SY: STEVAN KRAJNJAN

Year:

Teacher's

THIS BINDER BELONGS TO:

School:	 	
Address:	 	
Telephone:		

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Class List

Class: _____

1. 2. 3. 3. 4. 5. 5. 6. 7. 8. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9.	NAME	FORM	*	
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Class: _____ HOMEWORK RECORD

Homework:										



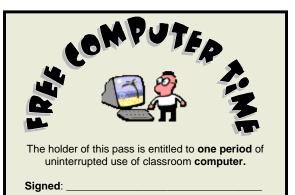
Student/Teacher Contract

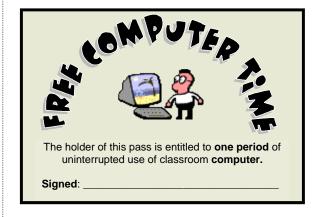
THE CONTRACT

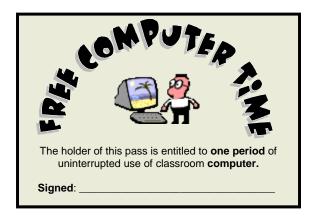
l,	, agree to perform the following tasks to the best	
of my ability:		
quarantees	that I will receive the following privileges/rewards	if
I accomplish the above tasks:	That I will receive the following privileges/rewards	
·		
1		
2		
3		
This contract is hinding to both parties for the	period of to	
	ring date :	
The contract will be National States	g date :	-
Date signed:		
	~ !!	
Student Signature:		
Teacher Signature:		

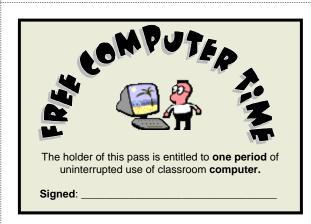


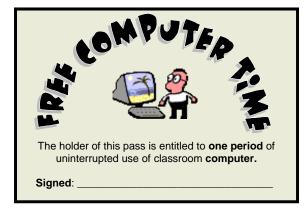


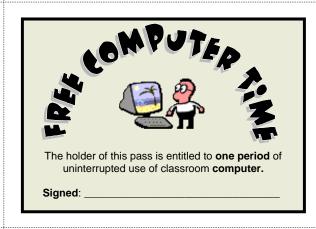


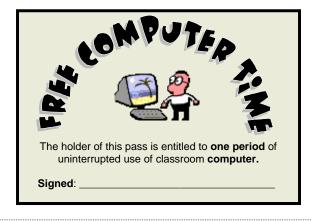


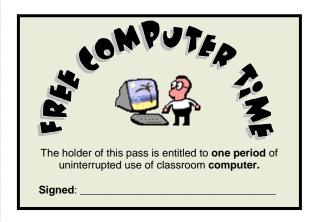
















Student Name				ī
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Parent	DATE	Comments

X

book jot notes

Dook Joi		od ROOK 1	OT NO
BOOK TITLE:		es BOOK TITLE:	
Start Date:		Start Date:	
End Date:		End Date:	
Words to Look U	Jp:	Words to Look U	Jp:
Notes:		Notes:	Ų
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?				

k Peel Ediling Form

Peer Editor:

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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?			

DEER EDITING FORM

20. Is written text well organized on paper?

Other comments:

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?			
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19.	Is the conclusion effective and relevant?			
20.	Is written text well organized on paper?			
Oth	ner comments:			

PEER EDITING FORM

Peer Editor: _

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Date:

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19.	Is the conclusion effective and relevant?			
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RODATRADO	Date:
	Student Name:
	Time of Incident:
Describe in detail what happened and	why, in your opinion, it happened.
Did anyone else see what happened? _	
Was anyone hurt ?	
What strategies could have been used	in order to avoid this incident?
STAFF Notes:	

Name:



Student Anecdotals

DATE	NOTES AND OBSERVATIONS								

FINAL	MARK	=	=	% =

EVALUATION OF:

Name:	Parent Sig.
	_ : :::::::::::::::::::::::::::::::::::

Achievement Level	R		1		2		3			4					
Letter Grade		R		D⁻	D	D+	C-	С	C+	B ⁻	В	B+	A ⁻	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	Remediation		Below			Low			Average			High			
Performance	Very Limited		Limited Inconsistent				Good		Excellent						
Definition of Achievement Level	The outlined knowledge and skills have not been demonstrated. Remediation is needed. The outlin knowledge an have been de strated, in lin ways.		d skills emon-	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:	

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

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

To show TIME or SEQUENCE

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

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

To show CONTRAST, Change in Reasoning

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

To COMPARE Similar Ideas

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

To show LOCATION

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

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

To show **EXAMPLE**

For example, for instance, in this manner, thus

To show RESULT

Accordingly, consequently, hence, therefore, thereupon, thus, wherefore

To RESTATE a point

In other words, point in fact, specifically

To **CONTINUE** a Line of Reasoning

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

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