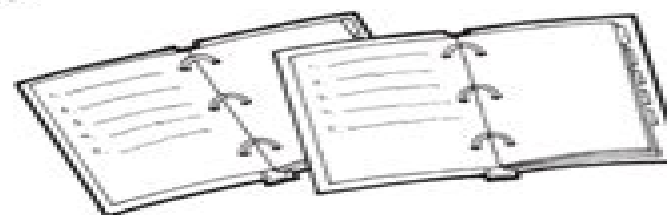
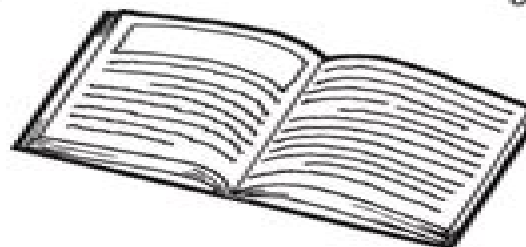
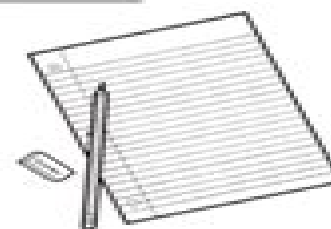


## Report Card Comments

Here and on the next six pages are a variety of comments you can use to help complete your report cards each term. It is sometimes difficult to find the words you need. These will help you.

### Language Arts

- Speaks very well before the class
- Is showing good growth in basic skills
- Reading has improved considerably.
- Strongest work is in the area of creative writing
- Has shown an increased interest in \_\_\_\_\_
- Is trying hard and continues to make steady progress in \_\_\_\_\_
- Oral reading is fluent, and comprehension is good.
- Is making progress in all areas, especially in \_\_\_\_\_
- Is rapidly mastering the fundamental skills
- Is developing a fine vocabulary
- Is improving in reading, especially vocabulary development
- Enjoys the stories we read and participates in classroom discussions
- Applies skills to all written work
- Is an enthusiastic worker during the reading period
- Writes imaginative and creative stories
- Asks thought-provoking questions
- Uses imagination
- Strives to be accurate
- Explains himself/herself clearly
- Deduces meaning from information given
- Creates new ideas
- Originates ideas
- Communicates with accuracy
- Compares and contrasts similar and dissimilar things
- Is choosing suitably challenging reading material
- Is able to retell stories in correct sequence
- Is reading with expression
- Is working on the editing process
- Is able to self-correct



# Student Language Art Comments For Report Cards

**Barbara Hollis**



## **Student Language Art Comments For Report Cards:**

**100 Skill-Building Lessons Using 10 Favorite Books** Susan Lunsford, 2001-12 Teacher Susan Lunsford shares her best book based lessons in every subject area Launch a measurement lesson with Amy Hest's *The Purple Coat* discuss spelling strategies with Marc Brown's *Arthur* s Teacher Trouble explore multiplication with Tomie dePaola's *The Art Lesson* and much more Your students will love the connection to their favorite books and you ll love meeting standards while fostering a love of literature For use with Grades 1-3 [Common Core Standards a Step-By-Step Approach: English Language Arts - Grades K-5](#) Toby Karten, 2012-01-01 Give your students a head start in achieving the critical knowledge and skills identified in the K-5 English Language Arts Common Core State Standards *Common Core Standards A Step by Step Approach* English Language Arts Grades K-5 is an essential tool for all ELA teachers striving to ensure students meet these standards in each of the four strands of the ELA Reading Writing Speaking and Listening and Language Written by Toby Karten an educator with more than 30 years of experience this valuable six page tri-fold laminated guide includes Classroom management tips Core materials and resources Good teaching and assessment practices Additionally this valuable guide provides teachers with a step by step approach to teaching students in grades K-5 the literacy skills they need to meet the English and Language Arts Standards according to the CCS In one easy to read reference this approach is broken down by grade level and includes Review ELA standards from prior current and following years Determine student levels then decide topics for a particular time frame for small groups and individuals Share these topics and goals with students in a child friendly language Create a task analysis of a standard that includes visuals and graphic organizers Revisit and adjust groups and individual lessons based on formal and informal tests and assessments An essential desktop tool for any literacy teacher striving to help students meet the CCSS **How to Grade for Learning** Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why's and the how to's of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently [Form Letters and Assessment Comments for Your Whole Language Classroom](#) Barbara Hollis, 1992 *Formative Assessment for English Language Arts* Amy Benjamin, 2008 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company **Resources in Education** , 2001 **Evaluation without Tears** Selma Wassermann, 2020-01-15 Teachers evaluate students work constantly It is a built in part of the job of teaching Yet what is hardly acknowledged is the subjectivity and unfairness of evaluation Although grades and marks have

long been discounted as having any reliability or validity they endure as real and exact measures of ability and performance Not only are they specious they have little or nothing to do with the important goal of evaluation that is to provide feedback to learners that enables their subsequent growth Evaluation Without Tears provides teachers with specific examples of how they might provide evaluative feedback to students that is enabling and affirming rather than punishing respectful of the learner and protective of the learner s dignity recognizing that one person s judgment is not truth Teaching students to self assess an important dimension of growth and maturity is a significant feature of the book *Integrating the Arts in Language Arts* Jennifer M. Bogard,Lisa Donovan,2022-01-14 Motivate and inspire students during language arts instruction This teacher friendly resource provides practical strategies to help teachers integrate creative movement drama music poetry storytelling and visual arts in language arts instruction **Using the Traits of Good Writing, Grades 6-8** Tracie Heskett,2003-10-07 *Research in Education* ,1974 **Directory of Distance Learning Opportunities** Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation **Annual Report to the Secretary of the Interior** Pacific Islands (Trust Territory),1979 *Strategies for Building Academic Vocabulary in Social Studies* Christine Dugan,2010-01-01 Boost students social studies vocabulary with easy to implement effective strategies Sample lessons using each strategy are included for grade spans K 2 3 5 6 8 and 9 12 using vocabulary words from standards based content specific units of study **Annual Report to the United Nations on the Administration of the Trust Territory of the Pacific Islands** ,1977 Report to the United Nations on the Administration of the Trust Territory of the Pacific Islands United States. Department of State,1978 Catch a Fire Theresa Armstrong,Dr. Eva Brown,Will Burton,Jonathan Dueck,Bonnie Ferguson-Baird,Keith Fulford,Tom Lake,Dave Law,Glenys MacLeod,Jacob Mans,Bonnie Powers,Laura Sims,Sid Williamson,Alex Wilson,2019-09-01 This book will inspire challenge and engage you and transform your teaching and learning Each chapter in this book is written by a different educator or team about their experiences with project based learning both in and out of the classroom They reflect not only on the how of project based learning but more importantly on the what and the why They offer insight into how connecting with learners honouring their experiences and promoting deep and rich questioning can be the path to powerful projects and learning Their writing and thinking is saturated with empathy expertise a desire to improve their practice and an acknowledgment of

the need to collaborate      Great Grouping Strategies Ronit M. Wrubel,2002-08 During fourteen years of teaching Ronit Wrubel has assembled practical clever kid friendly ideas for grouping students to enable them to get the most out of their learning From describing how the right partnerships can facilitate friendships among shy children to demonstrating how an effective cooperative learning group really functions or what to do when a group placement isn't working this book will enliven and maximize students learning For use with Grades 1-5      **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 child's 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      **Resource Teachers** Jennifer Katz,2013-12-10 In Resource Teachers Dr Jennifer Katz describes the fundamental shift in the role of the resource teacher in the inclusive classroom outlined in her previous book Teaching to Diversity Dr Katz discusses practical and innovative ways to partner with classroom teachers to create inclusive learning communities by co planning co teaching and co assessing instruction with less emphasis on traditional practices of pull out remediation IEPs and modified programming      **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

## Decoding **Student Language Art Comments For Report Cards**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Student Language Art Comments For Report Cards**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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