

EXAMPLE LEARNING SKILLS REPORT CARD COMMENTS

Below are comments I used for the Learning Skills section when I taught Grade 4. They are meant as "samples" and starting points as you consider creating comments for the Elementary Report Card that reflect the growth and progress of the individual students you work with (and learn from!)

Mostly E's

Student is able to share her thoughts and ideas in community circle and in class discussions. She puts forth a positive effort to complete assigned work in class and her homework is consistently done on time. In her relationships with her classmates, Student is respectful, helpful and cooperative. She is an outstanding model for our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs. Her kindness and warmth are valued gifts she brings to our classroom community.

Student participates fully in community circle and in class discussions. He consistently follows our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs and is very respectful towards his classmates. He often helps other students if they require assistance and encourages them to follow the Mutual Agreements. Student works independently and uses his time in class very efficiently. He consistently completes all homework assignments. I wish to congratulate Student on his progress this term and thank him for being an outstanding part of our classroom community.

Some G's & Some S's

Student's insightful nature is genuine asset to our classroom community. As the term has progressed he has become a more self-motivated and self-directed learner. He is now using his time in class more efficiently. His homework is still not consistently done on time but an improvement in this area has been noted as the term has progressed. I encourage Student not to rush his work in class or at home. In his relationships with his classmates, Student needs to work on consistently following our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs. I wish to congratulate him on his positive start in Grade 4!

Student participates actively in community circle and in class discussions. She follows our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs and is respectful towards her classmates. She works fairly independently and uses her time in class efficiently. Student has completed her homework assignments on a more consistent basis this term. I continue to encourage her to seek my assistance if she has questions or is unsure about an assignment or topic. I wish to congratulate Student on her progress this term and thank her for being a positive part of our classroom community.

Example Learning Skills Report Card Comments

**Michael B. Eisenberg, Janet
Murray, Colet Bartow**



Example Learning Skills Report Card Comments:

The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Mocer, 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 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

How to Use Grading to Improve Learning Susan M. Brookhart, 2017-07-19 Grades are imperfect shorthand answers to What did students learn and how well In How to Use Grading to Improve Learning best selling author Susan M Brookhart guides educators at all levels in figuring out how to produce grades for single assignments and report cards that accurately communicate students achievement of learning goals Brookhart explores topics that are fundamental to effective grading and learning practices Acknowledging that all students can learn Supporting and motivating student effort and learning Designing and grading appropriate assessments Creating policies for report card grading Implementing learning focused grading policies Communicating with students and parents Assessing school or district readiness for grading reform The book is grounded in research and resonates with the real lessons learned in the classroom Although grading is a necessary part of schooling Brookhart reminds us that children are sent to school to learn not to get grades This highly practical book will help you put grading and learning into proper perspective offering strategies you can use right away to ensure that your grading practices actually support student learning

The Big6 Curriculum Michael B. Eisenberg, Janet Murray, Colet Bartow, 2016-05-26 This practical hands on book explains how to ensure that your students are information and communication technology literate that is competent with a range of tools technologies and techniques for seeking out and applying information The importance of teaching information and communication technology ICT literacy is clear without it students will be ill equipped to find and use information in all its forms as well as produce and present information in all forms Unfortunately most ICT literacy educational programs are irregular incomplete or arbitrary Classroom teachers teacher librarians and technology teachers need a complete ICT program one with clearly defined goals and objectives planned and coordinated instruction regular and objective assessment of learning and formal reporting of results This book explains how to integrate the objectives of ICT literacy into your school

s established curricular structure The book explains the rationale for a having a comprehensive ICT program describes how to develop a Big6 by the Month program and defines the challenges in the areas of information seeking strategies location and access use of information synthesis and evaluation It also includes templates for grade level objectives a scenario plan program plan lesson plan and unit plan summary evidence and criteria performance descriptors a presentation readiness checklist and Big6 by the Month checklists for instructional leaders teachers and teacher librarians **OECD Skills**

Studies OECD Skills Strategy Northern Ireland (United Kingdom) Assessment and Recommendations

OECD,2020-06-23 This report OECD Skills Strategy Northern Ireland United Kingdom Assessment and Recommendations identifies opportunities and makes recommendations to reduce skills imbalances create a culture of lifelong learning transform workplaces to make better use of skills and strengthen the governance of skills policies in Northern Ireland

Executive Function Skills in the Classroom Laurie Faith,Carol-Anne Bush,Peg Dawson,2022-03-23 With insight and humor this motivating guide shows how to bring executive functions EF to the forefront in K 8 classrooms without adopting a new curriculum or scripted program Ideal for professional development the book includes flexible practical research based ideas for implementation in a variety of classroom contexts It shares stories from dozens of expert teachers who are integrating explicit EF support across the school day Provided is a clear approach for talking about EF barriers and strategies as part of instruction and working as a class to problem solve explore and apply the strategies that feel right for each student Several reproducible tools can be downloaded and printed in a convenient 8 1 2 x 11 size This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas *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 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 it's a quality of life

Assessment of learning Shrinkhla dubey,2022-09-30 Assessment of learning Characteristics Objective Advantages Disadvantages

Life Skills for All Learners Antarina S. F. Amir,Thomas R. Guskey,2024-01-11 The clearest guide yet to preparing today's students to succeed in a rapidly changing and increasingly complex world Information societies and life in general require a host of skills beyond those found in the traditional school curriculum Yet nearly a quarter of the way through the 21st century educators are still looking for clarity on what these skills are and a comprehensive whole school model that explains how to teach and develop them how to observe and assess them and how to report learning progress to students parents and families That wait is over In Life Skills for All Learners authors Antarina S F Amir and Thomas R Guskey collaborating with a team of practitioner colleagues at HighScope Indonesia Institute share a comprehensive classroom tested framework for teaching assessing and reporting eight of education's new essential skills Meta Level Reflection Expert Thinking Creativity and Innovation Adaptability and Agility Audience Centered Communication Synergistic Collaboration Empathetic Social Skills Ethical Leadership Packed with targeted learning activities grade and subject inclusive examples and skill specific rubrics mapping a continuum of deliberate development from the earliest elementary years through high school graduation this resource provides teachers school leaders and curriculum developers with the practical advice and inspirational guidance they need to set up all students for lasting success

OECD Reviews of Evaluation and Assessment in Education: North Macedonia OECD,2019-06-04 The Republic of North Macedonia has made remarkable progress in expanding access to education and strengthening institutional capacity Yet the majority of young Macedonians leave school without mastering the basic competencies for life and work and students' background continues to influence performance This review developed in cooperation with UNICEF provides North Macedonia with recommendations to help strengthen its evaluation and assessment system by moving towards a system where assessment provides students with helpful feedback to improve learning

Resources in Education ,1997-10

Grading and Learning Susan M. Brookhart,2012-11-22 Grades should reflect and motivate learning This book is relatable relevant and effective in improving educators' assessment and reporting processes and supporting students' motivation to learn Understand how to grade individual assignments and give report card grades that accurately reflect and clearly communicate student achievement Clear concrete examples help translate state standards into curriculum goals

Grading With Integrity Thomas R. Guskey,Nancy Frey,Douglas Fisher,2024-06-20 Let evidence and integrity guide your grading practice If you want to ask a polarizing question in education ask someone their thoughts on grading Few topics have elicited

more interest or opinions even though grading practices have remained relatively unchanged for years But opinions are not evidence The time has come to get it right with a fresh approach grounded in research and the principles of integrity Grading With Integrity introduces a measured approach to grading reform based on honesty transparency accuracy and equity with recommendations backed by clear and trustworthy evidence Addressing the many whys involved this thoughtfully organized book addresses central questions related to grading and reporting student learning covering An historical overview of grading and reporting practices A discussion of standards based and competency based grading Recommendations for reporting non academic learning goals separately from academic achievement to accurately reflect students performance Suggestions for reporting growth and improvement using specific assessments and other reporting tools An infallible argument for grading with integrity This book is a must read for K 12 classroom teachers and administrators who are looking to implement better and more defensible grading and reporting policies and practices Let evidence and integrity be your guide to enhancing students best interests and learning success

OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey Kitchen Hannah, Bethell George, Fordham Elizabeth, Henderson Kirsteen, Li Richard Ruochen, 2019-09-09 Turkey's education system stands out internationally as a success story In recent decades participation has been vastly expanded becoming universal at lower levels of schooling and outperforming other middle income countries in upper secondary education However the education system is also marked by disparities with only around half of 15 year olds acquiring the essential competencies they need for life and work

Positive Leadership for Flourishing Schools Keith D. Walker, Benjamin Kutsyruba, Sabre Cherkowski, 2021-02-01 Most educators will agree that they would love to see each student and staff member in schools flourish Furthermore it would be great to see entire communities experience the transformative power of circumstances that feature happy and vibrant learning However what does it mean to experience flourishing in schools What is the role of positive leadership in this process What can we learn from inquiring into the positive emotional and social aspects of the work of school leaders Building on our research on flourishing in schools this book highlights the stories and perspectives of educators and school leaders at all levels of the school system and demonstrate the intricacies of how positive leadership contributes to well being in schools and encourages flourishing in these schools This book aligns with a growing shift in psychology and organizational studies to frame research using phenomena and constructs such as resilience compassion hope efficacy self determination and meaningfulness at work and in other areas of life Research findings from the disciplines of both positive psychology and positive organization studies bring these positive research intelligences into the field of education to study what works in school leadership practices what goes well what supports growth and what brings vitality to people in school organizations Research in positive psychology contends that attending to the strengths positive outlooks habits and mental models as opposed to a deficit oriented perspective is beneficial to increasing subjective wellbeing by increasing resilience vitality and happiness and decreasing

stress anxiety and depression How we imagine leading teaching and learning in schools are implicated in these understandings and help us to contemplate the benefits of focus positive leadership in school organizations Powerful insights into human inquiry and positive psychology are gained through qualitative study and most of the chapters of this book are grounded in such research Importantly chapters in this book provide a varied repertoire of answers to the question that underpins this shift in research toward a positive organizational perspective How does positive leadership leverage what works well to instill in each community member a sense of their value and capacity to contribute encourage wellbeing for all and create school contexts of flourishing This edited collection provides many examples invitations and inspiration for readers to notice in their own contexts in ways that encourage them to shift and grow through moving toward appreciative strengths based positive approaches to teaching learning and especially leading in all school contexts **Developing**

Presentation Skills Kathleen Schmalz, Arlene Moliterno, 2001 Workbook for in service teachers offering practical strategies for preparing highly focused instructional presentations Directs teachers to take on tasks of planning instruction presenting lessons and assessing learning within the systematic framework of the Instructional Plan to improve presentation skills Enhances teachers presentation skills by helping them to design creative interactive and student centered learning experiences for their students Part II a collection of essays written by education professionals provides teachers with pedagogical tools and assignment ideas for their own classroom presentations Explores technology use in the classroom professional development and developing a professional portfolio

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 [Dr. Karyn's Guide To The Teen Years](#) Karyn Gordon, 2012-05-08 Teenagers

are unique beings requiring a whole new parenting approach Dr Karyn Gordon or dk as teens call her knows that approach and has been coaching adolescents and parents for over a decade She s a high demand speaker an expert on The Mom Show and the go to teen parenting source for Canadian media Using her dynamic pragmatic advice and experience Dr Karyn cracks the mysterious code that defines teen behaviour A book that stands alone amid other parenting guides Dr Karyn s

Guide to the Teen Years is firmly based on what teens actually think feel and do Gordon explains the recent research that shows the teen brain is actually different and reveals how this difference radically affects adolescent and parent behaviours Her PARENT keys seen below will unlock the secret to a happier healthier parent teen relationship Picture the importance of thinking big picture and why parents have to understand what they are hoping to achieve with their teen Attitude identifying a person s overall attitude towards parenting and how one s own upbringing and family principles shape it Respect building a healthy sense of respect and self esteem in your teenager Emotion understanding your teen s emotional brain and your own Non Verbal Verbal Communication 10 different communication styles and how they affect your relationship Teach how to teach responsibility and develop a balanced structure that reflects your family values Throughout the book Gordon advises on central issues including depression and mental illness substance abuse sex and sexual orientation privacy and independence friends and peer pressure trouble with the law learning styles and school choices bullying and violence and step parenting Interspersed with case studies and revealing quotes from teens Dr Karyn s Guide to the Teen Years is the guide all parents should read before their child s 12th birthday Dr Karyn s Guide to the Teen Years is for parents who have trouble understanding or communicating with their teen worry their teen is unhappy feel they re doing too much for their teen wish their teen would eat healthier spend smarter or schedule better feel guilty when they say no

OECD Reviews of Evaluation and Assessment in Education: Serbia Maghnouj Soumaya, Salinas Daniel, Kitchen Hannah, Guthrie Caitlyn, Bethell George, Fordham Elizabeth, 2020-03-20 This review developed in cooperation with UNICEF provides Serbia with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Serbia as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students

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