By: STEVAN KRAJNJAN

Year:

# Teacher's BISTOS

### THIS BINDER BELONGS TO:

School: _		
Address:		
Tolophon	٥.	

**ISBN** 0-9689702-0-6

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# Class List

Class: \_\_\_\_\_

4.       5.       6.         7.       8.       9.         10.       11.       12.         13.       14.       15.         16.       17.       18.         19.       20.       21.         22.       23.       24.         26.       26.       9.	NAME	FORM	<b>*</b>	
3.       4.	1.			
4.       5.       6.         7.       8.       9.         10.       11.       12.         13.       14.       15.         16.       17.       18.         19.       20.       21.         22.       23.       24.         26.       26.       9.	2.			
5.       6.         7.       8.         9.       9.         10.       9.         11.       11.         12.       11.         13.       14.         15.       11.         16.       11.         17.       11.         18.       11.         19.       11.         20.       11.         21.       11.         22.       11.         23.       11.         24.       12.         25.       12.         26.       11.	3.			
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8.       9.         10.       10.         11.       12.         13.       14.         15.       16.         17.       18.         19.       19.         20.       19.         21.       22.         23.       24.         26.       10.         27.       10.         28.       10.         29.       10.         20.       10.         21.       22.         23.       24.         26.       10.	6.			
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13.       14.       14.       14.       15.       15.       15.       16.       16.       16.       17.       18.       17.       18.       18.       19.       1	11.			
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16.       17.         18.       19.         20.       19.         21.       19.         22.       19.         23.       19.         24.       19.         25.       19.         26.       19.         27.       19.         28.       19.         29.       19.         29.       19.         21.       19.         22.       19.         23.       19.         24.       19.         25.       19.         26.       19.	14.			
17.       18.       19.       1	15.			
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19.       9. <t< td=""><td>17.</td><td></td><td></td><td></td></t<>	17.			
20.  .	18.			
21.       22.         23.       3.         24.       3.         25.       3.         26.       3.	19.			
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23.       (24.       (25.       (26.	21.			
24.       25.       26.	22.			
25.       26.	23.			
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	25.			
77	26.			
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28.	28.			
29.	29.			
30.	30.			
31.	31.			
32.	32.			
33.	33.			
34.	34.			



# Class: HOMEWORK RECORD

Student Name	Homework:										



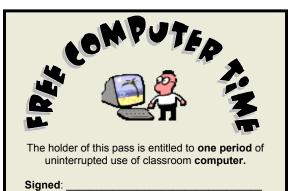
# Student/Teacher Contract

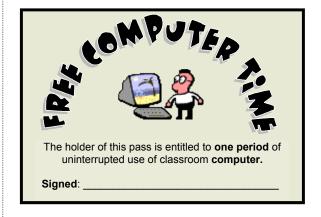
### THE CONTRACT

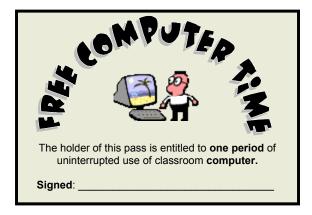
l,	, <b>agree</b> to perform the following tasks to the best
	guarantees that I will receive the following privileges/rewards if
I accomplish the above tasks:	
1	
2	
3.	
This contract is binding to both pa	arties for the <b>period</b> of to
	on the following date :
Date signed:	
Student Signature:	
Tanahar Signatura:	
Teacher Signature:	

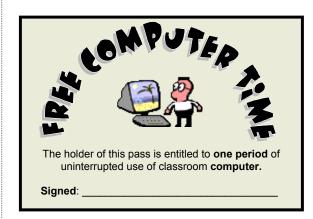


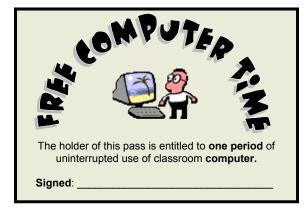


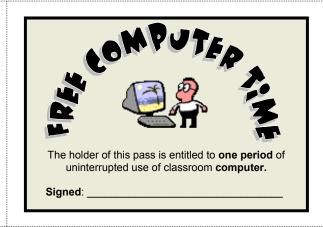


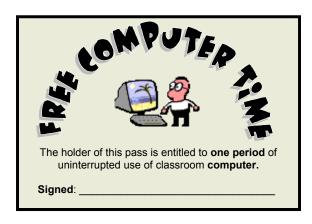


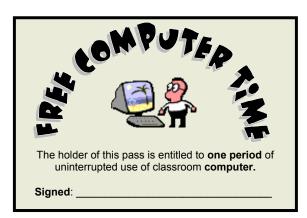
















Tracking Sheet

				Ī
Student Name				
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				-
				-
				_
				-
				-
				1



Parent	DATE	Comments

X

# book jot notes

Dook Jos	140120	ROOK 10.
OOK TITLE:		BOOK TITLE:
tart Date:		Start Date:
d Date:		End Date:
Vords to Look Up	):	Words to Look Up:
	<del></del>	
lotes:		Notes:
Character Names:		Character Names:
		i de la companya de

# PEER Editing FORM

Ask a **classmate** to read through what you have written, check off the box next to each question, and write a brief comment that will help improve your work. Underlining and changes are permitted if done in **pencil**.

	Peer Editor:	Date:						
	Author: Work Title:							
		Yes	No	Comment				
1.	Is there evidence of <b>prewriting</b> (brainstorm, plan)?							
2.	Are the title main words capitalized?							
3.	Does the title fit the work?							
4.	Are paragraphs used to organize information?							
5.	Is the introduction effective?							
6.	Is the main idea clear, with a sense of purpose?							
7.	Is information placed in logical order?							
8.	Is there enough supporting evidence?							
9.	Does the writer stay on topic?							
10.	Is the writing interesting?							
11.	Is the word choice appropriate?							
12.	Does each sentence begin with a capital letter?							
13.	Do all sentences end with a correct punctuation?							
14.	Is each sentence a complete thought?							
15.	Are there any <b>spelling errors</b> (underline please)?							
16.	Are there other words that should be <b>capitalized</b> ?							
17.	Are plurals and possessives correct?							
18.	Are quotation marks used correctly?							
19.	Is the <b>conclusion</b> effective and relevant?							
20.	Is written text well organized on paper?							
Oth	Other comments:							

# Peer Editing Form

Peer Editor

Ask a **classmate** to read through what you have written, check off the box next to each question, and write a brief comment that will help improve your work. Underlining and changes are permitted if done in **pencil**.

Date

	Author: Work Title:			
		Yes	No	Comment
1.	Is there evidence of <b>prewriting</b> (brainstorm, plan)?			
2.	Are the title main words capitalized?			
3.	Does the title fit the work?			
4.	Are paragraphs used to organize information?			
5.	Is the introduction effective?			
6.	Is the main idea clear, with a sense of purpose?			
7.	Is information placed in logical order?			
8.	Is there enough supporting evidence?			
9.	Does the writer stay on topic?			
10.	Is the writing interesting?			
11.	Is the word choice appropriate?			
12.	Does each sentence begin with a capital letter?			
13.	Do all sentences end with a correct punctuation?			
14.	Is each sentence a complete thought?			
15.	Are there any <b>spelling errors</b> (underline please)?			
16.	Are there other words that should be <b>capitalized</b> ?			
17.	Are plurals and possessives correct?			
18.	Are quotation marks used correctly?			
19.	Is the <b>conclusion</b> effective and relevant?			
20.	Is written text well organized on paper?			

# **DEER EDITING FORM**

Peer Editor: \_

Ask a **classmate** to read through what you have written, check off the box next to each question, and write a brief comment that will help improve your work. Underlining and changes are permitted if done in **pencil**.

Date:

	Author:	Work Title:			
			Yes	No	Comment
1.	Is there evidence of prewriting (b	rainstorm, plan)?			
2.	Are the title main words capitaliz	ed?			
3.	Does the title fit the work?				
4.	Are paragraphs used to organize	information?			
5.	Is the introduction effective?				
6.	Is the main idea clear, with a ser	se of purpose?			
7.	Is information placed in logical or	der?			
8.	Is there enough supporting evid	ence?			
9.	Does the writer stay on topic?				
10.	Is the writing interesting?				
11.	Is the word choice appropriate?				
12.	Does each <b>sentence</b> begin with a	capital letter?			
13.	Do all sentences end with a corre	ect punctuation?			
14.	Is each sentence a complete the	ought?			
15.	Are there any spelling errors (ur	derline please)?			
16.	Are there other words that should	be capitalized?			
17.	Are plurals and possessives con	rect?			
18.	Are quotation marks used corre	etly?			
19.	Is the <b>conclusion</b> effective and re	elevant?			
20.	Is written text well organized on	paper?			
Oth	ner comments:				

# peer Editing Form

Peer Editor: \_

Ask a **classmate** to read through what you have written, check off the box next to each question, and write a brief comment that will help improve your work. Underlining and changes are permitted if done in **pencil**.

Date:

	Author: Work Title:			
		Yes	No	Comment
1.	Is there evidence of <b>prewriting</b> (brainstorm, plan)?			
2.	Are the title main words capitalized?			
3.	Does the title fit the work?			
4.	Are paragraphs used to organize information?			
5.	Is the introduction effective?			
6.	Is the main idea clear, with a sense of purpose?			
7.	Is information placed in logical order?			
8.	Is there enough supporting evidence?			
9.	Does the writer stay on topic?			
10.	Is the writing interesting?			
11.	Is the word choice appropriate?			
12.	Does each sentence begin with a capital letter?			
13.	Do all sentences end with a correct punctuation?			
14.	Is each sentence a complete thought?			
15.	Are there any <b>spelling errors</b> (underline please)?			
16.	Are there other words that should be <b>capitalized</b> ?			
17.	Are plurals and possessives correct?			
18.	Are quotation marks used correctly?			
19.	Is the <b>conclusion</b> effective and relevant?			
20.	Is written text well organized on paper?			
Oth	er comments:			





NGDENT REPO	Date:
NORENIE	Student Name:
	Time of Incident:
Describe in detail what happened and wh	<b>ny,</b> in your opinion, it happened.
Did anyone else <b>see</b> what happened?	
Was anyone <b>hurt</b> ?	
What <b>strategies</b> could have been used in	order to avoid this incident?
STAFF Notes:	

Name:					



# Student Anecdotals

DATE	NOTES AND OBSERVATIONS

Subject:	
----------	--

<b>FINAL</b>	MARK	=	=	% =



Name: Parent Sig.
-------------------

Achievement Level	R		1			2			3			4			
Letter Grade	R		D-	D	D+	C-	С	C+	B-	В	B+	A <sup>-</sup>	Α	A+	
Mark as (%)	Below 50 %		50- 52	53- 56	57- 59	60- 62	63- 66	67- 69	70- 72	73- 76	77- 79	80- 84	85- 89	90- 100	
Achievement Level	rel Remediation		Below			Low			Average			High			
Performance	Very Limited		Limited			Inconsistent			Good			Excellent			
Definition of Achievement Level knowledg		ne outling edge an ve not be nonstra mediation needed	d skills een ted. on is	The outlined knowledge and skills have been demonstrated, in limited ways.		Some of the outlined knowledge and skills have been demonstrated.			Most of the outlined knowledge and skills have been demonstrated			The outlined knowledge and skills have been demonstrated, clearly and effectively			
Marks		0			1			2			3			4	

CRITERIA	Mark
TOTAL MARK:	
Comments:	



Dear Teacher,

Below is a list of the rest of the practical, timesaving books that are available at <a href="https://www.TimesaversForTeachers.com">www.TimesaversForTeachers.com</a>. Some of them are not only printable, but also "interactive". This means that you can literally TYPE information directly onto the pages and then SAVE as a new file. "Life is too short to waste time"

**Teacher's Binder:** Huge collection of high quality, printable, interactive, often-used classroom forms, sheets and handouts that help teachers with classroom management tasks and paperwork while saving time (256 pages).

Printable and Interactive, Click HERE: www.timesaversforteachers.com/teachers-binder

**Report Card and IEP Comments:** 180 page collection of 1,830 report card comments for teachers, organized according to subject, topic, length, positive/negative nature.

Click HERE: www.timesaversforteachers.com/report-card-comments

**1000 Quick Writing Ideas:** Motivate students to begin writing by giving them **1000** writing ideas and prompts! Click HERE: www.timesaversforteachers.com/1000-quick-writing-ideas (language forms included)

**Substitute Teacher Instructions Kit**: Organizes substitute teacher instructions effectively and thoroughly! *Printable and* Interactive. *Click HERE*: www.timesaversforteachers.com/substitute-teacher-kit

The Essay Writing Kit: Helps organize common essay planning/writing tasks simpler and far less frustrating for students.

Printable and Interactive, Click HERE: www.timesaversforteachers.com/essay-writing-kit

**Spelling Activities for Spelling Lists**: Printable, visually attractive spelling activities, ready for use. *Click HERE*: www.timesaversforteachers.com/spelling-activities-for-spelling-lists

Classroom Awards, Certificates and Passes: This book contains exactly what the title suggests.

Printable and Interactive, Click HERE: www.timesaversforteachers.com/classroom-awards

**Math Timesavers:** collection of difficult-to-find, often-used forms, masters and reproducible sheets for a 1-8 class. *Click HERE*: www.timesaversforteachers.com/math-timesavers

**Just Multiply It:** Teaches students multiplication facts in a fun, quick, organized, and visually appealing way! *Click HERE*: www.timesaversforteachers.com/just-multiply-it

**Just Teach It:** Fun end-of-the-year language unit - students research, prepare and teach classmates - very popular! Click HERE: www.timesaversforteachers.com/just-teach-it