Year:							

Teacher's BISSES

THIS BINDER BELONGS TO:

O a la a a la		
School:	 	
Address:	 	
Telenhone [.]		

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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	*	
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33.	33.			
34.	34.			



Class: HOMEWORK RECORD

Student Name										



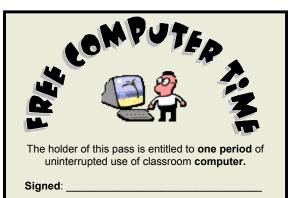
Student/Teacher Contract

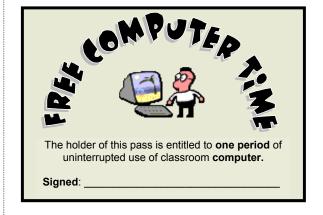
THE CONTRACT

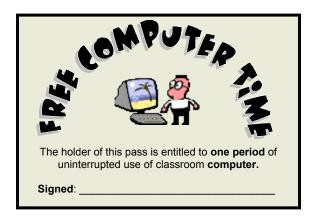
l,	, agree to perform the following tasks to the best
of my ability:	
guarantees I accomplish the above tasks:	that I will receive the following privileges/rewards i
1	
2	
3	
This contract is binding to both parties for the p	period ofto
This contract will be REVIEWED on the following	ng date :
Date signed:	
Student Signature:	
Teacher Signature:	

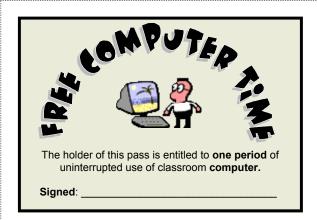


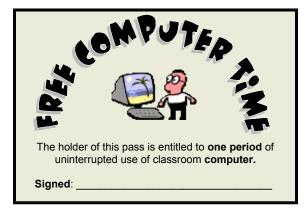


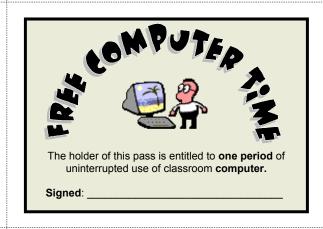


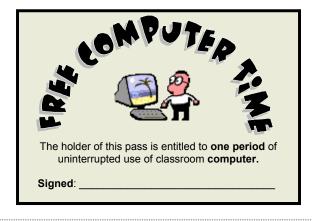


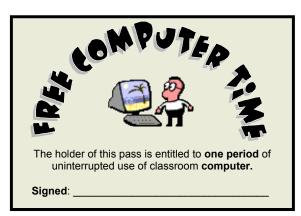
















Tracking Sheet

Student Name				
				1
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				_
				-
				_
				_
				=
				=



Parent	DATE	Comments

X

book jot notes

וטן אטטם	140120	ROOK JOI
OOK TITLE:		BOOK TITLE:
tart Date:		Start Date:
nd Date:	<u> </u>	End Date:
Words to Look Up:		Words to Look Up:
Notes:		Notes:
Character Names:		Character Names:

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 prewriting (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 spelling errors (underline please)?							
16.	Are there other words that should be capitalized ?							
17.	Are plurals and possessives correct?							
18.	Are quotation marks used correctly?							
19.	Is the conclusion effective and relevant?							
20.	Is written text well organized on paper?							
Oth	er 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 prewriting (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 spelling errors (underline please)?			
16.	Are there other words that should be capitalized ?			
17.	Are plurals and possessives correct?			
18.	Are quotation marks used correctly?			
19.	Is the conclusion effective and relevant?			
20.	Is written text well organized on paper?			
011	per comments:			

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 (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	1?		
14.	Is each sentence a complete thought?			
15.	Are there any spelling errors (underline please)	?		
16.	Are there other words that should be capitalized	?		
17.	Are plurals and possessives correct?			
18.	Are quotation marks used correctly?			
19.	Is the conclusion effective and relevant?			
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 prewriting (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?			
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17.	Are plurals and possessives correct?			
18.	Are quotation marks used correctly?			
19.	Is the conclusion effective and relevant?			
20.	Is written text well organized on paper?			
Oth	ner comments:			





THE DEPOS	Date:
	Student Name:
NGDENT REPOR	Time of Incident:
Describe in detail what happened and why	y, in your opinion, it happened.
Did anyone else see what happened?	
Was anyone hurt?	
What strategies could have been used in c	order to avoid this incident?
STAFF Notes:	
STAFF Notes.	

Name:	



Student Anecdotals

DATE	NOTES AND OBSERVATIONS

Subject:

FINAL MARK = = % =



Name:	Parent Sig

Achievement Level	t Level R			1		2			3			4			
Letter Grade		R		D ⁻	D	D+	c ⁻	С	C+	В	В	B+	Α_	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	Re	mediat	ion		Below		Low			Average			High		
Level of Performance	Ve	ery Limited L			Limited		Inconsistent			Good			Excellent		
Definition of Achievement Level	expect Rer	evidend ted know and skil mediation arly nee	wledge I. on is	knowle have	Expecte edge an been de ed, in li i ways.	d skills emon-	s of the expected knowledge and skills have been demonstrated. Some of the expected knowledge and skills have been demonstrated.		d skills en	Expected knowledge and skills have been demonstrated, clearly and effectively.					
Marks 0				1			2			3			4		

Mark

LINKING WORDS

TRANSITION WORDS

Connect your ideas, phrases and sentences, and make your writing flow by using Linking, or Transition words.

To INTRODUCE a Paragraph use

admittedly, assuredly, at this level, granted, generally speaking, in general, no doubt, nobody denies, obviously, to be sure, true, undoubtedly, unquestionably

To show TIME or SEQUENCE use

after, afterward, as soon as, at, at first, at last, at once, at the same time, before, before long, during, eventually, finally, first, immediately, in the end, in the first place, in the meantime, last, later, next, now, meanwhile, presently, second, soon, then, third, today, tomorrow, until, while, when suddenly, yesterday

To show ADDITION use

again, also, another, as well, at last, besides, finally, first, in addition, in conclusion, lastly, moreover, next, second

To show CONTRAST, Change in Reasoning use

after all, although, but, even though, however, nevertheless, notwithstanding, on the contrary, otherwise, still, yet

To COMPARE Similar Ideas use

also, and, in addition, in like manner, in the same way, likewise, moreover, on the other hand, similarly, while

To show LOCATION use

above, across, adjacent to, against, among, around, at the same place, behind, below, beneath, beside, beyond, by, down, in back of, in front of, in the distance, inside, into, near, off, onto, on top of, opposite to, outside, over, throughout, to the right, straight ahead, under

To CONCLUDE use

as a result, all in all, because, finally, indeed, hence, in brief, in final analysis, in final consideration, in the end, for this reason, to sum up, on the whole, in conclusion, lastly, on the whole, this, therefore, thus, so, to sum up, as a final note

To show EXAMPLE use

for example, for instance, in this manner, thus

To show RESULT use

accordingly, consequently, hence, therefore, thereupon, thus, wherefore

To RESTATE a point use

in other words, point in fact, specifically

To CONTINUE a Line of Reasoning use

and, additionally, also, because, clearly, consequently, besides that, in addition, in the same way, in the light of... it is easy to see... it is obvious, following this further, furthermore, moreover, pursuing this further, then

To EMPHASIZE a point use

again, especially, for this reason, in fact, to emphasize, to repeat, truly