









Exceeds	Student consistently demonstrates an understanding above and beyond what is expected at this grade level and requires differentiated instruction.
Meets	Student consistently demonstrates mastery of the standards and skills expected at this grade level.
Approaching	Student is adequately progressing toward mastery of the standards and skills expected at this grade level.
Not at Standard	Student is not yet demonstrating an understanding of the standards and skills expected at this grade level and requires differentiated instruction.



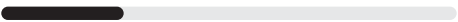

English - Smith

- Compares and contrasts two or more versions of the same story and two texts on the same topic. **(RI/RL.2.9)**  **APPROACHING**
- Determine the meaning of words and phrases in a text relevant to the topic. **(RI.2.4)**  **MEETS**
- Reads accurately, fluently, and with purpose and understanding. **(RF.2.4)**  **MEETS**
- Writes an informative/explanatory text that is supported by facts and includes an introduction and conclusion. **(W.2.2)**  **NOT AT STANDARD**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **(L.5.1)**  **APPROACHING**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(L.5.5)**  **EXCEEDS**

Tamera shared a tremendous video project for her book report on "Wrinkle In Time." Her project showed a great understanding of figurative language and nuances in word meanings. *Smith, 02/5/23*






Tamera has participated well in class. She has worked well in groups with her peers. During our Biography writing unit Tamera developed a strong voice in her written work. She was able to share her childhood experiences clearly. Tamera needs to continue to work on adding details to her writing and providing more evidence. In addition, Tamera needs to continue to proofread her written work for grammar. *Smith, 03/31/23*

Math - Green

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **(MATH.6.9)**  **APPROACHING**
- Fluently divide multi-digit numbers using the standard algorithm. **(CCSS.MATH.CONTENT.6.NS.B.2)**  **APPROACHING**
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **(CCSS.MATH.CONTENT.5.MD.C.4)**  **NOT AT STANDARD**
- Uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns. **(OA.C.4)**  **MEETS**

Tamera struggled during our measurement experiment in collaboration with the science class. She needed to utilize a conversion card to find the correct answers. She is working hard and I am excited to see her growth on these skills during our next unit. Tamera has begun to make great progress in her ability to find total numbers and divide multi-digit numbers. *Green, 03/31/23*

Social Studies - Hull

Cite specific textual evidence to support analysis of primary and secondary sources. (CCSS.ELA-LITERACY.RH.6-8.1)		MEETS
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. (CCSS.ELA-LITERACY.RH.6-8.2)		EXCEEDS
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (CCSS.ELA-LITERACY.RH.6-8.3)		MEETS
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CCSS.ELA-LITERACY.RH.6-8.7)		EXCEEDS
Distinguish among fact, opinion, and reasoned judgment in a text. (CCSS.ELA-LITERACY.RH.6-8.8)		APPROACHING





Tamera integrated amazing visual information using a great infographic into her report on industrialization of the United States.

Hull, 02/5/23

Tamera understand the core concepts introduced in social studies. She is working on identifying a fact from an opinion using our 'discount double check' method where she researches if additional sites provide the same information. As we continue our civics unit I am excited to see Tamera continue to improve on her ability to connect the situations we are investigating to social studies. In Tamera's written work she needs to continue to work on adding evidence to support her ideas.

Hull, 03/31/23

Science - Silver

Cite specific textual evidence to support analysis of science and technical texts. (CCSS.ELA-LITERACY.RST.6-8.1)		MEETS
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (CCSS.ELA-LITERACY.RST.6-8.2)		EXCEEDS
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (CCSS.ELA-LITERACY.RST.6-8.3)		NOT AT MASTERY
Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (CCSS.ELA-LITERACY.RST.6-8.8)		APPROACHING

During our measurement experiment in collaboration with the math class Tamera required the use of a conversion card to find the correct answers. Tamera follows directions and is great at lab safety. She is working daily on the skills introduced in class and I am excited to see her improve on her measurement skills this year. Tamera has a great skill with her ability to summarize key ideas.

Silver, 03/31/23

Family Signature

Date

Student Signature

Date