



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Seventh Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content and specialist areas.

Example: Student will be able to utilize and demonstrate the ability to solve real-life and mathematical problems using operations in algebra.

This particular math standard is what needs to be accomplished by the end of seventh grade (term 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery. Additionally, Bolton, Lancaster, and Stow will have the same report card per grade level, which has not been done in the past.

The Standards-Based Reporting System:



Standards are outlined by the Common Core State Standards and the Nashoba Regional School District Standards.

Curriculum is developed to ensure that all standards are being taught.

Formative and summative assessments are used to accurately measure the students' progression toward the standards.

Reporting tools enable teachers to show student growth toward

End of year standards, Trimester Benchmarks and Learning Habits.

Standard Scale

The standard scale shows the progression of a student per standard at the end of term 1, term 2, and term 3. The standard scale ranges are below:

		Description
4	Exceeded the Standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill consistently exceeds the grade level standard. Student has exceeded year end benchmarks.
3	Mastered the standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill demonstrates mastery of grade level standard. Student has met year end benchmarks.
2	Progressing toward the standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill is progressing toward the grade level standard but has not yet met end of year expectations. Student has met trimester benchmarks and is making expected progress toward meeting the end of year standard.
1	Emerging progression toward the standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill is inconsistent. Student is making limited progress toward meeting the end of year standard. Student has not yet met trimester benchmarks.
NY	Not yet progressing toward the standard	<ul style="list-style-type: none"> Student does not yet demonstrate understanding of content or application of skill at this time.
NA	Not Assessed	<ul style="list-style-type: none"> Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of year expectations, the majority of students will earn a standard score of 2 in trimester 1 and 2. This means that they have met the benchmarks to that point in the year and are on target to demonstrate mastery by the end of trimester 3. Please note, that as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. Therefore, it is possible that a student who met trimester 1 benchmarks and does not meet the expected benchmarks for trimester 2 will earn a 1 as their 2nd trimester score.

A student may also receive a NA (not assessed) for a particular standard in a given trimester. This occurs when a standard is not formally addressed in all trimesters.

Letter Grades

An additional level of reporting that parents and students, in grades 6-8, receive is letter grades calculated by academic performance to date.

For each standard, the parent will see their child's standard scale score (NA, NY, 1, 2, 3, 4) indicating progress toward end of the year expectations, with an accompanying letter grade for each academic content area.

The letter grade is calculated based on academic performance *excluding calculations for Learning Habits which are reported separately.*

Habits of Learning

In addition to a student understanding and application of essential skills, teachers will report separately on the following social behaviors and work habits expected of students.

Core Academic Areas	Specialist Areas
<ul style="list-style-type: none">• Student conduct• Class preparation & organization• Participation in class activities• Homework completion & quality	<ul style="list-style-type: none">• Student conduct• Class preparation & organization• Participation in class activities

The following three point descriptive scale should be used for this area.

- M Meets expectations**
- I Inconsistently meet expectations**
- S Seldom meets expectations**

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

This section applies when a student is on an IEP or 504 plan.

*** Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**** Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

Content Area Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

English/ Language Arts

By the end of term 3, a proficient student is able to:

Read and comprehend a variety of grade level literary texts

- Synthesize and evaluate grade level literary texts including prose, drama, and poetry with guidance and support.
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze literary elements
- Make connections between different forms and genres with proficient accuracy.

Read and comprehend a variety of grade level non-fiction texts

- Synthesize and evaluate grade level non-fiction texts with guidance and support
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze key ideas, details, and structure

Write effectively through various formats

- Demonstrate progression from a developing understanding to grade level mastery of required writing types (persuasive, informative/explanatory, and/or narrative) through appropriate application of the Six Traits of Writing.

Correctly and appropriately use research techniques

- Recognize and cite valid information in credible and accurate sources with independence

Acquire and accurately use grade-appropriate vocabulary

- Identify unknown words and be able to determine the meaning using context clues, reference materials, and/or knowledge of Greek or Latin affixes or roots
- Compose effective sentences using newly acquired vocabulary
- Use the relationship between words to understand each of the words (i. e. synonyms, antonyms, analogies, etc.)

Mathematics

By the end of term 3, a proficient student is able to:

Attend to precision.

- Communicate precisely using clear definitions and precise vocabulary
- Label work appropriately
- Calculate accurately and efficiently
- Provide carefully formulated explanations that attend to directions for a problem
- Support answers with work that is mathematically valid
- Support answers with work that is logically organized

Demonstrate the ability to analyze proportional relationships and apply them to solve real-world and mathematical problems

- Model and solve a proportional relationship from a word problem
- Determine the constant of proportionality in tables, graphs, equations, diagrams, or verbal descriptions
- Justify whether two quantities are proportional in tables, graphs, equations, diagrams, or verbal descriptions
- Compute percentages of numbers and apply to real-life problems
- Calculate percentage of change for real-life scenarios

Apply and extend previous understandings of operations with rational numbers

- Demonstrate ability to add and subtract signed rational numbers
- Demonstrate ability to multiply and divide signed rational numbers
- Extend knowledge of operations with rational numbers to solve real-world problems
- Apply rational numbers in solving variable equations and applications in real-life scenarios

Utilize and demonstrate the ability to solve real-life and mathematical problems using operations in algebra

- Apply properties of operations to effectively manipulate and generate equivalent expressions
- Solve two-step algebraic equations and inequalities
- Generate and solve real-life and mathematical problems using numerical and algebraic expressions, equations, inequalities
- Analyze patterns and generate expressions for arithmetic and geometric sequences

Understand and describe relationships between and within two-dimensional objects and three-dimensional figures

- Generate and solve computational problems of lengths and areas of scale drawings
- Apply the formulas and the relationship between the area and circumference of a circle
- Identify line and angle relationships to solve equations for unknown angles in figures
- Solve mathematical and real-world problems involving surface area of prisms, pyramids, and spheres
- Solve mathematical and real-world problems involving volume of prisms and pyramids
- Solve mathematical and real-world problems involving volume of prisms and pyramids
- Describe the figures created from the cross-section of three-dimensional figures

Demonstrates and applies concepts of statistics and probability

- Given a population, randomly select a sample and use the sample to make inferences about the population
- Determine and justify appropriate measures of center and measures of variability given data
- Generate theoretical and experimental probabilities including dependent and independent events

Science

By the end of term 3, a proficient student is able to:

Explains the conditions that need to be met for life to be possible

- Develop a model to describe the conservation and transfer of matter and energy.
- Analyze data to provide evidence that natural disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

Relates the cycling of matter to the flow of energy through ecosystems

- Develop a model to describe the conservation and transfer of matter and energy through ecosystems.

Relates natural selection and adaptations to the diversity of organisms

- Construct an argument supported by evidence that the body systems interact to carry out essential functions of life.
- Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.
- Use a model to describe the process of natural selection. Provide evidence that natural selection occurs over many generations.

Demonstrates grade level proficiency in scientific practices

1. Ask questions (for science) and define problems (for engineering).
2. Develop and using models.
3. Plan and carry out investigations.
4. Analyze and interpret data.
5. Use mathematics and computational thinking.
6. Construct explanations (for science) and design solutions (for engineering).
7. Engage in argument from evidence.
8. Obtain, evaluate, and communicate information.

History and Social Sciences

By the end of term 3, a proficient student is able to:

Effectively utilizes content relevant vocabulary

- Effectively use geographic terms related to the continent of study in a variety of formats.
- Understand the definitions of selected words
- Demonstrate an ability to use key words in a writing assignment

Evaluate the role of individuals, events, cultures, governments, and their impact

- Explain the differences among the major ethnic and religious groups in South America, Europe, Africa, and Asia.
- Demonstrate knowledge through classroom activities, discussions, and assessments

Use maps, charts, and graphs to analyze geographic information

- Interpret different kinds of projections, such as topographic, landform, political, population, climate maps, charts and graphs
- Interpret and make inferences from a variety of charts, graphs
- Create a chart or graph from a list of data

Identify locations on a map

- Locate, on a World map, the continents and major bodies of water related to the topic of study
- Use a Map Key to locate countries, major cities, bodies of water and landforms related to the topic of study.
- Locate, using Regional maps, regions related to the topic of study.

Specialist Area Standards

Listed below are the specialist areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

Art

By the end of term 3, a proficient student is able to:

Demonstrate proficiency with a variety of methods, materials & techniques to create in 2D & 3D

- Demonstrate proficient use of a variety of media, techniques, and processes. Students will use grade level art vocabulary, and practice caring for materials & tools

Create art using the elements & principles of design

- Demonstrate proficient knowledge of the elements and principles of design

Observes, abstracts, invents, and expresses through media

- Plan, construct, invent, and imagine art through their unique observations, abstractions, inventions, and expressions.

Music

By the end of term 3, a proficient student is able to:

Demonstrate understanding of beat, rhythm, and notation symbols

- Recognize and interpret dotted quarter/eighth in 3/4 and 4/4 time signature, sixteenth notes, double bar, repeat signs and D.S. al Fine
- Recognize and interpret chromatic intervals up to P5, sharp, flat and natural signs
- Successfully complete a composition project and classroom performance using concepts from Terms 1 & 2

Demonstrates appropriate vocal technique

- Demonstrate proper posture and phrasing
- Demonstrate understanding of *piano*, *forte*, *mezzo piano* and *mezzo forte*
- Memorize lyrics from concert material
- Demonstrate appropriate diction in regards to grade level material
- Perform grade appropriate two- and three-part material

Demonstrates appropriate instrumental technique

- Winds & Brass
 - B flat and E flat concert scales played from memory in traditional quarter/eighth rhythm at m.m. = 92.
 - One scale to be performed tongued legato and accented descending
 - One scale to be performed tongued or accented ascending and with marcato accents descending
 - A flat and F concert scales played from memory in traditional quarter/eighth rhythm at m.m. = 92.
 - One octave chromatic scale from memory in eighth notes
 - Demonstrate understanding of *piano*, *forte*, *mezzo piano* and *mezzo forte*
 - Demonstrate understanding of *crescendo* and *decrescendo* while following conducted non-verbal, instructions
- Percussion
 - Flam tap
 - Five stroke rolls
 - Drag
 - Bass drum and auxiliary percussion technique
 - Demonstrate understanding of *piano*, *forte*, *mezzo piano* and *mezzo forte*
 - Demonstrate understanding of *crescendo* and *decrescendo* while following conducted non-verbal, instructions

Responds to basic elements and expression of music

Engineering

By the end of term 3, a proficient student is able to:

Use appropriate materials, tools, and machines to solve engineering design problems

- Create an appropriate list of tools and materials used to perform a specific tasks
- Use tools and equipment correctly

Use the engineering design process to solve a problem

- Prepare an Engineering design report which includes: design ideas, sketches, drawings, test results, analysis of results, and redesign
- Build a model to meet design documents

Explain the components of a technological system

- Explain the components of a construction technology system.

Health and Wellness

By the end of term 3, a proficient student is able to:

Demonstrate knowledge of the relationship between personal behavior and health

- Assess healthy behaviors in one of the areas of health (physical, social, emotional, environmental)
- Describe the correlation between nutrition and daily personal health
- Justify the importance of healthy behavior(s) in one of the areas of health (physical, social, emotional, environmental)

Assess the likelihood of potential serious consequences when engaging in unhealthy/risky behaviors

- Describe the impact of negative decisions (physical, social, emotional), environmental on personal health
- Describe the connection between nutrition and chronic disease
- Identify the risks of unhealthy behavior(s) in one of the areas of health (physical, social, emotional, environmental)

Physical Education

By the end of term 3, a proficient student is able to:

Demonstrate competency in motor skills and movement patterns

- Consistently & independently master appropriate grade level skill coordination

Demonstrate and apply movement concepts and strategies in various physical activities

- Consistently & independently demonstrate grade level movement concepts & strategies

Demonstrates the ability to work cooperatively and competitively while using the concepts of teamwork and sportsmanship

- Consistently and independently exhibit cooperative team play and sportsmanship at grade level

Acknowledgements

The Middle School Parent Guide documents are the result of the work of all middle level teachers from within the Nashoba Regional School District during the 2012-2013 and 2013-2014 school years. These dedicated professionals spent focused professional development hours reviewing district teaching standards and curriculum to determine reporting standards and benchmarks and beginning the work toward common assessments. The district recognizes the ongoing support and guidance of building and district administrators, the work of the Comprehensive Reporting Committee, and the collaborative efforts of our teachers.