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 through 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>HEALTH AND WELLNESS (NOTE: Standards without scores will be assessed in later trimesters)</th>
<th>T1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental/Emotional Health</td>
<td></td>
</tr>
<tr>
<td><strong>Examine factors that influence self-esteem.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe the relationship between physical and psychological factors and stress.</strong></td>
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<tr>
<td><strong>Explain helpful strategies on how to manage stress.</strong></td>
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<tr>
<td><strong>Explain the relationship between physical, mental/emotional, and social health in determining an individual’s level of wellness.</strong></td>
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<tr>
<td>Analyze situations that are considered sexual harassment.</td>
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<tr>
<td><strong>Explain multidimensional consequences of sexual harassment</strong></td>
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<tr>
<td>Recognize the symptoms of depression as a treatable condition that may precede suicide.</td>
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</tr>
<tr>
<td>Apply the ACT technique (Acknowledge, Care, Tell) to a variety of real life scenarios</td>
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<tr>
<td>Discuss the consequences of bullying.</td>
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</tr>
<tr>
<td>Explain behaviors/choices that may increase risks to one’s health.</td>
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</tr>
<tr>
<td>Explain the possible consequences that prolonged exposure to stress may have on the body.</td>
<td></td>
</tr>
</tbody>
</table>
7G Health - Mr. B. Leven
(continued)

List possible stressors in one's life.

Explain the short-term and long-term effects of stress on the body.

Explain personal health behaviors and/or choices that reduce the risks of health problems.

Predict the consequences of bullying.

Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.

Explain the long-term effects of stress on physical, mental/emotional, and social health.

Substance Abuse

**Analyze the effects of drug use, misuse, and abuse on health status.

Consumer Health

Evaluate the reliability of health-related information.

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)

7G Language Arts - Ms. S. Schaefer

** *(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, T2, T3) KEY IDEAS AND DETAILS: 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.

Analytic Writing

** *(T1, T2, T3) Introduce a topic/claim, previewing what is to follow.

** *(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.

** *(T2, T3) Distinguish topic/claim from alternate or opposing claims (when appropriate).

** *(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.

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

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

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

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

Narrative Writing

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

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

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

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

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

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

Language

** *(T1, T2, T3) Demonstrate command of the conventions of standard English grammar usage when writing or speaking.

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)
**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)** Apply rules and strategies of a team sport and/or activity

**(T3)** Use and understand age appropriate vocabulary related to fitness

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

**Rhythmic Movement**

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

**Physical Education 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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**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) Determine credibility of sources based upon their origin, authority, and context.

**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)

(T1-T3) Establish and maintain a formal style.

**Civics Standards**

(T1, T3) Compare the means by which individuals and groups change societies, promote the common good, and protect rights.

**Geography Standards**

(T1) Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

**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) Analyze how people's perspectives influenced what information is available in the historical sources they created.

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

**Economics Standards**

(T1) Evaluate alternative approaches or solutions to current economic issues and how those approaches affect different groups and society as a whole.

**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)
# 7G Literacy Intervention - Ms. E. Dupree

**LA Intervention 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)

# 7G Math Intervention - Ms. E. Dupree

**Math Intervention 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)

# 7G Resource - Ms. E. Dupree

**Resource 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)

# 7th Pre-Algebra I

**Rational Numbers**

- **(T1)** Add rational numbers.
- **(T1)** Subtract rational numbers.
- **(T1)** Multiply rational numbers.
- **(T1)** Divide rational numbers.
- **(T1)** Convert a rational number to a decimal using long division.
- **(T1)** Solve multi-step real-life problems with rational numbers.
- **(T2)** Apply properties of operations as strategies to factor or expand linear expressions with rational coefficients.

**Math Retention**

- **(T3)** Demonstrate ability to retain content knowledge over time.

**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)

# 7G Science - Ms. E. Brand

**Science Targets**

**Earth Within the Universe**

- **(T1)** Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- **(T1)** Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- **(T1)** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- **(T1)** Analyze and interpret data to determine scale properties of objects in the solar system.

**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.
<table>
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<tr>
<th>7G Science - Ms. E. Brand (continued)</th>
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</tr>
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<tbody>
<tr>
<td><strong>(T1, T2, T3) Develops a claim that is supported by cited data and/or evidence that demonstrates an understanding of the topic, using correct vocabulary.</strong></td>
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<td><strong>Learner Responsibilities</strong></td>
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