises included authentic tasks that assessed students knowledge and skills and constructed response and multiple choice questions that explore students abilities to describe analyze interpret and evaluate works of art in written form Data are reported in overall summaries for creating performing and responding in terms of student and school reported background variables Student results for theater are discussed in terms of teacher reported background variables as well The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists most students attended schools in which instruction following district or state curricula was offered in music and visual arts but not in theater or dance and most visual arts and music instruction took place in school facilities that were dedicated to that subject JH 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 Visual Arts Mr. Rohit Manglik, 2023-11-22 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels Visual Art and Education in an Era of Designer Capitalism Jan Jagodzinski, 2010-10-11 This book offers a unique perspective of art and its education in designer capitalism It will contribute to the debate as to possibilities art and design hold for the future It also questions the broad technologization of art that is taking place 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 *AIR*, 1999 Current

Index to Journals in Education ,2001      **Bibliography of Assessment Alternatives** ,1995 Consists of an annotated bibliography of materials held by the Test Center      *Learning in Art, Health, Physical and Work Education at the Elementary Level* Mr. Rohit Manglik,2023-07-23 Art health and physical education teaching Includes creativity wellness and activity based learning preparing students for holistic elementary education      Form Letters and Assessment Comments for Your Whole Language Classroom Barbara Hollis,1992      **Enacting Moral Education in Japan** Sam Bamkin,2024-03-15 Drawing on the case of moral education reform this book provides an authoritative picture of how policy is enacted between state policymaking and school practice in Japan focusing on how national policy is enacted locally in the classroom The study follows the 2015 moral education reform from its genesis in central government through the Ministry of Education to its enactment by local government and schools The book looks beyond written policies curricula and textbooks to examine how teachers school administrators and others make sense of and translate policy into practice in the Japanese classroom context Chapters explore how moral education practice has changed in response to the intentions of national policy and analyzes the implications for understanding processes of policy enactment in the Japanese education system This book presents a new perspective on the complexity of education policy making practice and the gaps in between It will be of interest to postgraduate students researchers and academics in the fields of education policy and politics moral education school administration and international and comparative education more broadly particularly in Asia      **Jumbo Book of Teacher Tips and Timesavers** Denise Dodds Harrell,1999      **How to Grade for Learning** Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment and grading should help students grow and develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult and daunting Making real and lasting changes to grading practices requires both knowledge and willpower This 4th edition of the best selling How to Grade for Learning provides eight guidelines for good grading offers recommendations for practical applications and gives solid suggestions for implementing more effective grading practices Ken O Connor presents the latest research on motivation mindset learning styles and beliefs about fairness to inform this new edition which includes Both the why s and the how to s of implementing standards based grading practices 48 educator contributions from nationally and internationally known educators authors and consultants that provide ideas and testimonials for effective assessment practices Sections on hot button issues such as academic dishonesty extra credit bonus points and homework Additional information on utilizing levels of proficiency and eliminating the use of percentages and averaging Reflective exercises and numerous tools including rubrics sample letters and case studies Techniques for managing grading more efficiently An invaluable resource for helping teachers assign grades that are accurate consistent meaningful and supportive of learning this book also makes an ideal staff development resource      *Art Is Fundamental* Eileen S. Prince,2008 This comprehensive art curriculum can easily be integrated into any teacher s existing instruction and

provides thrilling and rewarding projects for elementary art students including printmaking techniques tessellations watercolors calligraphic lines organic form sculptures and value collages Detailed lessons developed and tested in classrooms over many years build on one another in a logical progression and explore the elements of texture color shape line form and value and principles such as balance formal informal and radial unity contrast movement distortion emphasis pattern and rhythm Each lesson also represents an interdisciplinary approach that improves general vocabulary and supports science math social studies and language arts Though written for elementary school teachers it can be easily condensed and adapted for middle or even high school students A beautiful eight page color insert demonstrates just how sophisticated young children s art can be when kids are given the opportunity to develop their skills      *How to Manage Your Kindergarten Classroom* Rosalind Thomas,1995 Contains information activities and examples for the kindergarten classroom teacher

**Classroom Assessment in Action** Mark D. Shermis,Francis J. DiVesta,2011-04-16 Classroom Assessment in Action clarifies the multi faceted roles of measurement and assessment and their applications in a classroom setting Comprehensive in scope Shermis and Di Vesta explain basic measurement concepts and show students how to interpret the results of standardized tests From these basic concepts the authors then provide clear and ordered discussions of how assessment and instruction is integrated into a functional process to enhance student learning Guidelines are set forth for constructing various common assessments Procedures are laid out to evaluate and improve assessments once they are constructed Ultimately the authors shed light on the myriad of factors that impact test score interpretation In today s classroom technology has become a constant companion and Classroom Assessment in Action exposes teacher candidates to emerging technologies they might encounter in building their repertoire of assessments whether it be automated essay scoring or electronic portfolios Classroom Assessment in Action guides its readers to a complete and thorough understanding of assessment and measurement so that they can confidently work with students and parents in explaining results whether they are from a high stakes statewide assessment or the grading philosophy to which they ascribe      MEASUREMENT IN TODAY'S SCHOOLS JULIAN C. STANLEY,1964      **Education Statistics Quarterly** ,1999      **Questioning the Music**

**Education Paradigm** Lee Bartel,2004-09-15 Twenty three contributors turn a critical lens on the dominant music education paradigm to examine how we teach what we teach for what we teach what is expected of teachers and how we teach them whom we should be teaching and the very assumptions and structures of which we base our practice      *Teachers at the Table* Annalee G. Good,2018-10-25 Teachers at the Table is based on the simple premise that policy matters in education and teachers matter to policy Policy reflects and shapes society s beliefs about schools teachers children learning and society as well as the power structures embedded in our communities and decision making processes If policy is a public response to perceived social problems it matters who is at the table when the problems are defined the agendas set and the policy itself designed Although teachers may be central to the implementation of education policy they are marginal to the design of it

especially around issues of teaching and learning In short teachers are not at the table This is important because the lack of teacher voice in educational policymaking disconnects the goals and design of education policy from the actual lived challenges of implementing it This book draws on a qualitative case study with both practicing and pre service teachers involved in a policy advocacy professional development program Findings from the study illustrate norms and routines the nature of teachers work hierarchy of authority and professional status that act as barriers to teacher involvement in policy creation The book then follows with clear examples of teacher pushback against these same norms and details the conditions under which teachers can interact in authentic ways with decision making structures in schools and policy Teachers at the Table is a unique examination into these dynamics informing the critical efforts of teacher leaders to participate in educational policy creation and helps us to understand and more importantly act upon the structures around teachers to better support their involvement in policymaking with the ultimate goal of producing better educational policy that is more relevant and responsive to the youth educators families and communities it serves

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