Report Card Purpose:
The purpose of the District 96 Middle School Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

REPORTING SCALE FOR ACADEMIC LEARNING TARGETS

.5 indicates partial mastery of the next level
Extends (4.0): In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. ONLY TARGETS WITH A DOUBLE ASTERISK (**) CAN BE EXTENDED.
Mastery (3.0): The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester; a learning target appears on the report card.
Developing Mastery (2.0): The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.
Not Mastering (1.0): The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.
No Grade (NG): The student was not assessed during this term for this standard.
Not Enough Evidence (NEE): The teacher does not have enough evidence to determine mastery. See comments for more information.

REPORTING SCALE FOR WORK HABITS
4.0: EXTENDS
3.0: MASTERY
2.0: DEVELOPING MASTERY
1.0: NOT MASTERING

<table>
<thead>
<tr>
<th>ART</th>
<th>T1</th>
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<tbody>
<tr>
<td>General Art</td>
<td></td>
</tr>
<tr>
<td><strong>Effectively conceptualizes and organizes artistic ideas and work.</strong></td>
<td></td>
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<tr>
<td><strong>Refines and completes artistic work with teacher prompting.</strong></td>
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<tr>
<td><strong>Effectively establishes &amp; applies criteria to evaluate art.</strong></td>
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<tr>
<td><strong>Effective application of tools, technique and skill to produce art.</strong></td>
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<tr>
<td>Technology Integration</td>
<td></td>
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<tr>
<td>Select the appropriate tools and/or digital resources to accomplish a variety of tasks or solve problems.</td>
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<tr>
<td>Complete a variety of tasks or solve a problem using the appropriate tools and/or digital resources.</td>
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<tr>
<td>Communicate about technology using developmentally appropriate and accurate terminology</td>
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</tbody>
</table>
### Learner Responsibilities

***(T1,T2,T3)*** Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)

***(T1,T2,T3)*** Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)

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### HEALTH AND WELLNESS (NOTE: Standards without scores will be assessed in later trimesters)

#### Mental/Emotional Health

- Apply knowledge of sexual harassment to a real life situation.
- Recognize the symptoms of depression as a treatable condition that may precede suicide.
- Apply the ACT technique (Acknowledge, Care, Tell) to a variety of real life scenarios
- Discuss consequences of bullying
- Predict the consequences of bullying.

#### Nutrition

- **Explain the role of basic nutrients in maintaining health.
- Apply the principles of energy balance, calorie intake, and expenditure to plan a diet and activity routine that will result in healthy body weight and composition.
- Evaluate the impact of dieting on health.
- Explain why sustained moderate to vigorous physical activities can reduce symptoms of depression and anxiety
- Recognize the impact of diets on health.

#### Family Life

- Explain at least four risks of early sexual involvement.
- **Explain why abstinence from sexual activity is the safest choice for adolescents.
- Explain the health benefits and risks of various methods of contraception, including abstinence.
- Explain behaviors/choices that may increase risks to one's health.
- Explain personal health behaviors and/or choices that reduce the risks of health problems.

#### Disease Prevention/Control

- **Distinguish the difference between communicable and non-communicable diseases.
- **Describe the signs and symptoms of three major chronic diseases (heart disease, cancer, diabetes).
- Explain short and long-term consequences of sexually transmitted infections.

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### SCIENCE

#### Science Targets

**Change Through Time**

- **(T1)** Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

**Weather Over Time**

- ***(T1)*** Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- ***(T1)*** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

#### Science Literacy

- **(T1,T2,T3)*** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic, using correct vocabulary.
### 8G Science - Ms. E. Brand (continued)

(T1,T2,T3) Develops a claim that is supported with data analysis and/or evidence that demonstrates an understanding of the topic, using correct vocabulary.

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### SPANISH

(T1,T2,T3) Vocabulary

SP.V.1. (T1,T2,T3) Produce a variety of new and recycled vocabulary words spelled correctly.

(T1,T2,T3) Grammar

SP.G.1. (T1,T2,T3) Use previously and newly acquired grammatical structures and verb tenses including: possessive adjectives, preterite, stem-changing verbs, commands, present progressive, and direct object pronouns.

(T1,T2,T3) **Speaking and Writing**

SP.S.W.1. (T1,T2,T3) Use appropriate and consistent language control in speaking and writing in increasing complexity.

(T1,T2,T3) Listening and Reading

SP.LR.1. (T1,T2,T3) Respond to questions appropriately from increasingly complex written or oral prompts in the target language.

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### PHYSICAL EDUCATION

Physical Education Targets

**Physical Fitness**

(T1,T2,T3) Participate and demonstrate best effort in a variety of physical activities for maintaining or enhancing a healthy lifestyle.

(T1,T2,T3) Participate and demonstrate best effort in lifelong fitness activities.

**(T1) Apply offensive, defensive and cooperative strategies used during activities, games or sports**

**(T3) Design a personal fitness program that incorporates all health related fitness components and principles**

**Rhythmic Movement**

**(T2) Create a rhythmic movement routine to music following given guidelines.**

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### READING/LANGUAGE ARTS

**Literature**

**(T1,T3) (T1,T2,T3) Read closely (make inferences, summarize, determine themes, cite text evidence) to analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**Informational Text**

**(T1) (T1,T2,T3) Read closely (make inferences, summarize, determine central ideas, cite text evidence) to analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**Analytical Writing**

**(AW) (T1,T2,T3) Introduce a topic/claim, previewing what is to follow.**
**AW** (T1, T2, T3) Organize ideas/reasons and evidence clearly using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**AW** (T2, T3) Distinguish topic/claim from alternate or opposing claims (when appropriate) and organize ideas/reasons and evidence clearly using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**AW** (T1, T2, T3) Develop and support the topic/claim with relevant facts, clear reasons, and relevant evidence using concrete details, quotations, or other information and examples from credible sources as appropriate to demonstrate an understanding of the topic or text.

**AW** (T1, T2, T3) Use appropriate transitions (words, phrases, clauses) to clarify the relationships among ideas/claims, counterclaims (when appropriate), and concepts/reasons.

**AW** (T1, T2, T3) Use precise language and domain-specific vocabulary.

**AW** (T1, T2, T3) Establish and maintain a formal style.

**AW** (T1, T2, T3) Provide a concluding statement or section that follows from the explanation/argument presented.

**LAN** (T2, T3) Demonstrate command of the conventions of standard English grammar usage when writing or speaking.

**Narrative Writing**

**NARR** (T1, T3) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

**NARR** (T1, T3) Organize an event sequence that unfold naturally and logically.

**NARR** (T1, T3) Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/or characters.

**NARR** (T1, T3) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

**NARR** (T1, T3) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**NARR** (T1, T3) Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Language**

**T1** Demonstrate command of the conventions of standard English grammar usage when writing or speaking.

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**SOCIAL STUDIES**

**Inquiry Skills**

(T1-T3) Developing Questions and Planning Inquiries: Create essential and focusing questions and determine sources from multiple point of view to assist in organizing research.

(T1-T3) Gather relevant information from credible sources and determine whether they support each other.

**Argumentation Writing**

(T1-T3) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims.

(T1-T3) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

(T1-T3) Provide a concluding statement or section that follows from and supports the argument presented.

(T1-T3) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (Transitions)

**History Standards**

(T1) Use questions generated about individuals and groups to analyze why people or the events they shaped are seen as historically significant.

(T1-T3) Organize applicable evidence into a coherent argument about the past.

**Economics and Financial Literacy Standards**

(T1, T2) Explain how changes in supply and demand cause changes in an economy.

(T1) Describe the connection between credit, credit options, interest, and credit history.
### 8th Algebra 1 P2

**Solving Linear Equations and Inequalities**

- **(T1)** Demonstrate ability to retain content knowledge over time.
- **(T1)** Create an equation in one-variable to represent a relationship with constraints, solve the equation, and interpret the solutions.
- **(T1)** Solve equations in terms of other variables. (including finding the inverse of a linear function)
- **(T1)** Create an inequality in one-variable to represent a relationship with constraints, solve the inequality, and interpret the solutions.
- **(T1)** Solve two linear inequalities in one variable (compound inequalities) and represent the solution graphically.

**Graph and Write Equations of Lines**

- **(T1)** Demonstrate ability to retain content knowledge over time.
- **(T1)** Calculate and interpret the average rate of change in and out of context.
- **(T1)** Calculate and interpret key features of linear functions (intercepts, slope, solutions, domain, range) represented by graphs, tables, and equations in and out of context.
- **(T1)** Graph a linear equation and inequality.
- **(T1)** Create linear equations and inequalities represented by graphs, tables, and situations.
- **(T1)** Graph and write piecewise functions expressed symbolically or graphically by hand in simple cases (including step functions).

**Represent Relationships Mathematically and Understand Functions**

- **(T1)** Demonstrate ability to retain content knowledge over time.
- **(T1)** Explain why a relationship is a function.
- **(T1)** Create and analyze relationships among quantities using different representations including concrete, verbal, numerical (table), graphical, and symbolic (equation).
- **(T1)** Use function notation to evaluate functions and interpret function notation in terms of context.

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