

Kindergarten Report Card Comments

	to-self (personal) and best-to-world (world around him) connections and engaging in role play (he/she) now uses movements, music, and chants when expressing (his/her) feelings about a story or a personal experience to (his/her) classmates. (Name) has progressed from making choices about where (he/she) will play to purposefully planning (his/her) activities, making predictions, elaborating on (his/her) plans, and reflecting on the outcomes. Over the term, teachers worked with him to develop strategies to communicate and identify (his/her) feelings of hunger, emotion, or conflict. During center time, (he/she) creates games for the other students that require active participation. I am celebrating the improvement in (his/her) ability to manage (his/her) emotions and take responsibility for (his/her) actions. (Name) understands that a variety of interests are reflected within the learning environment and appreciates the diversity and culturally rich experiences to which (he/she) is exposed. Doing during gym class is helping with (his/her) balance and flexibility in movement.
Level 3	At the start of the term, (Name) enjoyed playing with one other student in the dramatic play center but is now participating more freely in other centers and regularly talks to new friends. (He/she) uses colour and texture in (his/her) artwork to express (his/her) feelings about a personal experience or event. To improve (his/her) spatial awareness in activities that require small muscles, (he/she) I am introducing play with small objects. Through hard work and dedication, (Name) continues to practice (his/her) writing and drawing daily in order to build and develop (his/her) small muscles. Since the beginning of the term, (he/she) has learned to choose a balance of active and quiet activities throughout the day, listening to the cues that (his/her) body gives him. I have noticed that (he/she) can now better identify (his/her) feelings related to issues or conflicts. At the beginning of school, (Name) was developing peer relationships and learning how to talk and interact with others. Now (he/she) is demonstrating pro-social behaviours such as cooperation, empathy, responsibility, and self-control. At the beginning of school, (he/she) required support and coaching from the teacher to approach groups of children. Now that (Name) has had the opportunity to explore the learning environment and develop friendships, (he/she) is able to initiate conversations with (his/her) peers and request to join in activities.
Level 3	At the beginning of school, (Name) was learning to cope with changes and managing difficult emotions. Now, with support from (his/her) teachers, (he/she) understands what it feels like to be calm. (He/she) is beginning to recognize stressors that interfere with (his/her) ability to be alert and focused. (Name) independently utilizes strategies such as telling an adult, practicing deep breathing, and listening to classical music to recover and calm down. (He/she) now uses movements, music, and chants when expressing (his/her) feelings about a story or a personal experience to (his/her) classmates. (He/she) enjoys outdoor building in the sand area and

Self Regulation Examples Report Card Comments

Martin Henley



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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 [Giving Students a Say](#) Myron Dueck, 2021-01-26 Assessment is an essential part of teaching and learning but too often it leads to misleading conclusions sometimes with dire consequences for students How can educators improve assessment practices so that the results are accurate meaningful informative and fair Educator and best selling author Myron Dueck draws from his firsthand experience and his work with districts around the world to provide a simple but profound answer put student voice and choice at the center of the process In this engaging and well researched book Dueck reveals troubling issues related to traditional approaches and offers numerous examples of educators at all levels who are transforming assessment by using tools and methods that engage and empower students He also shares surprising revelations about the nature of memory and learning that speak to the need for rethinking how we measure student understanding and achievement Readers will find sound advice and detailed guidance on how to Share and cocreate precise learning targets Develop student friendly rubrics linked to standards Involve students in ongoing assessment procedures Replace flawed grading systems with ones that better reflect what students know and can do and Design structures for students self reporting on their progress in learning Inspired by the origins of the word assessment derived from the Latin for to sit beside Dueck urges educators to discard old habits and instead work with students as partners in assessment For those who do the effort is rewarding and the benefits are significant **OECD Reviews of**

Evaluation and Assessment in Education: Student Assessment in Turkey Kitchen Hannah, Bethell George, Fordham Elizabeth, Henderson Kirsteen, Li Richard Ruochen, 2019-09-09 Turkey s education system stands out internationally as a success story In recent decades participation has been vastly expanded becoming universal at lower levels of schooling and outperforming other middle income countries in upper secondary education However the education system is also marked by disparities with only around half of 15 year olds acquiring the essential competencies they need for life and work

Achievement Emotions in University Teaching and Learning, Students' Stress and Well-being Jesus de la Fuente, Douglas F. Kauffman, Meryem Yilmaz Soylu, 2022-05-24 **The "New" Epidemic- Grading Practices** Andre' Mathews, 2016-03-16 This book is a comprehensive view on the grading practices and policies in American public schools The content of the book identifies the lack of alignment amongst the Federal State and Local Districts and the need to adopt a

unified policy Educational institutions are creating their own versions of grading systems that lack integrity flawed in design hinder many students from graduating and or achieving opportunities to become a more productive citizen after high school completion

Section I The structure of the book begins with a systemic view of development by identifying the philosophical and theoretical aspects involved in the grading system

Section II The authors work then transitions to the structure of the grading system addressing the mathematical aspects of calculating a students grade point average to the teachers validity of grades

Section III This section identifies the parents role and need to understand the grade itself and its effect on the students overall outcome and class ranking

Section IV The book ends with a strong analysis of the system parental rights examples of educational disasters and schools quest for new grading systems

All in all this book takes a journey throughout the entire educational system identifying a need for change on all levels as it relates to the grading system

The overall message emphasizes the parents need to be cognizant of the importance of being involved and properly motivating mentoring monitoring modeling and managing their childs educational careers

All stakeholders should walk away with a sense of ownership to the problem and an understanding that the time for change is now

The ethnic margin is widening and too many students are graduating unmarketable

A grade is more than a number its a quality of life

Self-Regulation in Adolescence Gabriele Oettingen, Peter M. Gollwitzer, 2015-09-25

During the transition from childhood to adulthood adolescents face a unique set of challenges that accompany increased independence and responsibility

This volume combines cutting edge research in the field of adolescence and the field of motivation and self regulation to shed new light on these challenges and the self regulation tools that could most effectively address them

Leading scholars discuss general principles of the adolescent period across a wide variety of areas including interpersonal relationships health and achievement

Their interdisciplinary approach covers perspectives from history anthropology and primatology as well as numerous subdisciplines of psychology developmental educational social clinical motivational cognitive and neuropsychological

Self Regulation in Adolescence stresses practical applications making it a valuable resource not only for scholars but also for adolescents and their family members teachers social workers and health professionals who seek to support them

It presents useful strategies that adolescents can adopt themselves and raises important questions for future research

PISA 2015 Results (Volume III) Students' Well-Being OECD, 2017-04-19

The OECD Programme for International Student Assessment PISA examines not just what students know in science reading and mathematics but what they can do with what they know

Results from PISA show educators and policy makers the quality and equity of learning outcomes achieved elsewhere and

Winning Strategies for Classroom Management Carol Cummings, 2000-08-15

If you are looking for concrete suggestions to help you teach the skills and work habits students need to reach high levels of performance on state and national standards then this book is for you

The author identifies the kinds of threats present in every classroom intellectual emotional and physical and gives examples of how you can help students overcome the challenges they face

Ready to use ideas can assist you in

creating a community of learners Winning Strategies for Classroom Management offers thoughtful advice on arranging the classroom diagnosing student behavior and responding to students emotional needs Cummings practical examples show how effective classroom management results in motivated students who exhibit self discipline perseverance and take responsibility for learning The approach to classroom management detailed in this book proactively addresses discipline and behavior problems This book is a must for both beginning teachers and experienced teachers who are looking for success in managing the increasing challenging academic work load and addressing the needs of the diverse school population Note This product listing is for the Adobe Acrobat PDF version of the book **Teaching Self-control** Martin Henley,1997 Minimize classroom disruptions with these ready to use lesson plans Integrate them into any K 8 content area or use them in a guidance unit to teach students how to manage angry and aggressive reactions **SAGE Handbook of Research on Classroom Assessment** James H. McMillan,2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

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