

**Legend:
Arts, Physical Education, Social Growth,
Work/Study**

| | |
|-----------|--------------------------|
| DS | Demonstrates Strength |
| DA | Developing Appropriately |
| NS | Needs Support |

| | | | |
|-----------------------------------|----------|----------|----------|
| Visual and Performing Arts | 1 | 2 | 3 |
| Participates in Music | DA | | |
| Participates in Fine Arts | DA | | |

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|-------------------------------------|----------|----------|----------|
| Physical Education | 1 | 2 | 3 |
| Demonstrates good sportsmanship | DA | | |
| Actively participates in activities | DA | | |

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|--|----------|----------|----------|
| Social Growth/Life Skills | 1 | 2 | 3 |
| Exhibits a positive attitude | DA | | |
| Respects people and property | DS | | |
| Cooperates with others | DS | | |
| Follows classroom rules | DS | | |
| Follows directions | DS | | |
| Demonstrates listening skills | DA | | |
| Takes personal responsibility for behavior | DA | | |

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|--|----------|----------|----------|
| Work/Study Skills | 1 | 2 | 3 |
| Contributes to classroom activities | DA | | |
| Exhibits organizational skills | DA | | |
| Completes class assignments | DA | | |
| Completes and returns homework | DA | | |
| Exhibits neat and legible work | DA | | |
| Works independently | DA | | |
| Accepts responsibility for individual learning | DA | | |

Recommended placement for next year: _____ Grade: _____

Teachers Signatures:

Explanation of Markings

| PE / Art / Music / Social Growth / Life Skills / Work Habits | Academic Areas Performance Levels |
|---|--|
| DS – Demonstrates Strength DS indicates the student's effort, work habits, and/or social skills consistently meet and at times exceed grade level expectations. | 4 – Exceeds Standard The student consistently grasps, applies, and extends key concepts, processes, and skills above the exceed grade level expectations. |
| DA – Developing Appropriately DA indicates the student's effort, work habits, and/or social skills usually meet grade level expectations. | 3– At Standard The student regularly grasps and applies key concepts, processes, and skills for grade level expectation. |
| NS – Needs Support NS indicates the student's effort, work habits, and/or social skills do not meet grade level expectations. | 2 – Approaching Standard The student is beginning to demonstrate understanding of the grade level key concepts, processes and skills. |
| | 1 – Below Standard The student is not demonstrating understanding of the grade level key concepts, processes, and skills and requires additional time and support. |
| | X – Not Evaluated at this Time X indicates that this skill/concept was not evaluated at the time. |

Assessment Tools Include:

- Individual Assessments
- Student Presentations
- Teacher Observations
- Journals
- Portfolios

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|-------------|----|----|----|--|
| Attendance | 1 | 2 | 3 | Name: Kaylee Flynn Teachers: Sandy Foster / Emily Jennings / Petsy Proett Alison Watkins |
| Total Days | 58 | 57 | 60 | |
| Days Tardy | 3 | | | |
| Days Absent | 3 | | | |

| Academic Legend: 4 – Exceeds Standard 1 – Below Standard | | | | 3 – At Standard | 2 – Approaching Standard | X – Not Evaluated at this Time |
|--|--|--|--|-----------------|--------------------------|--------------------------------|
| Language Arts – Grade 7 | | | | 1 | 2 | 3 |
| Reading Standards | | | | | | |
| Uses knowledge of word origins & word relationships to determine meaning of words | | | | 3 | | |
| Understands the structure features of informational materials | | | | 3 | | |
| Comprehends and Analyzes grade-level appropriate text | | | | 3 | | |
| Reads and responds to historically or culturally significant works of literature | | | | 3 | | |
| Analyzes a range of responses to a literary work (literary criticism) | | | | 3 | | |
| Understands the structural features of different forms of prose (short story, novel, novella, essay) | | | | 3 | | |
| Gives a narrative analysis of grade level appropriate text | | | | 3 | | |
| Writing Standards | | | | | | |
| Writes clear, coherent, and focused essays | | | | 3 | | |
| Essays contain formal introductions, supporting evidence, and conclusions. | | | | 3 | | |
| Writes for a variety of purposes (fictional or autobiographical narratives, research reports, summaries of reading materials, and persuasive compositions) | | | | 3 | | |
| Revises writing to improve the organization and consistency of ideas within and between paragraphs | | | | 3 | | |
| Uses correct sentence structure, grammar, punctuation, capitalization and spelling | | | | 3 | | |
| Speaking & Listening Standards | | | | | | |
| Delivers focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience | | | | 3 | | |
| Evaluates the content of oral communication and provides constructive feedback to speakers | | | | 3 | | |
| History / Social Science | | | | 1 | 2 | 3 |
| The Rise and Fall of the Roman Empire | | | | 3 | | |
| Islam in the Middle Ages. | | | | 4 | | |
| China in the Middle Ages. | | | | X | | |
| Ghana and Mali in Medieval Africa. | | | | X | | |
| Medieval Japan. | | | | X | | |
| Medieval Europe | | | | 3 | | |
| The Renaissance | | | | X | | |
| The Reformation | | | | X | | |
| The Scientific Revolution | | | | x | | |
| Mathematics – Grade 7 | | | | | | |
| Number / Operations | | | | | | |
| Students know the properties of, and compute with, rational numbers expressed in a variety of forms | | | | 3 | | |
| Students use exponent, powers, and roots and use exponents in working with fractions | | | | 3 | | |
| Algebra/Functions | | | | | | |
| Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs | | | | X | | |
| Students interpret and evaluate expression involving integer powers and simple roots | | | | X | | |
| Students graph and interpret linear and some nonlinear functions | | | | X | | |
| Students solve simple linear equations and inequalities over the rational numbers | | | | X | | |
| Measurement / Geometry | | | | | | |
| Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems | | | | X | | |
| Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects | | | | X | | |
| Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes | | | | X | | |
| Statistics, Data Analysis, Probability | | | | | | |
| Students collect, organize and represent data sets that have one or more variables | | | | X | | |
| Students make decisions about how to approach problems | | | | 3 | | |
| Students use strategies, skills, and concepts in finding solutions | | | | 3 | | |
| Science: Demonstrates understanding of: | | | | 1 | 2 | 3 |
| Cell Biology | | | | 3 | | |
| Genetics | | | | X | | |
| Evolution | | | | X | | |
| Earth and Life History | | | | X | | |
| Structure and Function in Living Organisms | | | | 3 | | |
| Physical Principles in Living Systems | | | | X | | |
| Investigation and Experimentation | | | | 3 | | |
| Participates in activities and discussions | | | | 4 | | |

Student's Name: Kaylee Flynn

| Comments/Student Goals: | Date: November 2013 |
|-------------------------|---------------------|
| 16,18,19,13 | |
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Parent: Signature: _____

Teachers Signatures: *J. Watkins, E. Sweet, E. Jensen, J. Foster*

| Comments/Student Goals: | Date: March 2014 |
|-------------------------|------------------|
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Parent: Signature: _____

Teachers Signatures: _____

| Comments/Student Goals: | Date: June 2014 |
|-------------------------|-----------------|
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Teacher Signature: _____

Teacher Signature: _____

Maria Montessori Charter Academy



2013-2014

Standards-Based Report Card

Grade 7

Kaylee Flynn

Recognition of Parent/Guardian Participation

Thank you for participating in your child's education by:

- ✓ Sending your child to school regularly and on time
- ✓ Ensuring homework is supported
- ✓ Participating in parent/teacher communications
- ✓ Volunteering time for school and/or class projects
- ✓ Attending school functions



*Grade Summary for Kaylee F.
2013-2014
Grade 7*

| Subject | Trimester 1 | Trimester 2 | Trimester 3 |
|-----------------|------------------------|------------------------|------------------------|
| ELA | A+ | | |
| Elective | A | | |
| Math | A- | | |
| History | A- | | |
| Science | A | | |
| PE | A | | |

Report Card Comment Codes

Comment Code Description

1. Conduct is exemplary
2. Conduct is not age appropriate
3. Conduct needs improvement
4. Improvement has been noticed
5. Organizes and uses time wisely
6. Procrastinates, then rushes
7. Poor quality work, sloppy
8. Listens and follows directions
9. Outstanding work
10. Works very hard on classwork
11. Opinionated/argumentative
12. Contributes to class
13. Thinks and works independently
14. Exaggerates situations
15. Work is neat
16. Displays a positive attitude
17. Completes assignments promptly
18. Shows genuine effort-interest
19. Tries very hard
20. Demonstrates creativity
21. A pleasure to teach
22. Grades attained with assistance
23. Talks at inappropriate times
24. Does not finish work
25. Efforts are not consistent
26. Not prepared for lessons
27. Homework assignments missing
28. Always on task and focused
29. Not on task
30. Needs constant reminders
31. Easily distractible
32. Good participation
33. Not working to potential
34. Does not follow directions
35. Good sportsmanship
36. Poor sportsmanship
37. Cooperates well with others
38. Low test scores
39. Conduct is affecting grade
40. Modified curriculum
41. Absences affecting grade
42. Tardies affecting grade
43. Lacks organization skills
44. Too social
45. Distracts those around

