



# John Adams Middle School

## Report Card

Student: Matthew, Eric  
 Address: 1 Buffalo Loop  
 Danville, IL 60018  
 Grade: 8  
 Year: 2017-18  
 Date of Birth: 4/12/2005  
 Homeroom: Mr. J. Cotton

	T1	T2	T3
Above	2	4	
Ready	2	3	

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

English Language Arts SBG - Mr. J. Cotton	T1	T2	T3
<b>Reading Foundational Skills</b>	2	3	
I use grade-level phonics skills when decoding words.	2	NA	
I use 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	
<b>Reading Literature</b>	2	3	
I can quote accurately from a text when explaining what the text says explicitly.	2	3	
I can quote accurately from a text when drawing inferences from the text.	2	3	
I can describe a theme of a story, drama, or poem from details in the text.	NA	3	
<b>Writing</b>	2	3	
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	
<b>Speaking and Listening</b>	3	3	
I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts.	3	3	
I can build on others' ideas and expressing my own clearly.	3	3	

Mathematics SBG - Mr. J. Cotton	T1	T2	T3
<b>Operations and Algebraic Thinking</b>	2	2	
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. Cotton (continued)	T1	T2	T3
I can generate two numerical patterns using two given rules.	NA	2	
<b>Number and Operations in Base Ten</b>	2	3	
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. Cotton	T1	T2	T3
<b>Matter and Energy in Organisms and Ecosystems</b>	2	2	
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	2	
I can support an argument that plants get the materials they need for growth chiefly from air and water.	2	NA	

Social Studies SBG - Mr. J. Cotton	T1	T2	T3
<b>Civics</b>	3	3	
I can distinguish the responsibilities and powers of government officials at various levels in different times.	3	3	
I can distinguish the responsibilities and powers of government officials at various levels in different places.	3	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	3	

Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

# High School Standards Based Report Cards Templates

**Pat Flynn, Paul Vermette, Don Mesibov**



## High School Standards Based Report Cards Templates:

**Developing Standards-Based Report Cards** Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children's learning and progress

*Grading With Integrity* Thomas R. Guskey, Nancy Frey, Douglas Fisher, 2024-06-20 Let evidence and integrity guide your grading practice If you want to ask a polarizing question in education ask someone their thoughts on grading Few topics have elicited more interest or opinions even though grading practices have remained relatively unchanged for years But opinions are not evidence The time has come to get it right with a fresh approach grounded in research and the principles of integrity Grading With Integrity introduces a measured approach to grading reform based on honesty transparency accuracy and equity with recommendations backed by clear and trustworthy evidence Addressing the many whys involved this thoughtfully organized book addresses central questions related to grading and reporting student learning covering An historical overview of grading and reporting practices A discussion of standards based and competency based grading Recommendations for reporting non academic learning goals separately from academic achievement to accurately reflect students performance Suggestions for reporting growth and improvement using specific assessments and other reporting tools An infallible argument for grading with integrity This book is a must read for K 12 classroom teachers and administrators who are looking to implement better and more defensible grading and reporting policies and practices Let evidence and integrity be your guide to enhancing students best interests and learning success

**How to Grade for Learning** Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment and grading should help students grow and develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult and daunting Making real and lasting changes to grading practices requires both knowledge and willpower This 4th edition of the best selling How to Grade for Learning provides eight guidelines for good grading offers recommendations for practical applications and gives solid suggestions for implementing more effective grading practices Ken O Connor presents the latest research on motivation mindset learning styles and beliefs about fairness to inform this new edition which includes Both the why's and the how to's of implementing standards based grading practices 48 educator contributions from nationally and internationally known educators authors and consultants that provide ideas and testimonials for effective assessment practices Sections on hot button issues such as academic dishonesty extra credit bonus points and homework Additional information on utilizing levels of proficiency and eliminating the use of percentages and averaging Reflective exercises and numerous tools including rubrics sample letters and case studies Techniques for managing grading more efficiently An invaluable resource for helping teachers assign grades that are accurate consistent meaningful and supportive of learning this book also makes an ideal staff development resource

*Making Grades Matter* Matt Townsley, Nathan L.

Wear,2020-03-10 Maximize learning by making grades more meaningful and motivating to students With the support of this practical guide professional learning communities PLCs will discover a clear road map for implementing a standards based grading system at the secondary level The authors provide all of the actionable ideas and tools needed to not only transition to this improved system but to achieve the greatest possible success with it Use this resource to help students feel engaged with their learning and increase their classroom performance Study the foundational theories behind the standards based grading system and how it interacts with and is supported by the PLC process Learn how to use grades to effectively communicate students mastery of learning standards See what makes ungraded homework and independent practice a better tool to improve learning and enhance students motivation to study Understand the value of allowing students multiple opportunities to demonstrate their learning when taking assessments Gain valuable insights for administrators and leaders into the multiyear journey of implementing standards based grading Contents Introduction Chapter 1 Standards Based Grading in a Professional Learning Community Chapter 2 How Grades Communicate Current Levels of Learning Chapter 3 How Homework Serves as Ungraded Practice Chapter 4 How to Provide Students With Multiple Opportunities to Demonstrate Their Learning Chapter 5 Criteria for Administrators and Leaders Implementing Standards Based Grading Conclusion Appendix     Effective Grading Practices for Secondary Teachers Dave Nagel,2015-03-04 Enacting an effective grading system that emphasizes the secondary student s learning process The book is written in an articulate and direct format that highlights successful practices programs and activities that support effective implementation of changing grading systems Providing research of grading reforms that were enacted by an active teacher dialogue with the student s perspective taken into consideration Addressing the shortcomings of no failure policies in the overall learning process Researching perception of effort limitations and the impact of grades given to the student by an instructor Considering restraints of grading policies due to vagueness and constrictive focus     **Designs for Learning** Paul V Bredeson,2002-11-12 This insightful guide offers straightforward explanations of the past present and future of professional development programs     *Measurement and Evaluation in Physical Education and Exercise Science* Skip M. Williams,Alan C. Lacy,2018-02-13 The eighth edition of *Measurement and Evaluation in Physical Education and Exercise Science* now published in paperback and hardback offers students a clear and practical guide to best practice for measurement and evaluation in school and nonschool based physical activity programs Written by two academics with backgrounds in physical education teacher education PETE the book emphasizes the link between theory and practice and reflects the most recent changes in national physical education programs It covers a full range of introductory topics including current trends in measurement and evaluation program development statistics test selection and an expanded chapter on alternative assessment before introducing measurement for health related physical fitness measurement for psychomotor skills measurement for cognitive knowledge measurement for affective behaviors grading self evaluation Each chapter features

learning aids such as objectives key terms practical applications and review questions while an appendix offers in depth Excel assignments Offering a full companion website featuring an instructor s manual lecture slides and a test bank Measurement and Evaluation in Physical Education and Exercise Science is a complete resource for instructors and students alike It is an essential text for students in measurement and evaluation classes as part of a degree program in physical education exercise science or kinesiology and a valuable reference for practitioners seeking to inform their professional practice

**Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders** Hill M. Walker, Frank M. Gresham, 2015-12-15 This authoritative volume provides state of the art practices for supporting the approximately 20% of today s K 12 students who have emotional and behavioral disorders EBD that hinder school success Leading experts present evidence based approaches to screening progress monitoring intervention and instruction within a multi tiered framework Coverage encompasses everything from early intervention and prevention to applications for high risk adolescents Exemplary programs are described for broad populations of EBD students as well as those with particular disorders including autism spectrum disorders and externalizing behavior problems The book combines theory and research with practical information on how to select interventions and implement them with integrity

School Leadership in the Context of Standards-Based Reform Louis Volante, 2012-05-16 Although standards based reform emerged in the United States and the United Kingdom the idea has spread across the world as an approach to systemic reform It might appear that there is a world wide tsunami of standards based reform that will standardize and homogenize the educational system across the globe This volume makes it very clear however that there is no one approach to standards based reform and countries change there is a danger in paying attention to its evolution and impact in only one context That s what makes this volume so valuable Louis Volante has drawn together descriptions from a wide range of countries all involved in large scale reform and using standards and assessments as part of their process What becomes very obvious is that the language may be the same but the words reflect different contexts and can represent very different ideals values and processes I m sure you will find this book as interesting and challenging as I have a gem that pushes your thinking and does not allow readers to remain neutral Lorna Earl

*Teaching English Language Learners* Michaela Colombo, Dana Furbush, 2009 This book prepares mainstream teachers to provide content instruction to English language learners

Encyclopedia of Human Behavior , 2012-01-31 The Encyclopedia of Human Behavior Second Edition Three Volume Set is an award winning three volume reference on human action and reaction and the thoughts feelings and physiological functions behind those actions Presented alphabetically by title 300 articles probe both enduring and exciting new topics in physiological psychology perception personality abnormal and clinical psychology cognition and learning social psychology developmental psychology language and applied contexts Written by leading scientists in these disciplines every article has been peer reviewed to establish clarity accuracy and comprehensiveness The most comprehensive reference source to provide both depth and breadth to the study of human

behavior the encyclopedia will again be a much used reference source This set appeals to public corporate university and college libraries libraries in two year colleges and some secondary schools Carefully crafted well written and thoroughly indexed the encyclopedia helps users whether they are students just beginning formal study of the broad field or specialists in a branch of psychology understand the field and how and why humans behave as we do Named a 2013 Outstanding Academic Title by the American Library Association s Choice publication Concise entries ten pages on average provide foundational knowledge of the field Each article features suggested further readings a list of related websites a 5 10 word glossary and a definition paragraph and cross references to related articles in the encyclopedia Newly expanded editorial board and a host of international contributors from the United States Australia Belgium Canada France Germany Ireland Israel Japan Sweden and the United Kingdom

**Applying Standards-Based Constructivism** Pat Flynn,Paul Vermette,Don Mesibov,2013-09-27 This book provides teachers with practical ways of constructing lessons that will engage students and help them develop personal responsibility for their own learning State learning standards and related core curricula require students to demonstrate what they know and understand Students cannot learn to demonstrate their understanding if they sit passively The authors call for constructivist practices which recognize the important role played by standards and student accountability and which also acknowledge the practical need for lecture in an appropriate context This book also shows the links between constructivism and differentiated instruction and other approaches to teaching and learning

**Developing Community Schools, Community Learning Centers, Extended-service Schools and Multi-service Schools** Hal A. Lawson,Dolf van Veen,2015-12-14 This book focuses on special organizational configurations for schools in diverse parts of the world Some of these new organizational and institutional designs are called multi service schools others are called extended service schools and still others are called community learning centers While these schools have different names and notable different characteristics they belong in the same category because of a common feature in their design they connect schools with once separate community programs and services Chief among the prototypes for these new organizational and institutional designs are the ones featured in the book s title Some are called multi service schools to indicate that they selectively provide some new programs and services Others are called extended service schools to indicate that they serve young people beyond the regular school day seeking influence and control over out of school time while enabling alternative teaching learning strategies and providing services other than typical pupil support services Still others are called community learning centers a name that showcases the educational functions and priorities of schools and announcing priorities for adult learning and development Community schools still called in some places full service community schools serves as a prototype that increasingly positions schools as multi purpose multi component anchor institutions serving identifiable neighborhoods and entire rural communities The book is structured to enhance understanding of these organizational prototypes and provides comparative social analysis It also identifies knowledge needs

and gaps as well as developmental territory for the future      *Exemplary Science in Grades 9-12* Robert Eugene Yager,2005

Essay titles reveal the range of programs and creativity this book encompasses The book ends with a summary chapter on successes and continuing challenges in meeting the Standards visions for improving high school science      **Resources in Education** ,2001      [Creating Standards-Based Integrated Curriculum](#) Susan M. Drake,2012-05-08 In this completely revised and updated edition of Susan Drake s classic text on integrated curriculum the author provides a new approach to standards based curriculum instruction and assessment      **Exemplary Science in Grades PreK-4** Robert Eugene Yager,2006 The 14 programs are real life examples you can learn from in carrying out reforms in teaching assessment professional development and content When both teachers and students are enthused curious and involved science becomes central to the lives of students      **Leading Standards-Based Education Reform** Linda R. Vogel,2010-11-16 Standards based education SBE has been the dominant educational reform movement since the early 1980s reinforced by federal and state accountability systems This book examines the efforts of educational leaders in implementing SBE to improve student achievement in a variety of demographic contexts but with common challenges Four stages of SBE implementation are identified that focus on strong district leadership of the articulation of how SBE can benefit students an investment in collaborative structures and teacher training and the facilitation of dialogue among all educational stakeholders The descriptions of leadership actions and educator development at each stage can serve as a guide for educators and policy makers to assess which stage schools and districts are in and what steps can be taken to effectively move SBE reform efforts forward The reflective questions for district school and teacher leaders at each stage can facilitate the dialogues that can ensure that SBE reform supports changes in classroom instruction that improve the learning opportunities and educational outcomes of all students      **Grading the Nation's Report Card** National Research Council,Commission on Behavioral and Social Sciences and Education,Board on Testing and Assessment,Committee on the Evaluation of National and State Assessments of Educational Progress,1999-01-23 Since the late 1960s the National Assessment of Educational Progress NAEP the nation s report card has been the only continuing measure of student achievement in key subject areas Increasingly educators and policymakers have expected NAEP to serve as a lever for education reform and many other purposes beyond its original role Grading the Nation s Report Card examines ways NAEP can be strengthened to provide more informative portrayals of student achievement and the school and system factors that influence it The committee offers specific recommendations and strategies for improving NAEP s effectiveness and utility including Linking achievement data to other education indicators Streamlining data collection and other aspects of its design Including students with disabilities and English language learners Revamping the process by which achievement levels are set The book explores how to improve NAEP framework documents which identify knowledge and skills to be assessed with a clearer eye toward the inferences that will be drawn from the results What should the nation expect from NAEP What should NAEP do to meet these

expectations This book provides a blueprint for a new paradigm important to education policymakers professors and students as well as school administrators and teachers and education advocates

### **How Education Policy Shapes Literacy**

**Instruction** Rachael Gabriel, 2022-09-28 Reading instruction is the most legislated area of education and the most frequently referenced metric for measuring educational progress This book traces the trajectories of policy issues with direct implications for literacy teaching learning and research in order to illustrate the dynamic relationships between policy research and practice as they relate to perennial issues such as retention in grade remediation intervention instruction for English learners early literacy instruction coaching and leadership Using policy documents and peer reviewed articles published from the 1960s to the present the editor and authors illustrate how issues were framed what was at stake and how policy solutions to persistent questions have been understood over time In doing so the book links a generation of scholars with research that illustrates trajectories of development for ideas strategies and solutions



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