



Mastery Report

Quarter 1 2017-2018

Grade: 8
 Student ID: 
 Days Absent: 
 Days Tardy: 
 Advisor: 

Statement of Purpose:

This report is designed to clearly, accurately, and consistently communicate learning growth and achievement toward the LSSU Graduation Proficiencies with students and families. It is also meant to help guide improvements when needed. This report, however, cannot communicate everything you might possibly want to know about your student's progress. It should be considered with other information you receive from the school, such as, your student's work, conferences, and progress reports provided by teachers throughout the school year. Communication between the family and the school staff is highly encouraged. If you have any questions or concerns, please contact your student's teacher or counselor.

Reading this Report:

Each course (class) has a chart identifying your student's overall achievement and specific yearlong curricular targets. The chart demonstrates the performance level target for this reporting term, your student's current performance level and their progress towards meeting end of course expectations. This report also includes separate information about your student's Scholarly Habits in each class.

Note: N/A indicates that not every target and Scholarly Habit is addressed or assessed each quarter/trimester.

Level	Letter	Performance Descriptor
Proficient with Distinction	PD	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.
Proficient	P	The student consistently and independently demonstrates the ability to apply and transfer essential content knowledge and skills in a new task.
Basic Proficient	BP	The student demonstrates the ability to comprehend and apply essential content knowledge and skills in a new task.
Making Progress	MP	The student is beginning to independently demonstrate the application of essential content knowledge and skills in a new task.
Getting Started	G	The student demonstrates the application of the essential content knowledge and skills with support.
Not Addressed	N/A	The habit or proficiency was not addressed or assessed during this marking period.

Progress Towards End of Course Expectations	
Above Target	The student's current performance and evidence is above the reporting term target for meeting end of course goals.
On Target	The student's current performance and evidence is on the reporting term target for meeting end of course goals.
Below Target	The student's current performance and evidence is below the reporting term target for meeting end of course goals.

Scholarly Habits	Possible Behaviors
Perseverance	Studying, effort, attending class, participating, revision or redoing work, self-discipline, self-control
Mindsets	Response to set-back, knowing that learning occurs through effort and practice, self-expectations
Learning Strategies	Goal-setting, self-reflection, metacognition, self-correction, response to confusion
Social Skills	Collaboration, empathy, assertion, responsibility, listening and cooperation



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Grade: **8**
 Student ID:
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Algebra I

H09MA1.3

Teacher:

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Reporting Term Target	Student's Performance Level						
[HS.MA.ALG] Algebra	N/A	N/A						
[HS.MA.FUNC] Functions	N/A	N/A						
[HS.MA.GEOM] Geometry	N/A							
[HS.MA.NQO] Number and Quantity and Operations	N/A	N/A						
[HS.MA.STAT] Data, Statistics & Probability	P	P						

Quarter Narrative

In quarter one we started off our first unit on Data, Probability and Statistics. Students worked on a learning playlist that took them through visual ways to represent data, interpret the shape and spread for different data sets as well as calculate measures of central tendency. The second unit in Data, Probability and Statistics was on scatterplots and recognizing lines of best fit as well as making generalizations about trends between two variables. In this unit the students researched data of their own interest. They used this data to create, analyze and interpret trends in the resulting scatterplot.

Scholarly Habits

Learning Strategies	N/A
Mindsets	N/A
Perseverance	PD
Social Skills	N/A



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Language Arts 8

SMS08LA.3

Teacher

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Reporting Term Target	Student's Performance Level						
[8.R.AC.LT1.P1] I can determine the meaning of words & phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	BP	BP						
[8.R.AC.LT2.P1] I can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	N/A	N/A						
[8.R.AC.LT3.P1] I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	N/A	N/A						
[8.R.KI.LT1.P1] I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	N/A	N/A						
[8.R.KI.LT2.P1] I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	N/A	N/A						
[8.R.KI.LT3.P1] I can analyze how a text makes connections among and distinctions between individuals, ideas, or events in literary or informational texts.	BP	BP						
[8.SL.CC] Comprehension and Collaboration	BP	BP						
[8.SL.POK] Presentation of Knowledge and Ideas	N/A	N/A						



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<p>[REDACTED] [8.W.ARG.Argumentative Writing .LT1] Argumentative Writing: I can organize multiple paragraphs with a lead, body and conclusion; use text structures and precise language to build and support a reader’s growing understanding across my entire argument; bring out aspects of the argument most significant to audience & overall purpose; distinguish my claim from alternate or opposing claims; and justify how my credible, relevant evidence strengthens my argument.</p>	N/A	N/A						
<p>[8.W.INF.Informative Writing .LT1] Informative Writing: I can write informative/ explanatory texts to examine & analyze a topic, and communicate information with a clear focus. I can develop the topic with several elaboration techniques & precise language. I can organize ideas to build understanding and show relationships. I can include formatting, graphics, & multimedia to help explain.</p>	N/A	N/A						
<p>[8.W.NAR.Narrative Writing .LT1] Narrative Writing: I can write narratives to develop real or imagined experiences or events using effective technique, precise details, sensory language and well-structured event sequences. I can engage and orient the reader by establishing a problem/ situation. I can use a variety of transitions to signal shifts from one time frame or setting to another. I can provide a conclusion that follows from the experiences or events & shows character change or new insight.</p>	BP	BP						



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Quarter Narrative

We began our quarter by reading "The Most Dangerous Game," a fun and provocative short story that invites creative reader interpretation. We reviewed basic story elements and author's craft, which we used to write our own short narratives mimicking Richard Connell's style. Then, we began reading the novel Beyond the Western Sea by Avi and analyzed characters. We cited text evidence to back up our ideas about how characters changed as the story unfolded. We looked closely at the many aspects of characters in order to gain a deep understanding of how characters evolve. In collaborative discussions, we delved deeper into the meanings of unfamiliar vocabulary and figurative language, as well as possible themes that could be extracted from our character analysis. We also wrote personal narratives and presented them as verbal stories which allowed us to focus on craft and elaboration techniques. In all of our work, we responded to teacher and peer feedback in order to improve our writing and deepen our analysis of literature.

Scholarly Habits

Learning Strategies	N/A
Mindsets	N/A
Perseverance	N/A
Social Skills	P

Physical Education 8

Teacher:

SMS08PE.1

	Quarter 1	Quarter 2	Quarter 3	Quarter 4				
	Reporting Term Target	Student's Performance Level						
[8.PE.KC.LT1.P2] I can identify and apply tactics, strategies, concepts, and principles in modified game play.	P	P						
[8.PE.MOV.LT1.P1] I can recognize and demonstrate a variety of motor skills and movement patterns and apply them in a variety of contexts.	P	P						
[8.PE.PSR.LT1.P1] I can exhibit personal responsibility and social behaviors that respects self and others.	P	P						
[8.PE.SEC.LT1.P1] I can recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	P	P						

Quarter Narrative

The learner applied tactics and strategies to modified game play, demonstrated fundamental motor skills in a variety of contexts, participated in selected physical activity, cooperated with and encouraged classmates, accepted individual differences and demonstrated inclusive behaviors, and engaged in physical activity for enjoyment and self-expression.



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Science 8

SMS08SCI.4

Teacher: [REDACTED]

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Reporting Term Target	Student's Performance Level						
[8.S.ERG.LT1.P1] Energy: I can demonstrate that energy exists in many forms yet is neither created nor destroyed. I can show that as energy flows from one form to another it transforms and dissipates.	N/A	N/A						
[8.S.INQ.LT1.P1] Inquiry: I can design and implement a procedure to [REDACTED] question. I can record data and observations that I analyze, to then communicate my findings.	MP	BP						
[8.S.INT.LT1.P1] Interdependence: I can demonstrate how the parts of a system are interconnected, and how a change in one part of the system affects another.	N/A	N/A						
[8.S.MAT.LT1.P1] Matter: I can use my understanding of the model of the atom, along with the periodic table, to explain and predict the properties of matter. I can demonstrate how matter is transformed and that it is conserved during transformations.	BP	BP						
[8.S.SF.LT1.P1] Structure and Function: I can analyze how structure affects the function of particular systems.	N/A	N/A						
[8.S.SUS.LT1.P1] Sustainability: I can demonstrate how humans manage and conserve resources in order to support all life on Earth.	N/A	N/A						



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Quarter Narrative

This course helped students to formulate an answer to the question, "How do atomic and molecular interactions explain the properties of matter that we see and feel?" by building understanding of what occurs at the atomic and molecular scale. This is broken down into two sub-ideas: the structure and properties of matter, and chemical reactions. Students were able to apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule. They were able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. Students used models, analyze and interpret data, design solutions, and obtain, evaluate, and communicate information.

Scholarly Habits

Learning Strategies	N/A
Mindsets	N/A
Perseverance	N/A
Social Skills	P



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Grade: 8
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 Days Tardy: [Redacted]
 Advisor: [Redacted]

Social Studies 8

Teacher:

SMS08SS.6

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Reporting Term Target	Student's Performance Level						
[8.GC.CR.Conflict & Resolution.LT1] Conflict and Resolution: I can explain and analyze conditions, actions, and motivations that contribute to conflict and/or conflict resolutions. I can analyze roots of conflict in my own community and participate in resolving conflicts.	BP	P						
[8.GC.GEO.Geography.LT1] Geography: I can identify, explain and propose solutions to local or world issues using and evaluating geographic tools and resources.	BP	P						
[8.GC.GOV.Government.LT1] Government: I can describe and explain the principles, organization, and processes of the U.S. government and other governments.	N/A	N/A						
[8.GC.HTS.Historical Thinking Skills and Patterns.LT1] Historical Thinking Skills and Patterns: I can use and evaluate information from a variety of sources to explain important events in history and today, including cause and effect.	BP	PD						

Quarter Narrative

Students focused on early 20th century immigration to better understand culture, the immigration process, housing, employment, and assimilation. Students gathered and evaluated information to identify and defend why events of this time period are considered pivotal. Students evaluated how government decisions directly impacted citizens locally, nationally, and internationally. Students also investigated ways in which migration influenced and spread culture. Students interpreted representations of the earth such as maps, globes, and photographs. Students were able to demonstrate their new learning by creating a high-quality immigrant journal project with text, pictures, maps, and flags. In this journal, students created a fictional immigrant arriving in America during the early 1900s.

Scholarly Habits

Learning Strategies	N/A
Mindsets	N/A
Perseverance	N/A
Social Skills	P



Mastery Report

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Grade: 8
 Student ID: [Redacted]
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 Days Tardy: [Redacted]
 Advisor: [Redacted]

Spanish 8

Teacher: [Redacted]

SMS08SP.1

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Reporting Term Target	Student's Performance Level						
[WL.CEC.LT1] Communication: Engages in Conversation	MP	N/A						
[WL.COM.LT1] Communities	N/A							
[WL.CPI.LT1] Communication: Presents Ideas	BP	BP						
[WL.CU.LT1] Communication: Understands meaning	BP	P						
[WL.CUL.LT1] Culture	N/A	N/A						

Quarter Narrative

We have spent much of the first quarter sharing information about ourselves in Spanish and engaging in conversations telling about our families. We read the short story Nada es Perfecto and began a chapter book El Nuevo Houdini. Through the readings and our discussions students began developing their fluency in the language.

Scholarly Habits

Learning Strategies	N/A
Mindsets	N/A
Perseverance	N/A
Social Skills	P



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