

## Attitude

### The student:

- is an enthusiastic learner who seems to enjoy school.
- exhibits a positive outlook and attitude in the classroom.
- appears well rested and ready for each day's activities.
- shows enthusiasm for classroom activities.
- shows initiative and looks for new ways to get involved.
- uses initiative to deal with matters independently and in a positive way.
- seems to reach his/her full potential.
- is committed to doing his/her best.
- seeks new challenges.
- takes responsibility for his/her learning.

### (Behavior)

#### The student:

- cooperates consistently with the teacher and other students.
- transitions easily between classroom activities without distraction.
- is courteous and shows good manners in the classroom.
- follows classroom rules.

- conducts himself/herself with maturity.
- responds appropriately when corrected.
- remains focused on the activity at hand.
- resists the urge to be distracted by other students.
- is kind and helpful to everyone in the classroom.
- sets an example of excellence in behavior and cooperation.

## Character

### The student:

- shows:
  - respect for teachers and peers.
  - treats school property and the belongings of others with care and respect.
- is honest and trustworthy in dealings with others.
- displays good citizenship by asserting other students.
- joins in school/community projects.
- is concerned about the feelings of peers.
- faithfully performs classroom tasks, can be depended on to do what he/she is asked to do.
- seeks responsibilities and follows through.

- is thoughtful in interactions with others.

## Communication Skills

### The student:

- has a well-developed vocabulary.
- chooses words with care.
- expresses ideas clearly, both verbally and through writing.
- has a vibrant imagination and excels in creative writing.
- has found his/her voice through poetry writing.
- uses vivid language in writing.
- writes clearly and with purpose.
- writes with depth and insight.
- can make a logical and persuasive argument.
- listens to the comments and ideas of others without interrupting.

## Group Work

### The student:

- offers constructive suggestions to peers to enhance their work.
- accepts the recommendations of peers and acts on them when appropriate.
- is a contributor to the thoughts and opinions of others in the group.
- takes on various roles in the work group as assigned or assigned.
- encourages leadership roles in groups.

- is well-liked by classmates.
- handles disagreements with peers appropriately.
- treats other students with fairness and understanding.
- is a valued member of the class.
- has compassion for peers and others.
- seems comfortable in new situations.
- enjoys conversation with friends during free periods.
- chooses to spend free time with friends.

## Time Management

### The student:

- tackles classroom assignments, tasks, and group work in an organized manner.
- uses class time wisely.
- arrives on time for school (and/or class) every day.
- is well-prepared for class each day.
- works at an appropriate pace, neither too quickly or slowly.
- completes assignments in the time allotted.
- pieces work on long-term assignments.
- sets achievable goals with respect to time.

## Interests and Talents

### The student:

- has a well-developed sense of humor.
- has many varied interests.
- has a keen interest that has been shared with the class.
- displays and talks about personal items from home when they relate to topics of study.
- provides background knowledge about topics of particular interest to him/her.
- has an impressive understanding and depth of knowledge about his/her interests.
- seeks additional information independently about classroom topics that pique interest.

- reads extensively for enjoyment.
- frequently discusses concepts about which he/she has read.
- is a gifted performer.
- is a talented artist.
- has a flair for dramatic reading and acting.
- enjoys sharing his/her musical talent with the class.

## Participation

### The student:

- listens attentively to the responses of others.
- follows directions.
- takes an active role in discussions.
- enhances group discussion through insightful comments.
- shares personal experiences and opinions with peers.
- responds to what has been read or discussed in class and/or homework.
- asks for clarification when needed.
- regularly volunteers to assist in classroom activities.
- remains an active learner throughout the school day.

## Social Skills

### The student:

- makes friends quickly in the classroom.

# Acara School Report Card Comments 2013

**Li Richard Ruochen,Kitchen  
Hannah,George Bert,Richardson  
Mary,Fordham Elizabeth**

## Acara School Report Card Comments 2013:

OECD Reviews of Evaluation and Assessment in Education: Albania Maghnouj Soumaya,Fordham Elizabeth,Guthrie Caitlyn,Henderson Kirsteen,Trujillo Daniel,2020-05-07 This review developed in co operation with UNICEF provides Albania with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Albania as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students Inclusion in Action Phil

Foreman,Michael Arthur-Kelly,2017-04-05 How can classroom teachers effectively differentiate learning and teaching programs to provide for the needs of every student in their class This best selling text begins by asking Why include all students in regular classrooms and then shows how this can be done It outlines the philosophy of inclusive education and focuses on the use of individualised planning and effective teaching practices to maximise learning outcomes within positive and productive environments Vignettes and narratives provide real life examples that help put the theory in context This fifth edition includes broader coverage of issues to do with diversity and individual differences particularly cultural and multicultural inclusion linguistic diversity and giftedness There is more throughout on the universal design for learning framework and on partnerships with families while new pedagogical features encourage readers to reflect Throughout it emphasises a practical research based approach to teaching that can be applied to support students with a range of differences and additional needs OECD Reviews of Evaluation and Assessment in Education: Georgia Li Richard

Ruochen,Kitchen Hannah,George Bert,Richardson Mary,Fordham Elizabeth,2019-12-19 This review developed in partnership with UNICEF provides Georgia with recommendations to strengthen its evaluation and assessment system to focus on helping students learn It will be of interest to countries that wish to strengthen their own evaluation and assessment systems and in turn improve educational outcomes Educational Psychology Australian Edition Anita Woolfolk,Kay

Margetts,2012-07-25 Learning and teaching is an integrated process and theory and practice cannot be separated As in the previous Australasian edition Educational Psychology 3e continues to emphasise the educational implications and applications of child development cognitive science learning and teaching Recurring themes throughout the text include ideas about education social and socio cultural aspects of education schools families and community development learning and curriculum and effective teaching Author Kay Margetts incorporates Australasian perspectives and applications using the work of Australasian researchers and teachers Numerous examples case studies guidelines and practical tips from experienced teachers are used in the text to explore the connections between knowledge understanding and practice

Music Teachers' Values and Beliefs Rachael Dwyer,2016-06-03 In Music Teachers Values and Beliefs Dwyer investigates the relationships between teachers learners and music in music classrooms Using Bourdieu's concepts of habitus and doxa as an interpretive lens the book explores the values and beliefs of four music teachers depicted in richly detailed narratives The

narratives are contextualised through the examination of traditions of music and contemporary approaches. In the past music education has been shaped by elitist tendencies regarding the types of music worthy of study the ways in which music should be learnt and the purpose of such learning. Contemporary approaches to music education have enacted significant change in some regions and systems while others have been slower to leave behind deeply entrenched values beliefs and practices. These approaches have been blamed for low rates of participation and engagement in school music education despite the fact that the majority of young people listen to and enjoy music outside of school. This innovative book provides music education researchers and practitioners with a new understanding of the impact of teachers personal values beliefs and experiences of music and music education on classroom practice and the impact this has on students experiences of music education.

**Educating for Democracy in England and Finland** Andrea Raiker,Matti Rautiainen,2016-11-03 With the growth of terrorism instability in the EU following recession and the acceleration of support for right wing political parties in Europe discussions on the nature of democracy and democratic citizenship have never been more important. Exploring the relationship between democratic values classroom practices and neo liberalist ideology in England and in Finland. Educating for Democracy argues that it is the role of governments and the education systems they support to create teachers and students who can voice critically appraised judgements to guide their citizenship. With chapters co written by English and Finnish authors this book analyses the history and current state of education systems in England and Finland with reference to other European countries in order to establish whether they are effective in creating democratically minded citizens. Recent years have seen decreasing control of educator professionalism as governments have become more concerned about economic growth and in some cases survival. The contributors to this volume question whether educators are becoming less effectual as a result exploring the idea that democracy is a dying concept and asking whether educators are now simply creating cogs for the neo liberalistic capitalist machine. This book will be essential reading for academics and researchers in the fields of teacher education education studies and comparative education. It will also be of great interest to those concerned with issues surrounding citizenship democracy and the role of the government in education.

**Asia Literate**

**Schooling in the Asian Century** Christine Halse,2015-04-10 Globalization migration transnational movements and the development of the tiger economies of Asia have led education leaders and policy makers around the world but particularly in Australia the USA Canada and New Zealand to view schools as key sites for developing globally competent Asia literate citizens who have the capabilities to live work and interact with the peoples cultures and societies of Asia. In what has been dubbed the Asian Century nations are increasingly seeking to transform their schooling policies curricula and teaching workforces to engage with the growing influence of the peoples cultures and societies both within and beyond Asia. This is the first book to subject to critical scrutiny and analysis the concepts policies and practices of schooling involved in building intercultural relations with the diverse contemporary manifestations of Asia. It brings into dialogue scholars who are at the

forefront of current thinking policy and practice on Asia related schooling and contributes to a broader international debate about the future shape of intercultural schooling in a global world Asia Literate Schooling in the Asian Century offers chapters on Learning Asia In search of a new narrative Asia Literacy as Experiential Learning Professional Standards and Ethics in Teaching Asia Literacy The Feasibility of Implementing Cross Curricular Studies of Asia Deparochialising Education and the Asian Priority A Curriculum Re Imagination This book will appeal to scholars and practitioners in Education and is suitable as a reference for teacher education courses It will also interest scholars specialising in Asian Studies [Helping Children Learn Mathematics, 5th Australian Edition](#) Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa Fanshawe, Mark Gronow, 2025-10-10

**Teachers' Messages for Report Cards, Grades K - 8** Marie McDonald, Katherine Ruggieri, 2002-01-02 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** Kathleen Crane, 2007 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

**The Nation's Report Card Reading 2013 Trial Urban District Snapshot Report. New York City Department of Education. Grade 4, Public Schools** National Center for Education Statistics (ED), 2013 The National Assessment of Educational Progress NAEP in partnership with the National Assessment Governing Board and the Council of the Great City Schools CGCS created the Trial Urban District Assessment TUDA in 2002 to support the improvement of student achievement in the nation's large urban districts NAEP TUDA results in mathematics and reading are based on representative samples of 1 100 to 2 300 public school students at grade 4 and 900 to 2 100 public school students at grade 8 in each participating urban district in 2013 Twenty one urban districts participated in the 2013 assessments This one page report presents overall results achievement level percentages and average score results scores at selected percentiles average scores for district and large cities results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in New York City was 216 This was higher than the average score of 212 for public school students in large cities The average score for students in New York City in 2013 216 was not significantly different from their average score in 2011 216 and was higher than their average score in 2002 206 The score gap between higher performing students in New York City those at the 75th percentile and lower performing students those at the 25th percentile was 47 points in 2013 This performance gap was not significantly different from that in 2002 48 points The percentage of students in New York City who performed at or above the NAEP Proficient level was 28 percent in

2013 This percentage was not significantly different from that in 2011 29 percent and was greater than that in 2002 19 percent The percentage of students in New York City who performed at or above the NAEP Basic level was 62 percent in 2013 This percentage was not significantly different from that in 2011 61 percent and was greater than that in 2002 47 percent For The Nation s Report Card A First Look 2013 Mathematics and Reading Trial Urban District Assessment NCES 2014 466 see ED544551    **The Nation's Report Card Reading 2013 Trial Urban District Snapshot Report. Austin Independent School District. Grade 4, Public Schools** National Center for Education Statistics (ED),2013 The National Assessment of Educational Progress NAEP in partnership with the National Assessment Governing Board and the Council of the Great City Schools CGCS created the Trial Urban District Assessment TUDA in 2002 to support the improvement of student achievement in the nation s large urban districts NAEP TUDA results in mathematics and reading are based on representative samples of 1 100 to 2 300 public school students at grade 4 and 900 to 2 100 public school students at grade 8 in each participating urban district in 2013 Twenty one urban districts participated in the 2013 assessments This one page report presents overall results achievement level percentages and average score results scores at selected percentiles average scores for district and large cities results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in Austin was 221 This was higher than the average score of 212 for public school students in large cities The average score for students in Austin in 2013 221 was not significantly different from their average score in 2011 224 and was higher than their average score in 2005 217 The score gap between higher performing students in Austin those at the 75th percentile and lower performing students those at the 25th percentile was 54 points in 2013 This performance gap was not significantly different from that in 2005 50 points The percentage of students in Austin who performed at or above the NAEP Proficient level was 36 percent in 2013 This percentage was not significantly different from that in 2011 36 percent and was greater than that in 2005 28 percent The percentage of students in Austin who performed at or above the NAEP Basic level was 65 percent in 2013 This percentage was not significantly different from that in 2011 68 percent and in 2005 61 percent For The Nation s Report Card A First Look 2013 Mathematics and Reading Trial Urban District Assessment NCES 2014 466 see ED544551    **The Nation's Report Card Reading 2013 Trial Urban District Snapshot Report. Dallas Public Schools. Grade 4, Public Schools** National Center for Education Statistics (ED),2013 The National Assessment of Educational Progress NAEP in partnership with the National Assessment Governing Board and the Council of the Great City Schools CGCS created the Trial Urban District Assessment TUDA in 2002 to support the improvement of student achievement in the nation s large urban districts NAEP TUDA results in mathematics and reading are based on representative samples of 1 100 to 2 300 public school students at grade 4 and 900 to 2 100 public school students at grade 8 in each participating urban district in 2013 Twenty one urban districts participated in the 2013 assessments This one page report presents overall results achievement level percentages and average score results scores at

selected percentiles average scores for district and large cities results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in Dallas was 205 This was lower than the average score of 212 for public school students in large cities The average score for students in Dallas in 2013 205 was not significantly different from their average score in 2011 204 The score gap between higher performing students in Dallas those at the 75th percentile and lower performing students those at the 25th percentile was 47 points in 2013 This performance gap was not significantly different from that in 2011 43 points The percentage of students in Dallas who performed at or above the NAEP Proficient level was 16 percent in 2013 This percentage was not significantly different from that in 2011 14 percent The percentage of students in Dallas who performed at or above the NAEP Basic level was 49 percent in 2013 This percentage was not significantly different from that in 2011 46 percent For The Nation s Report Card A First Look 2013 Mathematics and Reading Trial Urban District Assessment NCES 2014 466 see ED544551

### **The Nation's Report Card Reading 2013**

**Trial Urban District Snapshot Report. San Diego Unified School District. Grade 4, Public Schools** National Center for Education Statistics (ED),2013 The National Assessment of Educational Progress NAEP in partnership with the National Assessment Governing Board and the Council of the Great City Schools CGCS created the Trial Urban District Assessment TUDA in 2002 to support the improvement of student achievement in the nation s large urban districts NAEP TUDA results in mathematics and reading are based on representative samples of 1 100 to 2 300 public school students at grade 4 and 900 to 2 100 public school students at grade 8 in each participating urban district in 2013 Twenty one urban districts participated in the 2013 assessments This one page report presents overall results achievement level percentages and average score results scores at selected percentiles average scores for district and large cities results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in San Diego was 218 This was higher than the average score of 212 for public school students in large cities The average score for students in San Diego in 2013 218 was not significantly different from their average score in 2011 215 and was higher than their average score in 2003 208 The score gap between higher performing students in San Diego those at the 75th percentile and lower performing students those at the 25th percentile was 52 points in 2013 This performance gap was not significantly different from that in 2003 52 points The percentage of students in San Diego who performed at or above the NAEP Proficient level was 33 percent in 2013 This percentage was not significantly different from that in 2011 31 percent and was greater than that in 2003 22 percent The percentage of students in San Diego who performed at or above the NAEP Basic level was 64 percent in 2013 This percentage was not significantly different from that in 2011 61 percent and was greater than that in 2003 51 percent For The Nation s Report Card A First Look 2013 Mathematics and Reading Trial Urban District Assessment NCES 2014 466 see ED544551

**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

*The Nation's Report Card Reading 2013 State Snapshot Report. Florida. Grade 12, Public Schools* National Center for Education Statistics (ED),2014 Each state and jurisdiction that participated in the National Assessment of Educational Progress NAEP 2013 Grade 12 Reading and Mathematics State Pilot assessment receives a one page snapshot report that presents key findings and trends in a condensed format This report presents the results for Florida s 2013 student achievement in reading In 2013 the average score of twelfth grade students in Florida was 286 This was not significantly different from the average score of 287 for public school students in the nation The average score for students in Florida in 2013 286 was not significantly different from their average score in 2009 283 The score gap between higher performing students in Florida those at the 75th percentile and lower performing students those at the 25th percentile was 51 points in 2013 This performance gap was not significantly different from that in 2009 50 points The percentage of students in Florida who performed at or above the NAEP Proficient level was 36 percent in 2013 This percentage was not significantly different from that in 2009 32 percent The percentage of students in Florida who performed at or above the NAEP Basic level was 72 percent in 2013 This percentage was not significantly different from that in 2009 70 percent Access the complete 2013 results from the twelfth grade pilot program in reading and mathematics via the online Nation s Report Card [http://nationsreportcard.gov/reading\\_math\\_g12\\_2013](http://nationsreportcard.gov/reading_math_g12_2013) student progress [The Nation's Report Card Reading 2013 Trial Urban District Snapshot Report. District of Columbia Public Schools \(DCPS\). Grade 4, Public Schools](#) National Center for Education Statistics (ED),2013 The National Assessment of Educational Progress NAEP in partnership with the National Assessment Governing Board and the Council of the Great City Schools CGCS created the Trial Urban District Assessment TUDA in 2002 to support the improvement of student achievement in the nation s large urban districts NAEP TUDA results in mathematics and reading are based on representative samples of 1 100 to 2 300 public school students at grade 4 and 900 to 2 100 public school students at grade 8 in each participating urban district in 2013 Twenty one urban districts participated in the 2013 assessments This one page report presents overall results achievement level percentages and average score results scores at selected percentiles average scores for district and large cities results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in the District of Columbia was 206 This was lower than the average score of 212 for public school students in large cities The average score for students in the District of Columbia in 2013 206 was higher than their average score in 2011 201 and in 2002 191 The score gap between higher performing students in the District of Columbia those at the 75th percentile and lower performing students those at the 25th percentile was 61 points in 2013 This performance gap was wider than that in 2002 48 points The percentage of students in the District of Columbia who performed at or above the NAEP Proficient level was 25 percent in 2013 This percentage was greater than that in 2011 20 percent and in 2002 10 percent The percentage of students in the District of Columbia who performed at or

above the NAEP Basic level was 49 percent in 2013 This percentage was greater than that in 2011 44 percent and in 2002 31 percent For The Nation s Report Card A First Look 2013 Mathematics and Reading Trial Urban District Assessment NCES 2014 466 see ED544551 *The Nation's Report Card Reading 2013 State Snapshot Report. Arkansas. Grade 12, Public Schools* National Center for Education Statistics (ED),2014 Each state and jurisdiction that participated in the National Assessment of Educational Progress NAEP 2013 Grade 12 Reading and Mathematics State Pilot assessment receives a one page snapshot report that presents key findings and trends in a condensed format This report presents the results for Arkansas 2013 student achievement in reading In 2013 the average score of twelfth grade students in Arkansas was 285 This was lower than the average score of 287 for public school students in the nation The average score for students in Arkansas in 2013 285 was higher than their average score in 2009 280 The score gap between higher performing students in Arkansas those at the 75th percentile and lower performing students those at the 25th percentile was 48 points in 2013 This performance gap was not significantly different from that in 2009 50 points The percentage of students in Arkansas who performed at or above the NAEP Proficient level was 33 percent in 2013 This percentage was greater than that in 2009 29 percent The percentage of students in Arkansas who performed at or above the NAEP Basic level was 72 percent in 2013 This percentage was greater than that in 2009 68 percent Access the complete 2013 results from the twelfth grade pilot program in reading and mathematics via the online Nation s Report Card [http://nationsreportcard.gov/reading\\_math\\_g12\\_2013](http://nationsreportcard.gov/reading_math_g12_2013) student progress *The Nation's Report Card Reading 2013 State Snapshot Report. Virginia. Grade 4, Public Schools* National Center for Education Statistics (ED),2013 Results from the 2013 NAEP assessments show fourth and eighth graders making progress in mathematics and reading Nationally representative samples of more than 376 000 fourth graders and 341 000 eighth graders were assessed in either mathematics or reading in 2013 Results are reported for public and private school students in the nation and for public school students in all 50 states the District of Columbia and Department of Defense schools This snapshot report covers the overall results achievement level percentages and average score results comparison of the average scores in 2013 to other states jurisdictions average scores for state jurisdiction and nation public results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in Virginia was 229 This was higher than the average score of 221 for public school students in the nation The average score for students in Virginia in 2013 229 was not significantly different from their average score in 2011 226 and was higher than their average score in 1992 221 The score gap between higher performing students in Virginia those at the 75th percentile and lower performing students those at the 25th percentile was 47 points in 2013 This performance gap was not significantly different from that in 1992 44 points The percentage of students in Virginia who performed at or above the NAEP Proficient level was 43 percent in 2013 This percentage was not significantly different from that in 2011 39 percent and was greater than that in 1992 31 percent The percentage of students in Virginia who performed at or above the NAEP Basic level was 74

percent in 2013 This percentage was not significantly different from that in 2011 72 percent and was greater than that in 1992 67 percent For the main report The Nation's Report Card A First Look 2013 Mathematics and Reading National Assessment of Educational Progress at Grades 4 and 8 NCES 2014 451 see ED544347 **The Nation's Report Card Reading 2013 State Snapshot Report. Arkansas. Grade 4, Public Schools** National Center for Education Statistics (ED),2013 Results from the 2013 NAEP assessments show fourth and eighth graders making progress in mathematics and reading Nationally representative samples of more than 376 000 fourth graders and 341 000 eighth graders were assessed in either mathematics or reading in 2013 Results are reported for public and private school students in the nation and for public school students in all 50 states the District of Columbia and Department of Defense schools This snapshot report covers the overall results achievement level percentages and average score results comparison of the average scores in 2013 to other states jurisdictions average scores for state jurisdiction and nation public results for student groups in 2013 and score gaps for student groups In 2013 the average score of fourth grade students in Arkansas was 219 This was lower than the average score of 221 for public school students in the nation The average score for students in Arkansas in 2013 219 was not significantly different from their average score in 2011 217 and was higher than their average score in 1992 211 The score gap between higher performing students in Arkansas those at the 75th percentile and lower performing students those at the 25th percentile was 46 points in 2013 This performance gap was not significantly different from that in 1992 48 points The percentage of students in Arkansas who performed at or above the NAEP Proficient level was 32 percent in 2013 This percentage was not significantly different from that in 2011 30 percent and was greater than that in 1992 23 percent The percentage of students in Arkansas who performed at or above the NAEP Basic level was 66 percent in 2013 This percentage was not significantly different from that in 2011 63 percent and was greater than that in 1992 56 percent For the main report The Nation's Report Card A First Look 2013 Mathematics and Reading National Assessment of Educational Progress at Grades 4 and 8 NCES 2014 451 see ED544347

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