

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 Narrative Report Card Comments High School

Kenneth T. Henson



Sample Narrative Report Card Comments High School:

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

Multifaceted Assessment for Early Childhood Education Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks The chapters are focused on student accessibility and include practical applications of key concepts Features and benefits Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i.e. tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright's writing style grabs and engages the reader in the topic Two of our reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book A McAfee reviewer is likely to switch for the same reason

Just the Right Words Inc. Scholastic, Mona Melwani, 2003 More than 200 model narratives help teachers find the words for their report cards for every situation Contains comments for student achievement in every content area and language for addressing behavioural and social issues as well as sentence stems word lists and report card writing tips

Fostering School-Family Relationships in Multicultural Communities Matthew Knoester, Maura G. Robinson, Touorizou Hervé Somé, This practitioner friendly resource will help parents and educators with different values and viewpoints to better communicate understand and collaborate for the benefit of all children K 12 Drawing from personal stories and current research this book suggests ways in which families and schools can work together to optimize the academic social and emotional development of all students with a focus on diverse students and families Utilizing their unique backgrounds as professional educators scholars parents and immigrants the authors provide vivid descriptions of successful family school collaborations powerful culturally relevant educational experiences effective communication models and strategies parents can use to become stronger advocates for public schools in their communities Discussion questions at the end of each chapter are designed to improve communication so parents can better understand the work of schools and in turn educators can learn from families Book Features Offers a road map for creating a school community grounded in the tenets of integrated multicultural education Provides tools for creating high quality communication between families and educators including guidance for overcoming common obstacles Provides information for parents about how to navigate the school system and its resources Includes reflection and discussion questions that can be used in book clubs or study groups with both parents and educators Contains a list of books

that the authors recommend reading and discussing following this one Arranging & Describing Archives & Manuscripts Kathleen Roe,2005 Intended to provide the basic foundation for modern archival practice and theory **Assessment and Grading in Classrooms** Susan M. Brookhart,Anthony J. Nitko,2008 Assessment and Grading in Classrooms is particularly geared to the needs of classroom teachers emphasizing sound approaches to gathering both formative and summative information about student achievement of classroom learning targets interpreting standardized tests for classroom purposes and using information from multiple sources to help students learn Classroom examples and stories breathe life into the concepts presented in the text **Resources in Education** ,1997-10 **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 **Well-chosen Words** Brenda Miller Power,Kelly Chandler-Olcott,1998 Provides practical tips for teachers on writing assessments of student work including report cards and longer narratives covering beginnings and endings details and ways to save time when assessing a great number of students such as in middle or high school *Dimensions of Early Childhood* ,1992 **Bulletin to the Schools** ,1970 Issues for 1975 v 61 include the Annual report of the New York State Education Department previously issued as a separate title call no 370 9747 N48r *Modern Education for the Junior High School Years* William Van Til,1961 Teaching Reading with Literature Gail E. Tompkins,Lea M. McGee,1993 Complete with step by step action plans this book provides the theories techniques and tools pre service and in service teachers need to implement an effective literature based reading program Educational and Psychological Measurement and Evaluation Kenneth D. Hopkins,1998 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques and skills needed to develop tests and other evaluation procedures e g portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors *Educational Psychology* Robert E. Slavin,1997 This edition continues to have in depth practical coverage with a focus on the intentional teacher It presents up to the minute research that a reflective intentional teacher can apply The eighth edition of this popular text from renowned educational psychologist Robert Slavin translates theory into practices that teachers can use in their classrooms

and focuses on the concept of intentionality An intentional teacher according to Slavin is one who constantly reflects on his or her practice and makes instructional decisions based on a clear conception of how these practices affect students To help readers become intentional teachers the author models best practices through classroom examples and offers questions to guide the reader Book jacket **Communicating Student Learning** Thomas R. Guskey,1996 **Curriculum Planning** Kenneth T. Henson,2006 NAEP Newsletter National Assessment of Educational Progress (Project),1974 **Exceptional Child Education Abstracts** ,1969 Grading in the Post-process Classroom Libby Allison,Lizbeth Bryant,Maureen M. Hourigan,1997 Grading in the Post Process Classroom tackles that all important and difficult issue How do we fulfill our responsibilities to the traditional academy and still teach our students to become resistant critical thinkers While the question is not new new faces and voices in the field as well as the advent of virtual writing classrooms require different responses Currently most articles on the subject of grading end with the suggestion that teachers should not give grades an alternative that few instructors find viable especially in an era of increasing calls for teacher accountability Grading in the Post Process Classroom answers the question of what to do when theory and practice collide In addition to discussions of the ideology of grading it offers specific alternative theoretically informed grading schemes from narrative evaluation contract grading and new ways to configure portfolio grading to how to grade in cyberspace Included are pieces by both established scholars and new voices in the field Interspersed among the theory chapters are shorter personal self reflexive essays that consider how to negotiate political pressures within a department

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