

# Included



## Report Card Tools

- ✓ **1st Grade Report Card**
- ✓ **Report Card Keys**
- ✓ **Roster Sheet**
- ✓ **Comment Bank**
- ✓ **Glossary Terms**
- ✓ **Student Notes**

# 16 Page

1st Grade Report Card 2025, Semester 1					
Student:		Teacher:			
	Performance Indicators				
4	Exceeds Standard	Consistently demonstrates mastery and applies skills independently			
3	Meets Standard	Demonstrates expected level of mastery			
2	Approaching	Approaching expected level, requires support			
1	Beginning	Not yet demonstrating expected level			
English/Language Arts		Indicators			
Reading – Literature		1	2	3	4
Identifies key details					
Describes characters, settings, and major events					
Describes story structure					
Identifies words and phrases that suggest feelings or appeal to senses					
Reading – Informational Text		1	2	3	4
Identifies key details					
Understands the connection between two observations					
Uses text features (headings, tables of contents)					
Compares and contrasts two texts on the same topic					
Reading – Foundational Skills		1	2	3	4
Recognizes and applies phonics and word analysis skills					
Reads grade-level high-frequency words with accuracy					
Reads with fluency and expression					
Self-corrects and understands what is read					



# Common Core Report Card Notes

**Ken O'Connor**



## **Common Core Report Card Notes:**

The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Mocerri, 2015-12-14 To better serve the whole child look at the whole report card Students are more than their academic grades you know it and their parents know it The progress they make in social emotional learning and character development is essential to their success in school and in life But while educators have made great strides in improving grading for academic achievement we've left too many teachers still guessing when it comes to outdated behavior ratings and comment sections That's where this book comes in Grounded in research and in the author's work with teachers and administrators it offers guidance on retooling report cards to better reflect the whole child integrating SEL and CD into any school or district wide grading system Resources include Guided exercises for analyzing existing report cards Samples and suggested report card designs Tips on improving communication with parents Case studies highlighting common challenges Testimonials from teachers and students When you take report cards to the next level you make sure that communication reflects all of the important characteristics of success and ensure that students develop the skills they need for the future This book brilliantly illuminates the key role played by social emotional learning in each student's development and it challenges the tradition of relegating the SEL EQ observations to the back of the report card If we want to develop better communities this book shows the way Dr Neil MacNeill PhD EdD Head Master Ellenbrook Independent Primary School The ultimate goal of misbehavior is attention When children don't get the attention they need through the proper behavior they will get it any way they can Children want to be loved and cared about SEL will help them to learn the proper ways to get attention It will also help teachers better understand the misbehaviors and redirect students toward positive behavior Pamela L Opel Teacher Intervention Specialist Gulfport School District

**State Education Indicators with a Focus on Title I**, 2004 *Teachers' Messages for Report Cards, Grades K - 8* McDonald, Ruggieri, 2014-12-01 This third edition of our best selling resource makes it easy to add a personal touch to each child's report card and to establish positive and effective interaction between home and school Revised with updated messages for a wide variety of classroom and playground situations the messages are sorted by topic and are easy to adapt to other communications with parents It features an easy 6 x 9 take home size and includes 48 pages

*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 *NAEP 1992 Mathematics Report Card for the Nation and the States* Ina V. S. Mullis, 1993 This report presents the mathematics assessment results from the 1992 National Assessment of Educational Progress NAEP The assessment included nearly 250 000 fourth eighth and twelfth grade students attending approximately 10 000 schools across the nation and the states Students performance is categorized into three achievement

levels Basic Proficient and Advanced Among the major findings were that 1 for the nation there were statistically significant increases in average mathematics proficiency in all grades and in both public and private schools from 1990 to 1992 2 despite these positive findings 60 percent of the students in grades 4 8 and 12 were estimated to be at or above the Basic level on the 1992 mathematics assessment 3 considerable variation in performance existed within and across states and territories 4 increases in mathematics proficiency between 1990 and 1992 did little to alter the relative standings of the demographic groups 5 gains were noted in the content areas of numbers and operations measurement geometry data analysis and algebra and 6 one fifth of the 4th graders two thirds of the 8th graders and 90 percent of the 12th graders demonstrated ability in solving two step problems involving multiplication and division Chapter 1 contains overall achievement results for the states by grade and by state Chapter 2 contains results for the nation and states by the demographic groups of race ethnicity White Black Hispanic Asian Pacific Islander American Indian gender type of community advantaged urban disadvantaged urban extreme rural and other parents highest level of education and type of school public Catholic private Chapter 3 contains national and state mathematical content areas of estimation numbers and operations measurement geometry statistics algebra and functions The four appendices one third of the document discuss NAEP s anchor level results the guidelines for sample participation state contextual background factors and an overview of the procedures used in the 1992 mathematics assessments MDH [How to Grade for Learning](#) Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently [Resources in Education](#) ,1991 [State Education Indicators with a Focus on Title I](#) ,2000 *State Education Indicators with a Focus on Title I, 1999* Rolf K. Blank,Jennifer Gifford Manise,Barbara C. Brathwaite,Council of Chief State School Officers,2000 This report provides important state by state information on the characteristics and performance of schools and students in each state information that is vital to monitoring the progress and evaluating the success of local state and national education reforms The report disaggregates student achievement data so that attention can be focused not only on the average student but on students in high poverty schools migrant students and students with limited English proficiency Indicators in each state profile are organized into these categories 1 school and teacher demographics 2 student demographics 3 statewide accountability information and 4 student achievement Information is also provided for Title I programs in each state Statewide totals for numbers of students

in public elementary and secondary schools are reported for 2 years the most recent year for which data are available and the baseline year closest to 1990 for which there are data Indicators are reported for each state the District of Columbia and the entire United States Appendixes contain state proficiency level definitions state rankings for various indicators and information on the National Assessment of Educational Progress SLD     Notes on the American Reports [1869-1887] Lawyers Co-operative Publishing Company,1912     **Raising the Standard** Denis P. Doyle,Susan Pimentel,1997

Accompanying CD ROM is an exploded version of the text using hypertext to give the reader easy access to more explanatory narrative extensive anecdotes and full text samples and examples of other state and district standards     **ERS Spectrum** ,1999     **The State of America's Children Yearbook 2001** Children's Defense Fund,2001 Statistics analysis regarding finances health housing nutrition pregnancy violence unemployment family crisis child care etc     **Education Past and Present** Megin Charner-Laird,Morgaen L. Donaldson,Soo Hong,2005 In Education Past and Present Reflections on Research Policy and Practice leading scholars comment on developments in the field of education over the past seventy five years Conceived as a commemoration of the Harvard Educational Review s 75th anniversary this book offers new insights into educational history psychology policy international education and U S public education Together these essays analyze how education scholars and practitioners have embraced resisted and sometimes provoked changes in the way society has approached key issues in this immensely important field The essays from authors including Ellen Condliffe Lagemann Kevin Kumashiro Sonia Nieto Jean Anyon and Gary Orfield address critical issues that have persisted for decades the disconnect between educational psychologists and practitioners the extent to which equity has been advanced through desegregation bilingual education and multicultural education how history and the humanities might inform the practice of educational research and how international education has shifted in concert with the expansion of service providers such as nongovernmental organizations Featuring some of the foremost scholars in the field Education Past and Present offers a concise multidisciplinary assessment of the last seventy five years of developments in education The book will prove indispensable for those interested in assessing educational progress to date and gaining a keen sense of the challenges and opportunities that lie ahead     *The 2001 Brown Center Report on American Education* Brookings Institution. Brown Center on Education Policy,Tom Loveless,2001 The third section analyzes achievement in urban schools Test score data from dozens of states were collected to determine how urban school districts are doing in comparison to rural and suburban districts in the same state p 4     **Virginia Environmental Law Journal** ,1994     **The American Reports** ,1912 Containing all decisions of general interest decided in the courts of last resort of the several states 1869 1887     **Current Index to Journals in Education** ,2000-04     **Business Ethics** ,1991     **Report** ,1979

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