Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Eighth Grade

NRSD 2014-2015

Superintendent's Message:

Fall 2014

Dear Parents and Guardians,

I am proud to share with you the ***Parent Handbook*** for our new middle school report card. The report card is aligned with our current curriculum, instructional practices and assessments.

This is the first major overhaul of our report card in ten years. It has taken a great deal of time, thought, and intellectual capital of our middle school educators, principals, and teaching and learning coordinators to design the first authentic standards based reporting tool. Our teachers plan their units based on the standards outlined in our curriculum. They assess student progress toward meeting the standards and that is what you will see reported to you each trimester. Learning objectives further detail what we expect students to know, understand, and be able to do.

The design of the report card builds in the use of grades which show specific performance results on tests, quizzes, projects, and practice work. Embedded in these results are the standards teachers will track to report on student performance. Student grades will continue to be recorded in Power School allowing ongoing parent and guardian access.

We are also breaking out the learning habits students' exhibit so that teachers, students, and parents can work collaboratively to use positive traits to improve academic performance and to address possible inconsistencies or concerns.

This fall, in addition to providing grades and an assessment of learning habits, standards will be scored. What we will be sharing with you is more information, more specific results, and ideas on how to improve, maintain, and extend student learning. This effort will continue the process of preparing all of our students well for coming together at NASHOBA Regional High School.

I hope that you find the report cards informative. Your feedback on an ongoing basis will be critical to the success of these report cards and we will be asking for this toward the end of the second trimester and through the school improvement surveys.

Michael L. Wood
Superintendent of Schools

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Introduction to Standardized Reporting:

What are standards?
Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content and specialist areas.

Example: Student will be able to utilize and demonstrate the ability to solve real-life and mathematical problems using operations in algebra.

This particular math standard is what needs to be accomplished by the end of seventh grade (term 3).

What are the Common Core Standards?
The Common Core Standards are a set of English language arts and mathematics standards that have been adopted by 45 states and three territories. These standards are not federally mandated, but instead have been a state-led effort to create consistent and clear academic objectives per grade level. The Common Core Standards allow students to master the same set of skills per grade level, regardless of a particular school or state. Massachusetts officially adopted the Common Core Standards on July 21, 2010. Most of the Common Core Standards were part of our original Massachusetts standards, as our state was a front-runner in high academic achievement per content area. To obtain more information regarding the Common Core Standards, please refer to the website below.

http://www.doe.mass.edu/candi/commoncore/

What are the benefits of standardized reporting?
On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills listed under writing the student mastered and which skills need more time for mastery. Bolton, Lancaster, and Stow also will have the same report card per grade level, which has not been done in the past.

The Standards-Based Reporting System:

Standards are outlined by the Common Core State Standards and the Nashoba Regional School District Standards.
Curriculum is developed to ensure that all standards are being taught.
Formative and summative assessments are used to accurately measure the students' progression toward the standards.
Reporting tools enable teachers to show student growth toward End of year standards, Trimester Benchmarks and Learning Habits.

Standard Scale:

The standard scale shows the progression of a student per standard at the end of term 1, term 2, and term 3. The standard scale ranges are below:

		Description
4	***Exceeded*** the Standard	• Student's understanding of content or application of skill consistently exceeds the grade level standard. • Student has exceeded year end benchmarks.
3	***Mastered*** the standard	• Student's understanding of content or application of skill demonstrates mastery of grade level standard. • Student has met year end benchmarks.
2	***Progressing*** toward the standard	• Student's understanding of content or application of skill is progressing toward the grade level standard but has not yet met end of year expectations. • Student has met trimester benchmarks and is making expected progress toward meeting the end of year standard.
1	***Emerging progression*** *toward the standard*	• Student's understanding of content or application of skill is inconsistent. • Student is making limited progress toward meeting the end of year standard. • Student has not yet met trimester benchmarks.
NY	***Not yet progressing*** toward the standard	• Student does not yet demonstrate understanding of content or application of skill at this time.
NA	Not Assessed	• Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of year expectations, the majority of students will earn a standard score of 2 in trimester 1 and 2. This means that they have met the benchmarks to that point in the year and are on target to demonstrate mastery by the end of trimester 3. Please note, that as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

A student may also receive a NA (not assessed) for a particular standard in a given trimester. This occurs when a standard is not formally addressed in all trimesters.

Letter Grades

An additional level of reporting that parents and students, in grades 6-8, receive is letter grades calculated by academic performance to date.

For each standard, the parent will see their child's standard scale score (NA, NY, 1, 2, 3, 4) indicating progress toward end of the year expectations, with an accompanying letter grade for each academic content area.

The letter grade is calculated based on academic performance ***excluding calculations for Learning Habits which are reported separately***

Habits of Learning:

In addition to a student understanding and application of essential skills, teachers will report separately on the following social behaviors and work habits expected of students.

Core Academic Areas	Specialist Areas
• Student conduct • Class preparation & organization • Participation in class activities • Homework completion & quality	• Student conduct • Class preparation & organization • Participation in class activities

The following three point descriptive scale should be used for this area.

M **Consistently meets expectations**
I **Does not consistently meet expectations**
S **Seldom meets expectations**

Comments:

The comment section of the report card allows the teachers to address any section of the report card more specifically.

The comments also will give the teacher a chance to comment on a more "personal" level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information:

This section applies when a student is on an IEP or 504 plan.

* **Student receives accommodations to access the standards.**
A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**** Student progress is based on modified grade-level standards.**
A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

How to Use the Guide:

In the following pages, you will see the standards for grade 8. Each standard is broken down into term 1, term 2, and term 3. These descriptors per term show where the students need to be performing to be on target to meet the standard by the end of the year.

EXAMPLE:

Read and comprehends a variety of grade level non-fiction texts

Term 1:

- Read and comprehend grade level non-fiction texts
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe key ideas, details, and structure

Term 2:

- Apply knowledge to and analyzes grade level non-fiction texts
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine key ideas, details, and structure

Term 3:

- Synthesize and evaluate grade level non-fiction texts with guidance and support
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze key ideas, details, and structure

The standard that is printed in bold may be slightly abridged, as this is the exact language that is in the report cards. The term 1, term 2, and term 3 sections allows for a list of the specific skills that needs to be attained per each term. If the students are successful in mastering the specific skills set forth per term, then they will be on target to meet the standard by the end of the year.

Additional Information Regarding Standards:

Some standards may not be address during every term for a variety of reasons. Throughout the guide you will see this noted as "Not assessed" for a particular term. When this is the case, it will be marked as NA on the report card as opposed to a standard a score.

Content Area Standards

English/ Language Arts

By the end of term 3, a proficient student is able to:

Read and comprehends a variety of grade level literary texts

Term 1:

- Read and comprehend grade level literary texts including prose, drama, and poetry
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe literary elements
- Make connections between different forms and genres with developing accuracy

Term 2:

- Apply knowledge to and analyze grade level literary texts including prose, drama, and poetry
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine literary elements
- Make connections between different forms and genres with sufficient accuracy

Term 3:

- Synthesize and evaluate grade level literary texts including prose, drama, and poetry with guidance and support.
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze literary elements
- Make connections between different forms and genres with proficient accuracy.

Read and comprehends a variety of grade level non-fiction texts

Term 1:

- Read and comprehend grade level non-fiction texts
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe key ideas, details, and structure

Term 2:

- Apply knowledge to and analyze grade level non-fiction texts
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine key ideas, details, and structure

Term 3:

- Synthesize and evaluate grade level non-fiction texts with guidance and support
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze key ideas, details, and structure

Write effectively through various formats

Assessed all year:

- Demonstrate progression from a developing understanding to grade level mastery of required writing types (persuasive, informative/explanatory, and/or narrative) through appropriate application of the Six Traits of Writing.

Correctly and appropriately use research techniques

Term 1:

- Recognize and cite valid information in credible and accurate sources with teacher guidance and support

Term 2:

- Recognize and cite valid information in credible and accurate sources with increased independence

Term 3:

- Recognize and cite valid information in credible and accurate sources with independence

Acquire and accurately use grade-appropriate vocabulary

Assessed all year:

- Identify unknown words and be able to determine the meaning using context clues, reference materials, and/or knowledge of Greek or Latin affixes or roots
- Compose effective sentences using newly acquired vocabulary
- Use the relationship between words to understand each of the words (i.e. synonyms, antonyms, analogies, etc.)

Mathematics

By the end of term 3, a proficient student is able to:

Attend to precision

Assessed all year

- Communicate precisely using clear definitions and precise vocabulary
- Label work appropriately
- Calculate accurately and efficiently
- Provide carefully formulated explanations that attend to directions for a problem
- Support answers with work that is mathematically valid
- Support answers with work that is logically organized

Demonstrate the ability to solve and interpret equations and inequalities

- Model a real-life problem with a system of linear equations
- Solve systems of linear equation algebraically and graphically
- Solve multi-step equations involving simplifying on one or both sides
- Interpret when there is one solution, no solution, and infinite solutions to a linear equation

Demonstrate the ability to simplify algebraic expressions

- Know and apply the Laws of Exponents to numerical and simple algebraic expressions
- Construct equivalent algebraic expressions by applying properties, including the Distributive Property

Demonstrate the ability to graph, compare, and interpret functions

- Use a graph to model a linear relationship
- Write a linear equation given varying information: a graph, a slope and initial value, a slope and a point, or two points
- Compare properties of two functions represented in different forms, such as a tables, graphs, and equations

Demonstrate the ability to represent and solve real-world algebraic and geometric problems

Term 1:

- Translate verbal information into algebraic expressions and be able to define variables

Term 2:

- Translate real-life situations into linear equations
- Use algebraic methods to solve a real-life problem and interpret the meaning of the solution

Term 3:

- Apply the Pythagorean Theorem to real-life two-dimensional and three-dimensional situations
- Know and apply the volume formulas to solve real-life problems

Understand functions and demonstrate ability to evaluate and build them

Not assessed for Grade 8 Math Students – Algebra I Only

Mathematics (Algebra)

By the end of term 3, a proficient student is able to:

Attends to precision

Assessed all year

- Communicate precisely using clear definitions and precise vocabulary
- Label work appropriately
- Calculate accurately and efficiently
- Provide carefully formulated explanations that attend to directions for a problem
- Support answers with work that is mathematically valid

Demonstrate the ability to solve and interpret equations and inequalities

Term 1:

- Solve multi-step linear equations including those consisting solely of variables
- Interpret when there is one solution, no solution, and infinite solutions

Term 2:

- Solve systems of linear equations algebraically and graphically
- Interpret the solution to a system of equations
- Solve multi-step linear inequalities, including absolute value and compound, and graph the solutions

Term 3:

- Use a variety of methods to solve quadratic equations

Demonstrate the ability to simplify algebraic expressions

Term 1:

- Construct equivalent algebraic expressions by applying properties, including the Distributive Property

Term 2:

- Apply the laws of exponents, including negative and rational, to simplify algebraic expressions

Term 3:

- Perform operations on polynomials
- Factor quadratic expressions

Demonstrate the ability to graph, compare, and interpret functions

Term 2:

- Create a graph from a linear equation
- Compare properties of two functions represented in different forms

Term 3:

- Graph exponential and quadratic equations
- Identify and interpret the key characteristics of the graphs of exponential and quadratic equations
- Compare and contrast linear, exponential, and quadratic equations

Demonstrate the ability to represent, analyze, and solve real-world algebraic & geometric problems

Term 1:

- Translate verbal information into algebraic expressions and be able to define variables
- Translate and analyze a real world scenario into linear equations and inequalities with one variable

Term 2:

- Translate and analyze a real world scenario into linear equations and inequalities with two variables
- Create a system of equations to model a real world situation, given two or more constraints, and interpret the solution

Term 3:

- Given a scenario involving an exponential or quadratic relationship, use equations and graphs to model and interpret the problem

Understand functions and demonstrate ability to evaluate and build them

Term 1:

- Analyze and describe the relationship between variables in a function
- Evaluate functions using proper notation

Term 2:

- Model a linear relationship using an equation

Term 3:

- Model a quadratic relationship using an equation
- Model an exponential function given an initial value and factor of growth or decay

Science

By the end of term 3, a proficient student is able to:

Apply knowledge of the properties and structure of matter to solve problems in physical science

Chemistry

- Recognize evidence that a chemical change has taken place
- Identify an unknown substance using its physical/chemical properties
- Understand the structure of an atom and how it contributes the formation of compounds and molecules
- Given real world examples apply knowledge of melting and boiling point
- Given real world examples apply knowledge of the Gas Laws

Physics

- Determine the role(s) that properties matter play in the motion of an objects on Earth
- Use Newton's Laws of Motion to explain cause and effect relationships

Astronomy

- Determine the role that properties of matter play in the motion of objects in space
- Describe how conditions on other planets effect the properties of an object

Identify various forms of energy and their role in the world

Chemistry

- Understand the impact of thermal energy on the motion of atoms and molecules (phase changes; gas laws)
- Recognize that energy can change from one form to another

Physics

- Differentiate between kinetic and potential energy and recognize the various forms that each can take
- Given scenarios, explain the transformation that energy goes through
- Explain the concept of the Conservation of Energy

Astronomy

- Explain the relationship between uneven heating of the earth and the seasons
- Understand how energy is released from the sun
- Identify the role that the sun plays as an energy source for our solar system

Identify forces and their impact on objects

Chemistry

- Understand the impact that gravity has on the properties of matter
- Understand the role that forces play in the structure of an atom
- Understand the role that forces play in the structure of molecules and compounds

Physics

- Interpret motion presented graphically
- Differentiate among speed, velocity and acceleration
- Articulate Newton's Laws of Motion
- Predict motion of objects based on the forces acting on them

Astronomy

- Understand the role that gravity plays throughout the solar system
- Understand that the relative positions of the Earth, Moon and Sun are responsible for moon phases, eclipses and tides

Utilize scientific practices to engage in investigations

Assessed all year

- Scientific Method
  - Independently apply the scientific method in a scientific investigation including the identification of variables and the use of data to formulate conclusions

- Use of Tools
  - Independently select and use the appropriate tool for investigation

- Mathematical Concepts
  - Independently chooses the appropriate unit of measure
  - Convert measurements within metric system
  - Construct and analyze a graph from data
  - Use formulas correctly

History and Social Sciences

By the end of term 3, a proficient student is able to:

Comprehend the function and structure of the US government

Term 1

- Understand the role and responsibilities of each branch of government.
- Understand the checks and balances of each branch
- Describe the rights of individuals as guaranteed in the US Constitution.
- Understand the roles and responsibilities of citizens

Understand the role of individuals and events and their impact on American History

Terms 2 & 3

- Correctly illustrate the impact of individuals and events
- Illustrate the role the US played as a world power in the 20th century
- Analyze the changing roles of minorities during the 19th and 20th centuries
- Understand the impact of historically significant individuals and events in US history during the 19th and 20th centuries and how they impacted American society

Use primary and secondary sources in research

Assessed all year

- 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
- Cite textual evidence to support analysis of primary and secondary sources
- Support claims with logical reasoning and relevant, accurate data that demonstrates an understanding of the topic, using credible sources

Effectively utilize content relevant vocabulary

Assessed all year

- Use vocabulary appropriately to describe a process, role or function
- Use vocabulary appropriately in written format
- Use vocabulary appropriately in a variety of formats
- Use precise language and related vocabulary to inform about or explain the topic

Spanish

By the end of term 3, a proficient student is able to:

Demonstrate listening comprehension

Term 1:

- Demonstrate understanding of basic vocabulary and grammar (e.g. definite and indefinite articles, subject pronouns, greetings and farewells, numbers to 100, days of the week, months of the year, subject and verb agreement, possessive adjectives, adjective agreement and placement)

Term 2:

- Demonstrate understanding of more vocabulary and grammar (e.g. the verb 'gustar', -er and -ir verbs, verbs with irregular 'yo' forms, stem changing verbs)

Term 3

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Demonstrate reading comprehension

Term 1:

- Demonstrate understanding of basic vocabulary and grammar (e.g. definite and indefinite articles, subject pronouns, greetings and farewells, numbers to 100, days of the week, months of the year, subject and verb agreement, possessive adjectives)

Term 2:

- Demonstrate understanding of more vocabulary and grammar (e.g. the verb 'gustar', -er and -ir verbs, verbs with irregular 'yo' forms, stem changing verbs)

Term 3

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Demonstrate the ability to write in Spanish

Term 1:

- Demonstrate understanding of basic vocabulary and grammar (e.g. definite and indefinite articles, subject pronouns, greetings and farewells, numbers to 100, days of the week, months of the year, subject and verb agreement, possessive adjectives)

Term 2:

- Demonstrate understanding of more vocabulary and grammar (e.g. the verb 'gustar', -er and -ir verbs, verbs with irregular 'yo' forms, stem changing verbs)

Term 3

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar such (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Demonstrate verbal competency

Term 1:

- Demonstrate the ability to speak and pronounce basic vocabulary and use proper grammar (e.g. asked questions, conversing with other students in Spanish, reading aloud)

Term 2:

- Demonstrate while speaking an understanding of more vocabulary and grammar and pronunciation of Spanish (e.g. the verb 'gustar', -er and -ir verbs, verbs with irregular 'yo' forms, stem changing verbs)

Term 3

- Demonstrate understanding of more advanced vocabulary (e.g. food items, sporting events, body parts and household chores)
- Demonstrate understanding of more complex sentence structure and grammar (e.g. the gerund, preterite verb forms, direct and indirect object pronouns)

Understand cultural practices and perspectives of Spanish speaking countries

Assessed all year:

- Demonstrate understanding cultural practices of Spanish speaking countries in South American countries
- Compare cultural practices of Spanish speaking countries with their own and other cultural practices

Specialist Area Standards

Art

By the end of term 3, a proficient student is able to:

Demonstrate proficiency with a variety of methods, materials & techniques to create in 2D & 3D

Term 1

- Demonstrate developing use of a variety of media, techniques, and processes. Students will use grade-level art vocabulary, and practice caring for materials & tools

Term 2

- Demonstrate sufficient use of a variety of media, techniques, and processes. Students will grade-level art vocabulary, and practice caring for materials & tools

Term 3

- Demonstrate proficient use of a variety of media, techniques, and processes. Students will use grade-level art vocabulary, and practice caring for materials & tools

Create art using the elements & principals of design

Term 1

- Demonstrate developing knowledge of the elements and principles of design

Term 2

- Demonstrate sufficient knowledge of the elements and principles of design

Term 3

- Demonstrate proficient knowledge of the elements and principles of design

Observes, abstracts, invents, and expresses through media

Assessed all year

- Plan, construct, invent, and imagine art through their unique observations, abstractions, inventions, and expressions.

Music

By the end of term 3, a proficient student is able to:

Demonstrate understanding of beat, rhythm, and notation symbols

Term 1

- Recognize and interpret eighth sixteenth and sixteenth eighth rhythms, triplets, time signatures 3/8, 6/8, 9/8, 12/8, subdivision concepts

Term 2

- Recognize and interpret chromatic intervals up to one octave

Term 3

- Successfully complete a composition project and classroom performance using concepts from Terms 1 & 2

Demonstrates appropriate vocal technique (Chorus students)

Term 1

- Demonstrate proper posture and phrasing
- Demonstrate understanding of *piano, forte, mezzo piano, mezzo forte, pianissimo* and *fortissimo* while following conducted non-verbal instructions

Term 2

- Memorize lyrics from concert material
- Demonstrate appropriate diction in regard to grade-level material

Term 3

- Memorize lyrics from concert material
- Perform grade appropriate two- and three-part material

Demonstrates appropriate instrumental technique (Band students)

Term 1

- Winds
  - B flat and E flat concert scales from memory, played in traditional quarter/eight rhythm at m.m. =100
  - Demonstrate understanding of *accelerando* and *ritardando* while following conducted non-verbal, instructions

- Percussion
  - Paradiddle in sixteenth notes
  - Demonstrate understanding of *accelerando* and *ritardando* while following conducted non-verbal, instructions

Term 2

- Winds
  - A flat and F concert scales from memory, played in traditional quarter/eight rhythm at m.m. =100
  - Demonstrate understanding of *piano, forte, mezzo piano, mezzo forte, pianissimo* and *fortissimo* while following conducted non-verbal, instructions

- Percussion
  - Flam paradiddle
  - Demonstrate understanding of *piano, forte, mezzo piano, mezzo forte, pianissimo* and *fortissimo* while following conducted non-verbal, instructions

Term 3

- Winds
  - One octave chromatic scale from memory in triplets
  - Demonstrate understanding of legato, staccato, accents, and fermata while following conducted non-verbal, instructions

- Percussion
  - Basic drum set technique
  - Demonstrate understanding of legato, staccato, accents, and fermata while following conducted non-verbal, instructions

Responds to basic elements and expression of music

Technology Education

By the end of term 3, a proficient student is able to:

Use appropriate materials, tools, and machines to solve engineering design problems

Assessed all year

- Create an appropriate list of tools and materials used to perform a specific tasks
- Use tools and equipment correctly

Use the engineering design process to solve a problem

Assessed al year

- Prepare an Engineering design report which includes: design ideas, sketches, drawings, test results, analysis of results, and redesign
- Build a model to meet design documents

Explain the components of a technological system

Assessed all year

- Explain the components of a technological system being studied

Health and Wellness

By the end of term 3, a proficient student is able to:

Evaluate the relationship between personal behavior and health

Term 1

- Identify personal stressors and healthy coping strategies

Term 2

- Identify personal behaviors/environmental influences on personal health (Eating Disorders, Drugs, Contagious Disease)

Term 3

- Evaluate choices and consequences of sexual behavior

Analyze the likelihood of potential serious consequences when engaging in unhealthy/risky behaviors

Term 1

- Identify personal stressors (school, family, friends, self, etc.) and unhealthy coping strategies (poor anger management, overeating, lack of sleep, Drug/Alcohol use, etc.) and potential consequences (relationship issues, cutting, depression, etc.)

Term 2

- Identify negative personal behaviors/environmental influences and describe their consequences (Eating Disorders, Drugs, Contagious Disease)

Term 3

- Identify the risks of sexual behavior including pregnancy and STIs on personal goals (When I'm 25 activity). Students will practice refusal skills as related to sexual behavior.

Physical Education

By the end of term 3, a proficient student is able to:

Demonstrate competency in motor skills and movement patterns

Term 1
- Achieve grade-level skill coordination some of the time with teacher direction

Term 2
- Achieve grade-level skill coordination most of the time with increased independence

Term 3
- Consistently & independently master grade-level skill coordination

Demonstrate and apply movement concepts and strategies in various physical activities

Term 1
- Demonstrate grade-level rule knowledge and positioning through game play with teacher direction some of the time

Term 2
- Demonstrate grade-level movement concepts and strategies with increased ability & independence most of the time.

Term 3
- Consistently & independently demonstrate grade-level movement concepts & strategies

Demonstrates the ability to work cooperatively and competitively while using the concepts of teamwork and sportsmanship

Term 1
- Work together with teammates and opponents at grade-level with teacher direction some of the time

Term 2
- Work together with teammates and opponents at grade-level with increased independence most of time

Term 3
- Consistently and independently exhibit cooperative team play and sportsmanship at grade-level

Acknowledgements:

The Middle School Parent Guide documents are the result of the work of all middle level teachers from within the Nashoba Regional School District during the 2012-2013 and 2013-2014 school years. These dedicated professionals spent focused professional development hours reviewing district teaching standards and curriculum to determine reporting standards and benchmarks and beginning the work toward common assessments. The district recognizes the ongoing support and guidance of building and district administrators, the work of the Comprehensive Reporting Committee, and the collaborative efforts of our teachers.