



# REPORT CARD

FAUGET MODERN SCHOOL

Student Name: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Semester: \_\_\_\_\_

| SUBJECT LIST   | GRADE |
|----------------|-------|
| Language Arts  |       |
| Reading        |       |
| Pre-Algebra    |       |
| Geometry       |       |
| Earth Science  |       |
| Social Studios |       |
| Art            |       |

| CONDUCT        | GRADE |
|----------------|-------|
| Attentive      |       |
| Punctual       |       |
| Neat & Orderly |       |
| Polite         |       |

## GRADING SYSTEM:

O = Outstanding  
S = Satisfactory

FS = Fairly Satisfactory  
NSH = Needs Special Help

# Sample Report Card Commentd Grade 5

**Lee Ann Jung,Thomas R. Guskey**



### **Sample Report Card Commentd Grade 5:**

*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 Other Side of the Report Card** Maurice J. Elias,Joseph J. Ferrito,Dominic C. Mocerri,2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students *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 **The Survival Kit for the Elementary School Principal** Abby Barry Bergman,Judy Powers,Michael L. Pullen,2010-02-26 For the new and veteran elementary school principal here is a unique survival kit packed with tested advice practical guidelines and ready to use materials for all aspects of your job From the

perspective of an author with twenty five years experience this book offers techniques such as creating a school vision building and sustaining morale utilizing technology and long term strategic school planning The included companion CD ROM serves as the perfect enhancement to this book This time saving device contains all of the book's forms checklists and letters for easy print out and use     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     *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     *Social Justice in Schools* Charles A. Barrett, 2023-05-19 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     Fostering Child and Adolescent Mental Health in the Classroom Raymond J. Waller, 2006-03-13 Fostering Child and Adolescent Mental Health in the Classroom provides educators and school personnel with a thorough readable guide to some of the most common mental health issues they are likely to confront in the classroom Editor Raymond J Waller offers pre service and in service educators strategic tools to help take the proper steps toward addressing the mental health issues of their students     *How to Grade for Learning* Ken O'Connor, 2017-10-04 With more than 50 000 books sold this resource for teachers and school teams will open illuminating and productive new visions of how to improve grading practices     **Tools for Teaching Social Studies** Jim Parsons, Mariah Schroder, 2015-06-24 Engage your students AND keep your sanity with classroom tested tools Tools for Teaching Social Studies delivers a wealth of practical solutions for classroom success all grounded in solid educational philosophy A lifeline for new social studies teachers and a source of inspiration and ideas for experienced teachers this book offers you a boost at every stage of your career Based on a master teacher's four decades of experience this top notch toolkit is packed with strategies Learn five key teaching principles that put you and your students on the path to success Discover your unique style Connect with your students Set and achieve realistic professional and personal goals Stay organized and manage your time effectively Empower yourself as a teacher Avoid burn out Facilitate effective group work Create engaging

learning plans Make the right use of social media And much more      **AI Tools in Teaching, Learning and Research** Dr. Jangam J S Mani, Dr. Chinta Naga Manisha, 2024-04-26 This book offers insights on the use of Artificial Intelligence AI in Higher Education It provides educators with a curated selection of AI Tools to enhance Teaching Learning Assessment and Research practices These tools support the creation of dynamic e learning materials within existing Single Major Curricular frameworks for all the subjects      **Cumulated Index Medicus** ,1995      **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      Business Education Forum ,1986      *Resources in Education* ,1998      **On Human Potential** Sandra I. Kay, 2019-04-16 According to experts in educational measurement current and past performance remains the best single predictor of future performance This book seeks to maximize individual and institutional efforts to support students optimal development specifically their talents The Talent Record introduced a common language cataloging and recording levels of talent achieved thus far on a Talent Profile page Communicating accomplishments in a common language across talent fields unites the ever changing team of individuals associated with a child s development and advances meaningful educational practice      **Grading Exceptional and Struggling Learners** Lee Ann Jung, Thomas R. Guskey, 2011-09-29 A powerful model for helping struggling students succeed How can you ensure that you are grading your exceptional students fairly Teachers receive very little guidance for grading students with disabilities English learners and those receiving services through a response to intervention RTI process This practitioner friendly book provides teachers and administrators with an effective framework for assigning grades that are accurate

meaningful and legally defensible The authors easy to follow five step standards based inclusive grading model helps teachers Determine appropriate expectations for each student Understand the differences between accommodations and modifications Grade based on modified expectations Communicate the meaning of grades to students and their families Included are a graphic illustration of the grading model sample report cards and progress reports and vignettes that show how to tailor applications to each subgroup and grade level This invaluable guide takes the mystery out of grading exceptional learners and focuses on what matters most helping all students learn *The Principal* Gerald C. Ubben, Larry W. Hughes, 1992 This book provides a bridge from learning the theory of school administration to the practical problem solving in which school principals and other leaders engage This book continues to be based on the research indicating linkages between educational leadership and productive schools especially in terms of outcomes for children It supports the understanding that formal leadership in schools is a complex multi faceted task that requires continual learning and that effective school leaders must be strong educators focused on the central issues of learning teaching and school improvement School leaders must also be moral agents and social advocates for the children and communities they serve while working with community stakeholders to create learning communities that value and care for others as individuals and as members of the educational community For those aspiring to become principals or hold leadership positions **Guiding Curriculum Development** M. Scott Norton, 2016-11-02 Top down mandates concerning the curriculum of the school leave no room for program creativity and program commitment Yet principals and teachers are held accountable for student achievement results Constitutionally powers not granted to the United States are reserved to the States or to the people The book s primary purposes center on the need for placing the responsibility for determining student curriculum and academic achievement the local school level whereby school personnel determine the individual student s personal interests and needs and design a curricular program for each student that fosters personnel success The creative abilities of teachers are inhibited in attempts to implement top down mandates that set forth academic content and instructional methods set forth by federal and state agencies If learning programs and instructional methods are to be designed to meet the individual interests and needs of the learner who is in the best position to determine such needs We believe that the social mental and physical needs of children and youth are determined best by local educational professionals This book sets forth the foundations of practice that will serve these purposes **Research in Education** , 1973-12

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