

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 ...

Sample Kindergarten Report Card Comments

Thomas R. Guskey, Jane M. Bailey



Sample Kindergarten Report Card Comments:

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about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and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 *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 *The "New" Epidemic- Grading Practices* Andre' Mathews, 2016-03-16 This book is a comprehensive view on the grading practices and policies in American public schools The content of the book identifies the lack of alignment amongst the Federal State and Local Districts and the need to adopt a unified policy Educational institutions are creating their own versions of grading systems that lack integrity flawed in design hinder many students from graduating and or achieving opportunities to become a more productive citizen after high school completion Section I The structure of the book begins with a systemic view of development by identifying the philosophical and theoretical aspects involved in the grading system Section II The authors work then transitions to the structure of the grading system addressing the mathematical aspects of calculating a students grade point average to the teachers validity of grades Section III This section identifies the parents role and need to understand the grade itself and its effect on the students overall outcome and class ranking Section IV The book ends with a strong analysis of the system parental rights examples of educational disasters and schools quest for new grading systems All in all this book takes a journey throughout the entire educational system identifying a need for change on all levels as it relates to the grading system The overall message emphasizes the parents need to be cognizant of the importance of being involved and properly motivating mentoring monitoring modeling and managing their childs educational careers All stakeholders should walk away with a sense of ownership to the problem and an understanding that the time for change is now The ethnic margin is widening and too many students are graduating unmarketable A grade is more than a number its a quality of life **Kindergarten Curriculum Guide and Resource Book** British Columbia. Schools Department. Curriculum Development Branch, 1984 Grade level k t **Observation and**

Participation in Early Childhood Settings Jean Billman, Janice A. Sherman, 2003 This text was written to give students experience in using effective methods for observing young children's development ages 0-8 and documenting their observations. Designed to guide students' participation with children of different age groups in a variety of early childhood settings, the text encourages students to interact with children as they learn more about development by carrying out the activities outlined in each chapter. This text models the educational approaches that professionals advocate for early childhood classrooms: observational learning, active learning, guided discovery, choice, mini lessons, and cooperative learning. These approaches are incorporated into this text through concise overviews and numerous activities related to early childhood development and education.

Let's Write Nancy Arellano, Mary Dill, 1997 GUIDE TO TEACHING WRITING SKILLS TO GRADES K-2 New Developments in Pupil Report Cards ... National Education Association of the United States. Department of superintendence & research division, 1934

Psychoeducational Assessment and Report Writing Stefan C. Dombrowski, 2020-06-10 The second edition of this textbook provides expanded and updated guidance on the process of psychoeducational assessment and report writing for children in grades K-12. It casts the entire process within a newly proposed evidence-based psychoeducational assessment and report writing framework and explains how to convey results through detailed, well-written reports. The new edition guides readers step by step through the assessment process: collecting data, writing reports, and communicating conclusions for students with conditions spanning the range of IDEA classifications. Chapters offer a broad understanding of assessment and communication skills, as well as the ethical, legal, cultural, and professional considerations that come with psychoeducational evaluation. In addition, chapters significantly expand on the coverage of learning disabilities, autism spectrum, intellectual disabilities, gifted, and other health-impaired and emotional disturbance assessment. The text updates sample reports from the previous edition, offering annotated commentary in the report explaining salient points and major decisions, and incorporates additional report samples to demonstrate fully the assessment and report writing process. Key topics addressed in the revised and expanded edition include:

- Psychoeducational assessment and report writing in school and clinic settings
- Interview formats from various perspectives, including caregivers, parents, teachers, and students
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- Assessment of social, emotional, behavioral, and mental health difficulties that may affect students' educational functioning
- Common academic difficulties, including reading, writing, and mathematics
- Common recommendations and accommodations for behavioral, social, emotional, and learning needs
- Incorporation of response to intervention curriculum-based assessment data into the psychoeducational report

Psychoeducational Assessment and Report Writing 2nd Edition is an essential textbook for graduate students, as well as researchers, professors, and professionals in child and school psychology, educational assessment, testing, and evaluation, social work, and related disciplines.

Ready-to-Use Information and Materials for Assessing Specific Learning Disabilities Joan M. Harwell, 1995-12-21 Publisher's description: Volume I in the series Ready to Use Information

Materials for Assessing Specific Learning Disabilities 0 87628 279 6 is a complete reference guide to diagnosing specific learning problems including a list of behaviors that signal possible learning disabilities Volume II provides 230 reproducible activities to remediate problems in reading language arts and math in grades K 12 **Resources in Education** ,1998

Solving the Assessment Puzzle Piece by Piece ,2011 **Educating Young Children from Preschool Through Primary Grades** Laverne Warner,Judith Sower,2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area **A Resource Guide for Elementary School Teaching** Richard Dean Kellough,Patricia Roberts,1994 A Resource Guide for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands on and minds on learning about effective teaching A four part organization covers an orientation to elementary school teaching and learning planning for instruction strategies aids media and resources for effective instruction assessment and professional development A new chapter on elementary school children discusses their development and their diversity and specific strategies for working with them *Kodaly in the Kindergarten Classroom* Micheal Houlahan,Philip Tacka,2015-04-01 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries Kod ly in the Kindergarten Classroom is the first comprehensive handbook to update and apply the Kod ly concepts to teaching music in early childhood classrooms Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for kindergarteners particular developmental stages but also one which integrates vertically between kindergarten and elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching kindergarteners to sing move play instruments and develop music literacy skills In addition Kod ly in the Kindergarten Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Over 100 children s books are

incorporated into Kodály in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives. Scholarly yet practical and accessible, this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere. *Psychological Evaluations for the Courts, Third Edition* Gary B. Melton, John Petrila, Norman G. Poythress, Christopher Slobogin, 2007-09-18. This is the definitive reference and text for both mental health and legal professionals. The authors offer a uniquely comprehensive discussion of the legal and clinical contexts of forensic assessment along with best practice guidelines for participating effectively and ethically in a wide range of criminal and civil proceedings. Presented are findings, instruments and procedures related to criminal and civil competencies, civil commitment, sentencing, personal injury claims, antidiscrimination laws, child custody, juvenile justice and more. *Illinois School Research*, 1967. [Resources in Education](#), 1997. *Routledge International Handbook of Social Psychology of the Classroom* Christine M. Rubie-Davies, Jason M. Stephens, Penelope Watson, 2015-05-22. The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom. Many of these topics have been studied independently; for example, motivation, self-concept, class management, class climate, and teacher expectations are generally studied separately by different groups of researchers. This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these topics relate and how each factor influences students and their learning. With chapters by established international leaders in their fields as well as emerging new talent, this handbook offers cutting-edge research and surveys the state of the art in the social psychology of the classroom. Major areas covered include Motivation, Belief, self-concept, and personality; Emotional engagement; Teacher-student relationships; Teacher expectation; Classroom management; Culture and identity. The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the social psychology of the classroom, including how these theories apply to classrooms and learners. Current evidence clearly shows that areas explored by social psychology and brought together for the first time in this volume can have a very significant impact on classroom learning and student achievement. *J. Hattie Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement* Routledge, 2009. This handbook is a must for all academics whose research relates to the social psychology of the classroom. It is also an invaluable resource for teachers and teacher education students who want to understand why they are effective instructors and yet still encounter students in their classes who are not responding as expected. **Conversations** Regie Routman, 2000. In this long-awaited volume, Regie Routman continues the discussion she began in the best-selling *Invitations* and further explores the full universe of an effective language arts and literacy program across the curriculum.

Uncover the mysteries within is enigmatic creation, Discover the Intrigue in **Sample Kindergarten Report Card Comments** . This downloadable ebook, shrouded in suspense, is available in a PDF format (PDF Size: *). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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