

**Highline Public Schools Secondary Report Card: Sample**

<b>Student Name:</b> Sample
<b>Student ID:</b> 1111111
<b>Grade:</b> 7

<b>School Name:</b> Sample School
<b>School Address:</b>
<b>School Phone:</b>

Overall Course Grade Scale		Grade Scale Description
<b>A</b>	<b>4.0-3.4</b>	Student has mastered at a very high level, the academic learning of the course. A student would need to be Meeting Standard (3) or Exceeding Standard (4) in the majority of standards to earn this letter grade. No zeros on summative assessments are allowed.
<b>B</b>	<b>3.39-2.70</b>	Student has the academic learning of a course in place and is well equipped to move forward. A student would need to earn nearly all Meeting (3) on the standards to earn this letter grade. No zeros on summative assessments are allowed.
<b>C</b>	<b>2.69-1.60</b>	Student has a basic understanding of the academic learning of the course. This student has attained the minimum required knowledge and skills to move on to the next course by earning mostly Approaching (2) or higher on most standards.
<b>NC</b>	<b>1.59-0.00</b>	Student has begun the process but has not yet mastered enough academic learning in the course (or demonstrated it) to receive credit. This student lacks the prerequisite learning to be successful in the next course and interventions will be necessary. This student would have earned mostly Beginning (1) on the standards for this course. The students will not receive credit for this course.

Standard Scale Score	Course Title	S1 Course Grade	S2 Course Grade
4 Exceeding	Science 7	C	B
3 Meeting	Language Arts 7	C	A
2 Approaching	Math 7	C	B
1 Beginning	History	B	A
NE No Evidence	PE	A	A
NA Not Assessed	AVID	B	B

Period	Course	Course Title	Teacher	S1 Course Grade	S2 Course Grade
1	#9999	Science 7	Sample Teacher 1	C	B
<b>Essential Standards</b>				<b>S1 Standard Scores</b>	<b>S2 Standard Scores</b>
<i>MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</i>				3	3
<i>MS-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</i>				2	3
<i>MS-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</i>				3	3
<i>MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</i>				2	2
<i>MS-ESS2-2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</i>				3	3
<i>MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</i>				NA	3
<i>MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</i>				3	3
Absences				3	2
Tardies				4	2
<b>Comments:</b> Your learner is mostly beginning and/or approaching standards for this course. Your learner has started to apply science and engineering practices to explore and explain phenomena and to take action on problems in the world.					

Period	Course	Course Title	Teacher	S1 Course Grade	S2 Course Grade
2	#8888	History 7	Sample Teacher 3	B	A
<b>Essential Standards</b>				<b>S1 Standard Scores</b>	<b>S2 Standard Scores</b>
<i>D2.Civ.6.6-8. Individually and with others describe the roles of political, civil, and economic organizations in shaping people's lives.</i>				3	3
<i>D2.Eco.1.6-8. Individually and with others explain how economic decisions affect the well-being of individuals, businesses, and society.</i>				3	4
<i>D2.His.14.6-8. Individually and with others explain multiple causes and effects of events and developments in the past.</i>				2	3
<i>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</i>				3	4
<i>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</i>				3	4
<i>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</i>				3	3
Absences				2	1
Tardies				0	1
<b>Comments:</b> Excels at reading like a social scientist by using evidence in their analysis of a text. Making growth in analyzing economic concepts by practicing the definitions of a variety of lenses.					

Period	Course	Course Title	Teacher	S1 Course Grade	S2 Course Grade
4	#5555	Language Arts 7	Sample Teacher 2	A	A
<b>Essential Standards</b>				<b>S1 Standard Scores</b>	<b>S2 Standard Scores</b>
<i>ELA-LITERACY.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from that of the text.</i>				4	4
<i>ELA-LITERACY.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</i>				3	3
<i>ELA-LITERACY.RL.7.4: 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.</i>				4	4
<i>ELA-LITERACY.RI.7.6: 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.</i>				4	4
<i>ELA-LITERACY.RI.7.8: 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.</i>				3	3
<i>ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</i>				3	4
<i>ELA-LITERACY.W.7.1.A: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</i>				NE	3
<i>ELA-LITERACY.W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i>				3	3
Absences				2	2
Tardies				1	2
<b>Comments:</b> Meets or exceeds standard in reading and comprehending literature with 6th-8th grade level text. Student can read various types of literature with the ability to comprehend what they have read. Student has the ability to form and identify; key ideas and details, craft and structure, integration of knowledge and ideas as well as text complexity while reading various types of text.					

Period	Course	Course Title	Teacher	S1 Course Grade	S2 Course Grade
5	#6666	Math 7	Sample Teacher 4	C	B
<b>Essential Standards</b>				<b>S1 Standard Scores</b>	<b>S2 Standard Scores</b>
<i>7-RP.A: Analyze proportional relationships and use them to solve real-world and mathematical problems</i>				3	3
<i>7-NS.A: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i>				3	3
<i>7-EE.A: Use properties of operations to generate equivalent expressions</i>				3	4
<i>7-EE.B: Solve real-life and mathematical problems using numerical and algebraic expressions and equations</i>				2	3
<i>7-G.A: Draw, construct and describe geometrical figures and describe the relationships between them.</i>				2	3
<i>7-G.B: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>				3	3
Absences:				2	0
Tardies				0	1
<b>Comments:</b> Student is making growth in meeting standards for the course. Student is able to solve problems involving angle measures, surface areas, and volume.					

Period	Course	Course Title	Teacher	S1 Course Grade	S2 Course Grade
3	#3333	PE 7	Sample Teacher 5	A	A
<b>Essential Standards</b>				<b>S1 Standard Scores</b>	<b>S2 Standard Scores</b>
<i>PE1.1.7: Perform a throw (underhand and overhand) with mature pattern for distance and accuracy during small-sided game play.</i>				4	4
<i>PE1.5.7: Perform underhand and overhand striking with competency with and without an implement in small-sided game play.</i>				4	4
<i>PE1.12.7: Perform correct technique for a variety of skills in one selected individual performance activity.</i>				4	4
<i>PE3.1.7: Describe how being physically active contributes to mental health.</i>				4	4
Absences				2	2
Tardies				0	1
<b>Comments:</b> Student consistently demonstrated proficiency of standards, could work independently, and did not need redirection					

Period	Course	Course Title	Teacher	S1 Course Grade	S2 Course Grade
6	#7777	AVID 7	Sample Teacher 6	B	B
<b>Essential Standards</b>				<b>S1 Standard Scores</b>	<b>S2 Standard Scores</b>
<i>Student will demonstrate the ability to reflect on a variety of systems in support of personal health (e.g., create a strong support network, ability to self-advocate, develop a growth mindset, apply strategies to support motivation and self-awareness)</i>				3	3
<i>Student will demonstrate integrity and ethical leadership, including online, pursue leadership opportunities and hold leadership positions, and manage and resolve conflicts with others.</i>				3	3
<i>Student will demonstrate the ability to follow all steps of the writing process (analyze, compose, revise, polish, publish) for a variety of writing tasks.</i>				3	3
<i>Student will demonstrate the ability to take notes using the focused note-taking process.</i>				1	2
<i>Student will demonstrate the ability to develop questions and use questioning techniques to think critically about content and concepts, and engage in discussions.</i>				3	3
<i>Student will demonstrate the ability to interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy.</i>				3	3
<i>Student will demonstrate the ability to stay organized for academic success including extracurricular activities, using a variety of organizational tools (e.g., binder, planner, portfolio, activity log)</i>				2	3
<i>Student will demonstrate the ability to follow the critical reading process (Pre-read, Interact with the text, Extend beyond the text)</i>				3	3
<i>Student will demonstrate the ability to identify personal interests, skills, and knowledge related to future college aspirations. (e.g., college fit, college entrance exams, financial aid)</i>				3	4
<i>Student will demonstrate the ability to define key personal attributes to investigate, explore, and reflect on best-fit career fields and pathways.</i>				3	3
Absences				2	3
Tardies				0	2
<b>Comments:</b> Great work on the writing process. Family can support by asking student about their organizational tools and helping them find a system that keeps them self-directed and meeting deadlines.					