

Positive and Helpful Report Card Comments You Can Use Today!

General Classroom/Behavior

- is kind/friendly/helpful
- is a great leader
- is excited to learn
- is a hard worker
- works hard every day
- loves to learn
- comes to school with a smile
- comes to school ready to work
- is a good friend to his/her classmates
- follows classroom routines and expectations
- works cooperatively with classmates
- participates in class discussions
- shares lots of great ideas
- is a great example to others
- perseveres when something is challenging
- works hard to show improvement
- works hard to meet goals
- is organized
- starts assignments right away
- stays on task
- follows instructions
- is organized
- cleans up work area
- treats classroom supplies respectfully

Reading

- loves to read
- works hard to improve
- uses the strategies that have been introduced in class
- is excited to read more challenging books
- reads independently
- reads with great expression
- has excellent comprehension
- knows our word wall words
- knows letter names and sounds
- has shown tremendous growth
- works hard in reading group
- is excited to improve
- sets challenging goals

Writing

- has legible handwriting
- uses capitals correctly
- uses punctuation consistently
- has great ideas
- writes an organized piece
- sounds out words when spelling
- includes great illustrations to match his/her writing
- includes important details
- has shown tremendous growth
- is working on letter formation
- has shown great improvement
- loves to write

Sample Report Card Commentd Grade 5

Mike Jess



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. 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about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and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 **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 *An Analysis of Kindergarten & Elementary Report Cards* D. Keith Osborn,Janie Dyson Osborn,1989 **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 The Writing Report Card Arthur N. Applebee, Judith A. Langer, Ina V. S. Mullis, 1986 Based on the National Assessment of Educational Progress NAEP 1984 assessment of the writing achievement of American school children this report presents national and demographic subgroup achievement results for students in grades four eight and eleven and discusses students attitudes toward writing and instruction The first chapter describes the tasks and evaluation criteria used in the study and highlights results of the study including the following 1 although many students appeared to know the basic elements of analytic writing such writing was difficult for students in all grades 2 while most students could express their points of view in persuasive writing many had difficulty providing evidence for those viewpoints 3 students had less difficulty with tasks requiring short responses based on personal experience 4 students found it moderately difficult to write well developed stories 5 home environment is related to writing achievement 6 students who indicated writing three or more reports and essays during a 6 week period had higher achievement levels than students who reported not writing during that time period 7 students positive attitudes toward writing deteriorate steadily across the grades 8 students reported that their teachers are more likely to mark mistakes than to show an interest in what they write or to make suggestions for the next paper and 9 content area writing increases between grades four and eight and decreases again in senior high school The next four chapters provide specific achievement data by grade level for informative persuasive and imaginative writing and for writing performance among various demographic subgroups The remaining three chapters focus on students responses to questions concerning writing and writing instruction specifically their values and attitudes toward writing how they manage the writing process and what they write and the help they receive HTH **The National Elementary Principal** ,1925 Writing Effective Report Card Comments Kathy Dickenson Crane, 2007-08 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 *Bulletin of the Department of Elementary School Principals* National Education Association of the United States. Department of Elementary School Principals, 1925 **Teacher Tested Reading Tips** ,1992 Harvel V. City of Johnston City ,1990 **New York School Boards** ,1996 **Allez, Viens!: level 2** John DeMado, 2000 *Normal*

Instructor ,1907 **Business Education Forum** ,1986 Abstracts of Theses University of Oklahoma,1950 *Schools in the Middle* William Marvin Alexander,C. Kenneth McEwin,1989 Changing the View Terri Austin,1994 Terri Austin shares her journey as she steps back and offers the responsibility of assessment to her middle school students *School Management* ,1960 Jan issues include the annual The Directory of registered school suppliers *Vocational Special Needs* Michelle Sarkees-Wircenski,John L. Scott,1985 Abstract This text discusses the planning and management of vocational training programs for handicapped and disadvantaged students who have special needs The book is divided into 12 modules each covering a specific area of vocational special needs education Each module is self contained and may be studied independently of other modules Topics include referral identification and placement of special needs learners vocational assessment and individualized education programs for special needs learners interagency collaboration and cooperative planning applying rehabilitation technology to vocational programs instructional techniques for special needs learners learner evaluation and grading procedures and transition job placement and follow up for special needs learners

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Table of Contents Sample Report Card Commentd Grade 5

1. Understanding the eBook Sample Report Card Commentd Grade 5
 - The Rise of Digital Reading Sample Report Card Commentd Grade 5
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Report Card Commentd Grade 5
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Report Card Commentd Grade 5
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Report Card Commentd Grade 5
 - Personalized Recommendations
 - Sample Report Card Commentd Grade 5 User Reviews and Ratings
 - Sample Report Card Commentd Grade 5 and Bestseller Lists
5. Accessing Sample Report Card Commentd Grade 5 Free and Paid eBooks

- Sample Report Card Commentd Grade 5 Public Domain eBooks
 - Sample Report Card Commentd Grade 5 eBook Subscription Services
 - Sample Report Card Commentd Grade 5 Budget-Friendly Options
6. Navigating Sample Report Card Commentd Grade 5 eBook Formats
- ePub, PDF, MOBI, and More
 - Sample Report Card Commentd Grade 5 Compatibility with Devices
 - Sample Report Card Commentd Grade 5 Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Sample Report Card Commentd Grade 5
 - Highlighting and Note-Taking Sample Report Card Commentd Grade 5
 - Interactive Elements Sample Report Card Commentd Grade 5
8. Staying Engaged with Sample Report Card Commentd Grade 5
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Report Card Commentd Grade 5
9. Balancing eBooks and Physical Books Sample Report Card Commentd Grade 5
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Report Card Commentd Grade 5
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Sample Report Card Commentd Grade 5
- Setting Reading Goals Sample Report Card Commentd Grade 5
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Report Card Commentd Grade 5
- Fact-Checking eBook Content of Sample Report Card Commentd Grade 5
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

Sample Report Card Commentd Grade 5 Introduction

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