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Report comments general

updated: 05/16/2020 by computer hope a comment can refer to one of the following: 1. a comment is the text in a program code, script, or another file that is not intended to be seen by the user running the program. However, it is seen when you display the source code. comments help make the code easier to understand by explaining what is happening and help prevent portions of a program to run. the image is an example of an html comment. see our unexecutable declaration page for a complete definition and further examples of comments in the programming. What is comment outside? when writing or editing the code to help solve a problem or debug, the programmer can comment on one or more lines. After a line is commented, it jumped next time the code is executed. If, after commenting the code the problem is fixed, it helps to give the programmer an idea of where the problem in the code exists. 2. hidden text in microsoft excel that allows users to comment on cells and their values. Related pages like creating, modifying and deleting a comment in microsoft excel. 3. in general, a comment is an observation, a suggestion, or another form of feedback on a product or service. if you want to give computer hope a comment, contact customer service. business terms, feedback, next comment, non-executable statement, pod, previous comment, schedule terms, observation thanks for being part of the discussion on the msa subscription box! your comment may not appear immediately. here are some reasons why: it is your first time commenting on the site. for reasons of spam and security, all first comments must be approved by our administrator before appearing on the site. (This also applies to you if you comment with a different email address for the first time.)your comment may include a word we filter for. Some words trigger our filters to mark the comment as potentially spam or offensive. Sometimes these words are completely innocent and it's just a context situation. These comments will appear asas they are approved by admin. Your comment includes a link. For spam reasons, all links must be checked by admin before being approved. Your comment includes an email address. For your safety, we must first approve comments that share your personal email address to ensure that this is intentional. Your comment is out. Sometimes readers are not sure where to get there, so they comment on a post to ask us a question. In cases like these, instead of approving the comment, we can simply email that person directly with the answer they need. (For reference, please email with any question.) Other times, a post can remind a reader of something that is not related to the box. Depending on the situation, this comment may or may not be approved. Examples: “A bit out of the subject, but that last sentence in the review made me think about the movie Romy and Michele’s High School Reunion. Anyone else loves that movie?” (OK) “A little out of topic, but the painting in that box made me think about how much I hate this politician and their policies on....” (NOT OK) Also, some comments may not appear at all or may be removed if they violate our discussion standards. Here are some of the types of comments we do not allow: Observations with offensive language or harassment. Comments by posting reference links/codes. Comments they offer to sell / buy items / boxes. Comments that are designed to provoke and not add to the discussion. Observations that invalidate the rights of others to their opinions. The negative criticism of the boxes/messages is OK. The negative criticism of the opinions of other users is NOT. Comments discussing the physical appearance of models. Comments that present false facts and can deceive readers. Example: “I hated this– I couldn’t use one of the elements and I felt like the value was not great, either.” (OK) “Whoever you love this box is a stupid.” (NOT OK) If someone violated these comment guidelines several times, they canbanished from comment in the future. Writing the comments and phrases of the custom relationship cards for each of your students is a hard work, especially for mathematics. Primary students cover a lot of mathematical terrain each year and a teacher must try to neatly sum up their progress in short comments of the report card without leaving any meaningful information out. Use the following phrases to make this part of your work a little easier. Make them work for your students. Try some of the following positive phrases that talk about the strength of a student in the comments of the math report card. Feel free to mix and match pieces of them as you see fit. Parentheses can be exchanged for specific learning objectives for the most appropriate degree. Note: Avoid superlatives that aren't all but explanatory skills like, "This is their best subject," or, "The student shows most of the knowledge on this subject." These do not help families really understand what a student can or cannot do. Instead, be specific and use action verbs that precisely the name of a student's abilities. The student: is on the track to develop all the skills and strategies needed to successfully [add and subtract within 20] by the end of the year. It shows an understanding of the relationship between [multiplication and division and transitions comfortably between the two]. Use data to create charts and graphs with up to [three] categories. Uses knowledge of [replace value concepts] to [exactly compare two or more two digit numbers]. Effectively use supports such as [numerical lines, ten frames, etc.] to solve mathematical problems independently. Can name and simplify the resulting fraction when a whole is divided into equal parts b and a part is[where b is greater or equal to ____ and a greater or equal to _____]. Provides written justification of thought and evidence points to prove that an answer is correct. Estimates the length of an object or line[centimeters, meters or inches] and appoints an appropriate measuring instrument to measure its exact length. Accurately and effectively rank/names [shapes based on their attributes.] Fixes correctly for unknown values in the problems [addition, subtraction, multiplication or division] that involve [two or more quantities, fractions, decimals, etc.] Applying constantly the resolution strategies of grade level problems independently when presented with non-family problems. Describes real world applications of mathematical concepts such as [count money, find equivalent fractions, mental mathematical strategies, etc.] Choosing the right language for areas of concern can be difficult. It is meant to tell families how their child is struggling at school and to convey the urgency where urgency is due without implying that the student is failing or without hope. Improvement areas should be supportive and improvement-oriented, focusing on what will benefit a student and what will eventually be able to do rather than what they are currently unable to do. Always assume that a student will grow. The student: is continuing to develop skills needed for [partition of forms in equal parts.] We will continue to practice strategies to ensure that these parts are equal. Demonstrates the ability to order objects by length but does not yet use units to describe the differences between them. Fluently [undertrace 10 from multiples of 10 to 500.] We are working to develop mental mathematical strategies essential for this. It is based on problem solving strategies by [addition, subtraction, multiplication or division] when required. One goal forward is to increase independence using these. Solves [single word problems] exactly with extra time. We will continue to practice this morewhile our class prepares to solve [two steps word problems.] Start describing their process to solve word problems with the guide and prompt. Can convert fractions with [values below 1/2, denominatorsexceeding 4, numbering of one, etc.] in decimals. Shows progression to our learning goal to do this with more complex fractions. Additional practice is required with [addition factor within 10] that we continue [increasing the size and number of addends in problems] to achieve the level standards. Indicates the time exactly at the nearest time. It is recommended a continuous practice with intervals of half an hour. It can appoint and identify [quari and look for]. By the end of the year, they should also be able to appoint and identify [rectangles, triangles and quadrilaterals]. He writes [two digit numbers in expanded form] but requires considerable support by doing this with [three and four digit numbers]. It deepens the learning goal of being able to [skip-count from 10s to 100] with prolonged time and scaffolding. This is a good area to focus our attention. In HTML a comment (or comments) is that information designers can add to HTML by reference. Comments are not displayed by users within a browser, but rather are visible only when viewing the HTML source code. HTML comments are written as follows, where you add your text note between characters; characters; report comments general primary. report comments general attitude. report comments general behaviour. report comments general ks2. year 1 report comments general. school reports general comments. year 2 report comments general. general report comments year 3

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