

Term	T1	T2
Days Absent	0	0
Days Tardy	0	0

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School: Bates Elementary

## PERFORMANCE INDICATORS

Students are assessed using the *end-of-year* grade-level standards.

**M** = Meeting the standard consistently and independently

**B** = Beginning to progress towards meeting the standard

**P** = Progressing towards meeting the standard

**N** = Not yet demonstrating progress towards meeting the standard

\* = An asterisk indicates that this standard has not been assessed during this particular term.

Some units of study are taught at different times of the school year.

SOCIAL EMOTIONAL LEARNING	T1	T2
<b>Self Awareness</b>		
Identifies and communicates feelings and needs.		
Accepts responsibility for behavior.		
<b>Self Management</b>		
Practices verbal and physical self-control.		
Follows classroom routines and expectations.		
<b>Social Awareness</b>		
Shows respect for others.		
Understands how others feel.		
<b>Relationship Skills</b>		
Negotiates conflict constructively.		
Works collaboratively with others.		
<b>Responsible Decision Making</b>		
Understands the effect of one's behaviors on others.		

ENGLISH LANGUAGE ARTS	T1	T2
<b>Writing &amp; Language</b>		
Uses a combination of drawing, dictating, and writing to narrate an event, convey information or express an opinion about a topic.		
Responds to questions and suggestions from peers and adults to strengthen writing.		
Prints upper- and lower- case letters.		
Capitalizes the first word in a sentence, the pronoun I, and recognizes and names end punctuation.		
Spells simple words phonetically, drawing on knowledge of sound-letter relationships.		
<b>Speaking &amp; Listening</b>		
Participates in conversations by listening to others, taking turns and continuing conversation through multiple exchanges.		
Asks and answers questions in order to seek help, get information, or clarify.		
Speaks and expresses thoughts, feelings, and ideas clearly.		

ENGLISH LANGUAGE ARTS	T1	T2
<b>Reading Foundational Skills</b>		
Understands the organization and basic features of print.		
Knows and applies grade-level phonics and word analysis skills in decoding words.		
Reads early-emergent-reader texts with purpose and understanding.		
<b>Reading Literature &amp; Informational Text</b>		
Retells familiar stories, including key details.		
Identifies characters, settings, and major events in a story.		
Identifies the main topic including key details in informational text.		
Actively engages in grade level reading with purpose and understanding.		

Students engage in science practices through the study of life, earth, and physical sciences and engineering.

SCIENCE	T1	T2
<b>Science Practices</b>		
Organizes and carries out investigations collaboratively with support.		
Uses observations to construct explanations and design solutions.		
Engages in scientific discussions.		

Social Studies standards are currently under review and will be updated for SY20-21.

SOCIAL STUDIES	T1	T2
Concepts		
Skills		

# Madison W Standards Based Report Card

**David Kirk**



## **Madison W Standards Based Report Card:**

Great Performances Larry Lewin, Betty Jean Shoemaker, 2011 The authors share what they've learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive **Differentiation in the Elementary Grades** Kristina J. Doubet, Jessica A. Hockett, 2017-10-16 In this comprehensive resource for elementary school teachers Kristina J. Doubet and Jessica A. Hockett explore how to use differentiated instruction to help students be more successful learners regardless of background native language learning preference or motivation They explain how to Create a healthy classroom community in which students unique qualities and needs are as important as the ones they have in common Translate curriculum into manageable and meaningful learning goals that are fit to be differentiated Use pre assessment and formative assessment to uncover students learning needs tailor tasks accordingly and ensure that students are getting it Provide interactive learning experiences that encourage students to engage with both the content and one another Present students with avenues to take in process and produce knowledge that appeal to their varied interests and learning preferences Navigate potential roadblocks to differentiation Each chapter provides a plethora of practical tools templates and strategies for a variety of subject areas developed by and for real teachers Whether you're new to differentiated instruction or looking to expand your repertoire of DI strategies **Differentiation in the Elementary Grades** will show you classroom tested ways to better engage students and help them succeed every day Includes URL and password for free downloadable forms Proficiency-Based Grading in the Content Areas Wendy Custable, Justin Fisk, Jonathan Grice, Darshan M. Jain, Dough Lillydahl, Eric Ramo, Anthony R. Reibel, Bradley Smith, Eric Twadell, Steven M. Wood, 2019-05-07 No matter the content area evidence based grading puts student growth at the heart of the classroom Designed for teachers and administrators of grades 6-12 **Proficiency Based Grading in the Content Areas** details a five step approach for implementing evidence based grading and maintaining its effectiveness over time This book equips any educator from technical to fine arts with the tools and support to make this important shift Use proficiency based grading also known as evidence based grading to drive student success Become familiar with the basic concepts and essential decisions of evidence based grading that apply to all content areas Learn the five phases of implementing proficiency based grading 1 preparation 2 incubation 3 insight 4 evaluation and 5 elaboration Explore the steps paradigm shifts and pedagogy necessary to implement proficiency based grading in a particular content area Study individual level and institutional level grading decisions and how they differ from each other Understand how proficiency based grading differs from content area to content area and the unique benefits it offers to each Contents Introduction Chapter 1 Implementing Proficiency Based Grading With Core Belief Fidelity Chapter 2 Implementing Evidence Based Reporting in Career and Technical Education Chapter 3 Implementing Evidence Based Grading in English Language Arts Chapter 4 Implementing Evidence Based Grading in Fine Arts Chapter 5 Implementing Evidence Based Grading in Mathematics Chapter 6 Implementing Evidence Based

Grading in Physical Education and Health Chapter 7 Implementing Evidence Based Grading in Sciences Chapter 8 Implementing Evidence Based Grading in Social Sciences Chapter 9 Implementing Evidence Based Grading in World Languages Epilogue Creating Self Reliant Learners References and Resources Index      **Assessing English Language Learners: Bridges to Educational Equity** Margo Gottlieb, 2016-03-03 Build the bridges for English language learners to reach success This thoroughly updated edition of Gottlieb s classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment of ELLs The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around how students teachers and administrators can all have a voice in decision making      **Promising Practices: Progress Toward the Goals, 1998 ,      Reporting Test Results for Students with Disabilities and English-Language Learners** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, 2002-10-06 At the request of the U S Department of Education the National Research Council s NRC Board on Testing and Assessment BOTA convened a workshop on reporting test results for individuals who receive accommodations during large scale assessments The workshop brought together representatives from state assessment offices individuals familiar with testing students with disabilities and English language learners and measurement experts to discuss the policy measurement and score use considerations associated with testing students with special needs      **Reevaluating Evaluation** Laura M. Desimone, 2018-12-07 In the context of the evolution of education program evaluation and the current emphasis on scientific precision this special issue presents several of the challenges to program evaluation that scholars are facing today In addition it shares recent insights and experiences that will contribute to continued improvement of program evaluation and responds to the call for more exactness without losing sight of the lessons learned from evaluation over the past several decades The eight papers address five main areas evaluation design instrumentation implementation politics and analysis As a whole this issue is designed shed light on the five issues as well as provide information useful for those interested in increasing the rigor of education research to increase the ability to improve schools      **Solving the Grading Puzzle for Students with Disabilities** Dennis D. Munk, 2003 While students with disabilities often spend the majority of their instructional time in general education classrooms questions about grading are often challenging and divisive In this groundbreaking book researcher Dennis Munk outlines a research based system for schools to use as they seek to demonstrate the academic gains made by students with disabilities A practical guide for teachers administrators and parents this book will help readers navigate the philosophical ethical and practical complexities associated with designing equitable effective and meaningful grading systems Numerous real life case studies and reproducible grading adaptations facilitate

research to practice implementation efforts      **The ... Yearbook of the National Society for the Study of Education**  
,1922      *Yearbook of the National Society for the Study of Education* ,1918      **Yearbook of the National Society for the  
Study of Education** National Society for the Study of Education,1916      *Proceedings of the High School Conference of  
November 1910-November 1931* ,1923      American Poultry Journal ,1921      **Educational Tests and Measurements**  
Marvin Foster Beeson,1920      Wisconsin Horticulture ,1914      The Measurement of Educational Products National Society  
for the Study of Education,1918      **Implementing Standards-based Education** Robert J. Marzano,John S.  
Kendall,National Education Association of the United States,1998 The purposes of this book are to help teachers understand  
the rationale and nature of the current emphasis on U S education on standards and to provide classroom teachers with  
guidance on the many ways the standards movement might affect their classrooms Approaches to implementing standards  
may be organized into two general categories indirect and direct Indirect approaches are based on the assumption that even  
though student performance on standards is not directly tied to their performance in individual classes teachers will  
naturally want to provide assistance to their students and will organize their classrooms accordingly Teachers will usually  
choose the standards they will address in their classrooms Direct approaches necessitate a change in classroom practice for  
teachers because the specific standards teachers must address are mandated Section 2 considers indirect approaches and  
section 3 considers direct approaches Appendixes contain 1 Steps to Reasoning Processes 2 Rubrics for Reasoning Processes  
3 Rubrics for Effective Communication Standards and 4 Rubrics for Lifelong Learning Standards Contains 15 figures and 130  
references SLD      *Holstein-Friesian World* ,1926      Western Teacher ,1916      **Canner and Dried Fruit Packer** ,1928

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flat fee of 21 plus 1 per hour which equation could you use to see when the two companies would charge the same amount  
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intercepts of the circle  $x^2 + y^2 = 10$  factor  $x^3 - 8x^2 + 2x - 4$

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