

**7th Grade**

Report Card  
Guide Now  
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# Redding School District

Sections:

1. **College and Career Readiness**
2. **English Language Arts Standards**
3. **Mathematics Standards**
4. **Next Generation Science Standards**
5. **Social Studies Standards**
6. **Report Card Guide**





*“Let us think of education as the means of  
**Developing our  
greatest abilities,**  
because in each of us there is a private  
**Hope and Dream**  
which, fulfilled, can be translated into benefit for  
everyone and greater strength for our nation.”*

*John F. Kennedy  
35th President of the United States*



# Section 1: College and Career Readiness



# College and Career Readiness

The Keys to Being Prepared

## The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
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These are the ways of thinking for college level or productive career work.

**Problem formulation**

- Hypothesize
- Strategize

**Research**

- Identify
- Collect

**Interpretation**

- Analyze
- Evaluation

**Communication**

- Organize
- Construct

**Precision & accuracy**

- Monitor
- Confirm

Refers to the “big ideas” from core subjects that all students must know.

**Structure of knowledge**

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

**Attitudes Toward Learning**

- Learning content is a challenge
- Content is valued
- Effort
  - Intelligence is changed through increased effort
  - Under the students control

**Technical knowledge and skills**

Self attitudes and habits necessary for success at college or career work.

**Ownership of Learning**

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

**Learning techniques**

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Information to successfully navigate to a college or career after high school.

**Post High School awareness**

- Ambitions
- Norms/culture

**Postsecondary costs**

- Tuition
- Financial aid

**Admittance**

- Eligibility
- Admissions
- Program

**Career awareness**

- Requirements
- Readiness

**Role and Identity**

- Role models

**Self-advocacy**

- Resource acquisition
- Institutional promotion



# Seventh Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Seventh Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p><b>(Problem formulation)</b> ⇒ Child hypothesizes and strategizes potential subject area solutions that will likely be effective to solve the problem.</p> <p><b>(Research)</b> ⇒ Child systematically collects sources that address problems.</p>	<p><b>(Knowledge Building)</b> ⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores. ⇒ Child continues to move from novice to expert in content knowledge. Discusses content being learned.</p>	<p><b>(Ownership-Set Goals)</b> ⇒ Child sets short and long-term goals that align to future hopes.</p> <p><b>(Ownership-Grit)</b> ⇒ Persevere when faced with new, challenging, or unfamiliar tasks and assume responsibility.</p>	<p><b>(Post High School Awareness)</b> ⇒ Child understands the terms: All words K-6, ACT, course, CSU, credits, degree, PH. D, full-time student, PSAT, SAT, syllabus, UC, undergraduate</p>
<p><b>(Interpretation)</b> ⇒ Child selects and prioritizes resources that are of value to completing a task.</p>	<p><b>(Characteristic-Effort)</b> ⇒ Child is having sustained effort in all work. ⇒ Child welcomes academic challenges rather than avoiding.</p>	<p><b>(Learning-Motivation)</b> ⇒ Child will be self motivated and complete tasks even when it isn't interesting.</p>	<p><b>(Career Awareness)</b> ⇒ Child is aware of their strengths &amp; weaknesses, academic qualifications and their career requirements.</p>
<p><b>(Communication)</b> ⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.</p>	<p><b>(Student-Learning)</b> ⇒ Child understands that learning is flexible and can be changed through increased struggle.</p>	<p><b>(Progress Monitoring)</b> ⇒ Child evaluates progress towards goals and career aspirations and adjusts as needed</p>	<p><b>(Matriculation)</b> ⇒ Child visits State or private college ⇒ Child understands about college applications and timelines.</p>
<p><b>(Precision / Accuracy)</b> ⇒ Child documents references properly and does precise work. ⇒ Child confirms accuracy of work produced.</p>	<p><b>(Student-Engagement)</b> ⇒ Child recognizes successful students must engage to master what is taught.</p>	<p><b>(Learning Techniques)</b> ⇒ Child Communicates and works well with others. ⇒ Child possess strategies/skills to take notes on and prioritize important information.</p>	<p><b>(Post High School Costs)</b> ⇒ Child is aware of what scholarships are. ⇒ Child is aware of tuition costs based on different types of programs.</p>



# Section 2: English Language Arts Standards

*“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you’ll go*

*Dr. Seuss*

## English Language Arts



## **English-Language Arts-Highlights of the Common Core State Standards**

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.



**What differences will I see in my student's assignments and how can I help?** The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

## English Language Arts

What's Shifting?	What to Look for?	What Can You Do?
Your student will now read <b>more non-fiction</b> in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student <b>learn about the world through reading.</b>	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla's <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will <b>read challenging texts very closely</b> , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will <b>use "evidence" gathered from the text to support what they say.</b>	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. "Evidence" is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the "why" they think the way they do in everyday discussions and disagreements.
Your student will <b>learn how to write from what they read.</b>	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Otfinoski.	Encourage writing at home. Write together using evidence and details.
Your student will <b>increase their academic vocabulary.</b>	Look for assignments that stretch your student's vocabulary allowing them to see the "power" in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

# Seventh Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading	<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>
	<i>Aug. 17 to Nov. 4</i>	<i>Nov. 7 to Feb. 28</i>	<i>Mar. 1 to June 2</i>
	Quarter 1	Quarter 2	Quarter 3
	<i>Aug. 17 to Oct. 14</i>	<i>Oct. 19 to Jan. 13</i>	<i>Jan. 17 to Mar. 24</i>
	Quarter 4		
	<i>Mar. 27 to June 2</i>		
Reading Fluency	135 correct words per minute	148 correct words per minute	165 correct words per minute
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly
Accelerated Reader (AR) Scaled Score	725 out of 1400	765 out of 1400	812 out of 1400
AR Independent Reading Goals	100% of goal met	100% of goal met	100% of goal met
AR % of questions correct	85% or higher	85% or higher	85% or higher
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Writing Prompts	Rubric Score 3	Rubric Score 3	Rubric Score 4

# Grade 7 Overview | English Language Arts

Seventh grade students read and understand grade-level nonfiction literature. They compare and contrast fictional and historical accounts. Students write a variety of pieces, creating organized arguments to support claims. When writing research projects, students collect additional questions for further research. They use eye contact, appropriate volume, and clear pronunciation when presenting.

## Reading

- Explain what the text says and draw conclusions
- Determine the main ideas of a text and how they develop
- Analyze how the elements or setting of a story shape the plot
- Analyze how an author develops and contrasts his or her own point of view with those of characters or the narrator
- Analyze the structure of text
  - ◇ Graphics, headers, and captions
- Compare and contrast fictional and historical accounts
- Assess the extent to which the reasoning and evidence in a text support the author's claims
- Read and understand grade-level literary and nonfiction texts

## Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that include relevant descriptive details and well-structured event sequences
- Conduct research projects and demonstrate an understanding of the subject under investigation
- Use technology to produce and publish writing; include references and links to sources

# Grade 7 Overview | English Language Arts

## Speaking and Listening

- Participate in discussions, both one-on-one and with a group
- Evaluate the reasoning and relevance of evidence made in a speaker's argument
- Plan and present an argument
- Use eye contact, appropriate volume, and clear pronunciation when presenting

## Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Use relationships between words to better understand words
  - Synonym: a word that means the same
  - Antonym: a word that means the opposite

# College and Career Readiness Anchor Standards for Reading

The 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

# Reading - for Literature

## ***Key Ideas & Details***

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.
3. Analyze how particular lines elements of a story or drama interact (e.g., how setting shapes the characters plot).

## ***Craft & Structure***

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4-6 on page 50 for additional expectations.)
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## ***Integration of Knowledge & Ideas***

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. **(Not applicable to literature)**
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## ***Range of Reading and Level of Text Complexity***

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Reading - for Informational Text

## *Key Ideas & Details*

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

## *Craft & Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 on page 50 for additional expectations.)
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
  - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

## *Integration of Knowledge & Ideas*

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

## *Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# College and Career Readiness Anchor Standards for Writing

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

## **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



# Writing Standards

## *Text Types & Purposes*

- 1.** Write arguments to support claims with clear reasons and relevant evidence.
  - a.** Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
  - b.** Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
  - d.** Establish and maintain a formal style.
  - e.** Provide a concluding statement or section that follows from and supports the argument presented.
- 2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a.** Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e.** Establish and maintain a formal style.
  - f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 3.** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
  - a.** Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.
  - b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e.** Provide a conclusion that follows from and reflects the narrated experiences or events.

# Writing Standards

## ***Production & Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## ***Research to Build & Present Knowledge***

7. Conduct short focused research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational text to support analysis, reflection and research.
  - a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  - b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

## ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# College and Career Readiness Anchor Standards for Speaking and Listening

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# Speaking & Listening

## ***Comprehension & Collaboration***

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues* building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

## ***Presentation of Knowledge & Ideas***

4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
  - a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

# College and Career Readiness Anchor Standards for Language

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

## **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# Language—Conventions

## ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their functions in specific sentences.
  - b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
  - b. Spell correctly.

## ***Knowledge of Language***

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

# Language—Vocabulary

## ***Vocabulary Acquisition and Use***

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotation (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
  
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# How you can help your young person at home with reading and writing.

## Reading

- Encourage your child to read aloud to you.
- Read to and with your child regularly.
- Visit the library and/or bookstore with your child on a regular basis.
- Ask your child interesting questions after reading a story and talk about the characters, events, and ideas.
- Encourage your child to ask you questions about what was read.
- Encourage your child to read nonfiction, informational materials on many topics.
- Help your child gain access to reference materials (for example, a dictionary, an atlas, encyclopedias).
- Schedule a family reading time in which everyone is reading.
- Have your child read every night for 30 minutes.
- Share newspaper articles with your child and discuss the events.

## Writing

- Encourage your child to keep a diary and/or a vacation journal.
- Have your child use a computer for writing, using various fonts, margins, spell-check, editing procedures, and graphics.
- Encourage your child to write thank-you notes, letters and e-mail messages.
- Encourage your child to provide interesting oral summaries of movies or television programs.
- Have family discussions about things you read together.
- Encourage your child to listen to the opinions of others.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>  
Seventh Grade Booklet



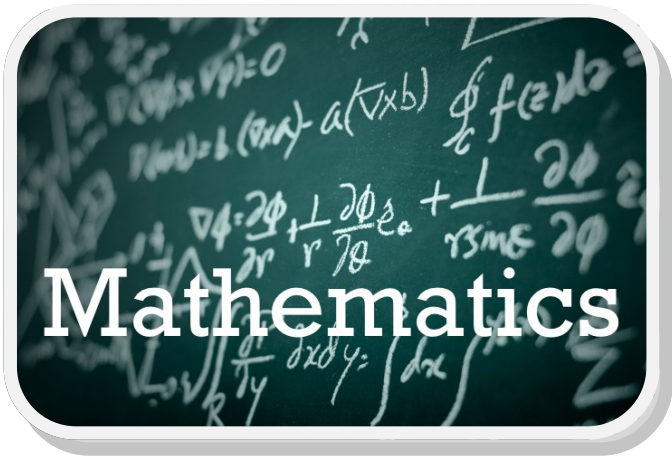
California PTA <http://capta.org/>



# Section 3: Mathematics Standards

*“Pure **Mathematics** is,  
in its way, the **Poetry**  
of **logical** ideas”*

*Albert Einstein*



“If I had an hour to solve a problem. I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

Albert Einstein.

**What differences will I see in my student's assignments and how can I help?** The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

## Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will <b>work more deeply in fewer topics</b> , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain <b>how</b> they arrived at an answer.
Your student's learning <b>will be a progression, building year after year.</b>	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will <b>spend time practicing and memorizing math facts.</b>	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will <b>understand why the math works and be asked to talk about and prove their understanding.</b>	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to <b>use math in real-world situations.</b>	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

# Seventh Grade Knowledge Cut Scores

The Keys to Being Prepared

Math	<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>	
	<i>Aug. 17 to Nov. 4</i>	<i>Nov. 7 to Feb. 28</i>	<i>Mar. 1 to June 2</i>	
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
	<i>Aug. 17 to Oct. 14</i>	<i>Oct. 19 to Jan. 13</i>	<i>Jan. 17 to Mar. 24</i>	<i>Mar. 27 to June 2</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 3	Rubric Score 4



***California Math Council for Families:***

<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%939312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

## Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

## The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

## Expressions and Equations

Use properties of operations to generate equivalent expressions.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

## Geometry

Draw, construct and describe geometrical figures and describe the relationships between them.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

## Statistics and Probability

Use random sampling to draw inferences about a population.

Draw informal comparative inferences about two populations.

Investigate chance processes and develop, use, and evaluate probability models

## Grade 7 Overview | Mathematics

Seventh grade students deepen their understanding of proportional relationships to solve complicated problems. They extend their understanding of rational numbers to include computation (add, subtract, multiply, and divide). Irrational numbers are introduced in seventh grade. Algebraic foundations are practiced and extended. Students continue to extend their understanding of probability and statistics by describing populations based on sampling, and investigate chance to develop, use, and evaluate probability models.

- Use proportional relationships to solve multi-step operation and percent problems
  - ◇ If a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, what is her speed per hour?
- Compute unit rates
- Add, subtract, multiply, and divide rational numbers
- Know irrational numbers (numbers that are not rational) and approximate them with rational numbers
  - ◇ The decimal of  $\sqrt{2}$  (an irrational number) is 1.4142435623. Understand that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations
- Use properties of operations to solve algebraic equations
- Use square root and cube root symbols to represent solutions to equations
- Evaluate square root and cube roots (of small perfect square roots and cube roots) Know that  $\sqrt{2}$  is irrational
- Use numbers multiplied by a power of ten to estimate very large or very small quantities (the population of the United States is  $3 \times 10^8$ )
- Add, subtract, factor, and expand linear expressions. Construct simple equations and inequalities to solve problems
- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve problems involving angle measure, area, surface area, and volume (cylinders, cones, and spheres)
- Know formulas for volumes of cones, cylinders, and spheres
- Know the formulas for area and circumference of a circle
- Use random sampling to describe and compare populations
- Find, calculate, and explain the probability of a chance event
  - ◇ For example, if a student is selected from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
  - ◇ Or if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

# Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
  - ◇ Find meaning in problems
  - ◇ Analyze, predict and plan solution pathways
  - ◇ Verify answers
  - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
  - ◇ Make sense of quantities and their relationships in problems
  - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
  - ◇ Understand and use information to construct arguments
  - ◇ Make and explore the truth of conjectures
  - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
  - ◇ Apply mathematics to problems in everyday life
  - ◇ Identify quantities in a practical situation
  - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
  - ◇ Consider the available tools when solving problems
  - ◇ Are familiar with tools appropriate for their grade or course ( pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
  - ◇ Communicate precisely to others
  - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
  - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
  - ◇ Discern patterns and structures
  - ◇ Can step back for an overview and shift perspective
  - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
  - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
  - ◇ Be able to evaluate whether an answer makes sense

# Ratios and Proportional Relationships

**Analyze proportional relationships and use them to solve real-world and mathematical problems.**

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
  - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
  - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - c. Represent proportional relationships by equations. *For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .*
  - d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

# The Number System

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
  - b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  - d. Apply properties of operations as strategies to add and subtract rational numbers.



# The Number System

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
  - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real world contexts.
  - c. Apply properties of operations as strategies to multiply and divide rational numbers.
  - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.

Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

# Expressions and Equations

## Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05.”*

## Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - a. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
  - b. Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

# Geometry

## **Draw, construct, and describe geometrical figures and describe the relationships between them.**

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

## **Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

# Statistics and Probability

## **Use random sampling to draw inferences about a population.**

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

## **Draw informal comparative inferences about two populations.**

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book*

# Statistics and Probability

## **Investigate chance processes and develop, use, and evaluate probability models.**

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $\frac{1}{2}$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
  - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

# Statistics and Probability

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
  - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
  - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
  - c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

## CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades sixth through grade eight. (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains that were covered at earlier grades.

<b>Domains</b>	Sixth Grade	Seventh Grade	Eighth Grade			
Counting and Cardinality (CC)						
Operations and Algebraic Thinking (OA)						
Number and Operations in Base Ten (NBT)						
Measurement and Data (MD)						
Geometry (G)	<b>X</b>	<b>X</b>	<b>X</b>			
Number and Operations – Fractions (NF)						
Ratios and Proportional Relationships (RP)	<b>X</b>	<b>X</b>				
The Number System (NS)	<b>X</b>	<b>X</b>	<b>X</b>			
Expressions and Equations (EE)	<b>X</b>	<b>X</b>	<b>X</b>			
Statistics and Probability (SP)	<b>X</b>	<b>X</b>	<b>X</b>			
Functions (F)			<b>X</b>			



### *Middle School Parent Handbook Grade 6-8*

[http://www.scoecurriculum.net/documents/CCSSM\\_Parent\\_Handbook\\_MS.pdf](http://www.scoecurriculum.net/documents/CCSSM_Parent_Handbook_MS.pdf)

Middle School Parent Handbook is put out by the State of California to give parents the background and examples behind state standards instruction in the middle school math classroom.

## **How you can help your 7th grader at home with math.**

“A parent or caregivers involvement in a child’s education is the single most important factor in that child’s academic success.”

Students at 7th grade still rely heavily on the memorized number facts. Dig out those old flashcards or make some new ones for the problematic facts. Practice them. This year they use these facts to study geometry and many systems of measurement.

When it comes to homework, think of yourself not as the teacher, but as the question-asker. Listen carefully to their questions and raise questions of your own that cause your child to have to explain their thinking. Have a discussion with them about what might lead to a reasonable answer. Yes, they may be looking for one right answer, but they are likely several ways to get it. Mathematics in the real world doesn’t boil down to one right approach or immediate solution, we often have to play with numbers before we land on the right one. For instance, how many chairs will we need to seat the whole family at the celebration? Is that table big enough? Or, if I only have \$20 for food, what is the best choice of what to buy?

Value, don’t ridicule, their mistakes, Neither children nor adults do mathematics without making them. When your child announces the answer to a problem, rather than agreeing that it is right or wrong, first ask, “How does that work?” If the answer was wrong, they will likely see their mistake as they explain their work. Math is about making sense of things, if a slight error is made but the answer is logical and sensible, celebrate. If the thinking really doesn’t make sense, ask them, “Is there a different way of solving this? Can we work backwards or draw a picture of it?” Don’t pressure for perfection, use the mistakes as an opportunity to help your child understand more about their own thinking. Enjoy math. Really!

Play 10 games of Solitaire. Keep track of how many games are won and lost. Predict how often you’ll win the next 10 games based on the first ten. Are the results the same for other family members?

Make a game out of choosing the right size container to store leftover food. The loser has to do the clean-up! Subscribe to one of the magazines that highlights math and science, they are National Geographic World, 3-2-1 Contact, and Zillions.

Finally, send your child to school well rested, having had a healthy breakfast, knowing that you support their learning and expect them to take it seriously.



***“Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.”***

***Leonardo Da Vinci***



## Grade Seven Integrated Storyline

Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems.

Life Science	Earth & Space Sciences	Physical Science	Engineering, Technology, and applications to Science
<i>Living and nonliving things are made of atoms</i>			
Organisms are made of molecules of mostly six different elements.	Earth materials are mostly made of eight different elements.  Earth has mineral, energy, and water resources.	The interaction and motions of atoms explain the properties of matter.  Thermal energy affects particle motion and physical state.	
<i>Matter cycles and energy flows in systems of all scales within the Earth system.</i>			
Organisms grow and get energy by rearranging atoms in food molecules.	Earth's cycles of matter are driven by solar energy, Earth's internal thermal energy, and gravity.	Chemical reactions make new substances and can release or absorb thermal energy.  Mass is conserved in physical changes and chemical reactions.	Design Criteria  Evaluate Solutions  Analyze data  Iteratively test and modify

Life Science	Earth & Space Sciences	Physical Science	Engineering, Technology, and applications to Science
<i>Natural processes and human activities have shaped Earth's resources and ecosystems.</i>			
<p>Matter cycles and energy flows among living and nonliving parts of ecosystems.</p> <p>Resource availability affects organisms and ecosystem populations.</p> <p>Ecosystems have common patterns of organism interactions.</p>	<p>Fossils, rocks, continental shape, and sea-floor structures provide evidence of plate motion.</p> <p>Geoscience processes unevenly distribute Earth's mineral, energy, and groundwater resources.</p>	<p>Chemical reactions make new substances.</p> <p>Mass is conserved in physical changes and chemical reactions.</p>	
<i>Human activities help sustain biodiversity and ecosystem services in a changing world.</i>			
<p>Biotic and abiotic changes affect ecosystem populations.</p> <p>Design solutions can help maintain biodiversity and ecosystem services.</p>	<p>Geoscience processes change Earth's surface.</p> <p>Damage from natural hazards can be reduced.</p>	<p>Synthetic materials impact society.</p>	<p>Design criteria</p> <p>Evaluate solutions</p> <p>Analyze data</p>





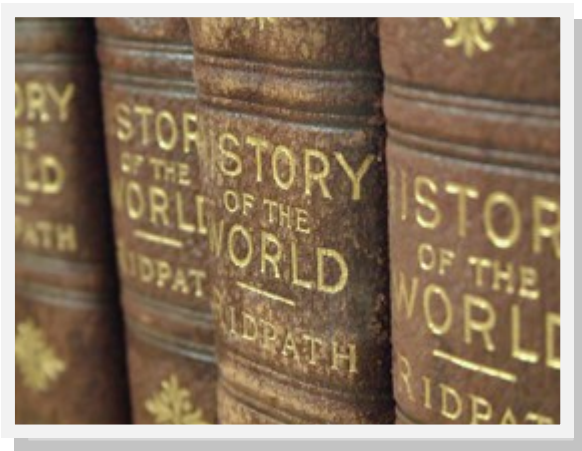
## Section 5: History Social Science Standards

*“The more you know about the past, the better prepared you are for the future.”*

*Theodore Roosevelt*

*“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”*

*George Washington*



## World History and Geography: Medieval and Early Modern Times

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Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

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7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

4. trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).



5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.





**REDDING ELEMENTARY  
SCHOOL DISTRICT**

**STANDARDS-BASED**

**REPORT CARD**

**SEVENTH GRADE  
PARENT GUIDE**



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## A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,  
Robert Adams

Assistant Superintendent of Educational Services

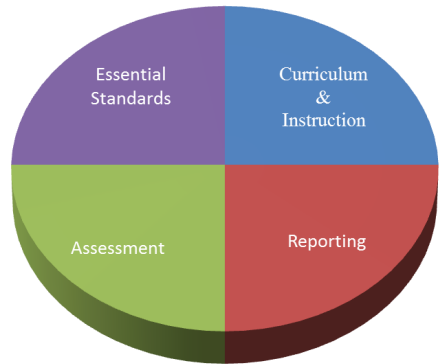
## Components of a Standards-Based System

Here are the four components of our standards-based system.

**Standards:** are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

**Curriculum:** is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

**Assessments:** are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



**Reporting** tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.



## Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

### Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.



**Achievement Grades:**  
Proficiency measured using these indicators.

**Successful learning Behaviors/Effort:**  
Proficiency measured using these indicators.

**LANGUAGE ARTS, MATHEMATICS:**  
Proficiency levels are reported using these marks

**Redding School District**  
**REPORT TO PARENTS - SEVENTH GRADE**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Year: **2015-2016**  
 Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_ Grade: **7**  
 Stu #: \_\_\_\_\_ 11/09/2015 - 02/29/2016  
 BirthDate: \_\_\_\_\_

**EXPLANATION OF MARKS**

Achievement	Effort	Progress Toward Standard
<b>A</b> 90%-100%	<b>O</b> Outstanding	<b>4</b> Standard Exceeded
<b>B</b> 80%-89%	<b>S</b> Satisfactory	<b>3</b> Standard Met
<b>C</b> 70%-79%	<b>P</b> Progressing	<b>2</b> Standard Nearly Met
<b>D</b> 60%-69%	<b>N</b> Not Yet	<b>1</b> Standard Not Met
<b>F</b> 0%-59%		<b>M</b> Progressing w/Modified Curriculum
<b>NM</b> No Mark		<b>NT</b> Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	1	2	3
<b>English Language Arts - Reading</b>			
<b>Achievement</b>			
<b>Effort</b>			
Reading Literature			
(RL 1) Key Ideas & Details			
(RL 2) Craft & Structure			
(RL 3) Integration of Knowledge & Ideas			
(RL 4) Range & Level of Text Complexity			
Reading Informational Text			
(RI 1) Key Ideas & Details			
(RI 2) Craft & Structure			
(RI 3) Integration of Knowledge & Ideas			
(RI 4) Range of Reading & Level of Text Complexity			
Speaking & Listening			
(SL 1) Comprehension & Collaboration			
(SL 2) Presentation of Knowledge & Ideas			
Language			
(L 1) Conventions of Standard English			
(L 2) Knowledge of Language			
(L 3) Vocabulary Acquisition & Use			

Reporting Period	1	2	3
<b>Mathematics</b>			
<b>Achievement</b>			
<b>Effort</b>			
Ratios & Proportions			
(RP 1) Compute unit rates with ratios by dividing two fractions			
(RP 2) Recognize & represent proportional relationships between quantities			
(RP 3) Solve ratio & percent problems using proportional relationships			
Number Systems			
(NS 1) Add, subtract, multiply, and divide rational numbers			
(NS 2) Multiply & divide rational numbers with fractions & decimals			
(NS 3) Solve real-world & mathematical problems using the four operations with rational numbers			
Expressions & Equations			
(EE 1) Apply the commutative & associative properties to add or subtract linear expressions with rational coefficients			
(EE 2) Apply the distributive property to add or subtract linear expressions with rational coefficients			
(EE 3) Solve multi-step real life and mathematical problems with positive & negative rational numbers			
(EE 4) Expand linear expressions with rational coefficients using the distributive property			
Geometry			
(G 1) Compute the actual lengths & surface areas of geometric figures using scale drawings			
(G 4) Find the area & circumference of a circle			
(G 5) Write & solve equations			
(G 6) Find the area, volume, and surface area of two-dimensional figures			
Statistics & Probability			
(SP 1-2) Use random sampling			
(SP 3-4) Draw informal inferences			
(SP 5-8) Investigate, explain, and evaluate			

**MATHEMATICS:** Student achievement is reported by clearly stated essential standards for Mathematics.

Reporting Period	1	2	3
<b>English Language Arts - Writing</b>			
<b>Achievement</b>			
<b>Effort</b>			
Narrative Writing			
Write a narrative to develop real/imagined experiences/events using descriptive details, a well-structured sequence of events, dialogue, & a well developed conclusion.			
Explanatory Writing			
Write informative text to examine a topic, convey ideas & information clearly. Introduce a topic/thesis statement, develop the topic w/information & examples, uses transitions, establishes & maintains a formal style, & provides a concluding statement.			
Argumentative Writing			
Write arguments w/clear reasons, relevant evidence, & credible sources. Acknowledge counterarguments. Provide & maintain a formal style & provide a concluding statement.			

Successful learning behaviors use Effort marks.

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: I

		Reporting Period		
		1	2	3
Science	Achievement			
	Effort			
Social Studies	Achievement			
	Effort			
Physical Education/Health	Achievement			
	Effort			
Visual & Performing Arts / Electives	Achievement			
	Effort			

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

Successful Learning Behaviors			
<b>Ownership of Learning</b>			
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.			
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure			
ACADEMICALLY RESPONSIBLE: Participates thoughtfully; produces quality work.			
HOMEWORK: Completes homework on time.			
<b>Learning Techniques</b>			
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.			
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.			
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.			
<b>Technology</b>			
Produce a 3 page document in one sitting			
Demonstrate the ability to use principles of design - margins, tabs, spacing, columns, page orientation			
Develop visual & media displays, using appropriate technology, to provide detailed evidence to support an opinion			
Rev. 6.9.16			

TEACHER COMMENTS	
1st Trimester:	
2nd Trimester:	
3rd Trimester:	
Signature: _____	

These sections will contain teacher comments about the individual student.

## A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

### ***Language Arts:***

- Screening/Diagnostic/Benchmark:
  - ◇ CBM Curriculum Based Measurements Fluency
  - ◇ Accelerated Reader STAR Assessments
  - ◇ iReady Diagnostic
  - ◇ Anecdotal records
  - ◇ end of unit assessments
- Writing samples - prompts



### ***Mathematics:***

- Benchmark/Diagnostic:
  - ◇ District Assessments
  - ◇ End of unit assessments
  - ◇ Quick checks
  - ◇ Performance Tasks
  - ◇ Teacher-created essential standards assessments
  - ◇ Performance Tasks

### ***History/Social Studies and Science:***

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations/projects
- End of unit benchmark assessments

## The Reading Success Indicators:

**Reading Fluency Rate** – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientific-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.



**Reading Accuracy Rate** – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

**AR STAR Scaled Score** – (**1<sup>st</sup> graders must know 80-90 sight words to take measurement**) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42<sup>nd</sup> percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

**AR Independent Reading** – Reading is a skill and, as with every skill, it requires not just instruction but practice. Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes; it must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain. We report two scores that should help us determine how practice is going with your child

**% of Goal Met** – We set personalized goals with students based on the amount of time available in the classroom to read and the student reading level. We can track the amount of practice based on points.

**% questions correct** – There is a flood of research about the critical role that reading practice plays in building reading skills and preparing them for college. **But a more critical point** is about how well they practice. If they do not comprehend what they are reading, then their practice is not serving them at the highest level. We use this data to guide students with book choice and comprehension strategies.

## The Successful Learning Behaviors:



### *Successful Learning Behaviors:*

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

