

Lake Orion Middle School Report Card

| | | |
|--------------------------------------|-----------------------------------|--------------------|
| Name: [REDACTED] | Grade: 8 | 2018-2019 |
| School: Scripps Middle School | Principal: Mr. Daniel Haas | GPA: 3.7500 |

Congratulations, you are on the middle school honor roll this semester.

Grade Scale

| | | | |
|------------------------|----------------------------|---------------------|------------------|
| 0 - No Evidence | .5 - Insufficient Evidence | 1 - Area of Concern | 1.5 to 2 - Basic |
| 2.5 to 3 - Progressing | 3.5 to 4 - Proficient | P - Pass | F - Fail |

| Course Grades | Teacher | Q1 | Q2 | S1 | Q3 | Q4 | S2 |
|---------------|-------------------|----|----|-----|----|----|-----|
| AM. HISTORY | GRISWOLD, MICHELE | | | 4 | | | 4 |
| COMPUTERS 8 | COLWELL, NICHOLAS | | | 4 | | | |
| HS ALGEBRA 1 | ADAMS, PAUL | | | 4 | | | 4 |
| HS SPANISH 2 | DALTON, MELISSA | | | 4 | | | 4 |
| LANG ARTS 8 | STALIONS, KELLY | | | 3.5 | | | 3.5 |
| MEDIA PROD. | MILLER, GAIL | | | | | | 3 |
| SCIENCE 8 | MILLER, GAIL | | | 4 | | | 4 |
| STAR | GRISWOLD, MICHELE | | | P | | | P |

A blank box indicates the standard was not assessed at this time

| LANG ARTS 8 KELLY STALIONS | S1 | S2 |
|--|-----|-----|
| Engage in collaborative discussions, interpret information presented in diverse media and evaluate speaker's argument for relevancy | 4 | |
| Present claims and findings logically using formal English, effective presentation techniques and integrating multi-media | 4 | |
| Demonstrate command of standard English grammar, conventions and language when writing, speaking, listening or reading to achieve varying effects | 4 | 3.5 |
| Acquire and use vocabulary, applying a variety of strategies to determine word meanings including figurative language, word relationships, and nuances in word meaning | 3.5 | 2.5 |
| ELA Reading | | |
| Cite textual evidence to analyze a text, support the theme, develop relationships between story elements and write an objective summary. | | 3 |
| Analyze the impact of word choice, structure and point of view on the meaning of a text | | 4 |
| Compare and contrast a written text and its multimedia version. | | |
| Read and comprehend 6-8th grade literature with proficiency. | | |
| Cite textual evidence to support an analysis of a text, find the central idea and write an objective summary | 4 | |
| Analyze the impact of word choice, text structure and point of view or purpose on the meaning of a text | 3 | |
| Evaluate how multiple texts or mediums on the same topic present information and ideas, assessing the use of sound evidence and reasoning to support a claim | 3 | |
| Read and comprehend 6-8th grade informational texts with proficiency | 3.5 | |
| ELA Writing | | |
| Write arguments to support claims organized with clear reasons and relevant evidence while maintaining a formal style | 3.5 | 3.5 |
| Write informative/explanatory text to examine a topic and convey ideas with relevant facts, incorporating transitions, technical vocabulary and formal style | 4 | 3.5 |
| Write narratives to develop real or imagined experiences using effective technique, relevant descriptive details and well-structured event sequences | 3 | 3.5 |
| Collaborate with others to produce a clear and coherent writing using the writing process and technology taking into consideration purpose and audience | 3.5 | |
| Use credible sources, paraphrase and quote evidence in order to research, analyze and reflect | 3.5 | |
| Write routinely for a range of discipline-specific tasks, purposes and audiences | 4 | 4 |
| Teacher Comments: | | |

Motivated and hard working
Consistently meets deadlines and due dates
Contributes to constructive classroom environment

Motivated and hard working

| HS ALGEBRA 1 PAUL ADAMS | S1 | S2 |
|--|-----------|-----------|
| Model linear relationships | 3.5 | |
| Solve linear equations | 3.5 | |
| Interpret and analyze functions | 3.5 | |
| Model advanced linear relationships | 3 | |
| Solve and graph linear systems | 4 | |
| Solve and graph inequalities | 3.5 | |
| Apply properties of exponents | | 3.5 |
| Model exponential relationships | | 3.5 |
| Solve non-linear equations | | 3.5 |
| Transform graphs of functions | | 3.5 |
| Apply operations with polynomials | | 4 |
| Model quadratic relationships | | 3.5 |
| Solve quadratic equations | 4 | 2 |
| Teacher Comments: | | |
| Motivated and hard working Consistently prepared for learning Meets classroom behavior expectations | | |
| Consistently prepared for learning | | |
| SCIENCE 8 GAIL MILLER | S1 | S2 |
| Asking questions and defining problems | 3.5 | 4 |
| Developing and using models | 4 | 3 |
| Planning and carrying out investigations | 4 | |
| Analyzing and interpreting data | 3.5 | 4 |
| Using mathematical and computational thinking | 4 | 4 |
| Constructing explanations and designing solutions | 4 | 4 |
| Engaging in argument from evidence | 2.5 | 4 |
| Obtaining, evaluating and communicating information | 4 | 3.5 |
| Reading for Literacy in Science | | |
| Reading, integration of knowledge and ideas | 4 | 4 |
| Reading, key ideas and details | 4 | 4 |
| Reading, craft and structure | | |
| Writing for Literacy in Science | | |
| Write, construct an explanation | 3.5 | 3.5 |
| Writing, engage in argument from evidence | 3 | |
| Write, research to build and present knowledge | 4 | 4 |
| Write, production and distribution of writing | 4 | 3 |
| Teacher Comments: | | |
| Motivated and hard working - Meets all deadlines - comes ready to learn Meets classroom behavior expectations | | |
| AM. HISTORY MICHELE GRISWOLD | S1 | S2 |
| Causes of the Revolution | 4 | |
| The Declaration of Independence | 3.5 | |
| The Revolutionary War | 4 | |
| The Constitution | 4 | |
| Explain how the government works based on the U.S. Constitution. | 4 | |
| Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges during Washington and Adams' presidencies. | | 4 |
| Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges from Jefferson through the Era of Good Feelings | | 4 |
| Analyze the challenges the new government faced during Jackson's presidency. | | 4 |
| Describe the territorial, demographic, and economic growth in the first three decades of the new nation. | | 3.5 |
| Describe the formation and development of the reform movements. | | 4 |
| Explain the early attempts to abolish or contain slavery. | 4 | 4 |

| | | |
|--|-----|---|
| Evaluate the key events and consequences of the Civil War. | | 2 |
| Describe the character and consequences of Reconstruction | | 4 |
| Writing for Literacy in Social Studies | | |
| Argument Writing | 3.5 | |
| Information Writing | 4 | 4 |
| Production and Distribution of Writing | 3.5 | |

| AM. HISTORY MICHELE GRISWOLD (Continued) | | | S1 | S2 |
|--|--|--|-----------|-----------|
| Reading for Literacy in Social Studies | | | | |
| Reading, Key Ideas and Details | | | 3.5 | 4 |
| Reading, craft and Structure | | | | |
| Reading for Integration of Knowledge and Ideas | | | | 2 |
| Integration of Knowledge and Ideas | | | 4 | |
| Teacher Comments: | | | | |
| Meets classroom behavior expectations Consistently prepared for learning Consistently prepared for learning Meets classroom behavior expectations | | | | |
| COMPUTERS 8 NICHOLAS COLWELL | | | S1 | S2 |
| Empowered Learner - build networks and customize their learning environments in ways that support the learning process | | | 4 | |
| Empowered Learner - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways | | | 4 | |
| Empowered Learner - understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies | | | 4 | |
| Digital Citizen - cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world | | | 3.5 | |
| Digital Citizen - engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices | | | 3 | |
| Digital Citizen - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property | | | 4 | |
| Digital Citizen - manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online | | | 3.5 | |
| Knowledge Constructor - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits | | | 3.5 | |
| Knowledge Constructor - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources | | | 4 | |
| Knowledge Constructor - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions | | | 4 | |
| Innovative Designer - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems | | | 3.5 | |
| Innovative Designer - select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. | | | 3 | |
| Innovative Designer - develop, test and refine prototypes as part of a cyclical design process | | | 2 | |
| Innovative Designer - Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. | | | 2 | |
| Computational Thinker -break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving | | | 4 | |
| Creative Communicator - communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations | | | 4 | |
| Creative Communicator - publish or present content that customizes the message and medium for their intended audiences | | | 3.5 | |
| Global Collaborator - use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning | | | 4 | |
| Global Collaborator - use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints | | | 4 | |
| Global Collaborator - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. | | | 4 | |
| Global Collaborator - explore local and global issues and use collaborative technologies to work with others to investigate solutions | | | 4 | |
| Teacher Comments: | | | | |
| Contributes to constructive classroom environment Consistently prepared for learning | | | | |
| HS SPANISH 2 MELISSA DALTON | | | S1 | S2 |
| Interpersonal: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions | | | 3.5 | 3 |
| Interpretive: Students understand and interpret written and spoken language on a variety of topics | | | 4 | 4 |

| | | |
|--|---|---|
| Presentational: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics | 4 | 4 |
|--|---|---|

| HS SPANISH 2 MELISSA DALTON (Continued) | | S1 | S2 |
|--|--|----|-----|
| Teacher Comments: | | | |
| Meets classroom behavior expectations Consistently prepared for learning Meets classroom behavior expectations Consistently meets deadlines and due dates | | | |
| MEDIA PROD. GAIL MILLER | | S1 | S2 |
| Empowered Learner | | | 3 |
| Digital Citizen | | | 3 |
| Knowledge Constructor | | | 3 |
| Innovative Designer | | | 3.5 |
| Creative Communicator | | | 3.5 |
| Global Collaborator | | | 3 |
| Integration of knowledge and ideas | | | 3 |
| Research to build and present knowledge | | | 3.5 |
| Comprehension and collaboration: presentation of knowledge and ideas | | | 3 |
| Teacher Comments: | | | |
| Meets classroom behavior expectations Consistently meets deadlines and due dates | | | |
| STAR MICHELE GRISWOLD | | S1 | S2 |
| Teacher Comments: | | | |
| Meets classroom behavior expectations | | | |