

report card comments for english language learners

report card comments for english language learners are essential tools that help teachers communicate student progress, strengths, and areas for improvement. Creating effective report card comments for English language learners (ELLs) requires a thoughtful approach, considering language proficiency, academic achievement, and individual growth. This article explores practical strategies for writing impactful report card comments tailored to ELLs, offers examples for various skill levels, and addresses challenges teachers may face. Readers will discover tips to maintain positivity, encourage growth, and provide actionable feedback for students and families. The guidance provided is designed to support educators in fostering language development and academic success. If you are searching for comprehensive advice on delivering constructive report card feedback for English language learners, this article will guide you through best practices and expert recommendations.

- Understanding Report Card Comments for English Language Learners
- Key Principles for Writing Effective Comments
- Examples of Report Card Comments for ELLs
- Addressing Common Challenges
- Tips for Providing Actionable Feedback
- Encouraging Family Engagement
- Conclusion

Understanding Report Card Comments for English Language Learners

Report card comments for English language learners serve as a bridge between teachers, students, and families. Unlike standard report card feedback, comments for ELLs must recognize both language acquisition and academic achievement. These comments should highlight progress in English listening, speaking, reading, and writing, while acknowledging cultural backgrounds and individual learning journeys. Teachers must balance accuracy with encouragement, ensuring that feedback reflects genuine growth and areas requiring support. Effective report card comments foster motivation, build confidence, and promote ongoing language development for students at varying proficiency levels.

Key Principles for Writing Effective Comments

Crafting meaningful report card comments for English language learners requires attention to several guiding principles. Comments should be clear, specific, and supportive, focusing on language progress and academic skills. By integrating positive language and actionable suggestions, teachers help ELLs and their families understand achievements and set goals for future growth. Consider the following best practices to ensure comments are both informative and motivating.

Focus on Language Development and Academic Achievement

Comments should address students' proficiency in English alongside their content knowledge. Highlight improvements in vocabulary, grammar, comprehension, and participation. Recognize achievements in reading and writing tasks, oral communication, and listening skills. Acknowledge academic progress across subject areas, noting how language acquisition supports overall learning.

Use Clear and Accessible Language

Teachers should write comments using straightforward language to ensure families understand the feedback, regardless of their own English proficiency. Avoid jargon and complex sentences. Where possible, use examples to illustrate strengths and areas for growth, making the feedback relatable and actionable.

Maintain a Positive and Constructive Tone

Positive feedback encourages students and reassures families. Constructive suggestions for improvement should be framed supportively, emphasizing effort and potential. Balance praise with guidance to motivate learners and reinforce that progress is possible.

Examples of Report Card Comments for ELLs

Providing specific examples of report card comments for English language learners helps teachers communicate effectively. Comments should be tailored to individual student needs, reflecting language proficiency and academic performance. Below are sample comments categorized by skill level.

Beginning English Language Learner

- "Shows enthusiasm in learning new English vocabulary and phrases."
- "Participates actively in classroom activities, demonstrating progress in listening comprehension."
- "Is developing confidence in speaking English with peers and teachers."
- "Benefits from visual aids and gestures to support understanding."
- "Continues to improve in following simple instructions in English."

Intermediate English Language Learner

- "Demonstrates steady growth in reading and understanding grade-level texts."
- "Expresses ideas using an expanding range of English vocabulary."
- "Works well in group discussions, practicing effective communication skills."
- "Shows progress in writing complete sentences and organizing thoughts."
- "Actively seeks clarification when unsure, supporting language development."

Advanced English Language Learner

- "Exhibits strong reading comprehension and analytical skills in English."
- "Writes detailed responses, incorporating complex sentence structures."
- "Engages in class debates and presentations with confidence."
- "Consistently applies advanced vocabulary in written and oral assignments."
- "Demonstrates leadership in collaborative projects, using English effectively."

Addressing Common Challenges

Teachers often encounter challenges when writing report card comments for English language learners. These include varying proficiency levels, limited assessment data, and cultural differences. Overcoming these obstacles requires flexibility, sensitivity, and collaboration with language specialists. Teachers should seek to understand each learner's background, utilize multiple assessment methods, and consult with colleagues to gain a holistic view of progress. Addressing challenges transparently in report card comments builds trust and sets realistic expectations for ongoing improvement.

Tips for Providing Actionable Feedback

Actionable feedback helps English language learners and their families understand next steps for academic and language growth. Effective comments guide students toward measurable goals and reinforce strategies for success. Consider the following tips when providing feedback:

1. Set specific language and academic goals (e.g., "Practice reading aloud to improve pronunciation").
2. Identify resources or classroom supports (e.g., "Utilizes graphic organizers to strengthen writing skills").
3. Encourage participation in language-rich activities (e.g., "Engage in conversations with classmates to build fluency").
4. Highlight improvements and effort, regardless of proficiency level.
5. Recommend home-based activities that families can support.

Encouraging Family Engagement

Family involvement is crucial to the success of English language learners. Report card comments should invite families to participate in their child's education, celebrate achievements, and support language development at home. Teachers can suggest practical activities such as reading together, practicing daily conversations, or exploring bilingual resources. Inviting families to school events and offering translated materials fosters a collaborative approach. Effective communication through report card comments strengthens home-school partnerships and empowers families to contribute to student success.

Conclusion

Writing effective report card comments for English language learners is an essential

responsibility for educators. By focusing on language development, academic achievement, and actionable feedback, teachers support student growth and engagement. Sample comments, practical tips, and strategies for overcoming challenges help educators deliver meaningful feedback that builds confidence and encourages lifelong learning. Thoughtful report card comments ensure that English language learners feel valued, motivated, and prepared for future academic success.

Q: What are some examples of positive report card comments for beginning English language learners?

A: Positive comments for beginning ELLs include "Shows enthusiasm in learning new English words," "Actively participates in classroom activities," and "Is developing confidence in speaking English with peers and teachers."

Q: How can teachers make report card comments more actionable for English language learners?

A: Teachers can make comments actionable by setting specific goals, recommending resources, encouraging participation in language-rich activities, and suggesting home-based practices that families can support.

Q: What should teachers avoid when writing report card comments for ELL students?

A: Teachers should avoid using complex language, jargon, or overly negative feedback. Comments should be clear, specific, and supportive to ensure families understand and students feel motivated.

Q: How can report card comments for ELLs support family engagement?

A: Comments can invite families to participate in their child's education, suggest practical activities for language development at home, and encourage attendance at school events or use of bilingual resources.

Q: What challenges do teachers face when writing report card comments for English language learners?

A: Teachers may encounter varying proficiency levels, limited assessment data, and cultural differences. Overcoming these challenges involves flexibility, sensitivity, and collaboration with language specialists.

Q: Why is it important to highlight both academic and language progress in report card comments for ELLs?

A: Highlighting both academic and language progress provides a comprehensive view of the student's development, recognizing achievements in content areas and English proficiency.

Q: How can teachers address areas for improvement in ELL report card comments without discouraging students?

A: Teachers can frame suggestions positively, focus on effort and potential, and provide clear, achievable goals to maintain encouragement and motivation.

Q: Are there specific strategies for writing report card comments for advanced English language learners?

A: For advanced ELLs, comments should recognize complex language skills, analytical abilities, leadership in group activities, and encourage continued growth in academic and communication skills.

Q: How can teachers assess English language learners for report card comments?

A: Teachers can use multiple assessment methods, including observations, language proficiency tests, classroom participation, and collaboration with ESL specialists for a holistic view.

Q: What role do cultural backgrounds play in writing report card comments for ELLs?

A: Understanding cultural backgrounds helps teachers provide sensitive, relevant feedback and fosters a supportive environment for both students and families.

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Report Card Comments for English Language Learners: A Guide for Educators

Introduction:

Crafting effective report card comments for English language learners (ELLs) is a crucial task for educators. It's not just about assessing their English proficiency; it's about acknowledging their progress, highlighting strengths, and providing constructive feedback that fosters growth and encourages continued learning. This comprehensive guide offers a range of insightful comments categorized by skill level, allowing you to tailor your feedback for each individual student and create reports that are both informative and motivating. We'll move beyond generic statements to provide specific examples that accurately reflect the unique challenges and successes of ELLs.

H2: Understanding the Unique Needs of ELLs

Before diving into specific comments, it's essential to understand the diverse learning journeys of ELLs. These students come from varied linguistic backgrounds, possess different levels of prior schooling, and may be facing cultural adjustments alongside learning a new language. Therefore, your comments need to be sensitive, culturally aware, and avoid making assumptions about their abilities based solely on their English proficiency. A holistic approach, considering their overall progress in all subjects, not just English, provides a more accurate picture of their academic journey.

H2: Positive and Encouraging Comments for ELLs

Positive reinforcement is crucial for building confidence and motivation. Here are some examples of positive comments you can adapt and personalize:

Beginner Level: "Shows enthusiasm for learning English and participates actively in class." "Is making steady progress in understanding basic vocabulary and sentence structures." "Demonstrates a willingness to try new things and is improving communication skills."

Intermediate Level: "Is developing fluency in speaking and understanding English." "Successfully uses a wider range of vocabulary in both written and spoken assignments." "Actively participates in discussions and contributes valuable insights." "Shows a good grasp of grammar rules and is applying them consistently."

Advanced Level: "Is able to express complex ideas clearly and effectively in English." "Writes well-organized and grammatically correct essays." "Demonstrates a strong understanding of English literature and its nuances." "Is a valuable contributor to classroom discussions and group projects."

H2: Constructive Feedback and Areas for Improvement

While celebrating successes is vital, constructive feedback is equally important for growth. Focus on specific areas for improvement, offering actionable suggestions rather than vague criticisms.

Focus on Specific Skills: Instead of "Needs to improve writing," try "Could benefit from practicing

sentence structure and expanding vocabulary." Instead of "Struggles with reading comprehension," try "With additional support in decoding unfamiliar words, comprehension will improve." Suggest Strategies: "Would benefit from utilizing online resources like [website/app] to practice English vocabulary." "Could enhance speaking skills by participating in more conversational activities." "Regular reading of age-appropriate books will help improve comprehension skills." Highlight Effort and Progress: Even when addressing areas needing improvement, acknowledge effort and progress: "Is working diligently to improve grammar, and is showing progress in sentence construction."

H3: Addressing Specific Challenges

Pronunciation: "Is making good progress in pronunciation; continued practice with tongue twisters and focused listening exercises will further enhance this skill."

Vocabulary: "While vocabulary is expanding, focused study on academic vocabulary would enhance written and oral communication."

Grammar: "Shows a developing understanding of grammar rules; consistent practice with grammar exercises will solidify this knowledge."

Reading Comprehension: "With continued practice and strategic reading techniques, comprehension skills will strengthen significantly."

Writing Skills: "Is developing organizational skills in writing; using graphic organizers may aid in structuring essays effectively."

H2: Incorporating Cultural Sensitivity

Remember that each student's background significantly impacts their learning experience. Avoid making generalizations or comparisons to other students. Show respect for their culture and linguistic heritage by acknowledging their strengths and challenges within that context.

H2: Collaboration with Parents/Guardians

Report card comments provide an excellent opportunity for communication with parents/guardians. Include specific suggestions for how they can support their child's language acquisition at home. This might include recommending specific resources, engaging in activities that promote language learning, or simply encouraging reading and conversation in English.

Conclusion:

Writing effective report card comments for ELLs requires careful consideration of their individual needs, strengths, and challenges. By using positive reinforcement, providing constructive feedback, and demonstrating cultural sensitivity, educators can create reports that celebrate progress, offer valuable guidance, and motivate students to continue their language learning journey. Remember, your comments play a crucial role in shaping their confidence and future academic success.

FAQs:

1. How can I assess the progress of a non-literate ELL student? Focus on observable behaviors like

participation, communication attempts, and response to visual aids. Use alternative assessment methods like oral presentations or drawings.

2. What if an ELL student consistently scores poorly on tests? Don't solely focus on test scores. Consider their overall participation, effort, and progress in other areas. Highlight improvement even in small increments.

3. How can I ensure my comments are culturally sensitive? Research the student's background and avoid making assumptions. Focus on observable behaviors and avoid generalizations. Consult with colleagues who have experience working with diverse student populations.

4. How often should I provide feedback to ELL students? Frequent, smaller-scale feedback is often more beneficial than infrequent, large-scale assessments. Consider incorporating informal feedback into daily classroom interactions.

5. What resources can help me write better report card comments for ELLs? Look for online resources and professional development opportunities focusing on second language acquisition and assessment. Collaborate with colleagues and seek feedback on your comments.

report card comments for english language learners: Writing Effective Report Card Comments Kathy Dickinson 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.

report card comments for english language learners: How to Give Effective Feedback to Your Students, Second Edition Susan M. Brookhart, 2017-03-10 Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades. In this updated and expanded second edition of her best-selling book, Susan M. Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher, and (3) does the student use the feedback to extend learning? In this comprehensive guide for teachers at all levels, you will find information on every aspect of feedback, including • Strategies to uplift and encourage students to persevere in their work. • How to formulate and deliver feedback that both assesses learning and extends instruction. • When and how to use oral, written, and visual as well as individual, group, or whole-class feedback. • A concise and updated overview of the research findings on feedback and how they apply to today's classrooms. In addition, the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students, and English language learners. The vast majority of students will respond positively to feedback that shows you care about them and their learning. Whether you teach young students or teens, this book is an invaluable resource for guaranteeing that the feedback you give students is engaging, informative, and, above all, effective.

report card comments for english language learners: Teachers' Messages for Report Cards Marie McDonald, 1971

report card comments for english language learners: Strategies That Work Stephanie Harvey, Anne Goudvis, 2017 In this new edition of their groundbreaking book *Strategies That Work*, Stephanie Harvey and Anne Goudvis share the work and thinking they've done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. Thirty new lessons

and new and revised chapters shine a light on children's thinking, curiosity, and questions. Steph and Anne tackle close reading, close listening, text complexity, and critical thinking in a new chapter on building knowledge through thinking-intensive reading and learning. Other fully revised chapters focus on digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum. The new edition is organized around three sections: Part I provides readers with a solid introduction to reading comprehension instruction, including the principles that guide practice, suggestions for text selection, and a review of recent research that underlies comprehension instruction. Part II contains lessons to put these principles into practice for all areas of reading comprehension. Part III shows you how to integrate comprehension instruction across the curriculum and the school day, particularly in science and social studies. Updated bibliographies, including the popular Great Books for Teaching Content, are accessible online. Since the first publication of *Strategies That Work*, more than a million teachers have benefited from Steph and Anne's practical advice on creating classrooms that are incubators for deep thought. This third edition is a must-have resource for a generation of new teachers--and a welcome refresher for those with dog-eared copies of this timeless guide to teaching comprehension.

report card comments for english language learners: Engaging English Learners

Through Access to Standards Shelley Fairbairn, Stephaney Jones-Vo, 2015-07-16 Use this six-part strategy for measurable, cross-curricular EL achievement! Expert research, instructive tables and templates, essays, and real-life stories illuminate best practices for cross-curricular, standards-based instruction that gets results. Using the authors' six-part ENGAGE Model, you'll learn to: Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL-specific data Align standards-based assessments and grading to ELs' linguistic and content development Ground standards-based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide for measurable EL progress!

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Learners Seth Aldrich, 2010-10 This book provides guidance for educators (teachers, support staff, school administrators and instructors in schools of education) to assess, understand and address the needs of English language learners within the context of the Response to Intervention process. This book empowers general and special educators, as well as support staff, to take on important roles and activities without necessarily having to speak the student's native language.

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Ann Morgan, 2019-01-09 Teaching English Language Learners is a handbook for elementary staff who work with English Language Learners, but who don't have specialized training in English language acquisition. The book is a handy reference that describes all stages of learning English, and how home language and culture affect English Language Learners in school. It provides a thorough picture of English Language Learners by describing English language levels, adjustment

behaviors, family interactions and expectations, non-academic areas of need, and how to discern whether or not student difficulties are language based. It also offers practical strategies for teaching writing and describes general Project Based Learning activities appropriate for both large and small groups. The book supports classroom teachers, para-educators, volunteers, teachers in training, specialists and other adults working with elementary English Language Learners.

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Stevan Krajncan, 2009-03-23 Interactive CD included makes it possible for you to type information directly on the forms, save and/or print the file, modify information, and access it with ease.

report card comments for english language learners: Learners Without Borders

Yong Zhao, 2021-06-30 The future of education centers empowered students in a global learning ecosystem. Despite decades of reform, the traditional borders of education—graduation, curriculum, classrooms, schools—have failed to deliver on the goals of excellence and equity. Despite massive societal changes, education remains controlled by an old mindset. It is time to change that limiting mindset and, more importantly, the ineffective practices in education. To truly serve all learners, future classrooms must remove the boundaries of learning and become student-centered, culturally responsive, and personalized—supportive and equitable environments where each student can direct their own learning and seek multiple pathways to skills and knowledge in a global learning ecosystem. This compelling call for transformative change offers all involved in education Evidence-based arguments that reveal the need to break the traditional borders that limit learning Strategies to personalize learning and remove the confinement of traditional pathways Examples from around the world to create equitable and student-centric learning environments Resources for creating a school learning environment that expands opportunities for personalized learning into the global learning ecosystem It is time to now imagine a different kind of learning, without borders, and to begin the shifts in practice that will result in personalized learning for all students.

report card comments for english language learners: Fluent Forever

Gabriel Wyner, 2014-08-05 NATIONAL BESTSELLER • For anyone who wants to learn a foreign language, this is the method that will finally make the words stick. “A brilliant and thoroughly modern guide to learning new languages.”—Gary Marcus, cognitive psychologist and author of the New York Times bestseller *Guitar Zero* At thirty years old, Gabriel Wyner speaks six languages fluently. He didn’t learn them in school—who does? Rather, he learned them in the past few years, working on his own and practicing on the subway, using simple techniques and free online resources—and here he wants to show others what he’s discovered. Starting with pronunciation, you’ll learn how to rewire your ears and turn foreign sounds into familiar sounds. You’ll retrain your tongue to produce those sounds accurately, using tricks from opera singers and actors. Next, you’ll begin to tackle words, and connect sounds and spellings to imagery rather than translations, which will enable you to think in a foreign language. And with the help of sophisticated spaced-repetition techniques, you’ll be able to memorize hundreds of words a month in minutes every day. This is brain hacking at its most exciting, taking what we know about neuroscience and linguistics and using it to create the most efficient and enjoyable way to learn a foreign language in the spare minutes of your day.

report card comments for english language learners: Grading Exceptional and

Struggling Learners Lee Ann Jung, Thomas R. Guskey, 2011-09-29 A powerful model for helping struggling students succeed How can you ensure that you are grading your exceptional students fairly? Teachers receive very little guidance for grading students with disabilities, English learners, and those receiving services through a response-to-intervention (RTI) process. This practitioner-friendly book provides an effective framework for assigning grades that are accurate, meaningful, and legally defensible. The authors’ easy-to-follow, five-step standards-based inclusive grading model helps teachers: Determine appropriate expectations for each student Understand the differences between accommodations and modifications Grade based on modified expectations Communicate the meaning of grades to students and their families

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communicate important student information through report card comments. Positive and constructive thoughts and phrases for teachers to use are included.

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Heyck-Merlin, 2012-05-09 An essential guide for over-scheduled teachers Maia Heyck-Merlin helps teachers build the habits, customize the tools, and create space to become a Together Teacher. This practical resource shows teachers how to be effective and have a life! Author and educator Maia Heyck-Merlin explores the key habits of Together Teachers—how they plan ahead, organize work and their classrooms, and how they spend their limited free time. The end goal is always strong outcomes for their students. So what does Together, or Together Enough, look like? To some teachers it might mean neat filing systems. To others it might mean using time efficiently to get more done in fewer minutes. Regardless, Together Teachers all rely on the same skills. In six parts, the book clearly lays out these essential skills. Heyck-Merlin walks the reader through how to establish simple yet successful organizational systems. There are concrete steps that every teacher can implement to achieve greater stability and success in their classrooms and in their lives. Contains templates and tutorials to create and customize a personal organizational system and includes a companion website: www.thetogetherteacher.com Recommends various electronic or online tools to make a teacher's school day (and life!) more efficient and productive Includes a Reader's Guide, a great professional development resource; teachers will answer reflection questions, make notes about habits, and select tools that best match individual needs and preferences Ebook customers can access CD contents online. Refer to the section in the Table of Contents labeled, Download CD/DVD Content, for detailed instructions.

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report card comments for english language learners: Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education Jeff Bale, Shakina Rajendram, Katie Brubacher, Mama Adobea Nii Owoo, Jennifer Burton, Wales Wong, Yiran Zhang, Elizabeth Jean Larson, Antoinette Gagné, Julie Kerekes, 2023-09-12 This book details a three-year, multi-stranded study of teacher education programs that prepare future teachers to work with multilingual learners. The book examines how racism and linguisticism collaborate to shape the conditions under which teacher candidates learn how to teach. The analysis traces dynamic shifts in thinking and practice as participants reflected on their personal, professional and academic experiences in relation to formal curriculum and assessment policies to interpret what it means to work with multilingual learners in the classroom. The book offers guiding principles – above all, learning from multilingual learners, not only about them – and presents a suite of teacher-education practices to disrupt the interplay of language and race that so deeply shapes teacher-candidate learning about multilingual learners.

report card comments for english language learners: *Collaboration and Co-Teaching*

Andrea Honigsfeld, Maria G. Dove, 2010-08-10 Help ELLs achieve success with an integrated, collaborative program! Teacher collaboration and co-teaching are proven strategies for helping students with diverse needs achieve academically. Now this practical resource provides a step-by-step guide to making collaboration and co-teaching work for general education teachers and English as a second language (ESL) specialists to better serve the needs of English language learners (ELLs). The authors address the fundamental questions of collaboration and co-teaching, examine how a collaborative program helps ELLs learn content while meeting English language development goals, and offer information on school leaders' roles in facilitating collaboration schoolwide. Featuring six in-depth case studies, this guide helps educators: Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations, from informal planning and collaboration to a fully developed co-teaching partnership Use templates, planning guides, and other practical tools to put collaboration into practice Evaluate the strategies' success using the guidelines, self-assessments, and questionnaires

included Collaboration and Co-Teaching helps ESL, ELL, and general education teachers combine their expertise to provide better support for their ELLs!

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report card comments for english language learners: Fair Isn't Always Equal Rick Wormeli, 2006 Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? What's both fair and leads to real student learning? Fair Isn't Always Equal answers that question and much more. Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes. Filled with real examples and gray areas that middle and high school educators will easily recognize, Rick tackles important and sometimes controversial assessment and grading issues constructively. The book covers high-level concepts, ranging from rationale for differentiating assessment and grading to understanding mastery as well as the nitty-gritty details of grading and assessment, such as: whether to incorporate effort, attendance, and behavior into academic grades; whether to grade homework; setting up grade books and report cards to reflect differentiated practices; principles of successful assessment; how to create useful and fair test questions, including how to grade such prompts efficiently; whether to allow students to re-do assessments for full credit. This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms.

report card comments for english language learners: Reaching Out to Latino Families of English Language Learners David Campos, Rocio Delgado, Mary Esther Soto Huerta, 2011-07-15 How can teachers of Latino English language learners actively engage their students' families in helping ELLs succeed in school? In this powerful book, David Campos, Rocio Delgado, and Mary Esther Soto Huerta provide guidance and resources to help teachers communicate and collaborate with the families of Latino ELLs. Reaching Out to Latino Families of English Language Learners includes practical tips and tools, including reproducible form letters in English and Spanish, that can help teachers solicit valuable information about students from their families, extend families' knowledge of how U.S. schools operate, and provide families with ideas for helping students with their schoolwork at home. In addition, the authors * Offer information on aspects of Latino culture relevant to student learning; * Provide lists of websites and books on Latino culture and of Latino-themed children's books for use with students; and * Outline a framework that educators can use to create a campus task force for engaging Latino families in student learning. The more families of Latino ELLs learn about the curriculum, policies, and procedures of their children's schools, the more comfortable they will be collaborating with teachers. Likewise, the more educators learn about their students' backgrounds, the better able they will be to help them in the classroom. This complete resource will enable educators to work diligently and harmoniously with students' families in the service of what really matters: the academic success of Latino students.

report card comments for english language learners: HowExpert Guide to Study Skills HowExpert, Sarah Fantinel, 2021-05-20 If you want to learn how to study effectively, improve your grades, and become a better student, then check out HowExpert Guide to Study Skills. Students are under more pressure than ever to perform well in the classroom, write flawless papers, and excel during testing. Sadly, many students struggle in school because they do not know how to succeed in the academic environment. This book seeks to give students the tools they need to succeed. Written by an experienced tutor, this book examines 101 lessons every student needs to be successful.

Academic success is not just about taking the right classes; it's also about using the right skills and structures to organize and streamline your learning process. This book examines every aspect of student life, taking you from the beginning of the class through your final special projects. Students are encouraged to get a planner and are taught how to use it to increase their productivity and success significantly. They are also taught how to take an active part in their education with lessons on the T-zone in classrooms and on nine study skills proven effective through experience. Readers are then taught how to write and speak effectively by managing their information and organizational structures, and they learn key test-taking strategies and tips for managing test anxiety. This book delves into the specifics that every student needs to succeed in their academic ventures, giving them the tools and the support they need to be truly successful. Check out HowExpert Guide to Study Skills now! About the Expert Sarah Fantinel has been a tutor of all ages for five years. She enjoys helping students discover their academic potential and has helped many students improve their grades and pass various standardized tests, including the ACT and the teacher test. Sarah first started tutoring in college because she wanted to help her peers be successful, and tutoring has allowed her to celebrate the little victories of life with her students. Holding degrees in both English and Humanities, Sarah currently lives in Arkansas with her dog and sixteen-year-old cat. When she is not writing or tutoring students, Sarah likes to take walks and explore new burger restaurants. HowExpert publishes quick 'how to' guides on all topics from A to Z by everyday experts.

report card comments for english language learners: Multicultural Education James A. Banks, Cherry A. McGee Banks, 2019-11-12 As diversity continues to increase in the United States, ethnic, cultural, social-class, and linguistic gaps are widening between teachers and their students. The rapidly changing educational landscape presents unique challenges and opportunities for addressing diversity both creatively and constructively in schools. Multicultural Education helps current and future educators fully understand sophisticated concepts of culture; become more effective practitioners in diverse classrooms; and view race, class, gender, social class, and exceptionality as intersectional concepts. Now in its tenth edition, this bestselling textbook assists educators to effectively respond to the ways race, social class, and gender interact to influence student behavior and learning. Contributions from leading authorities in multicultural education discuss the effects of class and religion on education; differences in educational opportunities for male, female, and LGBTQ students; and issues surrounding non-native English speakers, students of color, and students with disabilities. Contemporary in relevance, this timely volume promotes multicultural education as a process of school reform. Practical advice helps teachers increase student academic achievement, work effectively with parents, improve classroom assessment, and benefit from diversity.

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report card comments for english language learners: Elementary and Middle School Social Studies Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies. Pamela Farris's popular, reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge. The book is comprehensive and easy to understand—providing instruction sensitive to the needs of all elementary and middle school learners. • Creative concepts for teaching diverse learners • Strategies for incorporating the C3 Framework to enrich K-8 curriculum • Integration of inquiry skills with literacy and language arts skills • Multifaceted, meaningful activities emphasize problem-solving, decision making, and critical thinking • Myriad ideas for incorporating primary sources as well as technology • Annotated lists of children's literature at the end of each chapter • Multicultural focus throughout the broad coverage of history, geography, civics, and economics • NCSS Standards-Linked Lesson Plans; C3 Framework Plans, and Interdisciplinary/Thematic Units Social studies explores the variety and complexity of human experience. The book emphasizes the value of social studies in preparing students to become

valuable community members and to participate respectfully in a diverse society.

report card comments for english language learners: Designing Culturally Competent Programming for PK-20 Classrooms Sprott, Katherine, O'Connor Jr., Johnny R., Msengi, Clementine, 2020-08-14 In order to promote effective learning, individuals must feel fully appreciated within their own unique identities (i.e., ethnicities, language differences, socioeconomic status, gender, religions). Culturally competent educators employ practices that acknowledge and build on cultural diversity and that identify students themselves as resources and honors assets possessed within the context of the school community. Designing Culturally Competent Programming for PK-20 Classrooms is a comprehensive research publication that explores strategies and best practices for designing culturally competent curricula and serves as a courier for stakeholders fostering inclusive and forward-thinking opportunities in PK-20 classrooms. Highlighting a wide range of topics such as ethics, leadership, and organizational development, this book is ideal for educators, administrators, academicians, curriculum developers, instructional designers, researchers, and students.

report card comments for english language learners: Comic Books and Other Hooks: 21st Century Education Manfred J. von Vulte, 2013-12-27 21st Century education is at the cross-roads. It can continue to be defined by a narrow scope, benefiting the median student who can muster moments of brilliance assisted by the technology he or she so easily wields, or it can salvage what was deemed noble by tradition and merge them with the modernistic tools and educational innovations of the new century. Education has reached a point where its students and parents have either seen the limitations of the system and accepted them, or have forged some external responses to them. These retorts can be seen in the following manifestations: the rise of after-school athletics, where sports are now played that have been deemed too aggressive for school, the explosion of tutoring centres who are capitalizing on the fact that process has been a small part of the curriculum and rudimentary skills are overshadowed by what can be best described as educational pulp, and finally, the growth of the independent/private schools and home schooling, where total abdication from public systems has come to rest. Comic books, robotics, industrial arts, instrumental music, cooking, camping, fine art, and other genuine experiential initiatives need to be examined by today's schools. The empty promises of video games and their ethereal claim to genuine experience has produced a significant student body that is resigned to mediocrity, and virtual encounters that provide neither the authentic feeling of victory, nor the reviled sting of true defeat. Students are looking for the genuine, in their teachers, lessons, and activities. 21st Century education by comic book or by hook will rest in the power of professional dynamism and the authentic teaching of practice, process, and prolonged proficiency.

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report card comments for english language learners: Developing Reading and Writing in Second-language Learners Diane August, Timothy Shanahan, 2008 Reporting the findings of the National Literacy Panel on Language-Minority Children and Youth, this book concisely summarises what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment.

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report card comments for english language learners: *Affirming Language Diversity in Schools and Society* Pierre Orelus, 2014-01-10 Language is perhaps the most common issue that surfaces in debates over school reform, and plays a vital role in virtually everything we are involved. This edited volume explores linguistic apartheid, or the disappearance of certain languages through cultural genocide by dominant European colonizers and American neoconservative groups. These groups have historically imposed hegemonic languages, such as English and French, on colonized people at the expense of the native languages of the latter. The book traces this form of apartheid from the colonial era to the English-only movement in the United States, and proposes alternative ways to counter linguistic apartheid that minority groups and students have faced in schools and society at large. Contributors to this volume provide a historical overview of the way many languages labeled as inferior, minority, or simply savage have been attacked and pushed to the margins, discriminating against and attempting to silence the voice of those who spoke and continue to speak these languages. Further, they demonstrate the way and the extent to which such actions have affected the cultural life, learning process, identity, and the subjective and material conditions of linguistically and historically marginalized groups, including students.

report card comments for english language learners: *Classroom Assessment for Students in Special and General Education* Cathleen G. Spinelli, 2006 For courses in Assessment in Special Education. Written for future teachers and experienced educators, *Classroom Assessment for Students in Special and General Education*, second edition provides the skills needed

to effectively use assessment, particularly informal assessment, in understanding the needs of the whole student. The primary text on classroom assessment procedures is now revised with the latest in authentic, curriculum and performance-based assessment measures with direct connections to instruction, IEP development, and reporting to parents. The focus is on providing teachers with a variety of assessment procedures, the why, what and how of testing, directions on how to construct, administer, score, interpret, graph, monitor, write, and report assessment results.

report card comments for english language learners: *Classroom Assessment in Multiple Languages* Margo Gottlieb, 2021-01-02 What if multilingual learners had the freedom to interact in more than one language with their peers during classroom assessment? What if multilingual learners and their teachers in dual language settings had opportunities to use assessment data in multiple languages to make decisions? Just imagine the rich linguistic, academic, and cultural reservoirs we could tap as we determine what our multilingual learners know and can do. Thankfully, Margo Gottlieb is here to provide concrete and actionable guidance on how to create assessment systems that enable understanding of the whole student, not just that fraction of the student who is only visible as an English learner. With *Classroom Assessment in Multiple Languages* as your guide, you'll: Better understand the rationale for and evidence on the value and advantages of classroom assessment in multiple languages Add to your toolkit of classroom assessment practices in one or multiple languages Be more precise and effective in your assessment of multilingual learners by embedding assessment as, for, and of learning into your instructional repertoire Recognize how social-emotional, content, and language learning are all tied to classroom assessment Guide multilingual learners in having voice and choice in the assessment process Despite the urgent need, assessment for multilingual learners is generally tucked into a remote chapter, if touched upon at all in a book; the number of resources narrows even more when multiple languages are brought into play. Here at last is that single resource on how educators and multilingual learners can mutually value languages and cultures in instruction and assessment throughout the school day and over time. We encourage you to get started right away. "Margo Gottlieb has demonstrated why the field, particularly the field as it involves the teaching of multilingual learners, needs another assessment book, particularly a book like this. . . . *Classroom Assessment in Multiple Languages* quite likely could serve as a catalyst toward the beginning of an enlightened discourse around assessment that will benefit multilingual learners." ~Kathy Escamilla

report card comments for english language learners: *Bilingualism for All?* Nelson Flores, Amelia Tseng, Nicholas Subtirelu, 2020-12-16 It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti-racist spaces in public schools. In contrast, this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies. The book includes 11 chapters that adopt a range of methodological techniques (qualitative, quantitative and textual), disciplinary perspectives (linguistics, sociology and anthropology) and language foci (Spanish, Hebrew and Korean) to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge.

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report card comments for english language learners: *Language Across Disciplinary Boundaries* Miguel Mantero, Paul Chamness Miller, John L Watzke, 2022-01-01 The International Society for Language Studies (ISLS) inaugurates its first volume in the series *Readings in Language Studies* with *Language Across Disciplinary Boundaries*, a text that represents international perspectives on language and identity, critical pedagogy, language and power, perspectives on second language acquisition and teacher education. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and

emergent approaches to language studies.

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