

# PRE-FILLED STANDARDS SPACE FOR NOTES AND COMMENTS

Grade Level: \_\_\_\_\_  
 No. of observations: \_\_\_\_\_

STANDARDS	1	2	3	4
RF.1 RF.2				
RF.3				
RF.3.C				
RF.3.G				
RF.4				
RI.1 - RI.3 R.L.1				
RI.5 RI.6				
RI.10				
RI.2				
RI.3				
RI.5				
W.1				

**READING**

- Understand features of print, spoken words, syllables & sounds
- Know and apply grade level word analysis in decoding words
- Know final -e e common vowel teams for long vowel sounds
- Recognize and read irregularly spelled words
- Read with accuracy and fluency to support comprehension
- Identify, ask and answer questions about the main topic and key details of a text.
- Know and use various text features (table of contents, glossary)
- Read informational texts appropriate for Grade 1
- Retell stories and demonstrate understanding of the message
- Describe characters, setting and major events using key details
- Explain differences between text type (stories, information)

**WRITING**

- Write an opinion piece with an introduction, opinion, reason and conclusion.
- Write informative text with a topic, facts and conclusion
- Write sequenced events in the correct order

**FIRST GRADE REPORT CARD** →

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

MUSIC	1	2	3	4	PHYSICAL EDUCATION	1	2	3	4
Participate in music activities					Demonstrating age appropriate skills				
Participate in physical education activities					Demonstrating age appropriate skills				

**ATTITUDE & BEHAVIOR**

1	2	3	4

**RECOMMENDATIONS**

Teacher Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

**4 DIFFERENT COLORS +  
GREY & B&W**

# Common Core Aligned Report Card Template

**Timothy Brophy**



## **Common Core Aligned Report Card Template:**

*Success in School and Career* Andrea M. Nelson-Royes, 2013-12-16 *Success in School and Career* Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants **Beyond Core Expectations** Maria G. Dove, Andrea Honigsfeld, Audrey Cohan, 2014-05-20 Create a schoolwide foundation to ensure academic success for ALL students This useful guide supports the needs of culturally linguistically and academically diverse learners and demonstrates how a shared vision can increase student engagement and ensure that not so common learners benefit from academic rigor Taking a system wide approach the authors offer educators a model arranged in six distinct yet complementary pathways to improve programs policies and practices for diverse learners This innovative framework includes Mapping and aligning an integrated curriculum making the mainstream curricula accessible for all learners Collaborative planning and assessment pooling intelligence so the whole is greater than the sum of its parts Teaching students explicit learning strategies empowering students by increasing student led learning Promoting disciplinary literacy providing all students with access to pertinent academic language learning Featuring helpful tables that outline key concepts and real life vignettes from schools that have successfully applied the principles this book unlocks success for all students Dove Honigsfeld and Cohan recognize the urgent need for practices to change on a schoolwide basis so that diverse learners can be positioned to succeed with the Common Core This book outlines inclusive practices so that all students are included in these important conversations Diane Staehr Fenner President DSF Consulting In *Beyond Core Expectations* the authors present a coherent framework for schoolwide instructional inclusiveness This book is an essential guide for educators with a vision for true college and career readiness for ALL students driven by sound curriculum instruction and assessment practices Cheryl H Champ Assistant Superintendent for Curriculum and Instruction Sewanhaka Central High School District Floral Park NY [Getting Started with Rigorous Curriculum Design](#) Larry Ainsworth, 2013 School districts are now successfully implementing the Rigorous Curriculum Design process to redesign their curricula to fulfill the promise of the Common Core and prepare students for success on the coming national assessments Each chapter of *Getting Started With Rigorous Curriculum Design* will provide educators with collective wisdom insights and ideas to enrich and expand understandings they may not have yet come to on their own **Grading the Nation's Report Card** National Research Council, Commission on Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on the Evaluation of National and State Assessments of Educational Progress, 1999-01-23 Since the late 1960s the National Assessment of Educational Progress NAEP the nation's report card has been the only continuing measure of student

achievement in key subject areas Increasingly educators and policymakers have expected NAEP to serve as a lever for education reform and many other purposes beyond its original role Grading the Nation s Report Card examines ways NAEP can be strengthened to provide more informative portrayals of student achievement and the school and system factors that influence it The committee offers specific recommendations and strategies for improving NAEP s effectiveness and utility including Linking achievement data to other education indicators Streamlining data collection and other aspects of its design Including students with disabilities and English language learners Revamping the process by which achievement levels are set The book explores how to improve NAEP framework documents which identify knowledge and skills to be assessed with a clearer eye toward the inferences that will be drawn from the results What should the nation expect from NAEP What should NAEP do to meet these expectations This book provides a blueprint for a new paradigm important to education policymakers professors and students as well as school administrators and teachers and education advocates **Effective Grading**

**Practices for Secondary Teachers** Dave Nagel,2015-03-04 Enact innovative grading systems that more accurately describe student progress This book challenges traditional grading practices and provides alternatives that can have direct impact on student success By making subtle shifts toward standards based grading systems schools can reduce unnecessary course failures provide students and their families a more accurate picture of current progress and increase opportunities for success The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt Among the many strengths of this book are Practical application of existing research and evidence base for effective secondary grading reforms A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices Informative and pragmatic this book is spot on with analysis of this elephant in the room issue Nagel uses both empathy and humor in getting to the heart of a process to generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation He provides ready made strategies for real impactful change I m left hopeful that feedback will rule the day Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to secondary improvement and alignment through grading practices His tried and true methods through working with real districts provides a starting place and examples for others to follow A must read for anyone serious about ensuring student engagement through meaningful feedback Debra K Howe Superintendent Tri Creek School Corporation *Inside Education* Stephen O'Brien,2015-12-22 To learn more about learning what it is and how it works it is necessary to look inside education Inside Education takes the reader on a journey of four live education projects the first all Irish speaking mixed gendered multi faith primary school in

the Republic of Ireland ideally suited to exploring learning identity an alternative post primary school for those who leave or are left behind by the formal education system also based in the Republic of Ireland and ideally suited to exploring personal learning an early college school that enables students to simultaneously sit their high school diploma and college exams based in Queens New York and ideally suited to exploring learning success and an adult education training centre that works with landless movement members based in Brazil and ideally suited to exploring learning power Using a critical ethnography approach each research narrative naturally unfolds enfolds to tell a more complete learning story All those interested in education are primed readers By re viewing their own learning outlook they may begin to advance deeper critical ideas and debates in education They may come to re represent education reminding public consciousness of its human stories as well as its curious intricate and powerful qualities And they may re discover other roads to raise a scholar Teachers educational researchers parents and guardians will be particularly interested readers Inside Education is a thought provoking challenging and revealing journey inside the world of education and learning Its exploration of school and classroom practices in a range of different settings provides important insights into how we learn a central aspect of our education system which remains overlooked and understudied In doing so it lays down a challenge to policy makers and educators everywhere to think differently about the way we learn and ultimately help students fulfil their real potential Carl O Brien Chief Reporter for The Irish Times Inside Education is a stunning example of passionate scholarship that nonetheless refuses a redemptionist stance The ethnography captures people and contexts and draws the reader into the four sites of learning in fluent and lyrical prose This is facilitated by the extensive use of research notes deploying historical comparative literary artistic and scholarly sources Denis O Sullivan Emeritus Professor of Education University College Cork Ireland

**The**  
**^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy,2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music

*Rethinking Teacher Supervision and Evaluation* Kim Marshall,2013-03-28 Teacher supervision and evaluation that emphasizes fairness excellence and achievement In this thoroughly revised and updated edition of his bestselling book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher s performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Revised edition of the classic book on teacher supervision and evaluation Includes thoughts on iPad and iPhone aps for classroom observation Offers new chart on how principals can manage ten mini observations per teacher per year Contains new thoughts on merit pay a different approach to the test score argument from Arne Duncan This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

**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 **Leadership** ,2003 Proceedings of the ASME Design Engineering Division ... ,2004 **Resources in Education** ,1997 Florida School Laws Florida,2011 Middle School Journal ,1990 Government Reports Announcements & Index ,1989 **Health Care Technology** ,2003 School Business Affairs ,2001 Principles and Practice of Hospital Medicine, Second Edition Sylvia C. McKean,John J. Ross,Daniel D. Dressler,Danielle Scheurer,2016-10-22 The leading textbook of hospital medicine completely updated to reflect today s challenges A Doody s Core Title for 2021 Since its publication in 2012 Principles and Practice of Hospital Medicine Second Edition has become the field s premier resource Comprehensive authoritative and practical this landmark text provides a solid grounding in clinical organizational and administrative areas central to the practice of hospital medicine The Second Edition has been completely updated to reflect the evolving practice responsibilities of hospitalists Examples include value based medicine expanded surgical content bedside clinical reasoning and a new segment devoted to rehabilitation and skilled nursing care This edition also features a more accessible and streamlined full color design enriched by more than 600 illustrations Each clinical chapter opens with boxed Key Clinical Questions that are addressed in the text and summarized in hundreds of tables Case studies demonstrate how to apply this information specifically to the management of hospitalized patients Representing the expertise of more than two hundred renowned contributors Principles and Practice of Hospital Medicine Second Edition is logically divided into six sections The Specialty of Hospital Medicine and

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Diagnostic Testing and Procedures Clinical Conditions in the Inpatient Setting Principles and Practice of Hospital Medicine  
Second Edition is essential reading for clinicians who strive to optimize inpatient care and sharpen their leadership skills

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