



Manzanita Elementary School
3000 E. Manzanita Ave.
Tucson, AZ 85718
(520) 209-7800

Address #1

Address #2

ELEMENTARY REPORT CARD

Student: Johnny Smith

School Year: 2009-10

Grade: 3

Class/Subject	Teacher	T1	P&SR	T2	P&SR	T3	P&SR	Comment
Language Arts								(These are the optional pre-fab comments)
Science								
Math								Ex: Indicate modified instruction/curriculum
Social Studies								
Spanish								
Art								Ex: Indicate not taught this marking period
Music								
P.E.								
Health								

Language Arts	T1	T2	T3
Concepts About Print			
Phonemic Awareness			
Reading Fluency			
Word Analysis and Vocabulary			
Strategies to Guide and Monitor Comprehension			
Main Idea and Supporting Details			
Textual Relationships			
Text Structures, Elements, and Techniques			
Research			
Writing Process			
Writing Style			
Writing Applications and Formats			
Language Conventions			
Interactive Communication: Visual and Writing Applications			
Interactive Communication: Speaking and Listening Applications			
P&SR: Self-Direction			
P&SR: Work Completion/Effort			
Teacher Comment: (This is an optional freeform comment)			

Common Core Aligned Elementary Report Cards

Sandra Stotsky



Common Core Aligned Elementary Report Cards:

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about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and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 *Assessment Tools and Systems* Barbara J. Smith, 2022-12-27 Feedback matters for everyone committed to school improvement Rather than tweaking flawed assessment tools it is time to consider developing more meaningful feedback systems the impact the critical masses that make up the school community Cultivating new assessment approaches for students staff as well as non instructional staff teacher leaders principals superintendents trustees and grant philanthropic funders can lead to remarkable change The goal of learning for students should not be separate or secondary to performing well on standardized tests Implementing feedback systems that engage and prompt critical and creative thinking should matter more in today s schools Assessment tools that explicitly align with expectations not only create a fair playing field but they can enhance deep learning *Assessment Tools and Systems Meaningful Feedback Approaches to Promote Critical and Creative Thinking* presents a comprehensive compilation of constructive assessment choices grounded in educational research that emerged through 60 years of experiences as a student teacher principal teacher educator consultant school founder school trustee and educational philanthropist

Congressional Record United States. Congress, 1999 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in *The Debates and Proceedings in the Congress of the United States 1789 1824* the *Register of Debates in Congress 1824 1837* and the *Congressional Globe 1833 1873*

Tomorrow's High School Gene Bottoms, 2022-04-11 How do some high schools produce graduates that consistently achieve at high levels Would you believe there s a set of proven strategies that could help you deliver similar impressive results and better prepare students for the world after high school High schools in the United States face a startling reality many graduates are unprepared for success in postsecondary studies or for high demand well paying jobs in a rapidly changing economy Although this situation is alarming the high schools that have embraced new ways of learning show us what is possible Drawing from his experience with the *High Schools That Work* initiative Gene Bottoms offers educators a path forward by urging them to pursue bold goals and outlining bold actions for achieving those goals His vision is clear replace the traditional model of secondary education with one that engages students in a rigorous curriculum that combines

a solid academic core with intellectually demanding career pathway courses The notion that nearly all students can achieve at high levels is borne out by numerous examples of high schools including those with traditionally underperforming student populations that have used key strategies to help all students realize their potential Bottoms explains the root causes of the current shortcomings in high school education and then specifies critical components of successful transformation Shared leadership Powerful assignments especially in math literacy and career technical education planned and executed by academic and career pathway teachers working together Strengthened connections between middle school and high school A redesigned senior year and Comprehensive counseling and advisory programs Provocative and persuasive in its sense of urgency Tomorrow s High School offers proven and practical solutions to finally make high schools a rich and rewarding experience for all students whatever their future college and career goals may be This book is a copublication of ASCD and SREB It includes access to nine downloadable appendixes

Governing States and Localities Kevin B. Smith, Alan Greenblatt, 2021-10-05 From the implications of Donald Trump s presidency on intergovernmental relations to the COVID 19 pandemic s impact on state federal relations the Eighth Edition of *Governing States and Localities* introduces students to the most recent challenges developments and political changes impacting state and local politics

Improving Schools from the Bottom Up Patrick M. Shields, 1995 This document presents findings of a national study of effective schools programs and other school based reforms conducted during school year 1991 92 The reforms were broadly defined to encompass school site improvement efforts designed to develop schoolwide capacity for problem solving to improve teaching and to increase student learning Data were obtained from a survey of a nationally representative sample of local school districts n 1 555 surveys of administrators in all state education agencies and intensive case studies of 5 states 16 districts and 32 schools Data from the district survey show that school based reform was relatively widespread occurring at all school levels The case study data suggest that change efforts varied widely across districts and schools The study examined the degree to which the reform effort involved meaningful collaboration among school staff staff ownership of the change process a focus on teaching and curriculum building professional capacity among staff and a focus on student outcomes and equity The case study data suggest that the more promising examples of school based reform often shared a set of characteristics a clear focus on creating more challenging learning experiences for all students a school culture in which teachers worked collaboratively and had a voice in decision making and opportunities for faculty development The following recommendations are made for supporting promising reform efforts 1 find a balance between top down and bottom up structures 2 adapt leadership and vision at every level of the system 3 build local capacity building systems 4 devolve some authority to school staff and 5 clearly tie government mandates and requirements to learning goals A total of 32 tables and 1 figure are included

Appendices contain notes on methodology and copies of the survey instruments LMI

Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work® Erica Martin, Lisa May, 2020-06-16 Part of the Every Teacher Is a

Literacy Teacher series Building a solid literacy foundation is of paramount importance during a learner's early school years. Closely aligned to the PLC at Work process, this practical resource outlines how collaborative teams can fully support and encourage literacy development in preK through first grade. Readers will discover a variety of tools and strategies to design standards-aligned instruction, develop quality assessments, provide timely interventions, and more. Teachers can use this resource to address specific literacy challenges and situations found within their grade band. Understand the role PLCs and collaborative teams play in literacy development. Obtain strategies and tools such as the Pre Unit Protocol for unpacking and clarifying literacy standards. Explore adaptable strategies and learn how to plan high-quality literacy instruction. Observe how to collaboratively score assessments and conduct effective data inquiry and analysis. Study the powerful impact literacy has on student engagement and equity.

Contents: Books in the Every Teacher Is a Literacy Teacher series: Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work; Reading and Writing Instruction for Second and Third Grade Classrooms in a PLC at Work; Reading and Writing Instruction for Fourth and Fifth Grade Classrooms in a PLC at Work; Reading and Writing Strategies for the Secondary English Classroom in a PLC at Work; Reading and Writing Strategies for the Secondary Science Classroom in a PLC at Work. *Annual Report - Illinois State Board of Education* (1973-), 2012.

Adolescent Literacy in the Era of the Common Core Jacy Ippolito, Joshua Fahey Lawrence, Colleen Zaller, 2013. Adolescent Literacy in the Era of the Common Core provides school leaders, teachers, and others with strategies and best practices for advancing adolescent literacy in the classroom. Exceptionally clear and accessible, the book addresses a full range of topics in this vitally important field, including disciplinary literacy, vocabulary instruction, classroom discussion, motivation, and engagement related to digital literacy, the use of multiple texts, and writing to learn. This book presents usable knowledge of the highest order and of immediate value to school leaders and teachers. It will be required reading for all educators concerned with promoting and furthering adolescent literacy today. This volume is packed with new and useful ideas for educators working to promote adolescent literacy. Six essential and critical domains are discussed, providing instructional examples and frameworks for classroom use. This is the right book at the right time, describing instruction aligned with the Common Core State Standards.

Rita M. Bean, professor emerita, University of Pittsburgh: A must-read for middle and high school content teachers, instructional literacy coaches, and administrators. This book quickly brings newcomers up to date and both affirms and builds upon what others already know. Teachers and administrators alike will leave the book fully prepared for implementation of the Common Core State Standards and new technologies. This is a resource that won't just sit on a shelf.

Nancy L. Shanklin, literacy language and culturally responsive teaching program, School of Education and Human Development, University of Colorado Denver: The editors present research and practice that address six essential domains of adolescent literacy instruction. Readers will find instructional strategies that they can do now, as well as guiding principles for ongoing professional development.

Pamela A. Mason, director, Language

and Literacy Program and Jeanne Chall Reading Lab Harvard Graduate School of Education Jacy Ippolito is an assistant professor in the School of Education at Salem State University Joshua Fahey Lawrence is an assistant professor of Language Literacy and Technology in the Department of Education at University of California Irvine Colleen Zaller has a master s degree in applied linguistics with a focus on adolescent literacy and language development among English language learners

The State of State English Standards, 2005 Sandra Stotsky,2005 **Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report** Illinois State Board of Education (1973-),2011 Pursuant to Public Act 93 1036 the Illinois State Board of Education has developed a five year comprehensive strategic plan for elementary and secondary education in Illinois The plan focuses on three primary goal areas enhancing literacy improving educator quality for all children and expanding data driven management and school support practices **Wyoming Statutes Annotated** Wyoming,2007 Annual Report for Illinois State Superintendent Round Lake Area School District 116 (Ill.). School Finance Authority,2008 *Testing Our Children* Monty Neill,1997 **Journal of the Senate, State of Florida** Florida. Legislature. Senate,2014 **Annual Report, Proposed Budget Fiscal Year ...** Illinois State Board of Education (1973-),2003 **Making Standards Matter** ,1996 *Wisconsin Standards for Family and Consumer Sciences* ,2013 *Elementary and Middle School Mathematics* John A. Van de Walle,2004 World Windows introduces young learners to essential themes and concepts in Science and Social Studies through National Geographic photography and content Using non fiction readings World Windows helps to develop young learnerse tm fluency in English and ignites their curiosity about the world around them Wisconsin Standards for Technology and Engineering ,2013

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salute leave the arena in a free walk on a long rein where appropriate wt ax ma 10 x 2 max ma 10 x 2 max mark 10 x 2 ax
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