



John Adams Middle School

Report Card

Student: Matthew, Eric
 Address: 1 Infinite Loop
 Downsville, IL 90000
 Grade: 6
 Year: 2017-18
 Date of Birth: 01/01/2005
 Home Room: Mr. J. Cohen

	T1	T2	T3
Above	2	4	
Below	2	3	

Standard Scale
4 Advanced
3 Meeting Standard
2 Approaching Standard
1 Below Standard
NA Not Assessed

English Language Arts SBG - Mr. J. Cohen	T1	T2	T3
Reading Comprehension Skills:			
I can grade-level phonics skills when decoding words.	2	3	
I can grade-level word analysis skills when decoding words.	2	NA	
I can read with enough accuracy to understand what I am reading.	NA	3	
I can read with enough fluency to understand what I am reading.	NA	3	
Reading Literature			
I can quote accurately from a text when explaining what the text says explicitly.	2	3	
I can quote accurately from a text when when drawing inferences from the text.	2	3	
I can determine a theme of a story, drama, or poem from details in the text.	NA	3	
Writing			
I can write opinion pieces on topics or texts.	2	3	
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.	2	3	
Speaking and Listening			
I can engage effectively in a range of collaborative discussions (in person, in groups, with teacher-led) with diverse partners on grade 6 topics and texts.	2	3	
I can build on others' ideas and express my own clearly.	2	3	

Mathematics SBG - Mr. J. Cohen	T1	T2	T3
Operations and Algebraic Thinking			
I can use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	2	NA	
I can interpret numerical expressions without evaluating them.	2	NA	
I can write simple expressions that record calculations with numbers.	NA	2	

Mathematics SBG - Mr. J. Cohen (continued)	T1	T2	T3
I can generate two numerical patterns using two given rules.	NA	2	
Number and Operations in Base Ten			
I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.	2	3	
I can recognize that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left.	2	3	
I can explain patterns in the number of zeros of the product when multiplying a number by powers of 10.	NA	3	

Science SBG - Mr. J. Cohen	T1	T2	T3
Matter and Energy in Organisms and Ecosystems			
I can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	2	3	
I can support an argument that plants get the materials they need for growth chiefly from air and water.	2	NA	

Natural Sciences SBG - Mr. J. Cohen	T1	T2	T3
Governance			
I can distinguish the responsibilities and powers of government officials at various levels in different times.	2	3	
I can distinguish the responsibilities and powers of government officials at various levels in different places.	2	3	
I can distinguish the responsibilities and powers of government officials at various branches of government and in different times.	NA	3	
I can distinguish the responsibilities and powers of government officials at various branches of government and in different places.	NA	2	

Madison W Standards Based Report Card

JG Myers

Madison W Standards Based Report Card:

Great Performances Larry Lewin,Betty Jean Shoemaker,2011 The authors share what they ve learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive **How to Grade for Learning** Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently *Differentiation in the Elementary Grades* Kristina J. Doubet,Jessica A. Hockett,2017-10-16 In this comprehensive resource for elementary school teachers Kristina J Doubet and Jessica A Hockett explore how to use differentiated instruction to help students be more successful learners regardless of background native language learning preference or motivation They explain how to Create a healthy classroom community in which students unique qualities and needs are as important as the ones they have in common Translate curriculum into manageable and meaningful learning goals that are fit to be differentiated Use pre assessment and formative assessment to uncover students learning needs tailor tasks accordingly and ensure that students are getting it Provide interactive learning experiences that encourage students to engage with both the content and one another Present students with avenues to take in process and produce knowledge that appeal to their varied interests and learning preferences Navigate potential roadblocks to differentiation Each chapter provides a plethora of practical tools templates and strategies for a variety of subject areas developed by and for real teachers Whether you re new to differentiated instruction or looking to expand your repertoire of DI strategies *Differentiation in the Elementary Grades* will show you classroom tested ways to better engage students and help them succeed every day Includes URL and password for free downloadable forms *Proficiency-Based Grading in the Content Areas* Wendy Custable,Justin Fisk,Jonathan Grice,Darshan M. Jain,Dough Lillydahl,Eric Ramo,Anthony R. Reibel,Bradley Smith,Eric Twadell,Steven M. Wood,2019-05-07 No matter the content area evidence based grading puts student growth at the heart of the classroom Designed for teachers and administrators of grades 6 12 *Proficiency Based Grading in the Content Areas* details a five step approach for implementing evidence based grading and maintaining its effectiveness over time This book equips any educator from technical to fine arts with the tools and support to make this important shift Use proficiency based grading also known as evidence based grading to drive student success Become familiar with the basic concepts and essential decisions of evidence based grading that apply to all content areas Learn the five phases of implementing proficiency based grading 1 preparation

2 incubation 3 insight 4 evaluation and 5 elaboration Explore the steps paradigm shifts and pedagogy necessary to implement proficiency based grading in a particular content area Study individual level and institutional level grading decisions and how they differ from each other Understand how proficiency based grading differs from content area to content area and the unique benefits it offers to each Contents Introduction Chapter 1 Implementing Proficiency Based Grading With Core Belief Fidelity Chapter 2 Implementing Evidence Based Reporting in Career and Technical Education Chapter 3 Implementing Evidence Based Grading in English Language Arts Chapter 4 Implementing Evidence Based Grading in Fine Arts Chapter 5 Implementing Evidence Based Grading in Mathematics Chapter 6 Implementing Evidence Based Grading in Physical Education and Health Chapter 7 Implementing Evidence Based Grading in Sciences Chapter 8 Implementing Evidence Based Grading in Social Sciences Chapter 9 Implementing Evidence Based Grading in World Languages Epilogue Creating Self Reliant Learners References and Resources Index

Standards-Based Learning in Action

Tom Schimmer,Garnet Hillman,Mandy Stalets,2018-01-31 Get past the knowing doing gap and confidently implement standards based learning This book offers a comprehensive look at what standards based learning looks like in action from creating formative assessments to using data to inform instruction to transitioning to standards based grading systems Instead of comparing students to each other standards based learning compares students proficiency to performance standards and education targets Each chapter offers readers a well thought out action plan for implementation and effective strategies for communicating with students and parents about the classroom changes that will occur during the transition Use this book as your action plan for implementing standards based learning Explore concrete steps for putting standards based grading instruction and learning into action Implement schoolwide change beginning with classroom practices Address common implementation mistakes and challenges Effectively sequence units and align them with unpacked standards Create effective proficiency level scales and rubrics Contents Introduction Chapter 1 Standards Based Learning in Action Chapter 2 Standards Alignment in Action Chapter 3 Formative Assessment in Action Chapter 4 Effective Feedback in Action Chapter 5 Meaningful Homework in Action Chapter 6 Self and Peer Assessment in Action Chapter 7 Summative Assessment in Action Chapter 8 Redos Retakes and Reassessment in Action Chapter 9 Proficiency Scales and Rubrics in Action Chapter 10 Standards Based Reporting in Action Epilogue References and Resources Index

The ... Yearbook of the National

Society for the Study of Education ,1922 Yearbook of the National Society for the Study of Education ,1918

Solving the Grading Puzzle for Students with Disabilities Dennis D. Munk,2003 While students with disabilities often spend the majority of their instructional time in general education classrooms questions about grading are often challenging and divisive In this groundbreaking book researcher Dennis Munk outlines a research based system for schools to use as they seek to demonstrate the academic gains made by students with disabilities A practical guide for teachers administrators and parents this book will help readers navigate the philosophical ethical and practical complexities

associated with designing equitable effective and meaningful grading systems Numerous real life case studies and reproducible grading adaptations facilitate research to practice implementation efforts **Yearbook of the National Society for the Study of Education** National Society for the Study of Education,1916 **The Measurement of Educational Products** National Society for the Study of Education,1918 **Implementing Standards-based Education** Robert J. Marzano,John S. Kendall,National Education Association of the United States,1998 The purposes of this book are to help teachers understand the rationale and nature of the current emphasis on U S education on standards and to provide classroom teachers with guidance on the many ways the standards movement might affect their classrooms Approaches to implementing standards may be organized into two general categories indirect and direct Indirect approaches are based on the assumption that even though student performance on standards is not directly tied to their performance in individual classes teachers will naturally want to provide assistance to their students and will organize their classrooms accordingly Teachers will usually choose the standards they will address in their classrooms Direct approaches necessitate a change in classroom practice for teachers because the specific standards teachers must address are mandated Section 2 considers indirect approaches and section 3 considers direct approaches Appendixes contain 1 Steps to Reasoning Processes 2 Rubrics for Reasoning Processes 3 Rubrics for Effective Communication Standards and 4 Rubrics for Lifelong Learning Standards Contains 15 figures and 130 references SLD **Canner and Dried Fruit Packer** ,1928 **Biennial Report** Wisconsin. Department of Public Instruction,1922 **A Bibliography of Social Surveys** Allen Hendershott Eaton,Shelby Millard Harrison,1930 **Annual Report of the Superintendent of Public Instruction of the State of Wisconsin** Wisconsin. Dept. of Public Instruction,1922 **Annual Report of the Superintendent of Public Instruction of the State of Wisconsin** Wisconsin. Department of Public Instruction,1919 **English Journal** ,1923 **Wisconsin Journal of Education** ,1917 **A Bibliography of Standardized Tests for the High School** Walter Scott Monroe,1920 **The Creamery and Milk Plant Monthly** ,1913

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web at one stage it would have included both the english and french words for a partridge a partridge une perdrix and only over time as an understanding of french began to diminish did it become the simpler if less likely partridge in a pear tree

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