



Assessment & Reporting

Middle School

Parent Information Session
September 2, 2014

Quality schools focus more on learning,
less on grading.

Outcomes

- Traditional Grading Programs
- Why Change?
- Assessment and Grading Changes
- Introduction to Standards Based Grading
- Introduction to Parent Portal

SCENARIO #1

CONSISTENT GRADE CALCULATIONS

Individually, calculate the final grade for a student with the following marks:

C C MA D D B MA MA B A A

MA = Missing Assignment

SCENARIO #1

CONSISTENT GRADE CALCULATIONS

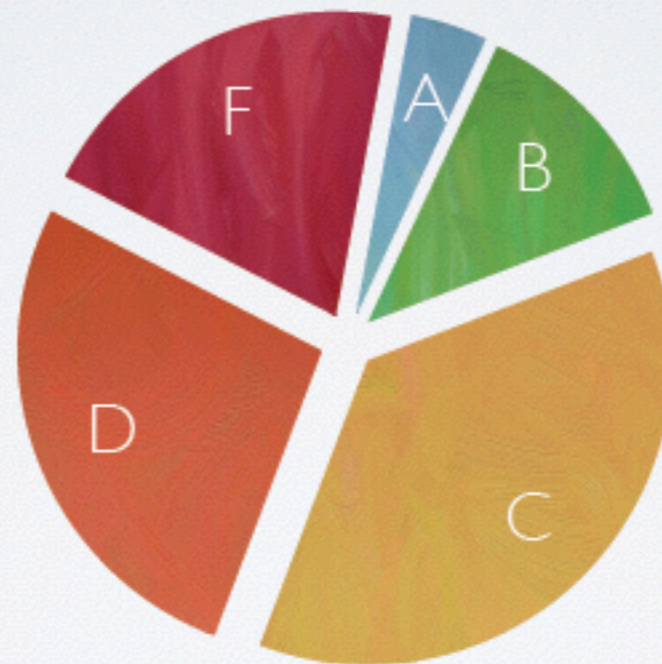
Talk with your neighbor(s) about your grade calculation....

What final grade did you assign?

How did you determine the final grade?

SCENARIO #1 CONSISTENT GRADE CALCULATIONS

10,000 Teachers Can't Be Wrong, Right??



Grades for the SAME Student

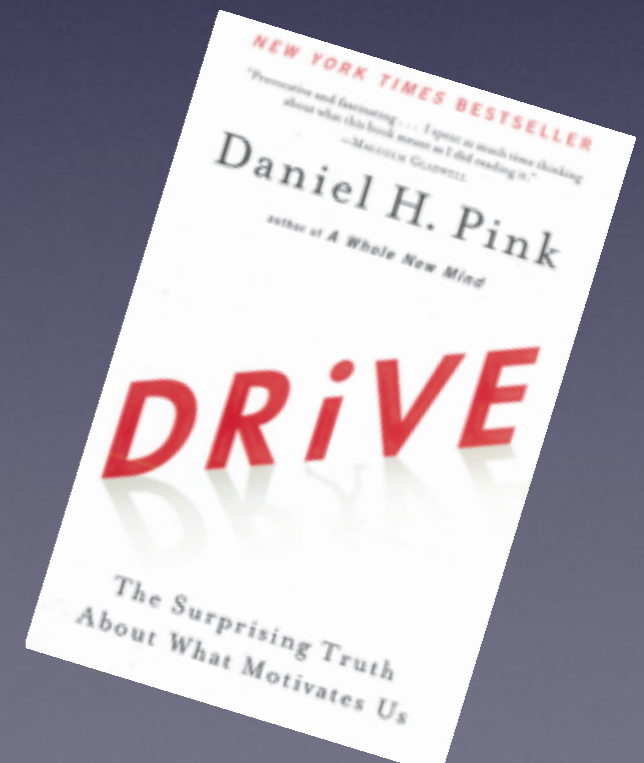
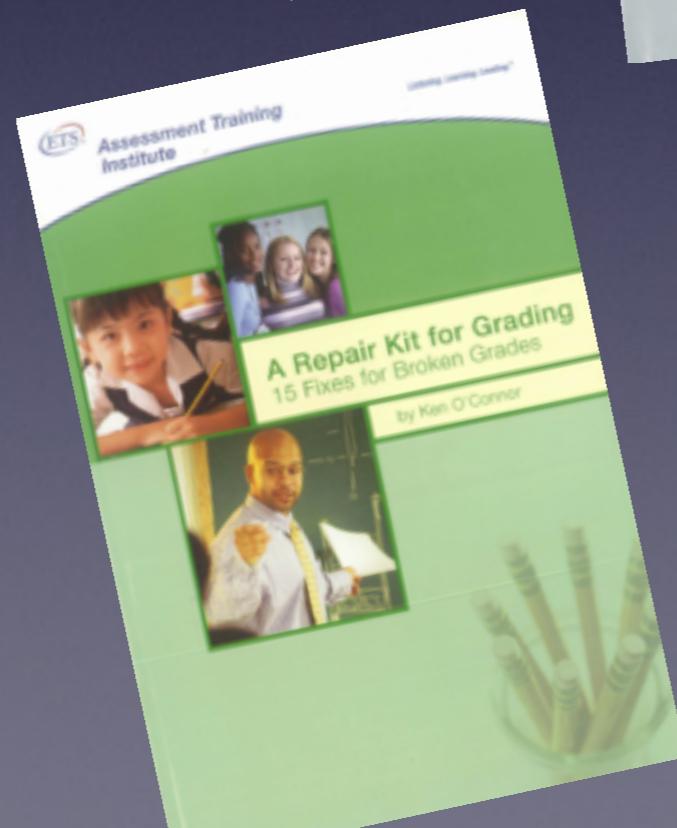
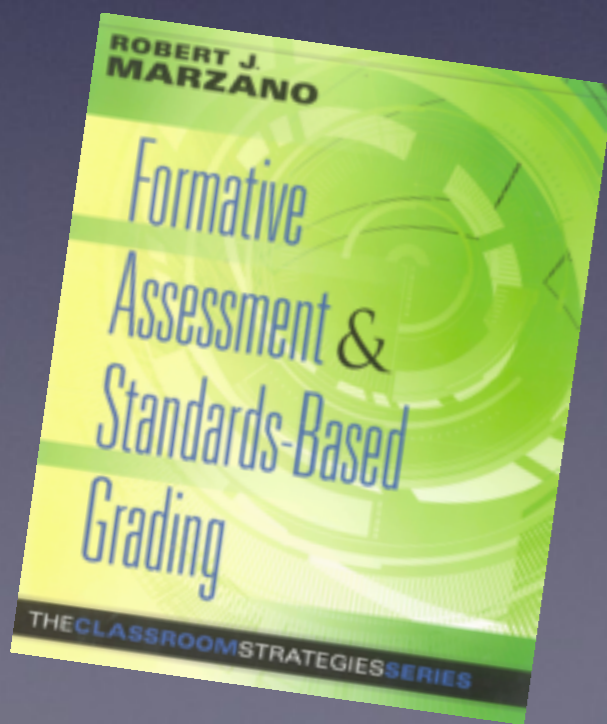
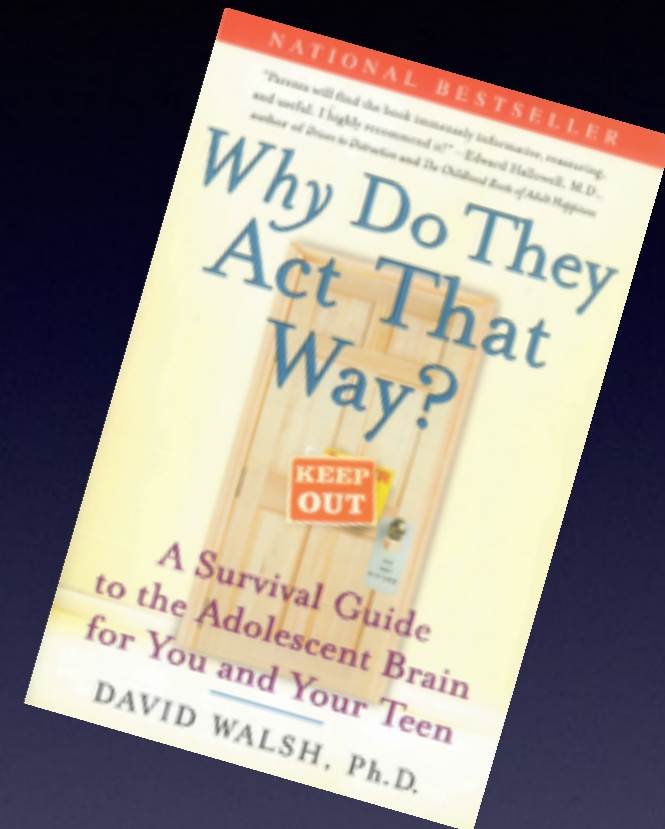
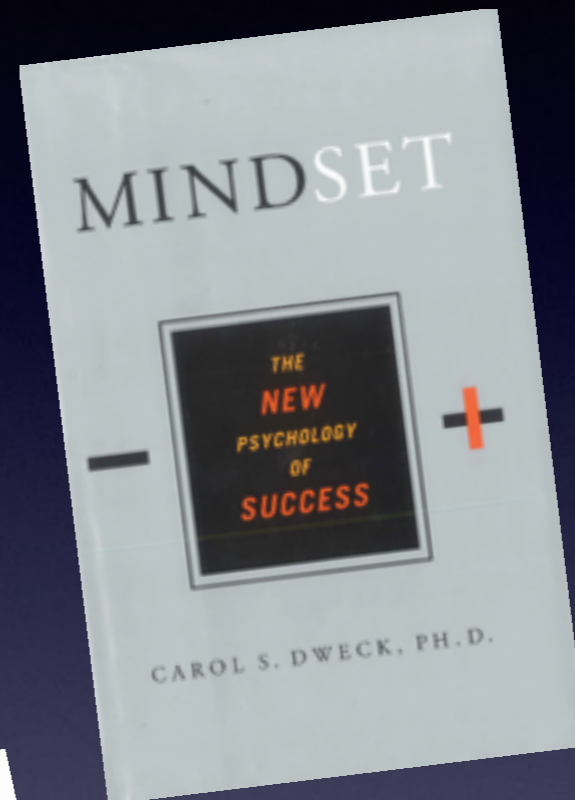
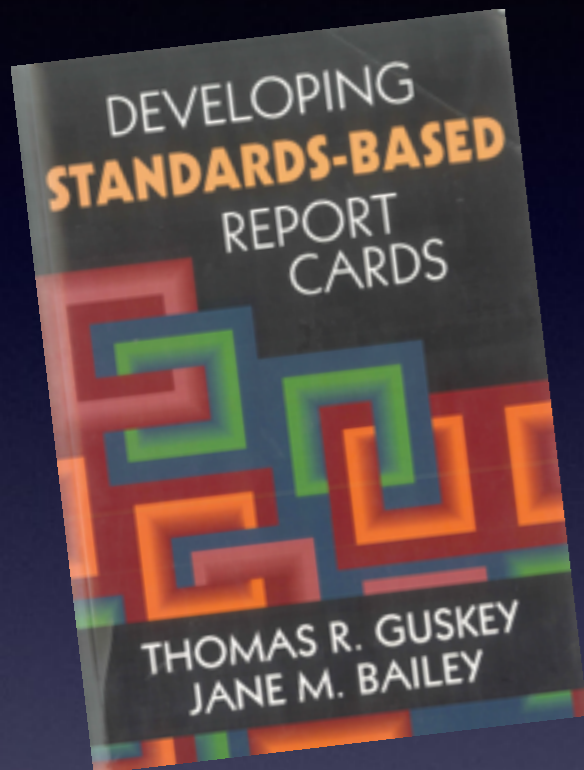
Douglas Reeves, 2009



Preparing Your Child For Future Education

- No level of education (ES/MS/HS/Post-HS) is static, unchanging.
- Brain research & school research has brought forward new best practices.

How Have Our Practices Changed?





From Ken O'Connor

Standards-based assessment practices

“deemphasizes traditional grades, demystifies the entire grading process, and **focuses on the process of learning and the progress of the individual student**. All these desirable characteristics occur because the prime purpose of grades is recognized as communication, not competition, and determining student grades is based on pedagogy that views the teacher’s role as supporting learning and encouraging student success.”

Guarantees For Future Education

- Personalized education
- More project, problem, inquiry-based learning
- 21c Skills - taught and assessed
- Technology as an equalizer
- Subject area integration

Assessment Change Process

Traditional
to
Transitional
to
Standards Based Assessing/Reporting

Will this be graded?

Traditional grading systems use grades to reward and punish:

Rewards

- expected behaviors
- class participation
- extra credit / incentives
- artistry/presentation

Punishments

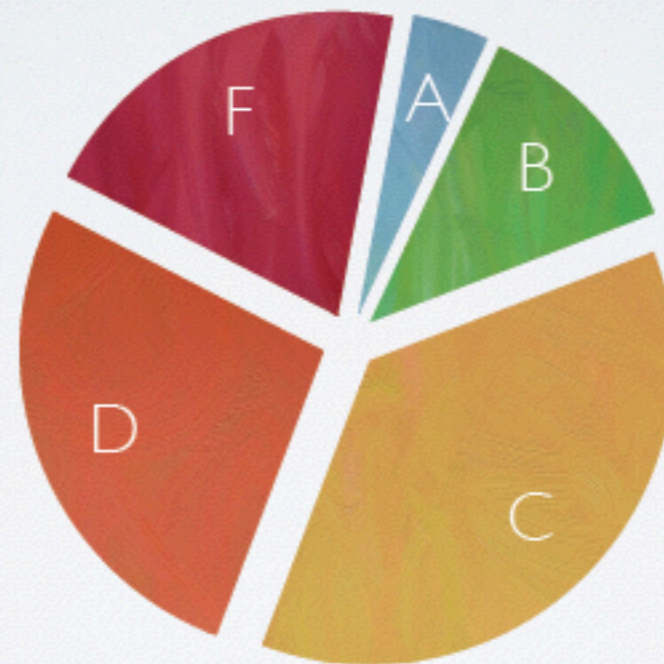
- penalties for late work
- zeros for dishonesty
- one-shot testing
- incentives

Results in multiple meanings for a single grade

What does a child know? What is she able to do?

SCENARIO #1 CONSISTENT GRADE CALCULATIONS

10,000 Teachers Can't Be Wrong, Right??



Grades for the SAME Student

Douglas Reeves, 2009



Assessment Change Timeline

2007/10 Assessment Philosophy Review

2010/11 Assessment Policies Adopted, MS Student Learning Behaviors Adopted

2011/12 Learning Behaviors Integration, SBR Research Task Force

2012/13 Reporting Standards, Progress Indicators, PowerSchool Prep Completed

2013/14 Initial - French/Spanish, Health, PE, Visual & Performing Arts

2014/15 Transitional Implementation – Add Core classes & Chinese

2015/16 Refinement – Improving based upon reflection

Assessment/Grading Changes

- Separation of learning behaviors and academic progress
- Homework results reflected in Learning Behaviors not Academic Progress
- Re-taking assessments
- Drop use of zeros and reduce use of averaging
- Emphasizing most consistent, latest learning

What is Standards-Based Reporting?

- 1) Teachers provide feedback to students and report student progress in relation to multiple standards
- 2) Learning behaviors are reported separately from academic progress data
- 3) Students receive progress indicators in relation to standards instead of a grade

Why Standards-Based Reporting?

- 1) SBR provides students and parents more information on what a student knows and can do.
 - A. Describes specific elements of *CONTENT*.
“what we want students to know.”
 - B. Describes levels of *PERFORMANCE*.
“what we want students to be able to do.”
- 2) SBR enables student to **focus on learning, not grading.**
- 3) SBR enables students to take more responsibility for their own learning.

Physical Education **Teaching** Standard - Grade 6

- **Standard 5: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**
- 1. Demonstrates locomotor and non-locomotor skill combinations in more complex environments and modified sports activities.
- 2. Employs rhythmical movements.
- 3. Implements manipulative skills (e.g. dribble, hit, strike, kick, throw, and catch various sports objects).
- 4. Demonstrate basic strokes combined with balance, sequencing and transitioning between directional changes and paddling styles.

Physical Education **Reporting** Standard - Grade 6

Standard 5: Motor Skills and Movement Patterns



上海 Shanghai American School

An International Community



Name: Murial Chow
Grade: 6
Homebase: Ms. Foley
Absences: 4 out of 54 days
Tardies: 14 out of 54 days
Date Issued: January 29, 2013

Shanghai American School inspires in all students:
A lifelong passion for learning
A commitment to act with integrity and compassion
The courage to live their dreams

Statement of Purpose

This standards-based report card will help students and parents to understand and reflect upon learning behaviors, academic progress, strengths and suggestions for further learning.

	Beginning	Approaching	Meeting	Exceeding
Learning Behaviors	Rarely demonstrates the behaviors	Sometimes demonstrates the behaviors	Consistently demonstrates the behaviors	Exceptionally demonstrates the behaviors
Academic Progress	Rarely demonstrates the standard	Sometimes demonstrates the standard	Consistently demonstrates the standard	Exceptionally demonstrates the standard

NA – Not Assessed – Refers to a reporting standard that was not assessed during the term.

Learning Behaviors

Cooperation / Collaboration * Listens and reflects * Asks appropriate questions * Takes leadership responsibilities * Contributes as a group member * Is adaptable	Preparation / Organization * Turns classwork and homework in on time * Prepares for assessments * Brings required materials to class * Keeps materials organized * Is punctual
Integrity / Attitude * Respects property, materials and classroom environment * Demonstrates academic integrity * Demonstrates ethical use of technology * Demonstrates a positive attitude * Respects self and others	Active Learning / Effort * Participates in class * Reflects on learning to make improvements * Uses class time effectively * Explores possibilities and takes responsible risks * Demonstrates persistence * Works to best ability

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Grade 6 Physical Education

Lou Wegener

Learning Behaviors	T1	T2	T3
Cooperation / Collaboration	Approaching	Approaching	
Preparation / Organization	Beginning	Beginning	
Integrity / Attitude	Meeting	Meeting	
Active Learning / Effort	Exceeding	Exceeding	
Academic Progress			
Demonstrates motor skills & movement patterns competencies	Approaching	Approaching	
Understands movement concepts, principles, & strategies	Beginning	Beginning	
Achieves and maintains a healthy fitness level	Meeting	Meeting	
Displays sportsmanship and teamwork	Exceeding	Exceeding	
Values physical activity for enjoyment and self-expression	Approaching	Approaching	

Trimester 3 Knowledge & Skills Focus

This box would contain a succinct description of the curricular focus for the trimester. This comment should be similar or the same for teaching partners on the same campus.

Trimester 3 Comments

This box would hold 660 characters with spaces at size 10 font. Our current box holds 530 characters with spaces and typically includes a curricular focus description that would be pulled out. This could potentially hold quite a number of various different extended words. This box would hold 120 words at size 10 font. Our current box holds 100 words and typically includes a curricular focus description that would be pulled out. This could potentially hold quite a number of various different extended words

Trimester 2 Knowledge & Skills Focus

Trimester 2 Comments

Trimester 1 Knowledge & Skills Focus

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Trimester 1 Comments



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Academic Progress
NA – Not Assessed

Cooperation / Collaboration
* Listens and reflects
* Asks appropriate questions
* Takes leadership roles
* Contributes as a group member
* Is adaptable

Integrity / Attitude

* Respects property, materials and classroom environment
* Demonstrates academic integrity
* Demonstrates ethical use of technology
* Demonstrates a positive attitude
* Respects self and others

* Participates in class
* Reflects on learning to make improvements
* Uses class time effectively
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	Beginning	Approaching	Meeting	Exceeding
Cooperation / Collaboration * Listens and reflects * Asks appropriate questions * Takes leadership responsibilities * Contributes as a group member * Is adaptable				
Integrity / Attitude * Respects property, materials and classroom environment * Demonstrates academic integrity * Demonstrates ethical use of technology * Demonstrates a positive attitude * Respects self and others				

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Cooperation / Collaboration	Approaching	Approaching	
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Trimester 1 Comments



Name: Murial
Grade: 6
Homebase: Ms. Fol

Shanghai American
A lifelong
A commitment to
The country

Learning Behaviors

Cooperation / Collaboration

- * Listens and reflects
- * Asks appropriate questions
- * Takes leadership responsibilities
- * Contributes as a group member
- * Is adaptable

Preparation / Organization

- * Turns classwork and homework in on time
- * Prepares for assessments
- * Brings required materials to class
- * Keeps materials organized
- * Is punctual

Integrity / Attitude

- * Respects property, materials and classroom environment
- * Demonstrates academic integrity
- * Demonstrates ethical use of technology
- * Demonstrates a positive attitude
- * Respects self and others

Active Learning / Effort

- * Participates in class
- * Reflects on learning to make improvements
- * Uses class time effectively
- * Explores possibilities and takes responsible risks
- * Demonstrates persistence
- * Works to best ability

This standards-based report card will report on learning behaviors, academic progress

	Beginning			
Learning Behaviors	Rarely demonstrates the behaviors			
Academic Progress	Rarely demonstrates the standard	Sometimes demonstrates the standard	Consistently demonstrates the standard	Exceptionally demonstrates the standard

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Learning Behaviors

Cooperation / Collaboration <ul style="list-style-type: none"> * Listens and reflects * Asks appropriate questions * Takes leadership responsibilities * Contributes as a group member * Is adaptable 	Preparation / Organization <ul style="list-style-type: none"> * Turns classwork and homework in on time * Prepares for assessments * Brings required materials to class * Keeps materials organized * Is punctual
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Trimester 2 Comments

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Trimester 1 Comments



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Grade 6 Physical Education

Lou Wegener

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Active Learning / Effort	Exceeding	Exceeding	
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Trimester 3 Knowledge & Skills Focus

Learning Behaviors	T1	T2	T3
Cooperation / Collaboration	Approaching	Approaching	
Preparation / Organization	Beginning	Beginning	
Integrity / Attitude	Meeting	Meeting	
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Understands movement concepts, principles, & strategies	Beginning	Beginning	
Achieves and maintains a healthy fitness level	Meeting	Meeting	
Displays sportsmanship and teamwork	Exceeding	Exceeding	
Values physical activity for enjoyment and self-expression	Approaching	Approaching	

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Trimester 1 Comments

Empty text box for Trimester 1 Comments



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Achieves and maintains a healthy fitness level	Meeting	Meeting	
Displays sportsmanship and teamwork	Exceeding	Exceeding	

Trimester 1 Knowledge & Skills Focus

Teacher will provide a summary of the content and skills focus for the trimester.

100 words and typically includes a curricular focus description that would be pulled out. This could potentially include extended words.

Focus

Trimester 1 Comments

Teacher will provide comments focusing on individual strengths and suggestions for further learning.

- * Demonstrates ethical use of technology
- * Demonstrates a positive attitude
- * Respects self and others
- * Explores possibilities and takes responsible risks
- * Demonstrates persistence
- * Works to best ability

Trimester 1 Knowledge & Skills Focus


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Trimester 1 Comments

PowerSchool Portal View

All Missing Assignments: Happy, Johnny B.

Course Name	Teacher	Assignment	Code
6 Physical Education	Wegener, Lou	Basketball Skills Self Reflection	Missing



PowerSchool Portal View

Click on the standard name to see the description and grade scale
Click on the score for each standard to see associated assignment scores and/or comments

Learning Behaviors & Academic Achievement: Happy, Johnny B

6 Physical Education (Wegener, Lou)	T1	T2	T3
Cooperation and Collaboration	Meeting		
Preparation and Organization	Beginning		
Integrity and Attitude	Meeting		
Active Learning and Effort	Approaching		
Motor skills and movement patterns	Meeting		
Movement concepts, principles, and strategies	Meeting		
Fitness level	Approaching		
Sportsmanship and teamwork	Meeting		
Physical activity for enjoyment and self-expression	Meeting		

These scores will be linked to individual pages that provide details about assessments related to each reporting standard

Teacher Comments: Johnny has clearly demonstrated his ability to handle the ball effectively including his ability to dribble the soccer ball with his feet and the basketball with his hands. He responds well to coaching on specific skills but would benefit from taking a more active view of his own learning by asking for assistance when his is experiencing difficulty.

PowerSchool Portal View

Demonstrate competencies in motor skills & movement patterns

- Demonstrates locomotor and non-locomotor skill combinations in more complex environments and modified sports activities.
- Employs rhythmical movements
- Implements manipulative skills (e.g. dribble, hit, strike, kick, throw, and catch various sports objects).
- Demonstrate basic Kayak paddle strokes combined with balance, sequencing and transitioning between directional changes and paddling styles.

Course	Teacher	Period	Current Overall Score
6 Physical Education	Wegener, Lou	D(1)	--

Due Date	Assignment	Codes	Score
08/27/2013	Basketball Skills Pre-Assess (ball handling)		Beginning
08/27/2013	Basketball Skills Pre-Assess (shooting)		Approaching
09/06/2013	Mid-Unit (ball handling)		Approaching
09/06/2013	Mid-Unit (shooting)		Approaching
09/13/2013	Summative (ball handling)		
09/13/2013	Summative (shooting)		

If a teacher enters a description for the assignment, then this becomes a link to that description, as is currently the case

If a teacher enters a comment for the score, then this becomes a link to that description, as is currently the case.

How are we preparing teachers for SBR?

Standards Based Assessing

- How does this assessment focus on what learning looks like?
- How well does each section/question on your assessment align with a reporting standard?
- How do students know which reporting standard the section/question assesses?
- How can you improve the assessment to ensure the areas above are met?



How are we preparing teachers for SBR?

Defining Performance Levels

- Creating rubrics to define what it means for a student to be beginning, approaching, meeting, or exceeding each reporting standard
- Refining rubrics over the course of the year



How are we preparing teachers for SBR?

Quality Narrative Comments

- Ensuring we meet the purpose of our **reporting system...**
...helping students and parents to understand and reflect upon
 - learning behaviors
 - academic progress
 - strengths
 - suggestions for further learning



How are we preparing students for SBR?

Shifting the focus to learning

- Increased use of self assessment and self reflection
- Multiple opportunities to demonstrate learning
- Helping students to understand learning as a journey along a continuum

Deconstructing the reporting standards

- Reviewing reporting standards in classes
- Linking reporting standards with specific sections/questions



Will my child lose motivation
without a traditional grade/
percentage?

Where is the focus for these students?

Will this mindset lead to a passion for lifelong learning?

Student email to Math teacher

How is your weekend going? I just checked PowerSchool and I wish to redo the performance assessment. Is that okay? I really want a better grade!

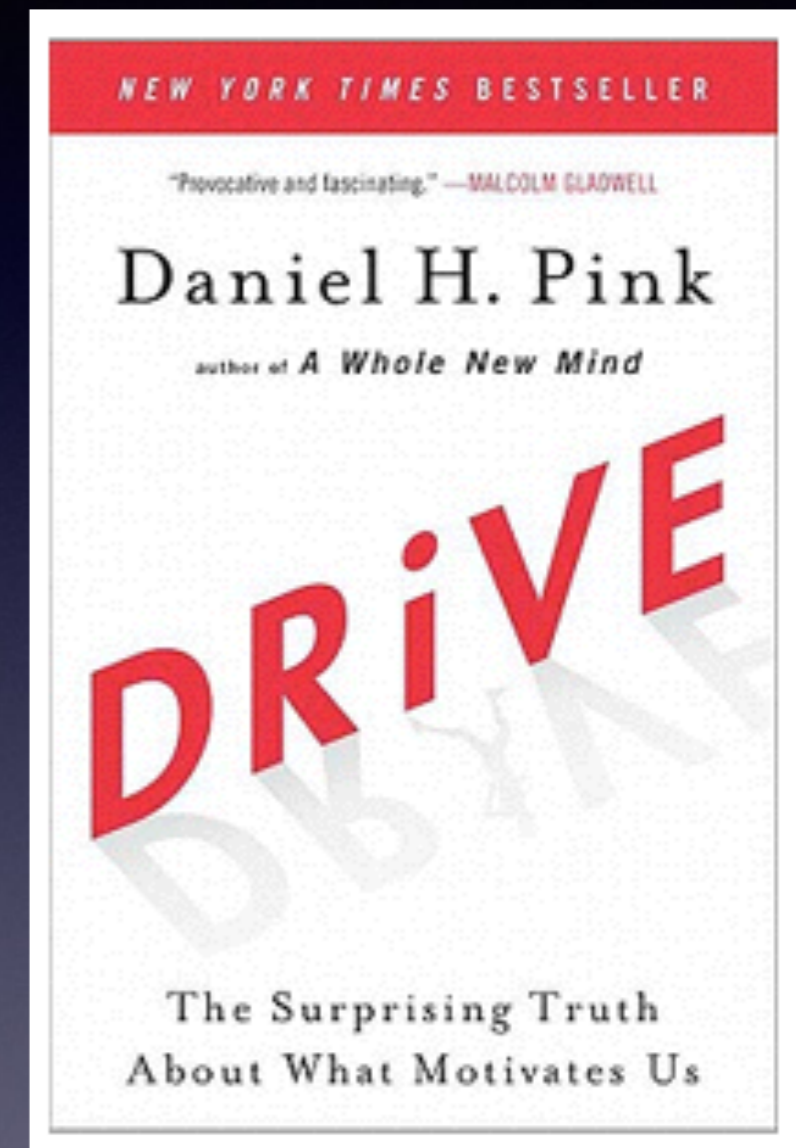
Student email to Music teacher

It is very important for me to get 100 on my retake joy playing test. Only if I get 100, I am able to make high honor roll.

Grades as Motivators

Too many students walk through the schoolhouse door with one aim in mind: to get good grades. And all too often, the best way to reach this goal is to get with the program, avoid risks, and serve up the answers the teacher wants the way the teacher wants them. **Good grades become a reward for compliance—but don't have much to do with learning.**

~ Daniel Pink, *Drive*, p. 176-177





Grades are an example of external motivators. Learning through curiosity and passion has staying power because it is an internal motivator. **Focus on learning, not grading.**



How will SBR in middle school impact high school grades?

- High School separates Learning Behaviors and Academic Progress
- High School will examine a Standards-Based model.



How will an SBR assessment
system affect university
admissions?



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Harvard University
Princeton University
Yale University
MA Institute of Technology
Stanford University
California Institute of Technology
University of Pennsylvania
Columbia University
Duke University
University of Chicago
Northwestern University
Cornell University
Brown University
Emory University
Vanderbilt University
Carnegie Mellon University

Summary of the Hanover Research Council's Study on
Standards-Based Grading and College Admissions

In January 2009, Hanover Research Council conducted a study for QCSD on the relationship between standards-based grading and college admissions. The purpose of the study was to ascertain the reaction of college and university admissions offices to report cards based on standards-based grading. The Hanover discussion involved a brief overview of standards-based grading, its history, and an examination of perceptions of standards-based grading by colleges.

Conclusion:

The Hanover Research Council report states that "Generally, admissions offices treat all grades as welcome indicators of high school performance while implicitly acknowledging that every school has a unique perspective, student body, and system." None of the college admissions offices contacted expressed a concern or a negative view of a transcript based on standards-based grading.



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Pre-registration
Registration Instructions
Cross-registration
Full-time Registration

[Home](#) > [Registration](#) > [Grades](#) > [Grading Policies](#)

Freshman Grading

In the first semester and the January Independent Activities Period (IAP) freshmen are graded on a Pass or No Record basis in all subjects they take, where P (passing) means C- or better performance. Freshmen earn no credit for subjects with D and F grades.

Swarthmore College

New Students

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Grades

The Credit/No Credit First Semester

WELLESLEY COLLEGE

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SHADOW GRADING POLICY

Wellesley is adopting a new shadow-grading policy for first year students.

Wellesley has instituted a shadow-grading policy beginning with students entering in the fall of 2014. These students will receive pass/no pass grades in all of their courses for the first semester of their first year. The students themselves will be given a report of the letter grades that they would have received - "shadow grades" - but these will not appear on their official transcripts and will not be released outside the College. This policy provides first-year students with the opportunity to learn about the standards for academic achievement at Wellesley and to assess the quality of their work in relation to these standards. It further enables them to use their first semester to refocus attention from grades to intellectual engagement and inspiration and to learn how to grow as a learner in college.



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Academic Calendar | **Registration** | Subjects | Transcripts & Certifications | Graduation & Diplomas | Classrooms | Forms & Petitions

Pre-registration
Registration Instructions
Cross-registration
Full-time Registration

Home > Registration > Grades > Grading Policies

Freshman Grading

In the first semester and the January Independent Activities Period (IAP) freshmen are graded on a Pass or No Record basis in all subjects they take, where P (passing) means C- or better performance. Freshmen earn no credit for subjects with D and F grades.

Swarthmore College

New Students

Home | About | Academics | Admissions

Grades

The Credit/No Credit First Semester

WELLESLEY COLLEGE SEARCH

& FINANCIAL AID | ACADEMICS | STUDENT LIFE | ATHLETICS | NEWS | EVENTS | ADMINISTRATION | ALI

SHADOW GRADING POLICY

Wellesley is adopting a new shadow-grading policy for first year students.

Wellesley has instituted a shadow-grading policy beginning with students entering in the fall of 2014. These students will receive pass/no pass grades in all of their courses for the first semester of their

about the standards for academic achievement at Wellesley and to assess the quality of their work in relation to these standards. It further enables them to use their first semester to refocus attention from grades to intellectual engagement and inspiration and to learn how to grow as a learner in college.

It further enables them to use their first semester to refocus attention from grades to intellectual engagement and inspiration and to learn how to grow as a learner in college.



A RICH PAST
A PROMISING FUTURE

Q & A Time



Case Study

Where We Were -- Traditional Grading

Student Name :

Advisory: Mulazzi, Francesca
Grade: 7

HONOR ROLL STATUS

Date printed: November 24, 2010

PARENT/GUARDIAN NAME & ADDRESS



Shanghai American School
An International Community

High Honor Roll:
93-100 with no grade less than 80
Honor Roll:
88-92.99 with no grade less than 80

2010 - 2011 Trimester 1 Report Card

Subjects	T1	S1	T2	T3	S2	Teacher	Comments
7 Language Arts 7 Social Studies	74 74					Williams, Scott Kuykendall, Matt	Low quiz scores. Written work needs improvement. has a great personality and is awesome to have in class. Academically, he struggles to stay focused as well as struggles with organizational skills. He has one missing assignment this trimester which has negatively affected his grade.
7 Math 7 Science	80 80					Foong, Melinda Molloy, Carla	Cooperative. A pleasure to have in class. Homework assignments not completed. Could improve with more sincere effort. Works well in groups.
7 PE	92					Stagg, Caitlin	Generally does well in PE. Possesses good athletic ability. Current MS PE info and blog can be found at http://tinyurl.com/PXMSPE .
7 Band	61					Glascok, Rick	A pleasure to have in class. Needs to turn in work. Good musician.

Average: 76.8



Case Study

Where We Were -- Traditional Grading

<u>Murial</u>		<i>Weighting</i>
Science Content Knowledge		23.3%
Science Process Skills		23.3%
Communicating in Science		23.3%
Participation		10.0%
Effort		10.0%
Homework		10.0%
83.2		

Grade composed of 6 major areas



Case Study

Where We Were -- Traditional Grading

Murial		<i>Weighting</i>
Science Content Knowledge		23.3%
Science Process Skills		23.3%
Communicating in Science		23.3%
Participation		10.0%
Effort		10.0%
Homework		10.0%
83.2		

Grade composed of 6 major areas

Candace		<i>Weighting</i>
Science Content Knowledge		23.3%
Science Process Skills		23.3%
Communicating in Science		23.3%
Participation		10.0%
Effort		10.0%
Homework		10.0%
83.2		



Case Study

Where We Were -- Traditional Grading

Murial					<i>Weighting</i>
Science Content Knowledge	98	97	98	98	23.3%
Science Process Skills	94	96	92	94	23.3%
Communicating in Science	84	88	87	86	23.3%
Participation	50	75	75	67	10.0%
Effort	60	70	70	67	10.0%
Homework	50	0	100	50	10.0%
83.2					

Uncovering the realities behind the number;

Candace					<i>Weighting</i>
Science Content Knowledge	60	66	68	65	23.3%
Science Process Skills	94	100	98	97	23.3%
Communicating in Science	66	76	78	73	23.3%
Participation	95	90	95	93	10.0%
Effort	100	80	90	90	10.0%
Homework	100	100	100	100	10.0%
83.2					



Case Study

Where We Were -- Traditional Grading

Murial					<i>Weighting</i>
Science Content Knowledge	98	97	98	98	23.3%
Science Process Skills	94	96	92	94	23.3%
Communicating in Science	84	88	87	86	23.3%
Participation	50	75	75	67	10.0%
Effort	60	70	70	67	10.0%
Homework	50	0	100	50	10.0%
83.2					

Uncovering the realities behind the number;

We were missing their strengths and areas of growth

Candace					<i>Weighting</i>
Science Content Knowledge	60	66	68	65	23.3%
Science Process Skills	94	100	98	97	23.3%
Communicating in Science	66	76	78	73	23.3%
Participation	95	90	95	93	10.0%
Effort	100	80	90	90	10.0%
Homework	100	100	100	100	10.0%
83.2					

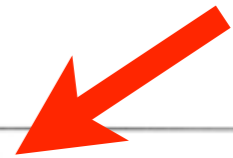


Does this report card tell you what a student knows and can do?

Comments

8 Language Arts Banaszewski, Tom	T1	T2	T3	has made significant progress in class responses to what she reads. She has tackled many challenging books this year. I would like to see her practice making her thoughts clearly articulated in her writing. It has been a pleasure helping to prepare her for high school.
Cooperation / Collaboration	G	G	G	
Preparation / Organization	G	G	G	
Integrity / Attitude	G	G	G	
Active Learning / Effort	E	G	G	
Academic Achievement	89	91	92	
8 Algebra Green, Bo	T1	T2	T3	As I and I have discussed I am recommending she take Geometry in Grade 9. Although at this point has to work hard on her mathematics learning she is a positive self-advocate, asking questions and seeking help. I encourage her to continue that lifelong learning habit next year and seek the support necessary for her to be successful. She is a delight to teach and be around. I wish the best in high school.
Cooperation / Collaboration	G	G	G	
Preparation / Organization	G	G	NI	
Integrity / Attitude	E	G	G	
Active Learning / Effort	G	G	G	
Academic Achievement	82	81	78	
8 Science Erni, Tony	T1	T2	T3	a cheerful polite student who works well in class but does struggle with some of the concepts. I would have liked to see her come in for extra help when she realized she did not understand something. She will need to do this next year in high school. Good luck next year.
Cooperation / Collaboration	G	G	E	
Preparation / Organization	E	G	E	
Integrity / Attitude	E	E	G	
Active Learning / Effort	G	G	G	
Academic Achievement	79	74	75	
8 Social Studies Musk, Thomas	T1	T2	T3	In our final unit we briefly examined the Rwandan Genocide, and then focused on issues in American Colonialism. Critical thinking skills were again emphasized as again highly engaged and consistently made strong contributions to class - she presents such strong confidence. I want her to continue improving her thinking skills by using the tools she developed this year, and she needs more practice organizing ideas. With this said, I truly enjoyed working with her and wish her all the best.
Cooperation / Collaboration	G	G	G	
Preparation / Organization	G	G	G	
Integrity / Attitude	G	G	E	
Active Learning / Effort	E	E	E	
Academic Achievement	88	90	93	
8 French 3 Rene, Judith Ann	T1	T2	T3	u have made tremendous progress this year. Keep up the good work. Mme Rene
Cooperation / Collaboration	G	G	E	
Preparation / Organization	E	G	E	
Integrity / Attitude	G	G	E	
Active Learning / Effort	G	G	E	
Academic Achievement	86	92	89	

8 PE Murtha, Barbara	T1	T2	T3	Thank you for all your hard work this year in Physical Education class. I will miss your smile first thing in the morning! You are the type of student teachers love to have in their classes. I wish you the best next year in high school.
Cooperation / Collaboration	G	G	G	
Preparation / Organization	G	G	G	
Integrity / Attitude	G	G	G	
Active Learning / Effort	G	G	G	
Academic Achievement	85	90	97	
8 Band Glascock, Rick	T1	T2	T3	is a pleasure to have in class. I appreciate her help in the percussion section this trimester. Best of luck next year in HS.
Cooperation / Collaboration	E	G	G	
Preparation / Organization	G	G	G	
Integrity / Attitude	G	G	G	
Active Learning / Effort	G	G	G	
Academic Achievement	86	89	95	
8 Art Reynolds, Craig Sinclair	S1	S2		You have worked hard through this last semester, making good progress in your skill development. I particularly like the major assignment painting, as it has an interesting subject and perspective. Well done overall.
Cooperation / Collaboration	G			
Preparation / Organization	G			
Integrity / Attitude	G			
Active Learning / Effort	G			
Academic Achievement	96			
8 Health Smith, Amy	S1	S2		did an excellent job in Health this semester, and shows a true passion for the subject. She demonstrated a visible understanding of advocacy and was an active participant in class discussions. Thanks for your positive attitude and efforts,
Cooperation / Collaboration		G		
Preparation / Organization		G		
Integrity / Attitude		G		
Active Learning / Effort		E		
Academic Achievement		98		



Student Learner Profile

Cooperation / Collaboration * Listens and reflects * Asks appropriate questions * Takes leadership responsibilities * Contributes as a group member * Is adaptable	Preparation / Organization * Turns work in on time * Prepares for tests/quizzes * Brings required materials to class * Keeps materials organized * Is punctual	Student Learner Profile Scale E = Excellent Exceeds Expectations; Exceptional G = Good Consistently Meets Expectations NI = Needs Improvement Sometimes Meets Expectations AC = Area of Concern Rarely Meets Expectations
Integrity / Attitude * Respects property, materials and classroom environment * Demonstrates academic integrity * Demonstrates ethical use of technology * Demonstrates a positive attitude * Respects self and others	Active Learning / Effort * Participates in class * Reflects on learning to make improvements * Uses class time effectively * Explores possibilities and takes responsible risks * Demonstrates persistence * Works to best ability	

Transition Report Card