

# 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 Esl Report Card Comments

**Lingsheng Yao**



## **Sample Kindergarten Esl Report Card Comments:**

*Equal Rights to the Curriculum* Eithne Gallagher,2008 Addressing issues that educators policy makers and parents of linguistically diverse children must face when teaching in administrating or choosing an international school the author draws on teaching theory to propose guidelines best practice and cheklists for ensuring that all children benefit from an inclusive curriculum Assessing and Reporting the Classroom Curriculum in the Knowledge Age David Lynch,Richard Smith,2013 How does the effective teacher assess and report their classroom curriculum program Building on the success of their previous book *Designing the Classroom Curriculum in the Knowledge Age* David Lynch and Richard Smith seek to answer this question by focusing their teaching design idea on classroom assessment and reporting At the heart of their teaching design idea is the formulation of teaching strategies that enable all students to make the required learning gains At its core the book encourages the teacher to work towards becoming a different kind of teacher a teacher who has a mindset attuned to the Knowledge Age and who embraces new knowledge sets that reflect research into effective teaching More specifically the book explores the theory and practice of teaching design from the perspective of assessment and reporting The book examines these premises as context when assessing and reporting the classroom curriculum A real how to assess and report book **Literacy Moments to Report Cards** Linda Wason-Ellam,1994 In this valuable resource Dr Linda Wason Ellam shares her involvement with students in poignant literacy moments She then translates her experiences into practical advice and techniques for successfully evaluating daily interactions including detailed yet flexible checklists

**Resources in Education** ,2001 **Designing the Classroom Curriculum Exploring Curriculum, Assessment and the Incorporation of Technology in Classrooms** Mike Howarth,David Lynch,Richard Smith,2016-05-26 This book is about designing the effective classroom curriculum The authors argue that an effective classroom curriculum should be the goal of every teacher in every classroom around the world effective that is for every student not just those who find school easy But how does one go about designing a classroom curriculum that is effective What are the essential ingredients and how should these ingredients be organised for teaching effect What role does Technology play in such classroom plans In this book Lynch Smith and Howarth provide an insight into these questions by providing a text that focuses on classroom teaching diagnostic and design strategies Their intent in writing such a book is to enable the classroom teacher to develop teach and assess a classroom curriculum where learning success for all students is the central goal This text is compulsive reading for the teacher who wants to make a difference in their classrooms Field Experience Richard R. Powell,Stanley J. Zehm,Jesus Garcia,1996 Based upon action research and constructivist principles this book presents how personal biographies relate to classroom instruction how unintentional cultural bias can greatly impact students willingness to learn and how diversity surrounds every moment in today s classrooms **FCC Record** United States. Federal Communications Commission,2008

*Traveller, Nomadic and Migrant Education* Patrick Alan Danaher,Máirín Kenny,Judith Remy Leder,2009-04-10 This

edited collection explores the challenges and innovations in providing education for mobile communities across the world While obstacles such as negative stereotypes and centuries old prejudice remain problematic the book also shows how educational innovations such as online education and mobile schools are bringing mobility and schooling together Adult Vocational ESL Jo Ann Crandall,1979 **Linguistics and Language Behavior Abstracts** ,2009 *Education of Children of Limited English Proficiency* Rebecca H. Scarborough,1993-09 Statewide conference to address the needs of limited English proficient students in Delaware featuring leading experts in the field of bilingual education to help bring about improved program planning and implementation in school throughout the U S Graphs **ASHA Reports** ,1965 Capute & Accardo's Neurodevelopmental Disabilities in Infancy and Childhood: The spectrum of neurodevelopmental disabilities Pasquale J. Accardo,Arnold J. Capute,2008 The second of two volumes comprising the third edition of the core text for certification in neurodevelopmental disabilities in pediatrics this definitive resource prepares future clinicians to skillfully assess and treat a range of neurodevelopmental di **Getting a Lot Further--** Robyn Hartley, Frank Maas,1987 Families from non English speaking backgrounds who migrated to Australia were surveyed on their opinions about Australian schools and the process of making decisions about schooling and careers for young people Four types of factors were organized into a framework for conducting the study and analyzing the data 1 student background factors such as ethnicity gender and length of time in Australia 2 home environment and home influence factors such as parents aspirations and expectations 3 school environment factors such as students attitudes and experiences and 4 home school interface factors such as quality and quantity of home school contact Parents opinions were solicited through semi structured discussions in the parents native languages Other information was generated from open ended interviews with teachers community leaders and social workers who had particular knowledge of the families Qualitative results are presented for the following groups 1 Vietnamese families 2 Greek families 3 Chinese families 4 Turkish families and 5 English speaking families In general parents had high aspirations for their children s future but were concerned that schools were not organized to help their children go further Photographs and a 28 item bibliography are included VM *Resources in Education* ,1997 **Understanding Pittsburgh** ,1998 **Children's Software Revue** ,1993 *A Guide to Writing in English as a Second Or Foreign Language* Dan J. Tannacito,1995 This bibliography offers English as a Second Language ESL and English as a Foreign Language EFL specialists and non specialists a listing of almost 3 500 works in the field of writing in ESL EFL at all educational levels from 1937 through 1993 It includes works focusing on how non native speakers write in English how they learn to write in English how ESL and native English speaker NES compositions compare how English is taught in contexts where it is used as a second or foreign language and instructional materials developed to support writing in a second foreign language Citations include bibliographies monographs textbooks periodicals dissertations and some unannotated master s theses conference papers and Educational Resources Information Center ERIC documents An introductory section and a list

of native languages addressed in the works precede the annotated entries Author and subject indexes are also included MSE

**Crossing the Schoolhouse Border** California Tomorrow (Organization), Laurie Olsen, Marcia T. Chen, 1988 *Forum*  
,1980

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## **Table of Contents Sample Kindergarten EsL Report Card Comments**

1. Understanding the eBook Sample Kindergarten EsL Report Card Comments
  - The Rise of Digital Reading Sample Kindergarten EsL Report Card Comments
  - Advantages of eBooks Over Traditional Books
2. Identifying Sample Kindergarten EsL Report Card Comments
  - 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 Kindergarten EsL Report Card Comments
  - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Kindergarten EsL Report Card Comments
  - Personalized Recommendations
  - Sample Kindergarten EsL Report Card Comments User Reviews and Ratings
  - Sample Kindergarten EsL Report Card Comments and Bestseller Lists
5. Accessing Sample Kindergarten EsL Report Card Comments Free and Paid eBooks
  - Sample Kindergarten EsL Report Card Comments Public Domain eBooks
  - Sample Kindergarten EsL Report Card Comments eBook Subscription Services
  - Sample Kindergarten EsL Report Card Comments Budget-Friendly Options

6. Navigating Sample Kindergarten Esl Report Card Comments eBook Formats
  - ePub, PDF, MOBI, and More
  - Sample Kindergarten Esl Report Card Comments Compatibility with Devices
  - Sample Kindergarten Esl Report Card Comments Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Sample Kindergarten Esl Report Card Comments
  - Highlighting and Note-Taking Sample Kindergarten Esl Report Card Comments
  - Interactive Elements Sample Kindergarten Esl Report Card Comments
8. Staying Engaged with Sample Kindergarten Esl Report Card Comments
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Sample Kindergarten Esl Report Card Comments
9. Balancing eBooks and Physical Books Sample Kindergarten Esl Report Card Comments
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Sample Kindergarten Esl Report Card Comments
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Sample Kindergarten Esl Report Card Comments
  - Setting Reading Goals Sample Kindergarten Esl Report Card Comments
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Kindergarten Esl Report Card Comments
  - Fact-Checking eBook Content of Sample Kindergarten Esl Report Card Comments
  - 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

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