



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Eighth 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 comprehends 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 comprehends 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.)

Not assessed for Algebra 1 Students – Math 8 Only

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 solve and interpret equations and inequalities

- Model a real-life problem with a system of linear equations
- Solve systems of linear equation algebraically and graphically
- Solve multi-step equations involving simplifying on one or both sides
- Interpret when there is one solution, no solution, and infinite solutions to a linear equation

Demonstrate the ability to simplify algebraic expressions

- Know and apply the Laws of Exponents to numerical and simple algebraic expressions
- Construct equivalent algebraic expressions by applying properties, including the Distributive Property

Demonstrate the ability to graph, compare, and interpret functions

- Use a graph to model a linear relationship
- Write a linear equation given varying information: a graph, a slope and initial value, a slope and a point, or two points
- Compare properties of two functions represented in different forms, such as a tables, graphs, and equations

Demonstrate the ability to represent and solve real-world algebraic and geometric problems

- Translate verbal information into algebraic expressions and be able to define variables
- Translate real-life situations into linear equations
- Use algebraic methods to solve a real-life problem and interpret the meaning of the solution
- Apply the Pythagorean Theorem to real-life two-dimensional and three-dimensional situations
- Know and apply the volume formulas to solve real-life problems

Understand functions and demonstrate ability to evaluate and build them

Not assessed for Grade 8 Math Students – Algebra I Only

Mathematics (Algebra)

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

Attends 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

Demonstrate the ability to solve and interpret equations and inequalities

- Solve multi-step linear equations including those consisting solely of variables
- Interpret when there is one solution, no solution, and infinite solutions
- Solve systems of linear equations algebraically and graphically
- Interpret the solution to a system of equations
- Solve multi-step linear inequalities, including absolute value and compound, and graph the solutions
- Use a variety of methods to solve quadratic equations

Demonstrate the ability to simplify algebraic expressions

- Construct equivalent algebraic expressions by applying properties, including the Distributive Property
- Apply the laws of exponents, including negative and rational, to simplify algebraic expressions
- Perform operations on polynomials
- Factor quadratic expressions

Demonstrate the ability to graph, compare, and interpret functions

- Create a graph from a linear equation
- Compare properties of two functions represented in different forms
- Graph exponential and quadratic equations
- Identify and interpret the key characteristics of the graphs of exponential and quadratic equations
- Compare and contrast linear, exponential, and quadratic equations

Demonstrate the ability to represent, analyze, and solve real-world algebraic & geometric problems

- Translate verbal information into algebraic expressions and be able to define variables
- Translate and analyze a real world scenario into linear equations and inequalities with one variable
- Translate and analyze a real world scenario into linear equations and inequalities with two variables
- Create a system of equations to model a real world situation, given two or more constraints, and interpret the solution
- Given a scenario involving an exponential or quadratic relationship, use equations and graphs to model and interpret the problem

Understand functions and demonstrate ability to evaluate and build them

- Analyze and describe the relationship between variables in a function
- Evaluate functions using proper notation
- Model a linear relationship using an equation
- Model a quadratic relationship using an equation
- Model an exponential function given an initial value and factor of growth or decay

Science

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

Applies understanding of genetics to model how humans influence diversity.

- Develop and use a model to describe that structural changes to genes (mutations) may or may not result in changes to proteins, and if there are changes to proteins there may be harmful, beneficial, or neutral changes to traits.
- Synthesize and communicate information about artificial selection, or the ways in which humans have changed the inheritance of desired traits in organisms.

Analyzes and interprets data to evaluate humans impact on Earth's resources.

- Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.
- Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century.
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Use a model to explain that atoms are rearranged during a chemical reaction to form new substances with new properties. Explain that the atoms present in the reactants are all present in the products and thus the total number of atoms is conserved.
- Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use.

Investigates how humans are bound by the laws of the physical world.

- Construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.
- Develop a model that demonstrates Newton's third law involving the motion of two colliding objects.
- Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Utilize scientific practices to engage in investigations

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:

Comprehend the function and structure of the US government

- Understand the role and responsibilities of each branch of government.
- Understand the checks and balances of each branch
- Describe the rights of individuals as guaranteed in the US Constitution.
- Understand the roles and responsibilities of citizens

Understand the role of individuals and events and their impact on American History

- Correctly illustrate the impact of individuals and events
- Illustrate the role the US played as a world power in the 20th century
- Analyze the changing roles of minorities during the 19th and 20th centuries
- Understand the impact of historically significant individuals and events in US history during the 19th and 20th centuries and how they impacted American society

Use primary and secondary sources in research

- Determine the central ideas or information of a primary or secondary source
- Provide an accurate summary of the source distinct from prior knowledge or opinions
- Cite textual evidence to support analysis of primary and secondary sources
- Support claims with logical reasoning and relevant, accurate data that demonstrates an understanding of the topic, using credible sources

Effectively utilize content relevant vocabulary

- Use vocabulary appropriately to describe a process, role or function
- Use vocabulary appropriately in written format
- Use vocabulary appropriately in a variety of formats
- Use precise language and related vocabulary to inform about or explain the topic

Spanish

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

Demonstrate listening comprehension

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Demonstrate reading comprehension

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Demonstrate the ability to write in Spanish

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar such (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Demonstrate verbal competency

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Understand cultural practices and perspectives of Spanish speaking countries

- Demonstrate understanding cultural practices of Spanish speaking countries in South American countries
- Compare cultural practices of Spanish speaking countries with their own and other cultural practices

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 & principals 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 eighth sixteenth and sixteenth eighth rhythms, triplets, time signatures 3/8, 6/8, 9/8, 12/8, subdivision concepts
- Recognize and interpret chromatic intervals up to one octave
- Successfully complete a composition project and classroom performance using concepts from Terms 1 & 2

Demonstrates appropriate vocal technique (Chorus students)

- Demonstrate proper posture and phrasing
- Demonstrate understanding of piano, forte, mezzo piano, mezzo forte, pianissimo and fortissimo while following conducted non-verbal instructions
- Memorize lyrics from concert material
- Demonstrate appropriate diction in regard to grade-level material
- Perform grade appropriate two- and three-part material

Demonstrates appropriate instrumental technique (Band students)

Winds

- B flat and E flat concert scales from memory, played in traditional quarter/eight rhythm at m.m. =100
- Demonstrate understanding of accelerando and ritardando while following conducted non-verbal, instructions
- A flat and F concert scales from memory, played in traditional quarter/eight rhythm at m.m. =100
- Demonstrate understanding of piano, forte, mezzo piano, mezzo forte, pianissimo and fortissimo while following conducted non-verbal, instructions
- One octave chromatic scale from memory in triplets
- Demonstrate understanding of legato, staccato, accents, and fermata while following conducted non-verbal, instructions

Percussion

- Paradiddle in sixteenth notes
- Demonstrate understanding of accelerando and ritardando while following conducted non-verbal, instructions
- Flam paradiddle
- Demonstrate understanding of piano, forte, mezzo piano, mezzo forte, pianissimo and fortissimo while following conducted non-verbal, instructions
- Basic drum set technique
- Demonstrate understanding of legato, staccato, accents, and fermata 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 technological system being studied using appropriate technical vocabulary.

Health and Wellness

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

Evaluate the relationship between personal behavior and health

- Identify positive personal behaviors/environmental influences that will enhance life-long health.
- Identify personal stressors and healthy coping strategies and the effects on physical, social, and emotional health.
- Evaluate choices and consequences of sexual behavior.

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

- Identify negative personal behaviors/environmental influences and describe their potential consequences to life-long health.
- Identify personal stressors (school, family, friends, self, etc.) and describe the effects of negative coping strategies on physical, social, and emotional health.
- Identify the risks of sexual behavior including pregnancy and STIs on personal goals. Students will practice refusal skills as related to sexual behavior.

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 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.